

**AN ANALYSIS OF HIGHER ORDER THINKING SKILL (HOTS)
QUESTIONS IN BUPENA'S ENGLISH BOOK FOR NINTH GRADE,
PUBLISHED BY ERLANGGA IN 2019**

THESIS

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



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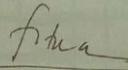
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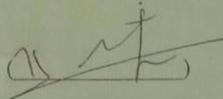
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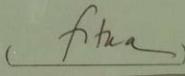
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ABSTRACT

Fauziah, Jihan. 2022. *An Analysis of Higher Order Thinking Skill (HOTS) Questions in Bupena's English Book for Ninth Grade, Published by Erlangga in 2019*. Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

This study aimed to analyze the Higher Order Thinking Skill (HOTS) Questions in English textbook entitled *Bupena* for the ninth grade students in Junior High School. In this research, the researcher collected the data from *Bupena* English textbook and used a checklist table to collect a list of questions. This study applied a descriptive qualitative research. The researcher used the cognitive domain of revised Bloom's Taxonomy. The result showed that the total of Higher Order Thinking Skill (HOTS) questions is less than the total of Lower Order Thinking Skill (LOTS) questions. The total is 75 questions or 19.48% from 385 questions. The percentage of each level category are 14.29% for analyzing level, 0.78% for evaluating level, and 4.41% for creating level.

Keywords: Higher Order Thinking Skill, Textbook, Revised Bloom's Taxonomy

ABSTRAK

Fauziah, Jihan. 2022. *An Analysis of Higher Order Thinking Skill (HOTS) Questions in Bupena's English Book for Ninth Grade, Published by Erlangga in 2019*. Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini bertujuan untuk menganalisis soal-soal Higher Order Thinking Skill (HOTS) dalam buku teks bahasa Inggris berjudul Bupena untuk siswa kelas IX SMP. Dalam penelitian ini, peneliti mengumpulkan data dari buku teks Bahasa Inggris Bupena dan menggunakan tabel daftar periksa untuk mengumpulkan daftar pertanyaan. Penelitian ini merupakan penelitian deskriptif kualitatif. Peneliti menggunakan ranah kognitif Taksonomi Bloom yang telah direvisi. Hasil penelitian menunjukkan bahwa jumlah soal Higher Order Thinking Skill (HOTS) lebih sedikit dibandingkan total soal Lower Order Thinking Skill (LOTS). Jumlahnya 75 pertanyaan atau 19,48% dari 385 pertanyaan. Persentase masing-masing kategori level adalah 14,29% untuk level analisis, 0,78% untuk level evaluasi, dan 4,41% untuk level mencipta.

Kata Kunci: Kemampuan Berpikir Tingkat Tinggi, Buku Pelajaran, Revisi Taksonomi Bloom

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CHAPTER I

INTRODUCTION

This chapter presents the background of this research and the purpose of the research. It is divided into the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research question, purpose of the research, significance of the research, and definition of the key terms.

A. Background of the Problem

In this 21st century, the rapid development of technology requires various abilities to think critically, especially in English learning. The means used to prepare students to face competition in the era of globalization is by implementing the 2013 curriculum, which puts forward the Higher-Order Thinking Skill (HOTS) principles. According to Heong et al. (2011), higher-order thinking skill is a way of thinking that uses broad thinking to find new challenges. Higher-order thinking requires applying the latest information or knowledge to reach possible answers in new situations. In addition, students have to think critically about what they are learning, and they are expected to create something based on the task.

The cognitive level of Bloom's taxonomy is related to HOTS. In 1956, Benjamin Bloom developed this classification. Bloom et al. (1956) distinguish six levels of cognitive domains. The cognitive domain is divided into two parts: Lower Thinking Skills (LOTS), which includes knowledge, comprehension, and application, and Higher Thinking Skills (HOTS), which provides for analysis, synthesis, and evaluation. However, in this study, the researcher used Anderson

and Krathwohl's (2001) Revised Bloom's taxonomy with the cognitive process domain levels of remembering, understanding, applying, analyzing, evaluating, and creating. The LOTS level consists of remembering, understanding, and applying. Following that, the HOTS level are analyzing, evaluating, and creating.

In learning, HOTS can improve students' critical thinking ability to evaluate information. Having the ability to think in a higher order is essential in preparing to think in the real world. Students' higher thinking skills can be tested by asking higher order thinking skill questions. Following *Peraturan Kementrian Pendidikan dan Kebudayaan No 21 dan 22 tahun 2016*, teachers are required to confirm student performance by asking higher order thinking skills questions. Teachers can measure student thinking levels and stimulate students' critical and creative thinking through these questions.

According to Etik (2019), higher-order thinking skills are crucial competencies in the modern world. Thus it must be owned by every student. HOTS questions are a measurement instrument used to measure higher-order thinking skills, namely the ability to recall, restate, or refer without processing (recite). HOTS questions are assessments based on real situations in life, where students are expected to apply learning concepts in class to solve the problems.

As the facilitator of education, the teacher should be wise in selecting good textbooks to add their ability to have higher-order thinking skills (Ilma, 2018). Students can get some benefits by doing the activities on that textbook. The textbook provides varied tasks for diverse students' levels, learning styles, and interests.

In addition, 'Ilma (2018) said that a textbook is looked upon as an indispensable vehicle for foreign language acquisition whose validity and significance are seldom impugned. It helps the students acquire and consolidate the four skills: reading, writing, listening, and speaking. Moreover, she adds that the textbook plays an essential role in the English teaching and learning process. In the process, teachers need some books as guidance for their students.

One of the textbooks widely used in schools is a book published by *PT. Erlangga*. *Erlangga* is one of the publishers of textbooks who have experience in their field. In addition, *Erlangga* also has an extensive marketing network. Most teachers in junior high school use *Erlangga's* book because it is appropriate with the 2013 curriculum. This is one of the reasons why the author chooses a book published by *PT. Erlangga* as a research subject. In addition, the researcher decided one of the English textbooks which can guide teachers and students in the learning process is the *Bupena* English textbook for the ninth grade of junior high school, because the researcher wants to ensure that the textbooks have supported students encouraging their competence in English learning.

Many studies have already investigated higher-order thinking skills (HOTS). First, the research conducted by Diputera et al. (2018) is to determine the higher-order thinking skills of junior high school students by using essay tests. Second, the research about higher order thinking skill-based questions in the test items developed by English teachers is conducted by Ramadhana et al.(2018). Third, Auliyana (2019) researched describing to what extent the English National Standardized School Exam assesses higher-order thinking skills in terms of

analyzing, evaluating, and creating. Those researches are focused on assessing high-order thinking skills by using test items.

Some studies also discuss the English textbook. Fitria et al. (2014) analyzed the reading comprehension question in the English textbook entitled *English Texts in Use and Look Ahead* for senior high school students based on Barrett's taxonomy. Then, Sholah & Rohma (2021) analyzed the English textbook entitled *Pathway to English* for second-grade students of senior high school based on Tomlinson's theory. Those studies examine Barrett's taxonomy and Tomlinson's theory. However, the researcher focused on analyzing the higher-order thinking skill questions based on Revised Bloom's taxonomy in this study.

Some other researchers conducted discussions about English textbooks with higher-order thinking skills. First, Zamani & Rezvani (2015) evaluate the higher-order thinking skill in the Iranian SMAT English textbook of TEFL. Second, the study from Heriati (2017) about "The Relevance Analysis of *Think Globally Act Locally*" book to 2013 English curriculum and Bloom's taxonomy". Third, Qaswari & Beni Abdelrahman (2020) study analyzed the higher and lower order thinking skills in *Unlock English* textbooks (1st and 2nd editions). Then, the analysis of high-order thinking skills in compulsory English textbooks for senior high school is conducted by Febriyani et al. (2020).

Some of the studies describe above only use test items to assess students' higher-order thinking skills. Then, other researchers discussed the content of English textbooks based on Barrett's taxonomy and Tomlinson's theory. While in this research, the researcher used revised Bloom's taxonomy to analyze the higher-

order thinking skill questions in the English textbook. Furthermore, some of the studies discussing higher-order thinking skills from Bloom's taxonomy in some English textbooks are using books for senior high school students. Then, one study examines the book from the Ministry of Education for junior high school but only focused on the relevance with the 2013 curriculum. Hence, the analysis of higher-order thinking skills in the English textbooks for junior high school is still needed. Students are required to think critically in answering questions since they were at the junior high school level.

Therefore, seeing the importance of HOTS questions and textbooks in pursuing learning, this study aims to analyze the questions of higher-order thinking skills in the English textbook entitled "*Bupena English*" textbook for grade IX Junior High School students published by Erlangga in 2019. This research used the ideas of Revised Bloom's taxonomy to analyze higher-order thinking skills questions to make sure that the textbook has supported the students in encouraging their analyzing, evaluating, and creating level by providing the higher-order thinking skill questions. Also, this research wanted to know the opinions of the English teacher on the higher order thinking skill questions in the textbook since the teacher is a facilitator for finding the appropriate textbook for students.

B. Identification of the Problem

Related to the background of the study, in the English learning process, higher-order thinking skill is needed for students. Higher-order thinking skill

questions are given to the students to assess their creative and critical thinking. The questions can be found in the textbook used in the learning process.

However, not all questions in the textbook are categorized as higher-order thinking skills questions. *Bupena English* textbook ninth grade is a textbook used in schools where there are many activities in this book. Then, we need to look at the thinking levels contained in this textbook. Moreover, the teacher's opinion is required toward the HOTS questions in this textbook.

C. Limitation of the Problem

Based on the identification problem above, the researcher focused to all questions in the assignments because those can give broader insight into students' thinking. In this research, the questions are in *Bupena* English textbook which is used by ninth grade of junior high school students. Also, the researcher analyzed the English teacher's opinion on the HOTS questions in this textbook.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem of this study is formulated in the following question: "What is the level of Higher Order Thinking Skill (HOTS) questions in *Bupena* English textbook for ninth grade?"

E. Research Questions

Based on the formulation of the problem above, the research questions of this study are:

1. What is the HOTS level of questions in the *Bupena* English textbook for ninth grade of junior high school?

2. What is teachers' opinion on the HOTS questions in the *Bupena* English textbook for ninth grade of junior high school?

F. Purpose of the Research

Considering research questions above, the purpose of this research could be generalized as follows:

1. To know the HOTS level of questions in the *Bupena* English textbook for ninth grade of junior high school.
2. To know the teachers' opinion on the HOTS questions in the *Bupena English* textbook for ninth grade of junior high school.

G. Significance of the Research

This study has significance for the researcher herself as a candidate of a teacher. Theoretically, this study is expected to give broader insight or perception about the higher order thinking skill questions in the textbook selection.

Practically, the result of the study may provide useful data as reference for teachers who teach English and students who learn English by using textbook entitled *Bupena* English for ninth grade of junior high school, published by *Erlangga*, in the year of 2019. This may also as reference for who need English textbook as English teaching media resource.

H. Definition of Key Terms

1. High Order Thinking Skill is the ability to think critically which useful for transferring the knowledge in real life, evaluating and solving the problem.
2. Textbook is one of the learning sources which guide the teacher in assessing students' understanding by doing the exercises.

3. Teachers' opinion is thinking or view about the questions in the *Bupena English* book.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains about conclusion of results study and the suggestion. The conclusion was explained based on the data analysis and findings of this study.

A. Conclusion

This study is aimed to find the Higher Order Thinking Skill (HOTS) level questions in the *Bupena* English textbook for the ninth grade based on revised Bloom's Taxonomy. The researcher listed all questions from the activity in this textbook to analyze the higher-order thinking skill level based on the revised Bloom's taxonomy.

Based on the result, the *Bupena* English textbook for ninth grade has more dominant Lower Order Thinking Level (LOTS) questions than Higher Order Thinking Skill (HOTS) level. The total of HOTS questions is 75 questions or 19.48% from 385 questions. The total of each level are 55 questions or 14.29% for analyzing level (C4), 3 questions or 0.78% for evaluating level (C5), and 17 questions or 4.41% for creating level (C6).

Therefore, the questions in this textbook are not fully provided with HOTS level questions. However, there are still many LOTS level questions that can help students practice easy questions so that they are stimulated to use their way of thinking and also motivate them in learning and doing the task.

Based on the teacher's opinion, the HOTS questions in the *Bupena* English textbook can help students encourage their thinking skills to a higher

level. Then, this book can also be used in the teaching and learning process because there are many activities in it. Although the percentage of HOTS questions is in a low position, the LOTS questions in textbooks can be used by students in practicing their thinking by working on the questions.

B. Suggestion

There are some suggestions from the researcher about this study that might be useful for English teachers, the students or the researcher, and everyone who read this study:

1. For English Teacher

English teachers need to choose a good textbook for use in the teaching and learning process to guide both teachers and students to achieve the study's goal. You need to select the right one for your student and level. English teachers need to develop a complete range of educational purposes, including cognitive processes beyond lower thinking abilities, by enhancing exercises to train students to have higher thinking abilities.

2. For Students or Researcher

For students or other researchers, it is recommended that the study conduct research with a larger sample. Further research studies are needed at the high school or university level.

3. For Author of the Textbook

Textbook authors should design exercises and activities beyond lower-level cognitive skills and add more higher-order skills exercises and activities.

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