AN ANALYSIS OF HIGHER-ORDER THINKING SKILL QUESTIONS IN READING EXERCISES OF *PATHWAY TO ENGLISH* (2022 EDITION) FOR THE TENTH GRADE OF SENIOR HIGH SCHOOL

THESIS

Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of Education (B.Ed.) in English Language Education

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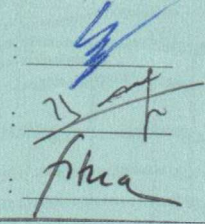Fakultas   : Bahasa dan Seni

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HALAMAN PERSETUJUAN SKRIPSI

Judul : An Analysis of Higher-Order Thinking Skill Questions in Reading Exercises of *Pathway to English* (2022 Edition) for the Tenth Grade of Senior High School

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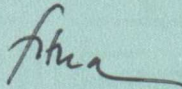Program Studi : Pendidikan Bahasa Inggris

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ABSTRACT

Sihombing, I., F., C. (2023). *An Analysis of Higher-Order Thinking Skill Questions in Reading Exercises of Pathway to English (2022 Edition) for The Tenth Grade of Senior High School.* **Thesis. English Language and Literature Department Faculty of Languages and Arts, Universitas Negeri Padang.**

This research aimed to analyze Higher-Order Thinking Skill (HOTS) questions in reading exercises of the *Pathway to English* textbook for the tenth grade of senior high school. Higher-Order Thinking Skill (HOTS) refers to advanced cognitive abilities that involve analyzing, evaluating, and creating, which are the three levels of thinking in the revised Bloom's taxonomy. This research employed a quantitative descriptive design. The researcher collected data from the textbook and used a checklist table to gather a list of questions. The researcher used Revised Bloom's Taxonomy indicators to categorize the reading questions. The results showed that the total number of HOTS questions was 73 or 28.74% out of 254 reading questions. Then, the total for each HOTS level question was 37 questions or 14.56% for the Analyzing level, 29 questions or 11.41% for the Evaluating level, and seven questions or 2.75% for the Creating level. The total number of LOTS questions was 181 or 71.26% out of 254 reading questions. The percentage of Higher-Order Thinking Skill (HOTS) questions was lower than the total Lower-Order Thinking Skill (LOTS) questions. However, the percentage of HOTS levels in this textbook, which adopts the *Merdeka* Curriculum, is higher than in textbooks adopting the previous curriculum, the 2013 Curriculum.

Keywords: High-Order Thinking Skill, Textbook, Reading Questions, Revised Bloom's Taxonomy, *Merdeka* Curriculum.

ABSTRAK

Sihombing, I., F., C. (2023). *An Analysis of Higher-Order Thinking Skill Questions in Reading Exercises of Pathway to English (2022 Edition) for The Tenth Grade of Senior High School.* **Skripsi. Departemen Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.**

Penelitian ini bertujuan untuk menganalisis pertanyaan *Higher-Order Thinking Skill* (HOTS) dalam latihan membaca buku Pathway to English untuk siswa kelas sepuluh SMA. *Higher-Order Thinking Skill* (HOTS) mengacu pada kemampuan kognitif tingkat lanjut yang melibatkan analisis, evaluasi, dan penciptaan, yang merupakan tiga tingkat berpikir dalam taksonomi Bloom yang direvisi. Penelitian ini menggunakan desain deskriptif kuantitatif. Peneliti mengumpulkan data dari buku teks dan menggunakan tabel checklist untuk mengumpulkan daftar pertanyaan. Peneliti menggunakan indikator dari Revised *Bloom's Taxonomy* untuk mengkategorikan pertanyaan-pertanyaan membaca. Hasil penelitian menunjukkan bahwa total jumlah pertanyaan HOTS adalah 73 atau 28,74% dari total 254 pertanyaan membaca. Kemudian, total pertanyaan untuk setiap tingkat HOTS adalah 37 pertanyaan atau 14,56% untuk tingkat Analisis, 29 pertanyaan atau 11,41% untuk tingkat Evaluasi, dan tujuh pertanyaan atau 2,75% untuk tingkat Penciptaan. Total jumlah pertanyaan LOTS adalah 181 atau 71,26% dari total 254 pertanyaan membaca. Persentase pertanyaan *Higher-Order Thinking Skill* (HOTS) lebih rendah daripada total pertanyaan *Lower-Order Thinking Skill* (LOTS). Namun, persentase tingkat HOTS dalam buku teks ini, yang mengadopsi Kurikulum Merdeka, lebih tinggi daripada buku teks yang mengadopsi kurikulum sebelumnya, yaitu Kurikulum 2013.

Kata Kunci: High-Order Thinking Skill, Buku Pelajaran, Pertanyaan Membaca, Taksonomi Bloom yang direvisi, Kurikulum Merdeka.

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administrative matters. Lastly, the writer extends gratitude to all the lecturers who have shared their knowledge and expertise, contributing to his growth and development.

DEDICATION

With his deepest and most heartfelt thankfulness, the writer dedicates this thesis to his beloved family. To his adored father, Faisal Sihombing, whose unwavering love and guidance have been a beacon of strength, the writer expresses immeasurable gratitude for his impact on his life. To his beloved mother, Susi Endriani, whose selflessness and unwavering devotion have been a source of comfort and resilience, the writer expresses gratitude for her unwavering support and boundless love. To his dear sister, Jihan Nabilah Sihombing, whose arms always embrace and always try to help, the writer expresses heartfelt thanks for being the person who is always there for him. And to his beloved brother, Alm. Taufiq Akbar Sihombing, whose presence and radiant spirit remain eternally cherished in his heart, the writer holds onto the beautiful memories shared. The writer is forever indebted to his family's love and support, as they have shaped him into who he is today.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher explains the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research questions, the purpose of the research, the significance of the research, and the definition of the key terms.

A. Background of the Problem

Textbook plays a significant part in English teaching and learning because it determines the components and strategy for learning. It controls the contents, the strategy, and the methodology of learning. In the teaching-learning process, teachers need textbooks as instruction for their students. The students read what is introduced in the textbook and try to gain an understanding of it. The students use the textbook as the learning media to obtain updated information on the lesson. Therefore, how the textbook presents materials is how the students learn them.

In teaching English in the EFL class, some teachers may rely too much on textbooks and follow all instructions with minor changes and additions. They may also reject the textbook and add some important changes to the textbook they are using. In some cases, English textbooks are not used in class activities. It could be that the textbook is unavailable at school, lacks material, and is inappropriate for the curriculum. Whether or not English textbooks are used in the classroom, it all comes back to the English teacher's decision.

However, there is no question that the textbook extraordinarily helps both the teachers and students in the English teaching and learning process. One of the books used in many senior high schools in Indonesia and one of the English textbooks that can guide teachers and students in the learning process is the "*Pathway to English*" textbook for the tenth grade of senior high school, written by Th. M. Sudarwati & Eudia Grace and published by Erlangga in 2022.

Senior high school teachers may use the "Pathway to English" textbook for its numerous advantages. Firstly, the textbook offers various texts, exposing students to diverse genres and themes, thereby enhancing their language skills and cultural knowledge. Secondly, the abundance of reading activities and questions in the textbook actively engages students, promoting essential reading skills and critical thinking abilities. Lastly, it is aligned with the *Merdeka* Curriculum, ensuring it meets the latest educational standards and objectives. Overall, the "Pathway to English" textbook provides a comprehensive and engaging learning experience, enabling students to improve their reading proficiency, critical thinking skills, and overall language development, all in line with the *Merdeka* Curriculum.

Minister of Education and Culture and Research, Nadiem Makarim, states that the *Merdeka* Curriculum is substantially more succinct, clear, and adaptable to help learning loss recuperation because of the Covid-19 pandemic (Kurikulum Merdeka, 2022). Apart from that, through the *Merdeka* Curriculum, it is also to catch up with Indonesian education from other countries.

The *Merdeka* Curriculum is a curriculum that expects to sharpen students' interests and abilities by concentrating on fundamental materials, character improvement, and student competencies. The *Merdeka* Curriculum includes independent conditions in fulfilling the targets, strategies, materials, and learning assessment for the two teachers and students. With this, it tends to be seen that the learning process in the *Merdeka* Curriculum is more coordinated to the necessities of students (student-centered). In contrast, formerly, the idea of learning was focused on the instructor or teacher. Furthermore, English lessons have been taught since primary school. It shows that English subject has been viewed as more important because, in the previous curriculum, English lessons were only taught from the middle school level. By all means, English is the language the younger Indonesian generation must possess to welcome the current era.

The other reason the Merdeka Curriculum exists is the intense competition for human resources globally in the 21st century. Putriani & Hudaidah (2021) state that, in the 21st century, there are three major competencies: the competence of thinking, action, and living in the world. Critical thinking, creative thinking, and problem-solving are included in thinking competencies. On the other hand, communication, collaboration, digital literacy, and technological literacy are included in action competencies. These competencies ought to be applied in 21st-century learning since innovative and creative people are needed to adapt quickly in this era.

To help the accomplishment of these competencies, a few higher-order thinking skill (HOTS) questions are typically included by the textbook authors in the textbook. According to Bloom's taxonomy, the cognitive level is associated with higher-order thinking skills. Benjamin Bloom created this taxonomy in 1956. Bloom et al. (1956) define six distinct cognitive domain levels. The cognitive domain can be broken down into two sections: higher-order thinking skill (HOTS), which entails analysis, synthesis, and evaluation, and lower-order thinking skill (LOTS), which entails knowledge, comprehension, and application. However, the cognitive process domain levels of Anderson & Krathwohl's (2001) Revised Bloom's taxonomy are utilized in this study: remembering, understanding, applying, analyzing, evaluating, and creating. Remembering, understanding, and applying are the lower-order thinking skills levels. The next level of higher-order thinking skills is analyzing, evaluating, and creating.

Higher-order thinking skill questions can be found in the "*Pathway to English*" textbook. This textbook has adopted the *Merdeka* Curriculum. One of the differences between the 2013 Curriculum-based textbook and the *Merdeka* Curriculum-based textbook is the book's content. The *Merdeka* Curriculum-based textbooks have fewer units or chapters. It happens because grammar and texts are put together. For example, in the "*Pathway to English*" textbook, the present tense material will be taught when studying the descriptive text, and the past tense will be taught when studying the narrative text. It is a different matter in books based on the 2013 Curriculum, where grammar and reading texts are discussed in different units or chapters.

The "*Pathway to English*" textbook teaches four basic skills: reading, listening, speaking, and writing. Unfortunately, reading is a complex and difficult skill for Indonesian students who learn English as a foreign language. Harmer (1996) states that even for native speakers, reading skill is still difficult to learn because of the numerous complex skills of reading skill. Therefore, here, the researcher only focuses his research on the reading exercises that may have higher-order thinking skill questions. The researcher is convinced that an analysis of the higher-order thinking skill in the reading activities of the textbook is important because it might further develop the student's critical thinking skill in reading skill and may uphold the students to live in the English communication environment.

In addition, there are a lot of reading exercises in the *Merdeka* Curriculum. In the Merdeka Curriculum, English lessons are taught using Genre-based approach, a text-based strategy concentrated on texts. The textbook contains six types of reading text that the tenth grade of senior high school students need to study: narrative, descriptive, recount, procedure, report, and analytical exposition. Therefore, in the *Merdeka* Curriculum, it is important for students to have higher-order thinking skills in order to be able to do the reading activities.

Because the exercises require students to respond to reading questions on various levels of thought, teaching and training students in higher-order thinking skills are crucial. According to Linse (2006), reading requires higher-order thinking abilities. It's much more involved than just decoding particular words. There are many different kinds of reading exercises that teach students to

understand the material in the language and the text because the book contains a variety of reading tasks, such as; matching tasks, picture-cued tasks, gap-filling tasks, multiple-choice questions, open-ended questions, etc. (Brown, 2003).

Many studies have already investigated higher-order thinking skills (HOTS). The first is the study by Daniati and Fitrawati (2020) about analyzing HOTS questions in reading exercises found in the *Bright,* an english course book for the grade IX of junior high school, published by Erlangga in 2018. Second, the study by Yana and Zainil (2019), the analysis of HOTS questions in reading questions found in the English Handbook for SMAN Kota Padang. Third, "The Analysis of Reading Comprehension Questions in English Textbook by Using Higher-Order Thinking Skill at Grade X of SMAN 2 Padang" is the study by Damanik and Zainil (2019). Then the research was conducted by Febrina, Usman, and Muslem (2019) about analyzing reading comprehension questions using Revised Bloom's Taxonomy on Higher-Order Thinking Skills (HOTS). Then the study by Ilma (2018) is titled "An Analysis of Reading Exercise in *Bright* Course Book for the 7th Grade of Junior High School of 2013 Educational program, Distributed by Erlangga in 2016. Last but not least, Pratiwi did a similar research, which was titled "An Analysis of Reading Exercises in *Pathway to English* Textbook for the 11th Grade of Senior High School Students.

All of the studies above analyzed HOTS questions in reading exercises using Revised Bloom's Taxonomy found in books that adopted the 2013 Curriculum, which is no longer used now. Meanwhile, at this time, all schools are using books that have adopted the latest curriculum, the *Merdeka* Curriculum.

Therefore, an analysis of HOTS questions in reading exercises using the Revised Bloom's Taxonomy found in books that adopt the *Merdeka* Curriculum is very necessary.

The lack of research on Higher-Order Thinking Skill questions in reading exercises found in the textbook that has adopted the *Merdeka* Curriculum is caused by the new establishment of the *Merdeka* Curriculum and the recent publication of textbooks that adopted the *Merdeka* Curriculum. In addition, the researcher wanted to see whether curriculum changes could affect the number and level of HOTS questions in textbooks, especially in reading activities. It is known that to evolve is to change. Curriculum changes certainly change textbooks' contents to become a better version than before. Therefore, these factors can be interrelated. But apart from this, there have been no academic studies that focus on the development or increase in the quantity of HOTS questions on reading activities for the *Merdeka* Curriculum compared to the quantity of HOTS questions on reading activities for the 2013 Curriculum, where HOTS questions in reading activities in textbooks that adopt the 2013 Curriculum are still not in a good proportion.

As a result, the researcher would like to find out whether the number of HOTS questions in the reading exercises of the "*Pathway to English*" textbook for the tenth grade of senior high school, written by Th. M. Sudarwati & Eudia Grace, published by Erlangga in 2022 is in a good proportion or is still under the criteria for supporting students' competence to thrive in an English-speaking environment

by teaching higher-order thinking skills through reading exercises. The researcher also analyzed the distribution of HOTS questions found in the textbook.

B. Identification of the Problem

Referring to the problem above, the researcher identifies the problems as follows:

1. It is not certain or proven that all reading exercises in the "*Pathway to English*" textbook for the tenth grade of senior high school are categorized as higher-order thinking skill questions.

2. There are many activities and exercises that can be found in "*Pathway to English*." It is necessary to analyze the higher-order thinking skill questions in reading exercises of this book for the sake of goodness in language teaching development.

C. Limitation of the Problem

In concordance with the problems above, the researcher restricts the research problem to the reading exercises in order to provide students with good insight into their thinking and help them develop that higher-order thinking skill. The reading exercises in this research are from the English textbook "Pathway to English," which is used by students in the tenth grade of senior high school.

D. Formulation of the Problem.

Subject to the limitation of the problem above, the problem can be formulated into: "How are the Higher-Order Thinking Skill (HOTS) questions in

reading exercises in the "*Pathway to English*" textbook for the tenth grade of senior high school, written by Th. M. Sudarwati & Eudia Grace and published by Erlangga in 2022?"

E. Research Questions

Appropriate to the formulation of the problem above, the research questions of this study are:

1. How are the analyzing level questions in the reading exercises of the "*Pathway to English*" textbook for the tenth grade of senior high school?
2. How are the evaluating level questions in the reading exercises of the "*Pathway to English*" textbook for the tenth grade of senior high school?
3. How are the creating level questions in the reading exercises of the "*Pathway to English*" textbook for the tenth grade of senior high school?

F. Purpose of the Research

The purpose of this research can be generalized as follows:

1. To know how the analyzing level questions in the reading exercises of the "*Pathway to English*" textbook for the tenth grade of senior high school are.
2. To know how the evaluating level questions in the reading exercises of the "*Pathway to English*" textbook for the tenth grade of senior high school are.

3. To know how the creating level questions in the reading exercises of the "*Pathway to English*" textbook for the tenth grade of senior high school are.

G. Significance of the Research

This study has significance for the researcher himself as a candidate for a teacher. Theoretically, this study is expected to give broader insight or perception about the higher-order thinking skill questions in reading exercises and textbook selection. The finding of this research is also expected to encourage the textbook writers, developers, and publishers to raise awareness in making higher-order thinking skill (HOTS) questions in reading exercises of the textbook and to actively, kindly evaluate, and improve the teaching materials published.

Practically, the result of this study may give helpful information and review about the higher-order thinking skill (HOTS) questions in reading exercises that frequently appear in the textbook to English teachers and students who learn English by using the textbook entitled "*Pathway to English*" textbook for the tenth grade of senior high school, published by Erlangga in 2022. The teacher should pay attention to the level of higher-order thinking skills (HOTS). It may also be a reference for those who need English textbooks as an English media resource.

H. Definition of the Key Terms

The following terms are the key terms of this research:

1. Higher-Order Thinking Skill (HOTS) is the ability to think in a complex process, which is helpful in transferring the knowledge in real life, thinking critically, and solving problems.

2. A textbook is an educational resource used in schools and universities that provides structured content and exercises for a specific subject, aiding learning and teaching.

3. A reading question is a concise inquiry designed to assess comprehension, critical thinking, and understanding of a text.

4. Revised Bloom's Taxonomy is a framework that classifies educational objectives into cognitive levels. It helps educators design learning experiences and assessments that promote higher-order thinking skills.

5. The *Merdeka* Curriculum is the renewal of the previous curriculum, the 2013 Curriculum. The *Merdeka* Curriculum is a curriculum that aims to hone students' interests and talents by focusing on essential materials, character development, and student competencies.