HIGHER-ORDER THINGKING SKILL (HOTS) IN ENGLISH TEXT BOOK FOR SENIOR HIGH SCHOOL : A CONTENT ANALYSIS

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

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ABSTRACT

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The purpose of the study was to analyze English text book for senior high school with "HOTS" indicators to find out the percentage level of competence in HOTS questions In high school English books. This research was using Bloom's theory about critical thinking indicators. The research method used a descriptive qualitative approach Grouping questions from the class XI SMA level English Textbook. the results show that the analyzing level dominates the majority of reading comprehension questions in high order thinking skills with a percentage of 11%, followed by the evaluating level with a percentage of 9% and the creating level with a percentage of 3%. the percentage of reading comprehension questions is only 23%, which is in the high order thinking skills level and 77 % conclude that low level questions dominate the reading comprehension. By doing this research, it is hoped that teachers knows the subject material and alwayssearching for new methods and ideasto use for improve the ability of students especially high order thinking skill.

Keyword: Analysis, high school, HOTS, text book, English

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Medan, 2024

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CHAPTER I
INTRODUCTION

A. Background

The current curriculum applied in Indonesia is the 2013 curriculum which emphasizes the application of Higher Order Thinking skills to support the development of students' creative and critical thinking. The term HOTS has been used extensively for decades in educational contexts (Pogrow, 1988; Setyarini & Ling, 2019; Zohar, 2006), but there are mixed definitions. (Lewis & Smith 2009) (DWİ UTAMİ et al., 2019) stated that there are some biases in the definition of critical thinking, problem solving, and creative thinking, so they proposed a broader term called higher order thinking skills (HOTS) which includes several thinking skills including creative thinking.

The learning process based on the 2013 curriculum is a student-centered learning process or Student Center Learning with a contextual nature of learning (Kemendikbud, 2013).(Aina Nur, 2021) Students are required to be able to distinguish ideas or ideas clearly, argue well, be able to solve problems, be able to construct explanations, be able to hypothesize and understand complex things more clearly. So that students are not only required to have low-level thinking skills or Lower Order Thinking (LOT), but also have higher order thinking skills (HOT).

Students' thinking ability or HOT can be divided into 6 levels, namely remembering, understanding, applying, analyzing, evaluating, and creating. The thinking abilities are divided into three groups, namely low-level thinking

skills (remembering/C1), intermediate-level thinking skills (understanding/C2), and (applying/C3), and higher order thinking skills (analyzing/C4), (evaluating/C5), and (creating/C6). The grouping of thinking levels in the cognitive domain is based on the classification in Bloom's revised taxonomy. Barnett & Francis (2012) argues that higher order thinking questions can encourage students to think deeply about the subject matter.

High Order Thinking Skills (HOTS) is a thinking process of students at a higher cognitive level which is developed from various concepts and cognitive methods and taxonomies of learning such as problem solving methods, bloom taxonomy, and taxonomies of learning, teaching, and assessment (Saputra, 2016). (Thomas, A and Thorne, G 2009) define the term HOTS as a way of thinking at a higher level than memorizing, or retelling something that has been told by others.

Higher order thinking skills in students can be measured by conducting an assessment. This is confirmed by (Hanifah, 2019), which states that one way to find out whether students already have high-level thinking skills is by conducting an assessment. Assessment in the form of tests can be used to hone students' thinking skills and influence in determining students' thinking skills. So it is necessary to evaluate and assess the learning activities of students.

Evaluation and assessment is a learning activity that aims to build the ability to think and behave scientifically. This is confirmed by (Sudaryono, 2012), stating that evaluation now has an Indonesian equivalent, namely assessment. The process of determining the information needed, gathering, and using that

information for consideration before making a decision, is what is called an assessment or evaluationActivities can be designed by educators, through situations that are engineered in certain activities so that students carry out activities including: analyzing data, grouping, making categories, concluding, and predicting or estimating from discussion or practice. The results of trying and associating activities allow students to think high-level or HOTS to think metacognitively. Educators can train students to be skilled by practicing questions that invite students to think at the level of critical thinking, creative thinking, problem solving and making decisions. Analyzing practice questions in English textbooks is included in the questions that are HOTS or not. That's why this research is important because by analyzing the level of students in higher order thinking in English books they would answer.

Based on the 2015 Program for International Students Assessment (PISA)survey test assessment reported by the Organization for Economic Co-Operation and Development (OECD), the performance of Indonesian students is still relatively low. Of the 70 countries evaluated, Indonesian students were ranked 62 for science material, 64 for reading material, and 63 for mathematics. This happens because students in Indonesia are not trained in solving contextual questionsthat measure their higher-order thinking skills. In fact, such questions are characteristic of PISA questions.

According to PISA, literacy will have an impact on economic capacity in the future. Indonesia is still classified as a country that has not been able to create children's ability to think critically and analytically as adults should in

facing the demands of an increasingly tough era. This will certainly have an impact onIndonesia's economic activities in the international arena. If Indonesia cannot compete, it will make the Indonesian economy slump and it is certain that the welfare of citizens will decline.

Yogyakarta State University education expert, Prof. Wuryadi assessed that the application of learning with the "Higher Order Thinking Skill" (HOTS) approach in Indonesia was a bit late compared to other countries. According to Wuryadi, high school students who are generally aged 15 years and over have been able to accept the learning pattern using the HOTS approach. Even in other developed countries, HOTS is applied to the age of 13 years. Wuryadi hopesthat the Ministry of Education and Culture will continue to develop learning with HOTS. Because in reality the learning patterns developed so far have not been in that direction.

Analysis is the stage of identifying problems and available data (Adityasari, 2015). Analytical activities are aimed at knowing the meaning, position, and relationship between various concepts, policies, programs, activities, events that exist or occur, in order to further find out the benefits, results, or impacts of these things (Sukmadinata, 2012).

The teacher's role is very important in making students have higher-order thinking skills. Therefore, the teacher should provide questions that are applications in everyday life to make it more interesting and train studentsto develop their thinking skills. HOTS questions are not difficult questions, but questions that hone students' active abilities to create students who are able to

think in a complex and deep way to solve a real problem. Therefore, it is necessary for teachers to optimize assessmenttechniques in the form of teststhat can be used to hone students' higher-order thinking skills. Besides the low level of high-order thinking skills of students in Indonesia, assessment instruments specifically designed to train students' higher-order thinking skills are also still lacking in schools, so it is necessary to develop a HOTS-based test instrument from English textbooks.

So for the progress of a nation, education plays an important role so that good human beings need education. Education provides lessons that are so important that humans about the world around them develop a perspective in looking at life. Education comes from the lessons life teaches us. Where one source of education is the teacher, the task of the teacher is to educate students, provide knowledge and conduct an assessment of every activity held in the learning process.

English is an important part of science, especially communication. The importance of communication in terms of education, social, and economy today, especially English is an international language that connects between countries. Therefore, English is one of the most important subjects to be mastered by students. Meanwhile, students' critical thinking skills are still relatively low, because the teaching and learning activities of English so far in schools only use the lecture method and continue to work on questionsso that studentsseem to feel lessinterested in learning English.

According to (Sani,2019), higher order thinking skills are different from higher order thinking skills. When referring to Bloom's revised Taxonomy, higher order thinking (HOT) is related to cognitive abilities in analyzing, evaluating, and creating. Meanwhile, higher order thinking skills (HOTS) are related to problem solving skills, critical thinking, and creative thinking. Therefore, it is necessary to increase the mastery of concepts through meaningful learning. One way is to apply critical thinking skills.

There are severalstudiesinvestigatingHOTSquestionsin textbooks, but only a few investigated questions designed by English teachers (Anasy, 2016; Freahat & Smadi, 2014; Igbaria, 2013;Raqqad & Ismail, 2018;Razmjoo & Kazempourfard, 2012; Ulum, 2016; Zaiturrahmiet al., 2017). It isimportant toanalyze the test itemsdesigned by the English teacher as they reflect the application of HOTS, as suggested by the 2013 curriculum, in the area of assessment. Thus, item analysis can be carried out to support the curriculum and enrich findingsin this area.

Based on the description of the problem above, the researcher is interested in conducting a question analysis research entitled Higher-Order Thinking Skill(HOTS) in English Textbooks for Senior High School Grade: Content Analysis. Where this study will analyze questions in English textbooks for high school classes, the analysis is to see the results of questions in English books based on HOTS as well. The indicators used are indicators of critical thinking in achieving appropriate and desired learning.

B. Identification of problems

Based on the background of the problems described above, the identification of problems in this study are:

1. The lack of questions that refer to hots in English books
2. There is no result of the analysis of hots questions in English textbooks.

C. Scope and limitation of problem

Based on the background of the problem, the author decided that the research should focus on analyzing class XI books in the limit of HOTS based questions.

1. What is the percentage of competency level for HOTS questions in high school English books?
2. What are the results of the analysis of the questionsin the SMA English Book?

D. Research purposes

Based on the problem formulation, the purpose of this research is to determine:

1. To find out the percentage level of competence in HOTS questions In high school English books.
2. To find out the results of the analysis on the items in the high school English book.

CHAPTER II
THEORITICALFRAMEWORK

A. HIGHER ORDER THINKING SKILL

1. The Understanding of Higher Thinking Skill (HOTS)

In terms of a textbook evaluation, there could be two scenarios. Forstarters, when a teacher is under a lot of pressure to choose an excellent textbook. The first situation requires teachers to choose a textbook carefully, and an incorrect decision could waste time. Second, when the teacher is required to use a book provided by the ministry. Teachers may not need to evaluate in this situation. However, the evaluation process itself is beneficial in that it provides teachers with information. beside from that, reviewing textbooks may have an impact on how teachers use textbooks in the classroom. In some cases, they may want to include supplementary material or questions about the teaching learning process or students' assessments. As a result, assessing textbooks is beneficial in both cases.

On the other hand, (Shukla and Dungsungnoen, 2016) Reasoning, evaluating, problem solving, decision making, and analyzing events are all examples of higher order thinking skills. Additionally, (Fanani, 2018) HOTS has two distinct characteristics: critical and creative thinking abilities. These two features are critical since they are human's basic competence in dealing with difficulties and the ability tocreatively seek the best answer. He goes on to say that evaluating HOTS entails assessing higher-level thinking, based on a contextual problem, is non-repetitive, and includes a variety of question

forms. Furthermore, one of the educational goals resulting from industry desire for economic growth is higher order thinking skills. so, it is critical to teach higher order thinking skills in the classroom (Yen & Halili, 201 ; Shukla & Dungsungnoen, 2016). As a result, it may be stated that in order to attain a wide aim such as increasing a country's economic growth or improving overall citizen competency, one must first learn to expand one's thinking skill.

Besides, (Brookhart, 2010) The notion of higher-order thinking was broken down into three categories: transfer, critical thinking, and problem solving. Higher-order thinking as a technique of transferring knowledge. As a result, it involves more than merely memorization of information or concepts. It implies that pupils may use what they learn in the classroom outside of the classroom. Students understand how to apply specific information in specific fields. (Brookhart, 2010 : 5) Furthermore, the term "higher order thinking as transfer" refers to pupils' ability to apply what they've learned in a new setting. In other words, students are able to connect knowledge to other elements outside of the classroom because life outside of the classroom is full with opportunities to apply knowledge rather than just remember assignments.

In higher-order thinking activities like evaluating the credibility of a source and detecting assumptions, knowing how to use critical judgment is crucial. Understanding how some commercials take diverse approaches to different target audiences, forexample, when it comes to issue solving,

higher-order thinking simply means looking for a solution that can't be found by remembering facts.

However, (Brookhart, 2010 : 7) stated that problem solving can be considered as a wide educational goal. Many problems are open-ended questions, even if other fields only offer closed problems with a fixed set of answers. In order to be solved, some problems may require several solutions and tactics. Many scientists look for practical and theoretical answers that are both effective and efficient. However, if higher-order thinking is regarded as issue solving in the educationalsphere,students are expected to solve problems in both academic work (presumably what a test would be like) and in their personal lives (new problems not encountered in school).

The cognitive portion, on the other hand, is separated into two skills: lower-order and higher-order thinking. Lower and higher order thinkiPng skills are types of thinking skills that differ in the degree of intricacy of the thought process (Atiullah et al., 2019) It means that higher-order thinking requires a far more complex process than lowerorder thinking. While reproductive thinking is a lower order thinking talent, higher order thinking requires learners to address problems using reasoning.

Besides, (Shukla and Dungsungnoen, 2016) When children can envision problems, discern relevance from irrelevance, spot contradictions, give reasoning, choose a solution, and see alternative perspectives, they can develop higher order thinking skills. In accordance with this, (Fanani, 2018) One of the benefits of using HOTS is that it increases students' drive to learn

because it requires them to makeconnections between the questions and the content. As a result, the learning process takes on greater significance. As a result, it is unlikely that students will improve their thinking skills unless they are exposed to training that includes all of the aforementioned characteristics. Students cannot develop higher order thinking skills on their own, but they may with the help of teachers. As a result, the teacher's role is critical.

Characteristics of HOTS According to (Resnick, 1987), there are nine characteristics of a HOTS instrument that distinguish itfrom othertypes of instruments. a HOTS instrument that differentiates it from other types of instruments. can be seen as follows:

1. Non-Algorithmic, which means that the action steps cannot be fully determined in advance. action steps cannot be completely predetermined.
2. Complex, meaning that the steps cannot be seen/guessed directly from a certain perspective. directly from a certain point of view.
3. Generates many solutions.
4. Involves differences of opinion and interpretation.
5. Involves the role of multiple criteria.
6. Involves uncertainty.
7. Demands independence in the thinking process
8. Involves impressive meaning.
9. Requires effortful work

HOTS includes four skills namely critical thinking, creative thinking, problem solving, and decision making. Skills Critical thinking skills are one part of HOTS.

To summarize, higher-order thinking skills are a type of complicated thinking that demands us to evaluate topics critically. The necessity for higher order thinking skills in the twenty-first century is a result of industry demand. As a result, in order to improve a country's economic status, we must first learn to think in higher order. Higher order thinking skills also involve students, teachers, and the learning environment. It is also linked to reading because they are both complex and difficult mental activities.

2. Higher Order Thinking Skill in Revised Bloom'S Taxonomy

An objective is something we desire to achieve after completing an activity. Objectives help us focus on what we want to accomplish. Because teaching is a purposeful act, having a clear objective is crucial.Teachers seek to make learning easier for students in a variety of subjects. Bloom's taxonomy describes the goals of teachers in the teaching-learning process. Bloom proposed a taxonomy in 1956 to aid teachers in defining their goals while assessing students. Any educational endeavor should excite one of three psychological dimensions, according to him: cognitive, emotional, or psychomotor (Gordani, 2010). Knowledge, understanding, application, analysis, synthesis, and assessment are the six levels Bloom used to split cognitive process domains. The cognitive domains of analysis, synthesis, and evaluation are referred to as critical thinking in Bloom's taxonomy

(Zaiturahmi and colleagues, 2017). The highest level of complex thinking skill in Bloom's Taxonomy is evaluation.

However, (Anderson et al. 2001) suggested revising Bloom's taxonomy decades later in order to concentrate teachers' attention on the taxonomy's significance as well as to add new knowledge into the taxonomy. (Anderson et al 2001, p.7) hoped that by modifying the taxonomy, teachers would be able to have clearer instructional objectives as well as relationships between them. The taxonomy could be useful in directing curriculum decisions as well as teachers' personal objectives. An objective statement must have a verb and a noun, according to (Anderson et al. 2001, p. 5). They went on to say that the verb represents the cognitive process, whereas the noun represents knowledge. As a result, the dimension is the only difference between the updated and original taxonomy.

While the original framework only had one dimension, the revised Taxonomy now has two dimensions: cognitive and knowledge (two dimensional). The order of evaluation and synthesis was also changed in the new version. Remember, comprehend, apply, analyze, evaluate, and create are the six categories of the revised Bloom's Taxonomy. The domain that comes after is more complex than the one before it in terms of cognitive complexity. As a result, remembering is more difficult than understanding.

(Anderson et al. 2001, p. 27) classified knowledge dimensionsinto four categories. These four forms of knowledge arise from an awareness that the learning process has two components: knowing what will be learnt and

understanding how pupils think while learning. This comprehension is founded on a cognitive and constructive viewpoint. As a result, the teaching-learning process is concerned not only with strengthening students' thinking skills (cognitive), but also with providing knowledge (constructive) that will benefit them the greatest. Furthermore, knowing what will be learned during the teaching-learning process will give meaningful learning. Factual, conceptual, procedural, and metacognitive knowledge are the four forms of knowledge (Anderson et al., 2001, p.48-60)

Factual knowledge is concerned with the fundamental parts of a learning process, such as terminology and factsthat students must be aware of. It deals with recognizing specific information in a field, such as precise location, dates, and terminology. This indicates that in order to comprehend the learning aim, pupils must be aware of a number of things. Factual knowledge is distinct from conceptual knowledge in that it simply provides discrete facts, whereas conceptual knowledge deals with organized systems of knowledge. Knowledge of terminology and knowledge of precise facts and elements are the two subcategories of factual knowledge. To begin, terminology knowledge entails understanding of certain symbols, both verbal and nonverbal, such as words, numerals, signs, and pictures. Knowledge of the alphabet, scientific words, and conventional representational symbols on maps and charts are examples of thiscategory. Second, knowledge of specific features and elements relates to information about specific events, locations, persons, dates, or information sources. This data could be quite particular.

Knowledge about society, practical facts, notable names, places, or country exports are examples of this kind.

The categorization or classification of elements is the subject of conceptual knowledge. Students are expected to draw connections between items in conceptual knowledge. As a result, construct a well-structured phenomenon ortheory. Knowledge of classification and categories, knowledge of principles and generalizations, and knowledge of theories, models, and structure are the three subtypes of conceptual knowledge. To begin, understanding of classification and categories necessitates categorization as a subject matter. Studentsin this category are expected to understand when and how to use classification to subject matter content. Students, for example, must be familiar with a wide range of literary genres. In geology, knowledge sections of sentences or knowledge periods are further instances. Second, understanding principles and generalizations necessitates the ability to discern patterns that describe a phenomenon. Knowledge of generalizations of a certain culture and knowledge of major principles involved in learning are examples of this category. Finally, knowledge of theories, models, and structure is concerned with the interplay of knowledge of principle that provides a clear systematic picture of a complicated phenomena or problem, such as knowledge of interrelationships among chemical principles as the foundation for chemical theories.

The activities could be anything from daily tasks to problem-solving. Procedural knowledge frequently entails a series of actions to accomplish a

purpose. Procedures are the term for this. Knowledge of subject specific abilities and algorithms, knowledge of subject-specific techniques and methods, and knowledge of criteria for selecting whether to utilize appropriate procedures are the three categories of procedural knowledge. First, subject-specific skills and algorithms are concerned with a set of processes that are frequently applied to obtain a fixed response, such as in mathematic exercises. Second, subject-specific procedures and methodologies must be distinguished from subject-specific skills and algorithms. While specific skills may yield a predictable result, specific procedures and methods are open to all possibilities. As a result, the answers may vary depending on a variety of factors,such as knowledge of methodologies for evaluating health concepts. Finally, knowing the criteria for selecting when to utilize acceptable procedures necessitates students' understanding of when to apply specific processes. Students must also link the existing methods to similar situations employing the same procedures in this category.

On the other hand, solely defined metacognitive knowledge as students' understanding of various aspects of cognition. This category's subclasses are divided into three groups. To begin, strategic knowledge is the cognition of broad learning, reasoning, and problem-solving strategies. Students, for example, must learn materials; but, the approach they employ to comprehend the materials is known as strategic knowledge. One learner may repeat the words, while another employs summarizingand paraphrasing techniques to fully comprehend the learning information. Second, cognitive task

knowledge relates to the understanding of various learning strategies utilized in various tasks or contexts. It implies that pupils be aware that one learning approach may not be appropriate for a certain assignment. This category of knowledge is also known as conditional knowledge, because students must understand when and why they should utilize a learning approach. For example, understanding that an easy memorizing exercise may just necessitate rehearsal. This category of knowledge, on the other hand, varies from procedural knowledge in that procedural knowledge refers to specific techniques used in subject-specific situations, such as a psychics problem involving the second law of thermodynamics. Finally, self-awareness requires pupils to recognize their own strengths and weaknesses. As a result, if students are aware of it, they are more likely to understand that they will need to use a variety of learning strategies in diverse scenarios. Knowledge that one is knowledgeable in certain areas but not in others is an example of self-knowledge.

Anderson et al (2001, p.66-87) on the other hand, separated cognitive dimension into six aspects. These six cognitive dimensions are based on what teachers want their pupils to learn. Remember, comprehend, apply, analyze, evaluate, and create are the six categories. All six cognitive dimensions could be grouped into one of the knowledge dimensions (factual, conceptual, procedural, and metacognitive). First, Remember that retention is very important in the cognitive level. As a result, it is necessary for pupils to recollect the exact same form of what they have learnt. Forexample, students

are given the text of a narrative story and then asked to describe what happened in the story in response to a question. Remembering information is necessary for meaningful learning, such as completing challenging tasks, but if the learning process is entirely focused on memorization, children will only retain pieces of information (Anderson et al., 2001, p. 66). Recognizing and Remembering, on the other hand, are two aspects of remembering knowledge. Recognize demands pupils to connect their prior knowledge to thematerial offered.Studentsdecide whether existing information corresponds to newly acquired knowledge when they recognize. Students are asked to verify and match facts as part of the recognizing assessment. When students are asked to recall information from long-term memory, they must do so. Students are tested on their ability to recollect information from past experiences.

Second, the cognitive dimension of understanding requires students to generate meaning and grasp instructional messages in written, spoken, or graphic form. Understanding knowledge involves seven cognitive processes: interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. To begin, interpreting entails transforming information from one form to another, such as from audio to text. Students, for example, must rewrite someone else's speech in their own words. Second, exemplifying is the process of providing an example of an idea. Exemplifying includes characteristics of principle, such as the requirement for at least one noun and one verb in a simple sentence in English. Students may be asked to produce an example or choose one from a list of possibilities when being assessed

forexemplifying cognitive processes. Finally, classifying cognitive processes entails observing principle features/patterns. Second, the cognitive dimension of understanding requires students to generate meaning and grasp instructional messages in written, spoken, or graphic form. Understanding knowledge involves seven cognitive processes: interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. To begin, interpreting entails transforming information from one form to another, such as from audio to text. Students, for example, must rewrite someone else's speech in their own words. Second, exemplifying isthe process of providing an example of an idea. Exemplifying includes characteristics of principle, such as the requirement for at least one noun and one verb in a simple sentence in English. Students may be asked to produce an example or choose one from a list of possibilities when being assessed for exemplifying cognitive processes. Finally, classifying cognitive processes entails observing principle features/patterns. Fourth, summarizing is the process of making broad assertions to convey data. Fifth, inferring is the process of identifying patterns in an idea. Making a comparison between one thing and another within context isthe process of inferring. In contrast to attributing (a cognitive process with Analyze), this cognitive process does not need pupils to look beyond the context. Sixth, comparing knowledge is the process of identifying similarities and differences between two or more objects. Comparing also entails determining whether or not two things are compatible. Seventh, students must understand the cause-and-effect relationship of situations in

order to explain cognitive processes. As a result, pupils must understand why something occurs.

Thirdly, the Apply cognitive dimension is concerned with the application of procedures in real-life situations, whether to execute exercises or solve difficulties. According to Anderson et al. (2001, p. 77), an exercise is something that pupils are comfortable with, whereas a problem is a task that they have never done before. Students, on the other hand, have minimal difficulty doing the practice. Meanwhile, fixing problems necessitates a thorough comprehension on the part of the students. Executing and implementing are two cognitive processes in the Apply category. Executing cognitive processes entails performing routine tasks, such as exercises that students perform on a daily basis. As a result, completing a known assignment is more about the students' abilities than it is about technique or procedure. Meanwhile, the ability to execute unexpected tasks in order to solve issues is part of the cognitive process. In order to complete this task successfully in real life, pupils will require more than simply competence. They must also master a range of processes to assist them.

Fourth, students must break down a unit into numerous components and discover how each element links to the others in order to analyze cognitive dimension. Differentiating, organizing, and attributing are three cognitive processes that correspond to this knowledge. Differentiating is concerned with distinguishing key elements from inconsequential ones, organizing is concerned with the structure/organization of a unit, and assigning is

concerned with the material's underlying meaning. This cognitive process has a number of goals, including the ability to identify facts from opinions, to link conclusions and supporting statements, todistinguish relevant from irrelevant information, to determine how concepts relate to one another, and to infer implicit assumptions. to identify dominant from less dominant concepts and to uncover evidence to back up the author's claim (Anderson et al., 2001, p. 79-80). The ability to figure out important/relevant elements is a distinguishing cognitive activity. to discern between dominant and less dominant concepts, and to collect evidence to support the author's goal (Anderson et al., 2001, p. 79-80). The ability to distinguish between important/relevant and unimportant/irrelevant pieces of content is a distinguishing cognitive activity. This cognitive process is distinct from comparing (as in comprehending) in that it pays close attention to what matters most in the material. Following that, organizing entailsidentifying elements and figuring out how they fit into a structure. Students must organize the content supplied in order to create a structure. Finally, the ability to ensure point of view or biases toward other things in a material is part of attribution. When it comes to attribution, students must understand the author's aim as well as purpose. However, the material does not express this viewpoint. As a result, it exists without being explicitly stated. To truly recognize point of view and biases in a topic, students must gain a deep comprehension beyond what is offered.

Fifth, students must evaluate cognitive dimensions by making worthwhile judgments based on criteria and standards. Quality, efficacy, efficiency, and consistency are among the criteria (Anderson et al, 2001, p. 83). Some judgments are evaluative, while others are concerned with appropriateness. As a result, not everyjudgment in evaluating knowledge determines whether or not a material is excellent enough, but it also determines whether or not the content fits into multiple categories. Within this category, there are two cognitive processes: checking and critiquing. Checking is concerned with ensuring internal consistency. For example, students must determine whether thematerial offered contradictsone another. Critiquing, on the other hand, is the process of appraising a product or operation using external criteria or standards. As a result, when critiquing, students must identify the positive and negative aspects of a product of operation before forming their own view.

Finally, creating a cognitive dimension entails combining elements to make a unit (a product). As a result, pupils will create something fresh. Creating a product, according to Anderson et al. (2001, p. 85), aligns with students' prior experience. Because students will acquire creative thinking when developing a product, create knowledge is linked to it. Although creating knowledge necessitatesthe ability to think creatively, this does not imply that students must constantly produce a unique result. Create knowledge also encompasses what all students are capable of. Students can blend past information, such as understand, apply, and analyze, to create

something new. Create, on the other hand, varies from past knowledge in that it entails generating a unique product rather than relying solely on what has been taught. Understanding the problem, planning a solution, and executing the plan are the three parts of the creative process when producing something. As a result, the cognitive process of generating, planning, and producing information is divided into three categories. To begin with, generating refers to the ability to describe an issue and propose different theories. Students acquire creative thinking skills when they generate cognitive processes that push them beyond their prior knowledge and restrictions. The purpose of this mental process is to come up with a number of different hypotheses. Second, planning is concerned with putting together a solution to the issue at hand. When students organize cognitive processes, they may generate an actual solution by dividing difficulties into sub-goals or sub-tasks. This cognitive activity, on the other hand, isn't always an explicit task. While creating a product, students may engage in both planning and producing cognitive processes at the same time. Finally, the generating cognitive process requires students to carry out the problem-solving plan. Students can combine all four types of knowledge when producing (factual, conceptual, procedural and meta cognitive).

To summarize, the revised Bloom'staxonomy is madeup of six cognitive domains: remembering, understanding, applying, analyzing, evaluating, and creating. Its complexity is reflected in these six cognitive domains. It meansthat of the six cognitive domains, the remember cognitive domain is

the least complicated, while the create cognitive domain is the most complex. Each cognitive domain necessitates a distinct set of abilities. For example, pupils just need to recall what they have learn at the remember level. Meanwhile, at the creative level, pupils must not only comprehend but also integrate the assessment. various components in order to solve difficulties Meanwhile, the revised Bloom's Taxonomy divides knowledge into four categories: actual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge. Factual knowledge is concerned with bits of information, while conceptual knowledge is concerned with concepts/theories, procedural knowledge is concerned with how to perform a task, and meta cognitive knowledge is concerned with cognition. Furthermore, this study's research is based on a revised version of Bloom's taxonomy.

Bloom’s Revised Taxonomy: Cognitive, Affective, and psychomotor

a. Bloom’s Revised Taxonomy—Cognitive Domain

Lorin Anderson, a former student of Bloom, revisited the cognitive domain in the learning taxonomy in the mid-nineties and made some changes, with perhaps the two most prominent ones being, 1) changing the names in the six categories from noun to verb forms, and 2) slightly rearranging them (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, Wittrock, 2000; Pohl, 2000). This new taxonomy reflects a more active form of thinking and is perhaps more accurate:

Table 1 Indicators of Cognitive Domain

Category	**Examples**	**Key words (verbs)**
Remembering: Recall previous learned information.	Recite a policy. Quote prices from memory to a customer. Knows the safety rules.	Defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.

Understanding: Comprehending the meaning, translation, interpolation, and interpretation of instructions andproblems.Statea problem in one's own words.	Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.	Comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
Applying: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.	Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.	Applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
Analyzing:Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning.Gathers information from a department and selects the required tasks for training.	Analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
Evaluating: Make judgments about the value of ideas or materials.	Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.	Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.
Creating: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.	Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.

(Bloom's Revised Taxonomy: Cognitive, Affective, and Psychomotor, n.d.)

b. Bloom's Revised Taxonomy—Affective Domain

The affective domain (Krathwohl, Bloom, Masia, 1973) includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed from the simplest behavior to the most complex:

Table 2 Indicators of Affective Domain

Category	Examples	Key words (verbs)
Receiving Phenomena: Awareness, willingness to hear, selected attention.	Listen to others with respect. Listen for and remember the name of newly introduced people.	Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.
Responding to Phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).	Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them.	Answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.
Valuing: The worth or value a person attaches to a particularobject, phenomenon, or behavior. This ranges from simple acceptance to the more complexstate of commitment.Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.	Demonstrates belief in the democratic process. Is sensitivetowards individual andcultural differences(value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.	Completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.
Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values.	Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.	Adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.

Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).	Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.	Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

(*Bloom's Revised Taxonomy: Cognitive, Affective, and Psychomotor*, n.d.)

c. Bloom's Taxonomy—Psychomotor Domain

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are listed from the simplest behavior to the most complex: The Simpson's and Harrow's psychomotor domains are especially useful for thedevelopment of children and young people, and for developing skillsin adultsthat take people out of their comfort zones like . The Dave's psychomotor domain isthe simplest and generally easiest to apply in the corporate development environment. Both models offer different emotional perspectives and advantages: Check the relevance and importance of each before you implement. Simpson's Psychomotor Domain.

Table 3 Indicators of Psychomotor Domain

Category	Examples	Key words (verbs)

Perception (awareness): The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet.	Chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.
Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).	Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena" subdivision of the Affective domain.	Begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.
Guided Response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.	Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift.	Copies, traces, follows, react, reproduce, responds.

Mechanism (basic proficiency): This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.	Use a personal computer. Repair a leaking faucet. Drive a car.	Assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.

(*Bloom's Revised Taxonomy: Cognitive, Affective, and Psychomotor*, n.d.)

The higher order thinking abilities are comprised of three levels of cognitive abilities based on Anderson and Krathwohl's taxonomy: analyzing, evaluating, and creating. Anderson and Krathwohl's taxonomy, first introduced by Benjamin Samuel Bloom in 1950, is one of the most well-known taxonomies in education. Taxonomy has been used for more than 50 years and is essential in education (Musial, 2009:69). The essay system is one method for testing higher level thinking skills. The essay questions in the textbook, particularly in the English textbook, are a valuable tool for assessing higher-level thinking.

It implies that essay items may enable studentsto construct more inhabited logical answers in their thinking and learning because students use their own words to answer questions from the essays (Ilma, 2013:7) Many previous studies, however, found that the number of high order thinking skills in the textbook islow. The textbook'sthinking levels are mostly found in the low order thinking skills.

The lower level of questions are much easier to find in the textbook because they are familiar and easy to answer by the students, and they are much easier to make by the teachers or the author of the textbook, whereas

the higher level of questions are rarely found in the textbook because they frequently require the teachers to wait for a significant amount of time for the students to answer those types of questions (Ilma, 2013:13). According to the preliminary study, several teachers interviewed said they were unsure whether the textbooks they use in the classroom learning process are sufficient in evaluating students' critical thinking skills. According to the teacher, most students struggle to answer questions that require higher-order thinking skills. When a high-level question was submitted to the national exam simulation, only a few students correctly answered it. The teacher also stated that if a question is posed to students at a high level, students will need a long time to answer the question, and learning takes time (Bassham, 2011:80).

The English textbook for senior high school, specifically twelfth grade, was chosen because the emphasis in college life is on higher order thinking skills to be active in evaluating ideas and information. As a result, higher order thinking skills are important throughout the learning process because they can improve students' ability to evaluate information in their daily lives. Furthermore, higher order thinking skills are essential for senior high school studentsin the twelfth grade who plan to continue. their education in college. The Indonesian Ministry of Education and Culture's national review, on the other hand, necessitates higher-order thinking skills. Because the majority of the questions are at a high level of difficulty, students' critical thinking skills were required. Not only do the questions assess the student's

memorization, but they also assess the student's critical thinking. As a result, if students are only accustomed to dealing with questions at a low level, it can have an impact on their thinking ability. They will not be used to answer questions at a high level. Although low-level questions are not necessarily bad questions, students will struggle to deal with higher-level questions if they only focus on low level questions

To summarize, an analysis of the level of reading comprehension questions in the textbook, particularly essay items, is thought to be important because the study's findings can improve students' critical thinking skills in reading and help studentslearn English. This book was written by Indonesian authors and published by the Ministry of Education and Culture. It is a textbook that schools must use and was revised based on the 2013 curriculum. As a result, the researcher intends to analyze the distribution of the thinking level existing in the reading comprehension questions, particularly essay items, in the English textbook forsenior high school studentsin grade twelfth to ensure that the textbook supports students in becoming competent in English language learning by including both low and high level questions in the English textbook.

Therefore, it was necessary to conduct this research. According to Nancy (2005), thinking happens in human brain. It refers to the process of creating a logical series ofconnective facets between items of information in human brain. When someone can treat the brain as unknown quantity that he cannot manage, then theiruntrained thinking is likely to consist of all or

some of following: 1) Doubts, fears and catastrophe: the phenomenon of letting the rest of our thinking be colored by one bad thought. 2) Fantasizing: it is possible to imagine the worst and guide all of our thinking to plan for it. 3) Self-deprecating: allowing errors and failureslead usto think that we are not good enough. 4) Remembering the worst: worrying about something that we have done in the past that we cannot alter. 5) Confusion: not having clear objectives or plans.

A cognitive development expert, Jean Piaget, has examined many studies on the phases of human cognitive development that are keys to the development of the mind. At the age of children from 0 birthsto school age, it begins with cognitive development; from adolescents, operational skills of thought stages develop the logical and systematic manipulation of symbol symbols. People begin to develop mind skills such as logical processes after adolescence, then adulthood, starting from symbolsthat have a relationship with the concept of complex and abstract thoughts. Scientific thinking, reasoning and hypothesis testing at an adult age. This stage of development isthe basis for solutions to problems in life and work, self-reflection, and the critical reasoning process, etc (Crowl., et. al., 1997)

The three taxonomies of Bloom, cognitive, affective, and psychomotor, address the hierarchical level of basic thinking in learning areas from low to higher complexity (Bloom, 1956). Students can take operational information meaning from very abstractthings, formula models, symbolic equations, or algorithms applied in new ways in new situations from this

understanding of Bloom, the link in its application and the skills of the lower level of mind to the highest level; then from here. High-level mind skills including problem analysis, the synthesis of studies always requires the achievement of initial levels, such as the ability to use routine rules for new problems (McDavitt, 1994). Complex material in many parts, correlations detected data and information grouped and most abstractly creative within the boundaries previously determined by context and content. In this case it appears that each taxonomic entity has many relationships.

The taxonomy of Anderson is a model of thought developed by Benjamin S. 1956's Bloom. Thinking was divided into six cognitive levels by this model. Then in the 1990s, Bloom's former student Lorin Anderson created a draft to update the taxonomy of Bloom. Anderson divides thinking abilities into two levels, such as lower-order thinking abilities (remembering, understanding and applying) and higher-order thinking abilities (analyzing, evaluating, and creating). The keywords of the revision of Bloom taxonomy as:

1. Remembering means the students can mention the definition, imitate the pronunciation, state the structure, pronounce, and repeat.
2. Understanding means the students can explain the concept, principle, law or procedure. The keywords are classified, describe, explain the identification, place, report, explain, translate, and paraphrased
3. Applying means the students can apply their understanding in a new situation. The keywords are choosing, demonstrating, acting, using,

illustrating, interpreting, arranging schedule, making sketch, solving problem and writing.

4. Analyzing means the students can classify the sections based on their difference and similarity. The keywords are examining, comparing, contrasting, distinguish, doing discrimination, separating, test, doing an experiment, asking
5. Evaluating means the students can state either good or bad towards a phenomenon or certain object. The keywords are giving argumentation, defining, stating, choosing, giving support, giving assessment, and doing the evaluation.
6. Creating means the students can create a thing or opinion. The keywords for creating are assembling, change, build, create, design, establish, formulate, and write. The indicators in this study are based on the theories of Anderson's taxonomy (2001).

Low Order Thinking Skill.

The Low Order Thinking Skills Indicators are split into three levels:

Remembering

Table 4. Indicators of remembering level

Categories and Cognitive Processes	Alternative Names	Indicators
Remember		Retrieve knowledge from long term memory
Recognizing	Identifying	Locating knowledge in long term memory consistent with presentedmaterial
Recalling	Retrieving	Retrieving relevant knowledge from long term memory

(Helmi Fitriani & Puspita Kirana, 2021)

Understanding

Table 5. Indicators of understanding level

Categories and Cognitive Processes	Alternative Names	Indicators
Understand		Construct meaning from instructional messages, including oral, written, and graphic communication
Interpreting	Clarifying Paraphrasing Representing Translating	Changing from one form of representation to another
Exemplifying	Illustrating Instantiating	Finding a specific example or illustration of a concept or principle
Classifying	Categorizing Subsuming	Determining that spmething belongs to a category
Summarizing	Absracting generalizing	Abstarcting a general theme or major point
Inferring	Cocluding Extrapolating Interpolating Predicting	Drawing a logical conclusion from presented information
Comparing	Contrasting Mapping Matching	Detecting correspondence between two ideas, objects, and the table
Explaining	Constructing models	Constructing a cause and effect model of a system

(Helmi Fitriani & Puspita Kirana, 2021)

Applying

Table 6. Indicators of applying level

Categories and Cognitive Processes	Alternative Names	Indicators
Apply		Applying a procedure to a familiar task
Executing	Carrying out	Applying a procedure to a familiar task
Implementing	Using	Applying a procedure to an unfamiliar task

(Helmi Fitriani & Puspita Kirana, 2021)

High Order Thinking Skills

The High Order Thinking Skills Indicators are split into three levels:

Analysis

Table 7. Indicators of analysis level

Categories and Cognitive Processes	Alternative Names	Indicators
Analyze		Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purposes
Differentiating	Discrimining Distinguishing Focusing Selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material
Organizing	Finding coherence Integrating Outlining Parsing Structuring	Determining how elements fit orfunction within a structure
Attributing	Deconstructing	Determine a point of view, bias, values, underlying presented material

(Helmi Fitriani & Puspita Kirana, 2021)

Evaluating

Table 8. Indicators of evaluating level

Categories and Cognitive Processes	Alternative Names	Indicators
Evaluate		Make judgments based on criteria and standards
Checking	Coordinating Detecting Monitoring Testing	Detecting inconsistencies or fallacies within a process or product, determining whether a process or product has internalconsistency, detecting the effectiveness of a procedure as it is being implemented
Critiquing	Judging	Detecting inconsistencies between a product and external criteria; determining whether a product has external consistency, detecting the appropriateness of a produce for a given problem

(Helmi Fitriani & Puspita Kirana, 2021)

Creating

Table 9. Indicators of creating level

Categories and Cognitive Processes	Alternative Names	Indicators
Creating		Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure
Generating	Hypothesizing	Coming up with alternative hypothesis based on criteria
Planning	Designing	Devising a procedure for accomplishing some task
Producing	Constructing	Inventing a product

(Helmi Fitriani & Puspita Kirana, 2021)

3. Higher Order Thinking Assessment

According to Kementerian Pendidikan dan Kebudayaan's (2019) Modul Penyusunan Soal Keterampilan Berpikir Tingkat Tinggi pada buku bahasa inggris (Drafting Module of Higher Order Thinking Skills Questions of Lesson English), the HOTS assessment evaluates students' ability to remember, understand, and apply information. It entails the steps of analyzing, evaluating, and creating. HOTS assessment, on the other hand, belongs to conceptual, procedural, and metacognitive knowledge, according to Kementerian Pendidikan dan Kebudayaan (2018) pada Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berpikir Tingkat Tinggi: Program Peningkatan Kompetensi Pembelajaran Berbasis Zonasi (Learning Handbook of Higher-Level Thinking Skills Oriented: HOTS assessments, on the other hand, frequently assess metacognitive knowledge (Kementerian Pendidikan dan Kebudayaan, 2019), because metacognitive knowledge encompasses several concepts such as interpreting problems, solving problems, finding appropriate strategies, discovering new methods, giving reasoning, and determining the best solution.

Furthermore, according to Kementerian Pendidikan dan Kebudayaan (2019), HOTS assessments demand students to: 1) transfer one concept to another, 2) integrate information, 3) associate information, 4) solve issues, and 5) think critically. As a result, the HOTS evaluation requires pupils to think beyond the questions. It assists students to develop their ability to analyze and think. Furthermore, HOTS questions must mirror what happens in a real-life setting. This means that HOTS assessmentsmust consider issues

such as the environment, health, the earth and space, social life, globalization, and science (Kementerian Pendidikan dan Kebudayaan, 2019). According to Kementerian Pendidikan dan Kebudayaan (2019), contextual assessment has five features, abbreviated as REACT:

1. Relating, directly related to real life situation
2. Experiencing, emphasize on exploration, discovery, and creation
3. Applying, students' ability to use their knowledge to solve a problem
4. Communicating, students' ability to
5. Transferring students' ability is to transfer science concepts to other concepts

One of the characteristics of the HOTS assessment (contextual assessment), according to the Ministry of Education and Culture (2019), isthat students design their own responses rather than selecting from a list of possibilities. Students are free to develop their critical thinking skills and their creative abilities in this manner. Another feature of the HOTS exam is that it is based on real-life challenges and allowsstudents to come up with a variety of answers. As a result, there is no single correct response. Furthermore, the Ministry of Education and Culture (2019) splits basic abilities in the textbook into higher order thinking skills, such as analyze.

On the other hand, according to Kementerian Pendidikan dan Kebudayaan's (2019) Panduan Penulisan Soal HOTS (Higher-Order Thinking Skills Questions WritingGuide), while producing higher order thinking skills questions, three principles must be followed:

a. Provide stimulus

Text, photographs, scenarios, tables, graphics, passages, dialogues, videos, and problems are all examples of stimuli. Stimulus is used to encourage kids to think. The stimulus must be employed in a constructive way, which implies it must not have a negative consequence, such as discrimination against a specific group. If at allfeasible, the stimulation should be educational, at the very least in order to enrich knowledge, moral values, and inspirational messages. For example, a graph depicting the quantity of food waste generated in a restaurant. This includes the message that food waste is not acceptable.

b. Make use of new context

Because the new context necessitates more than just recalling facts, HOTS questions are no longer just dependent on memory. Students will try to remember rather than improve their thinking skills if the questions are considered familiar or general.

c. Distinguish between difficulty and the intricacy of the thought process.

The difficulty level of a question is not the same asits complexity. Some questions may necessitate higher-order thinking, but they are not tough. Meanwhile, just because a question is difficult does not mean it necessitates advanced thinking abilities.

Brookhart (2010) also discussed how Bloom's taxonomy can be used to test higher-order thinking skills. To begin, students must break down

material into numerous components and determine how each item is related to the others in order to analyze analysis (Analyze). Students must be able to differentiate and organize pieces correctly in order to answer questions at the analysis level. To connect each section, students must be able to demonstrate logical reasoning. There are numerous methods for determining the level of analysis:

a. Concentrating on the main idea

Students must obtain the gist of information in order to focus on the main idea. Finding the primary idea indicates that the major idea is not expressed openly at the analytical level. Students must deduce the primary theme from the text. They must attentively read from one paragraph to the next before considering the entire content. The material used to answer questions can be a written text, a speech, a documentary, or a situation. Students must critically evaluate the core concept, thesis, or argument in any sort of work.

b. Analyze the Argument

Students must identify assumptions, determine the structure of an argument, identify irrelevancies, and compare and contrast two or more arguments when analyzing an argument. In examining arguments, questions such "What evidence doesthe author provide that supportsthe argument(s)?" or "What assumptions must hold for the argument(s)?" can be broad.

c. Contrast and Compare

When it comes to compare and contrast questions, the higher the question, the better. Consider the resemblance between oranges and lemons. As a result, higher-level comparison and contrast questions demand students to locate particular information, identify multiple text pieces, and assess whether or not each element is equal.

To summarize, the HOTS assessment assesses students' abilities, which requires more than just retention. The contextual problem, which arises in real-life situations, is also included in the HOTS assessment. Contextual evaluation has four characteristics: relating, experiencing, applying, sharing, and transferring. On the other hand, there are three fundamental principles to which you should pay attention. First, a phrase or visual that piquesthe interest of the kids. Second,makeuse of new context. Using new context allows students to avoid relying solely on memory. As a result, pupils must think beyond the obvious. Finally, there are distinctions between difficulty and complexity. The fact that HOTS assessments are tough does not imply that they will be challenging. If all that is required is memory recall, such challenging queries can be classified as lower order thinking skills. In a nutshell, the HOTS exam allows pupilsto think outside the box. Students can use the HOTS evaluation to expand their thinking and challenge them to tackle problems in their own unique way. As a result, the HOTS exam isn'tabout how much knowledge pupils understand, but rather how much they can expound on it.

B. TEXTBOOKS

1. The Understanding of Textbooks

A textbook is a valuable source of instructional materials for teaching and learning. Richard (2001, p. 1) mentioned that 'textbook provides the basic content of the lessons, the balance of skill taught, and kinds of language practice that students take part in'. According to Tomlinson (2012), a textbook is a resource that includes both exercises and resources for teaching and learning. Furthermore, it helps teachers provide teaching materials that motivate students and can be a basis for developing a teaching method when used in the long term.(Erdiana & Panjaitan, 2023).

For teachers and students, textbooks are collections of learning materials. It is a type of media used in the classroom to assist teachers and pupils. To meet the learning objectives, the textbook offers various chapters based on the national curriculum. It includes not only learning resources, but also exercises for evaluating students. In agreement with this, Ayu and Indrawati (2018), the usage of textbooksis vital not only to guide teachers but also to provide necessary input through various activities, according to the author. Even if textbooks fall short in some areas, they nonetheless serve an important role in influencing students' learning outcomes and comprehension. As a result, the importance of a textbook in the teaching-learning process cannot be overstated. Furthermore, as a major source of knowledge, it plays an important part in the teaching-learning process (Muslaini et al., 2018). Students have the ability to engage with one another

since textbooks exist. Teachersin EFL countries, on the other hand, primarily employ textbooks as their primary teaching materials. (Akbari, 2015; Muslaini, et al., 2018). Because English is a second language in EFL countries, students may have limited opportunities to practice outside of the classroom. As a result, they rely heavily on classroom learning.

On the other hand, according to McGrath (2002, p. 10), A textbook is beneficial to both teachers and students for a variety of reasons. To begin with, having a textbook in the classroom allows teachers to anticipate how the learning process will unfold. It implies that the teaching-learning process would not be random and haphazard. It also restricts teachers' ability to teach outside of textbook materials. Textbooks provide a detailed list of items that must be completed by the conclusion of the academic year. Second, because it offers linguistic examples, a textbook is beneficial to both teachers and students.InEnglish textbooks,for example, there are In addition,it was determined that the teachers' book of a textbook serves as a guide for inexperienced or new teachers. As a result, kids will not be perplexed when they need to use a textbook in class.

Finally, a textbook is a tool that can assist both teachers and students in achieving learning objectives. It gives pupils with tools and exercises to assist them. Similarly, textbooks provide linguistic samples from which students might learn. Even if textbooks aren't ideal, they serve an important role in the teaching-learning process. As a result, it is evident that textbooks have a significant impact on student achievement. On the other hand,

textbooks serve as a guide for new teachers, ensuring that they are not confounded.

2. Textbooks Evaluation

To assist them, teachers must carefully select relevant textbooks. As a result, selecting appropriate textbooks aids teachers in accomplishing their personalobjectives. However, the government or the school's principal may order textbooks. Furthermore, teachers may be unable to analyze textbook content due to a lack of time. Besides Muslaini et al. (2018), Although students and teachers agree that textbooks are useful tools in the learning process, some creativity is required to give a studentcentered learning paradigm. Despite the fact that flawless textbooks may never exist, each textbook has its own set of strengths and weaknesses. As a result, textbook evaluation is required.

Besides, the textbook encourages the students to be more focused on the learning materials taught by the teacher. Students who don't utilize textbooks will be out of focus (Richards, 2001). As a result, an effective English textbook must include learning materials that are relevant to the needs of the students, such as good learning materials, exercises, or questions. However, there are numerous criticisms and recommendations regarding the use of English textbooks, particularly the exercises or questions contained within the textbook. According to Cunningsworth, no textbook designed for each level of learners will be perfect for the specific group of learners (Cunningsworth, 1995). It means that confirmation and evaluation are required for the English textbook to determine whether or not the textbook is appropriate with regard to learning

objectives, student level, and student need before it is used by teachers and students in the teaching and learning process.

Assignments in textbooks are extremely important in the learning process, particularly in English learning. As a result, the assignments allow studentsto practicetheir skills and achieve good results in the teaching and learning process. By practicing, the activities in language learning skills are solidified and completely mastered. One of the exercises in practice for students is to complete exercises or assignments from the textbook (Ur, 1996). The researcher chose the English Textbook because it is a concept book that emphasizes the ability to develop knowledge,skills, and attitudes as a complement and companion to learning English. As part of the refined 2013 curriculum, this textbook encouragesstudentsto be active and think in accordance with their level of development and ability until the creation stage. Listening, speaking, reading, and writing are the four basic language skills in learning English. Reading is one of the most difficult skills to master. Furthermore, Indonesian students studying English as a foreign language report that reading is difficult, as it is for people who speak English as their first language (Harmer, 2007).

Furthermore, Gordani (2010) In terms of a textbook evaluation, there could be two scenarios. For starters, when a teacher is under a lot of pressure to choose an excellent textbook. The first situation requires teachers to choose a textbook carefully, and an incorrect decision could waste time. Second, when the teacher isrequired to use a book provided by the ministry. Teachers may not need to evaluate in thissituation. However, the evaluation process itself is beneficial in

that it provides teachers with information. Aside from that, reviewing textbooks may have an impact on how teachers use textbooks in the classroom. In some cases, they may want to include supplementarymaterial or questions about the teaching-learning process or students' assessments. As a result, assessing textbooks is beneficial in both cases.

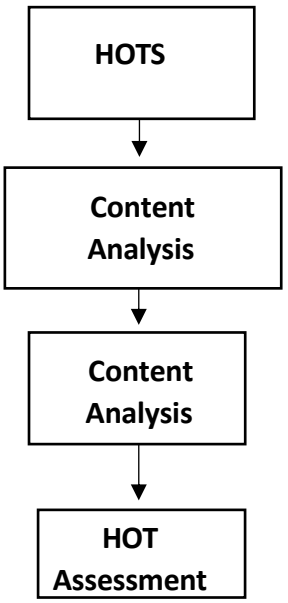
C. The Definition of Reading Comprehension

Reading comprehension is an essential component. Reading is not about making the sounds of the text but about comprehending the idea of the text itself. According to Fahriany, making sense of the text is what comprehension is all about. It is the process of interpreting texts using the reader's prior knowledge (schemata) in order to construct meaning (Fahriany, 2014, p.17). In addition, Fahriany also stated comprehension skills must be added to the ability to arrange and obtain meaning from words or groups of words. Then, this comprehension skills also is needed to get the main idea, details of persons, places, events, and time of what the readers read.

Similarly, Scanlon, Anderson, and Sweeney stated the reader's ultimate comprehension of the text is determined by combining what is directly stated in the text with the reader's prior knowledge about the topic of the text (Scanlon et al., 2010, p.). A reader must be able to recognize and comprehend words and phrases, as well as comprehend the meaning of words, in order to comprehend a piece of writing. After recognizing a term, information, or knowledge, the reader can access various = meanings of that word, information, or knowledge in their memory by recalling what they have been learning. They might then integrate those elements to obtain the whole meaning of the text.

Another idea issupposed by Snow and Chair (Snow & Chair, 2002, p.11-12). Theydefined reading comprehension as the process of concurrently extracting and creating meaning by interaction and involvement with written language. They also emphasized that the reader's skills, ability, knowledge, and experience are required for reading comprehension. Comprehension requires three elements. First is the readers, who should be able to recognize words and meaning as well as utilize their 7 prior knowledge and experiences when attempting to grasp the text. Second, the text. The text's involvement in reading comprehension is a medium to be grasped by the reader, and the length of the text and vocabulary difficulty level might influence it. Last is the activity. It includes reading's functions, processes, and outcomes.

D. Conceptual Framework



A textbook is a collection of educational resources that are utilized in the teaching-learning process. It is a crucial part of the learning process since it

offers teachers and students with instructions and activities. Thus, textbooks assist students in achieving their learning objectives. A perfect textbook, on the other hand, does not exist. Each textbook has its own set of advantages and disadvantages. They may or may not encourage creative or critical thinking. As a result, analyzing textbooks is vital for both improving textbook quality and giving teachers insight into whether they should rely primarily on textbooks or construct supplemental learning material or tasks.

In addition, the Higher-Order Thinking Skill (HOTS) is a difficult cognitive skill to master. It necessitates that we think beyond words and what is provided to us. The revised Bloom's taxonomy, which is linked to HOTS, comprises six types of cognitive process. Remember, comprehend, apply, analyze, evaluate, and create are the six categories. Remembering facts entails retrieving information.

Understanding entails deciphering the meaning of instructional medium. The term "apply" refers to the use of a process in a specific context. Analyze entails breaking down materials into a few elements and determining how they interact with one another. When you evaluate something, you're making a decision about it. Creating entails combining parts to create something new. The domain that comes after is more complex than the one that comes before it in terms of cognitive complexity. As a result, the most difficult of the six categories is create, which is followed by assess, analyze, apply, understand, and remember. Revisions to theknowledge dimension Factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge

are the four categories in Bloom's Taxonomy. Factual knowledge is concerned with bits of information, while conceptual knowledge is concerned with concepts/theories, procedural knowledge is concerned with how to perform a task, and metacognitive knowledge is concerned with cognition.

E. Previous study

This part describes earlier research, notably those that relate with textbook evaluation, specifically in terms of analyzing questions. First, a study entitled "Analyzing Higher Order Thinking Skills of Reading Questions In An English Textbook" is conducted by Siti Mutia Nurfalah In 2021. There were three studies that examined textbook analysis, according to the research mentioned above. These three investigations revealed that, while HOTS is crucial, the emphasis in these English textbooks is mostly on lower-level thinking skills. The goal of this study was to see how many Higher-Order Thinking Skills (HOTS) reading questions were distributed in an English textbook. The revised Bloom's taxonomy, cognitive dimension, and knowledge dimension were used in this study. A content analysis method was applied in this investigation. Open ended reading questions in Bahasa Inggris Kelas XII, an English textbook provided by the Ministry of Education and Culture in 2018, were used to collect data for this study. The cognitive dimension analysis guide and the knowledge dimension analysis guide were used to examine the open-ended reading questions that were collected. Only 19 of the 88 readingquestions in this book belong to the higher-level cognitive component, according to the findings of this study. Only 26 of the 88 reading questions are part of the higherlevel knowledge category. In terms of cognitive ability, the majority of HOTS

questions fall into the Analyze level. In the knowledge dimension, however, the majority of HOTS questions are related to conceptual knowledge. As a result, the HOTS reading problems in this book challenge students to differentiate, organize, and attribute one portion to another. Meanwhile, students are more likely to gain understanding of concepts/theories by answering HOTS reading questions in this textbook. The majority of reading questions in this textbook, on the other hand, are related to lower-level thinking skills at the level Understand (cognitive dimension) and factual knowledge. As a result, it is clear that this textbook focuses on lowerlevel thinking skills.

Second, In the same context, Shafeei et al (2017) have conducted a study that aimed at investigating the questions types used by teachers of English. It aimed also at examining the challenges that are faced by teachers in incorporating HOTS elements in their teaching. The study concluded that ESL teachers tended to address questions that arouse LOTS compared to HOTS. The researcher further referred this result to the lack of knowledge regarding HOTS questions, thus this is reflected by the students' English low proficiency level. In a study conducted by Nachiappan et al (2018), the researchers aimed at documenting the application of Higher Order Thinking Skills (HOTS) in teaching and learning through component in preschool. The study concluded that there are only three levels of Higher Order thinking skills which are the application, analysis and evaluation in teaching and learning.

Third, “The Development of High Order Thinking Skills (HOTS) Assesment Instrument for Temperature and Heat Learning” by Aniq Rif’atun

Najihah, Vina Serevina, dan Mutia Delina (2018) Development of HOTS assessment instruments on temperature and heat is valid enough. Improvements need to be made to the construction of instrument items. Refine instrument development HOTS assessment instrument development was conducted based on the suggestions and comments of the validators.

CHAPTER III
RESEARCHMETHODS

A. Types of research

This study used a descriptive qualitative approach, which is beneficial for examining the value of circumstances, relationships, or activities taking place in a specific location and for gaining a deeper understanding of the topic (Rochman & Hartoyo, 2018). A qualitative study also focuses less on data and more on images or texts (Fraenkel & Wallen, 2009). Research on the analysis of questions in books was also carried out by Upahi (2016) in Nigeria, results from the three most widely used books in Nigeria. (Diajukan et al., n.d.). As a result, this research focuses on a textbased educational resource, whereas the audiovisual content—which could include visuals, sounds, or pictures—could potentially provide clarification and answers to the data gathered (Creswell, 2012) . While descriptive research according to Arikunto (2010), also (Arikunto,2006:231) using documentation methods, namely methods which seeks data regarding variables in the form of transcript notes, books, newspapers, magazines, inscriptions, minutes, meetings, leggers, and agendas.(Nita Dewi et al., 2020) which collects data based on the factors that support the object of research, then analyzes these factors to look for their role. Arikunto also added that descriptive research is not intended to test certain hypotheses, but only describes what it is about a variable, symptom or situation.

B. Object of research

The object of this research is the questions in the English textbooks for the XI high school level. “English for Senior High School Grade XI kelompok peminatan ilmu-ilmu Bahasa dan Budaya” by PT Masmedia Buana Pustaka in 2020.

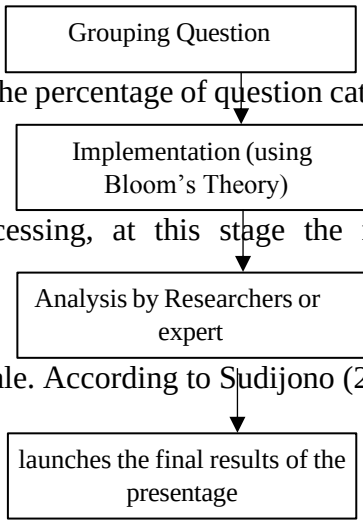
C. Data collection technique

Data collection techniques in this study using a method that is documentation. Documentation study is a technique of collecting data by collecting and analyzing documents, both written documents, pictures, works of art, and electronically. Documentation techniques are also used to obtain data on questions in English books. Arikunto (2013) suggests that in carrying out the documentation method, data collection is carried out by examining object such as books, magazines, documents or regulations as data sources. The documents used in this research are questions in high school English books. The steps or procedures carried out in the research are asfollows:

1. Grouping questions from the class XI SMA level English Textbook .
2. After being analyzed based on indicators, the questions are grouped. Critical thinking indicators using taxonomic theory, Bloom’s taxonomy (Anderson & Krathwohl's Taxonomy 2010) revised the cognitive level into two, namely; lower order thinking is at the level of remembering (C1), understanding (C2), and applying (C3), while higher order thinking is at the level of analyzing (C4), evaluating (C5) , and creates (C6).
3. Analyze and reexamine the questions from the English Textbook, Researchers offer previously studied questions and solicit assistance in

reanalyzing the questionsto see whether the researcher's analysis was accurate

The diagram or research chart can be seen as follows:



4. Collect and calculate the percentage of question categories that are included in HOTS. Data processing, at this stage the researcher calculatesthe percentage of each scale. According to Sudijono (2015)

Description :

$$P = \frac{f}{N} \; x \; 100\,\%$$

P = percentage

f = frequency

N = amount about

100 = number constant

D. Research Instruments

Using HOTS based questions from high school English textbooks, this study gauged students' taxonomy theory-based critical thinking abilities

CHAPTER IV
DISCUSSION AND FINDINGS

A. Description of Research Data

This research is a qualitative descriptive study. The 2020 English book included in this study were examined using Bloom's theory about critical thinking indicators. Following an indicator-based analysis, the questions are grouped. Bloom's theory— which includes remembering, understanding, applying, analyzing, evaluating, and creating is used by critical thinking indicators. The question itemsin this grouping have been examined in relation to their corresponding HOTS indicators. It is evident that only a small number of the questions in each chapter fall under the HOTS category because these questions have been thoroughly examined and categorized according to Bloom's cognitive level indicators. Additionally, each question includes a description or explanation for its inclusion in the HOTS section based on Bloom's theory.

B. The Analysis of Reading Comprehension Level in the English Textbook

1. Levels of Reading Comprehension Questions in Chapter 1

Book Chapter 1 " A : I have rashes on my skin and it is very itchy. Do you have any advise on how to heal it? B : I advise you to see a dermatologist soon. The underlined sentence express…" contains subtitles that help understudies recognize what skills they are progressing to learn, for example, Warmer: word Finding, Vocabulary Builder, Pronunciation Practice, Dialog: Offering Help/Service, Vocabulary Exercise, Grammar Review, Speaking and Reflection.

The findings revealed that the result of reading comprehension questions in the remembering level is 8 questions, understanding level is 3 questions, and applying level is 2 questions from 20 questions in the book chapter 1. So, remembering, understanding, and applying levels are all included in Low Order Thinking Skill (LOTS). Remembering means that students can recall the definition, imitate the pronunciation, state the structure, pronounce, and repeat.

Understanding implies that students can articulate the concept, principle, law, or product. The keywords are classified as describe, explain the identification, place, report, explain, translate, and paraphrased, and applying means that the students can apply their knowledge in a new situation. Choosing, demonstrating, acting, using, illustrating, interpreting, arranging schedule, making sketch, solving problem, and writing are the keywords.

2. Levels of Reading Comprehension Questions in Chapter 2

Book Chapter 2 "Dinda ---------- tissue after she --------- the dirty table this morning," Warmer: Pair Work, Vocabulary Builder, Pronunciation Practice, Reading Comprehension, Grammar Review, Writing, Speaking Practice, and Reflection, for example, contain subtitles that help understudies recognize what skills they are progressing to learn.

The findings revealed that the result of the reading comprehension question in the remembering level is two questions, the analyzing level is one question, the applying level is one question, and the creating level is one question out of five questions in the book chapter 2. So, remembering level and applying level, both of which are included in Low Order Thinking Skill, must be highlighted (LOTS).

Remembering means that students can recall the definition, imitate the pronunciation, state the structure, pronounce, and repeat, while applying means that students can apply their knowledge in a new situation. Choosing, demonstrating, acting, using, illustrating, interpreting, arranging schedule, making sketch, solving problem, and writing are the keywords.

High Order Thinking Skills include levels of analysis and creation (HOTS). Analyzing means that the students can categorize the sections based on their similarities and differences. Examining, comparing, contrasting, distinguishing, discriminating, separating, testing, conducting an experiment, and asking are the keywords. The term "creating" refers to the students' ability to create a thing or an opinion. Assembling, changing, building, creating, designing, establishing, formulating, and writing are the keywords for creating.

3. Levels of Reading Comprehension Questions in Chapter 3

Book Chapter 3 “if I --------- at the company, I will get a high salary” contains subtitles that help students recognize what skills they are learning, for example, Warmer: Listening, Reading, Vocabulary Exercise, Grammar Review, Text Structure, Writing (Enrichment), Communicating, and Reflection.

The finding showed that result of reading comprehension question in the remembering level is 17 questions, understanding level is 20 questions, analyzing level is 2 questions, and evaluating level is 4 questions from 38 questions in the book chapter 3 So, what must be underlined is remembering level, Understanding level included in Low Order Thinking Skill (LOTS). Analyzing level and evaluating level included in High Order Thinking Skill (HOTS).

4. Levels of Reading Comprehension Questions in Chapter 4

Warmer: Video Watching, Reading Captions, Writing and Describing Captions, and Reflection, for example, are subtitles in Book Chapter 4 entitled "what is the poet talking about in his poetry?" These subtitles help understudies recognize what skills they are progressing to learn. From 20 questions in the book chapter, the finding revealed that the result of reading comprehension questions in the remembering level is 3 questions, understanding level is 6 questions, an.

5. Levels of Reading Comprehension Questions in Chapter 5

Warmer: Board Game (Mind Map), Vocabulary Builder, Pronunciation Practice, Reading Comprehension, Vocabulary Exercises, Grammar Review, Text Structure, Writing and Reflection are some of the subtitles in Book Chapter 5 " A : Where can I get my hair cut here? B : I suggest ------- next to a post office".

From 30 questions in the book chapter 5, the finding revealed that the result of reading comprehension questions in the remembering level is 9 questions, understanding level is 11 questions, analyzing level is 1 question, and evaluating level is 5 questions. So, remembering level, understanding level, and Low Order Thinking Skill must be highlighted (LOTS). High Order Thinking Skill includes the levels of analyzing and evaluating (HOTS).

6. Levels of Reading Comprehension Questions in Chapter 6

Book Chapter 6 “A : Could I speak with Mr. handika? B : Good morning I am sorry, there’s nobody here by that name. what kind of phone problem is experienced by the caller? " contains subtitles that help students recognize what skills they are learning, for example, Warmer: Reading, Vocabulary Builder,

Pronunciation Practice, Grammar Review, Text Structure, Speaking, Writing, Vocabulary Exercise, and Reflection are all part of the process

From 20 questions in the book chapter 9, the finding revealed that the result of reading comprehension questions in the remembering level is 7 questions, understanding level is 8 questions, and evaluating level is 2 questions. So, remembering level and understanding level are both included in Low Order Thinking Skill (LOTS). Evaluating is a level of thinking that is included in High Order Thinking Skill (HOTS).

7. Levels of Reading Comprehension Questions in Chapter 7

Warmer: Pair Work, Vocabulary Builder, Pronunciation Practice, Listening Comprehension, Reading Comprehension, Text Structure, Vocabulary Exercise, Grammar Review, Writing/Speaking, and Reflection are some of the subtitles in Book Chapter 7 " What must we do to make a good title for a brochure?."

The findings revealed that from 20 questions in the book chapter 7, the result of reading comprehension questions in the remembering level is 3 questions, understanding level is 5 questions, and analyzing level is 1 question. So, remembering level and understanding level are both included in Low Order Thinking Skill (LOTS). The level of analysis is included in the High Order Thinking Skill (HOTS).

8. Levels of Reading Comprehension Questions in Chapter 8

Book Chapter 8 titled " what information does the man ask to the woman" contains subtitles that help students recognize what skills they are learning, for example, Warmer: Reading, Vocabulary Builder, Pronunciation Practice,

Grammar Review, Text Structure, Speaking, Writing, Vocabulary Exercise, and Reflection are all part of the process.

From 20 questions in the book chapter 9, the finding revealed that the result of reading comprehension questions in the remembering level is 7 questions, understanding level is 8 questions, and evaluating level is 2 questions. So, remembering level and understanding level are both included in Low Order Thinking Skill (LOTS). Evaluating is a level of thinking that is included in High Order Thinking Skill (HOTS).

9. Levels of Reading Comprehension Questions in Chapter 9

Book Chapter 9 titled " According to the text, what should we do to avoid incidents on social media platform?" contains subtitles that help students recognize what skills they are learning, for example, Warmer: Wall Race, Vocabulary Builder, Pronunciation Practice, Listening, Reading Comprehension, Text Structure, Speaking, and Reflection are some of the activities available.

The findings revealed that the result of reading comprehension questions in the remembering level is 2 questions, understanding level is 5 questions, analyzing level is 2 questions, and evaluating level is 1 question from 20 questions in the book chapter 9. So, remembering level and understanding level, both of which are included in Low Order Thinking Skill, must be highlighted (LOTS). The levels of analysis and evaluation are included in the High Order Thinking Skill (HOTS).

10. Levels of Reading Comprehension Questions in Chapter 10

Warmer, Listening, Vocabulary Builder, Pronunciation, Vocabulary Exercise, Writing, Speaking, and Reflection are just a few of the subtitles in Book Chapter 10 titled " part of a song that usually consist of repetitive lyrics is."

According to the findings, the result of the reading comprehension question in the understanding level is 2 questions, and the result of the analyzing level is 5 questions out of 7 questions in the book chapter 10. What must be emphasized is the level of understanding included in Low Order Thinking Skill (LOTS). The level of analysis is included in the High Order Thinking Skill (HOTS).

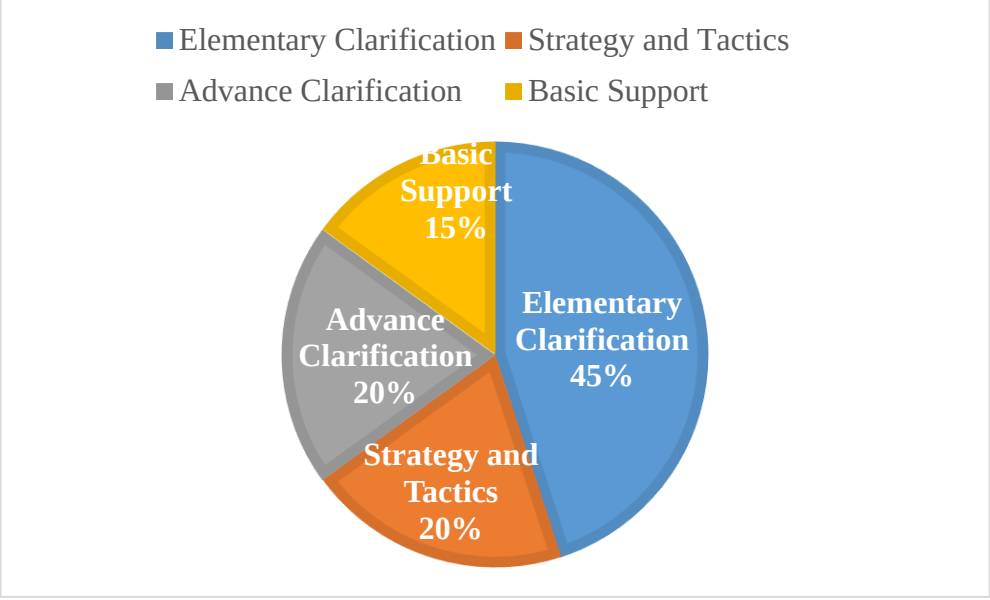
C. The Findings

Table 11. of Analysis Results of the Percentage Analysis of the Competency Level of Book Questions

Indicators Critical Thingking	Question Number	Question presentation (%)	Sum (%)	Level

Give Simple explanation	8, 3, 2, 12,4, 1, 5, 10, 14, 7, 17	45 %	100 %	*HOTS*
Build Basic skills	6, 9, 20	15 %		
Provide further explanation	11, 15, 18	20 %		
Set a strategy and tactics	13, 16, 19	20 %		

Based on the data presented in the table above, it can be seen that the problem is presented with questions from subject books that feature HOTS questions, which encourage students to use more critical thinking when answering the questions. The results of the analysis of book questions on HOTS are summarized In the diagram as follows:



Based on the results of the research that I have done that the results of the analysis HOTS questions in books with a total of 20 validated questions are random from giving a simple explanation, as many as 11

questions or equivalent to 45%, build basic skills as many as 3 questions or equivalent to 15%, provide further explanation as many as 3 questions or equivalent to 20%, and Set Strategy and tactics as many as 3 questions or equivalent to 20%.

Analysis of the Research Findings

The process of creating English questions is considered to be high-level (HOT). According to Ennis's idea, the types of educational aims are meant to simplifies the process for educators to establish learning objectives based on HOT. Using questions from English books to evaluate students in the classroom The test results are used to determine when a student is officially graduated.

This research is analyzing the characteristic elements of the questions, namely the analysis of each question item based on indicators of students' critical thinking, knowing the percentage of HOTS questions, and components questions for each evaluation in each chapter of the English book. The analysis of questions in high school English books for the 2021–2022 academic year is based on high-level thinking skills (HOTS).

Based on this table, it can be seen that the average percentage results based on indicators of students' critical thinking in the questions for the 2021/2022 academic year are providing simple explanations (elementary clarification) with a total of 11 questions with a percentage of 55%, providing simple explanations (basic support) with a total of 2 items. questions with a percentage of 10%,

concluding (inference) with a total of 1 item with a percentage of 5%, providing further explanation (advance clarification) with a total of 3 items with a percentage of 15%, and organizing strategies and tactics (strategy and tactics) with a total of 3 questions with a percentage of 15%.

HOTS which includes aspects of critical thinking skills, creative thinking skills, problem solving and decision making has different indicators according to the aspects discussed. Hasil Research on evaluation questions for each chapter in the high school English book for the 2021/2022 academic year has a total of 40 questions, but 20 questions are included in the HOTS section which are analyzed in this research. The results of this research were also supported by Yuniar, et al (2015) who showed that from the results of the analysis of 20 questions, there were two questions that were included in the criteria for focusing on questions, namely question number 1 and question number 3. Then there are two questions that are included in the analysis criteria arguments, namely question number 10 and question number 16. One question was found which was included in the criteria for considering reliability, namely question number 12. There were two questions which were included in the criteria for comparing conclusions, namely question number 2 and question number 11. Out of 20 question items, one question was found that was included in the criteria for determining conclusions, namely question number 19. There was one question that was included in the criteria for considering induction ability, namely question number 18. Furthermore, one question was found that was included in the judging criteria, namely question number 7. Of the total amount questions, three questions were found that were included in the criteria for

defining the concept, namely in question number 6, question number 8, and question number 14. There is one question which is included in the criteria for defining assumptions, namely in question number 5.

The results of this research are also supported by previous research conducted by Dwi Lestari, et al (2019) which shows that the implementation of the use of Computer Based Tests (CBT) as a means of evaluation is carried out through three stages, namely the planning stage, the question preparation stage, and the implementation stage. Researchers also stated that the use of CBT in exams is very helpful in the orderliness and security of exams which can be overcome by encouraging students to be more responsible and honest, so that the influence of the use of CBT on the effectiveness of assessments can be seen from the effectiveness of time, objective assessment, reduction in cheating activities, effectiveness of scores, and economic factors. The obstacle that must be overcome is that the internet network cannot be guaranteed to always be stable. Based on the results of research that I have conducted, the results of the analysis HOTS questions on the 2018/2019 High School Physics UNBK which use theory Ennis with the number of questions that have been validated totaling 20 questions successively from providing a simple explanation (elementary clarification) as many as 11 questions or equivalent to 55%, building basic skills (basic support) as many as 2 questions or the equivalent of 10%, concluding (inference) 1 question or the equivalent of 5%, providing further explanation (advance clarification) as many as 3 questions or the equivalent of 15%, and Arrange strategy and tactics (strategy and tactics) as many as 3 questions or the equivalent of 15%.

CHAPTER V

CONCLUSION

A. CONCLUSION

The study's main goal was to see if the reading comprehension questions in an English textbook for senior high school students in grade twelfth were classified as Low Order Thinking Skills (LOTS) or High Order Thinking Skills (HOTS) according to Anderson's taxonomy. The following are some of the data analysis's conclusions.

The majority of reading comprehension questions are found to be in the understanding level (38%) followed by the remembering level (35%), and the applying level (4%). In other words, the reading comprehension question percentage is 77 percent, indicating a low level of thinking skills.

In contrast, the results showed that the level of analysis dominated most reading comprehension questions in higher-order thinking skills with a percentage of 11% of the total number of discussion questions, followed by an evaluation rate with a percentage of 9% and a creation rate with a percentage of 3%. It is possible to say that the percentage of reading comprehension questions is only 23%, which is within the level of higher-order thinking skills.

As a result of the findings, it is possible to conclude that low level questions dominate the reading comprehension questions in the English textbook for senior high school students in grade twelfth, accounting for 77 percent of the total.

B. SUGGESTION

Teaching is an honorable and essential profession that plays very important role in our community, society, and country. Teachers are responsible for teaching students various subjects in order to prepare them to become successful adults. This profession makes all other professions possible to happen. Therefore, it is very crusial to develop this profession in order to produce well-qualified, caring, and committed teachers.

Every educator has their opinion to say what profrssional teacher is like. Samani (2008) referring to indonesia teacher's and lecture's law 2005, chapter 2, point 2, mentions that a teacaher/lecture paid is a professional educatur and scientist whose main job is to transform, develop, and spread science, is well educated, shows high performance, and gets well paid.

A teacher is able to demonstrate comprehensive knowledge of his subject, knows the current research and literature in his field, and knows his field of specialization very well. Thompson (2007) states that "a good teacher is a consumer of knowledge. He knows the subject material and always searching for new methods and ideas to use. He shares his knowledge with his students and colleagues.

A good teaacher is also looking for ideas to develop himself professionally and personally." A teacher starts having authority beyond the class by striving to become well-prepared tecaher. Well planned teaching prepariation or good lesson plan followed by active self-teaching observation, and reflection after the lesson helps him to know which part of the lesson is satisfying and which needs to be modified and revised. Leo (2010) states that after four or five year teaching

experience, a tecaher has enough expertise to write and publish a course book. This course book is written based on his teaching outlines.

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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 : Zahri Anjelia
NPM : 1702050045
Program Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 136,0 IPK = 3,50

Persetujuan Ket/Sekret, Prog.Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
	Higher-Order Thingking Skill (HOTS) In English Textbook for Senior High School : A Content Analysis	
	The Development of Critical Thingking Assessment Instrument in Learning Narrative Text for Grade XI of Senior High School Student	
	Using The Anygram Application to Make Global Friends and Improve Speaking Skill of Senior High School	

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

Medan, 22 Februari 2023
Hormat Pemohon,

Zahri Anjelia

Keterangan:
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- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

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Nama Mahasiswa : Zahri Anjelia
NPM : 1702050045
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut ini :
"Higher-Order Thingking Skill (HOTS) In English Textbook For Senior High School : A Content Analysis"

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

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

22 Februari 2023

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Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

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Zahri Anjelia

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Nomor : 1375 /II.3/UMSU-02/F/2023
Lamp : ---
H a l : **Pengesahan Proyek Proposal Dan Dosen Pembimbing**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

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

Nama : **Zahri Anjelia**
N P M : 1702050045
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Higher-Order Thingking Skill (HOTS) In English Textbook for Senior High School : A Content Analysis.**

Pembimbing : **Imelda Darmayanti Manurung, S.S., 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 kadaluwarsa tanggal : **18 Maret 2024**

Medan 25 Syah'ban 1444 H
18 Maret 2023 M

Wassalam
Dekan

Dra, Hj. Syamsuyurnita,MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :

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BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog.Studi	: Pendidikan Bahasa Inggris
Nama Lengkap	: Zahri Anjelia
NPM	: 1702050045
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Higher-Order Thingking Skill (HOTS) In English Text Book For Senior High School : A Content Analysis

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
5 Januari 2023	BAB 1 : Identificasion of problem from background is there is no results of analysis of HOTS question in the text book	
7 Januari 2023	BAB 1 : scope and limitation of problem is the author decided that the research should focus on analyzing textbool of XI grade senior high school	
12 Januari 2023	BAB 2 : Higher order thingking skill in revisided Bloom's Taxonomy (KKO)	
21 januari 2023	BAB 2 : Conceptual Framework from HOTS and previous study min 3 from the analysis of hots in the text book	
17 februari 2023	BAB 3 : Object of research and data collection technique and should have min 15 from REFERENCE	
22 Februari 2023	Final revision and approval of the proposal	

Medan, 22 Februari 2023

Diketahui/Disetujui :
Ketua Prodi Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum.

Dosen Pembimbing

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

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بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa dibawah ini :

Nama Lengkap : Zahri Anjelia

NPM : 1702050045

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : Higher-Order Thingking Skill (HOTS) In English Text Book For Senior High School : A Content Analysis

Sudah layak diseminarkan

Medan, 5 April 2023

Disetujui oleh
Pembimbing

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

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BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jum'at Tanggal 19 Bulan Mei Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Zahri Anjelia
N.P.M : 1702050045
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Higher-Order Thinking Skill (Hots) in English Text Book for Senior High School : a Content Analysis

No	Masukan dan Saran
Judul	✓
Bab I	
Bab II	Lack of Research words — in References
Bab III	
Lainnya	Advise : Which one. How High ?
Kesimpulan	[√] Disetujui [ ] Ditolak [ ] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Drs. Ali Imran, M.Hum.)

Dosen Pembimbing

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

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap : Zahri Anjelia
N.P.M : 1702050045
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Higher-Order Thinking Skill (Hots) in English Text Book for Senior High School : a Content Analysis

Pada hari Jum'at tanggal 19, bulan Mei tahun 2023 sudah layak menjadi proposal skripsi.

Medan, Mei 2023

Disetujui oleh:

Dosen Pembahas	Dosen Pembimbing
(Drs. Ali Imran, M.Hum.)	**(Imelda Darmayanti Manurung, S.S., M.Hum.)**

Diketahui oleh
Ketua Program Studi,

Pirman Ginting, S.Pd., M.Hum.

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
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UMSU Unggul | Cerdas | Terpercaya
Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor : **2685** /II.3/UMSU-02/F/2023 Medan, 2 Muharram 1445 H
Lamp : --- 20 Juli 2023 M

H a l : **Izin Riset**

Kepada : Yth. Bapak/Ibu Kepala
Perpustakaan UMSU
Di
Tempat.

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : **Zahri Anjelia**
N P M : 1702050045
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Higher-Order Thinking Skill (Hots) in English Text Book for Senior High School : a Content Analysis.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.

Wassalam
Dekan

Dra. Hj. Syamsuyurnita, MPd.
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Pertinggal