



**HIGHER ORDER THINKING SKILLS (HOTS)
REALIZATION IN READING COMPREHENSION
QUESTIONS FOUND IN ENGLISH TEXTBOOKS**

a final project

submitted in partial fulfillment of the requirements for the degree of *Sarjana*

Pendidikan in English Education

by

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This final project entitled “Higher Order Thinking Skills (HOTS) realization in reading comprehension questions found in English textbooks” has been approved by a board of examiners and officially verified by the Dean of the Faculty of Languages and Arts on 12 October 2020.

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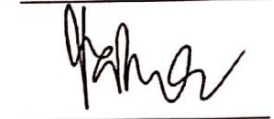
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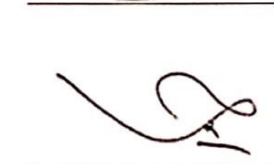
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DECLARATION OF ORIGINALITY

I am Ervina Juli Aryani, hereby declare that this final project entitled HIGHER ORDER THINKING SKILLS (HOTS) REALIZATION IN READING COMPREHENSION QUESTIONS FOUND IN ENGLISH TEXTBOOKS is my own work and has never been submitted in any forms for another degrees or diploma in any universities or other institutions of tertiary education. Information form published or unpublished work of others has been acknowledged in the text and a list of references.

Semarang, 30 September 2020

A handwritten signature in black ink, appearing to read 'Ervina Juli Aryani' in a cursive style.

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MOTTO AND DEDICATION

*“Whenever you read a good book, somewhere in the world a door opens to
allow in a more light” (Vera Nazarian)*

*“Reading is an act of civilization; it is one of the greatest acts of civilization
because it takes the free raw material of the mind and builds castles of
possibilities” (Ben Okri)*

This final project is dedicated to:

1. My beloved parents
2. All of my teachers and my lecturers
3. My dearest sisters
4. My beloved family
5. My lovely friends
6. My future

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ABSTRACT

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Key words: critical thinking, higher order thinking skills (HOTS); English textbooks; reading comprehension questions

The creation of 2013 curriculum expects the integration of higher thinking skills to encourage students to achieve the competencies of critical thinking, creativity and innovation, communication, collaboration, and confidence. This is so since HOTS encompass the skills of critical thinking, creative thinking, problem solving, and decision making. As a result, textbook, which is an essential learning platform, should facilitate higher thinking skills. In learning English, it is expected that HOTS are developed in all the language skills, especially reading skill since it is quite essential which equally needs more attention. Accordingly, reading comprehension questions should impose higher thinking skills to enhance the development of HOTS in reading skill. Therefore, this present research mainly focuses on investigating the realization of HOTS in the reading comprehension questions found in three English textbooks for different level of grades which are published by the Ministry of Education and Culture.

This present research is a content analysis employing descriptive qualitative approach. Cognitive level of Bloom's revised taxonomy (2001) and task types of Numrich's sequence (Beaumont, 2010) are employed to analyze the data. There are 170 reading comprehension questions in the textbook for grade X, 42 reading comprehension questions in the textbook for grade XI, and 117 reading comprehension questions in the textbook for grade XII which are under analysis. Documentation technique is employed to collect the data.

The analysis out of three textbooks, two textbooks i.e. textbooks for grade X and XII highlighted LOTS. HOTS are less emphasized than LOTS. This can be seen from the analysis results which shows that the most emphasized skill belongs to lower thinking skills. In contrast, in the textbook for grade XI, HOTS are adequately realized. The reading comprehension questions primarily lead students to employ higher degree of thinking skills to accomplish the questions. These indicate that the reading comprehension questions are categorized into LOTS, and HOTS-based reading comprehension questions in the analyzed textbooks are properly represented only in the textbook for grade XI. In comparison to 2013 standards in realizing HOTS, these results seem to be less compatible with the standards. Therefore, with the abundance of LOTS-based questions, HOTS-based questions should be increased to foster the development of higher thinking skills.

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study which comprises background of study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, definition of key terms, scope of the study, and outline of the report.

1.1 Background of Study

Education plays an important role in improving quality of life. It provides knowledge, skills, and also experiences which enable people to gain success and prosperity. Idris et al. (2012) mentioned that education brings huge impact in creating economic wealth, social prosperity, and political stability. With the massive impacts that the education offers, it is undeniable that education is expected to support the government's effort in preparing young generations to face the recent development.

In preparing young generation in this century, education requires students to master several skills that are formulated under the name 21st century skills which cover the skills of critical thinking and problem solving, creativity and innovation, collaboration, question formulation, global awareness, communication skills, and technology skills (Harvard Advanced Leadership Initiative, 2014). The skills are widely acknowledged as the provision to deal with the current global challenges. Thus, it is no wonder that the 21st century skills are included in many educational policies.

The inclusion of 21st century skills in educational settings can be seen in Indonesia through the adjustment of 2013 curriculum or known as K13. The Indonesian National Ministry of Education and Culture emphasized 21st century skills in the classroom context in the current curriculum (Ahmad, 2014). In implementing 21st century skills, critical thinking becomes one of the skills in which the Indonesian government has set standards-based curriculum (Syarifah et al. 2019). In order to enhance the development of the skill, a learning component such as assessment that includes HOTS are highly encouraged to be designed (Peter, 2013 in Widana et al. 2018). HOTS are aimed to be taught since HOTS are closely related to critical thinking (Lewis & Smith, 1993). The integration of HOTS in the teaching-learning components could enhance the development of critical thinking (Widana et al. 2018) since HOTS cover the skills which are needed in the critical thinking skill (Widana et al. 2018; Brookhart, 2010). This impliedly means that HOTS is the encompassing terms that can be the way to achieve variety thinking processes including critical thinking process (Lewis & Smith, 1993).

Noting the significance of HOTS, they are expected to be inserted in the educational elements, such as textbook which becomes an essential source of learning activity (Atiullah et al. 2019). In language learning, textbook serves as the source of language input for language learners (Richards, 2001). In connection to that, in the context of learning English, textbooks should ideally facilitate students with materials and exercises comprising HOTS, specifically in teaching reading due to the fact that in reading “the goal is not verbatim translation, but direct comprehension without recourse to the native language” (Harrys & Valette, 2013,

p. 165). This shows that in reading skill, students rely much on the ability to understand and furtherly be critical of what they read (Taylor, 2018). Therefore, in order to achieve the main purpose of reading and fulfill the mandate of the curriculum to master HOTS, it is urgent to realize HOTS in teaching reading, specifically in reading comprehension questions in English textbook. This is so since reading comprehension questions could guide students to comprehend text and assist the development of cognitive skills (Muayanah, 2014).

However, the availability of assessment that aims to train HOTS is still lacking (Pratama & Retnawati, 2018). This is proven by the result of my preliminary study investigating HOTS in English supplementary materials which are designed by English teachers. It was found that the exercises overemphasized the lower categories of thinking skills. Furthermore, the reading comprehension questions also highlighted the lower categories of thinking skills. This means that HOTS exposure is minimally presented.

This condition is worsen by the result of PISA test 2018. The test revealed that Indonesian students scored lower than the average score of OECD in reading proficiency (OECD, 2019). This proves that the Indonesian students' reading proficiency is in need of improvement. Amid these conditions, what needs to be developed is a qualified textbook providing sample of reading comprehension questions to promote HOTS in reading skill.

In order to ensure that HOTS are realized in reading comprehension questions in the textbook, analysis is the only way that can be employed. Therefore, this present research mainly conducts an analysis on the realization of HOTS in

reading comprehension questions in English textbooks published by the Ministry of Education and Culture. Since the textbooks are published by the Ministry of Education and Culture, it is obvious that the textbooks are widely used by the schools in Indonesia. That is why the textbooks are chosen to be observed in this present research. The exploration of the realization of HOTS uses the framework of cognitive level of Blooms revised taxonomy (2001) and task types of Numrich's sequence (2001).

1.2 Reasons of Choosing the Topic

This topic was chosen by the researcher with two reasons:

- a. Knowing the fact that textbook has an essential role in learning activity, it is necessary to know and ensure whether or not the content already met the standards and the criteria of the curriculum, especially in promoting HOTS and critical thinking. Thus, it is necessary to analyze whether or not the content, specifically the reading comprehension questions promote higher order thinking skills.
- b. Higher Order Thinking Skills (HOTS) is nowadays emphasized in the 2013 curriculum as the efforts of strengthening the instillation of 21st century skills for students. Its implementation is highlighted by the Indonesian current curriculum. Hence, it is important to make sure the implementation.

1.3 Research questions

- a. How are HOTS realized in reading comprehension questions found in the textbook for the tenth grade?
- b. How are HOTS realized in the reading comprehension questions found in the textbook for the eleventh grade?
- c. How are HOTS realized in the reading comprehension questions found in the textbook for the twelfth grade?
- d. How are the realization of HOTS in reading comprehension questions in the textbooks for grade X, XI, and XII viewed from task types of Numrich's sequence (Beaumont, 2010)?
- e. How are the realization of HOTS in reading comprehension questions in the textbooks for grade X, XI, and XII in accordance with 2013 curriculum?

1.4 Objectives of the study

- a. To explain the realization of HOTS in the reading comprehension questions found in the textbook for tenth grade
- b. To explain the realization of HOTS in the reading comprehension questions found in the textbook for eleventh grade
- c. To explain the realization of HOTS in the reading comprehension questions found in the textbook for twelfth grade
- d. To explain the realization of HOTS in reading comprehension questions in the textbooks for grade X, XI, and XII viewed from task types of Numrich's sequence (Beaumont, 2010)

- e. To explain HOTS realization in reading comprehension questions in the textbooks for grade ten, eleven, and twelve in accordance with the 2013 curriculum.

1.5 Significance of the study

The result of this present research is expected to share theoretical, practical, and pedagogical contribution.

Theoretically, the result of this present study provides new insights and knowledge on the current discussion pertaining to the implementation of HOTS. In addition, the result also presents the realization of HOTS in detail that can be a bases for the present knowledge and also future researches in engaging with the issue.

Practically, this study unveiled the information regarding how HOTS are realized in the reading comprehension questions, to what extent HOTS are realized in connection to the demand of the current curriculum, and how the implications regarding the implementations is. This information assist the creation of HOTS-based reading comprehension questions.

Pedagogically, the research is expected to bring a new insights for teachers and educational stakeholders pertaining to the realization of HOTS in reading comprehension questions. This leads to the formulation of future alternative to promote HOTS in the classroom context and in education as a whole.

1.6 Definition of Key Terms

There are some key terms used in this present research which are explained below.

1.6.1 Textbook

Textbook is defined as a manual that comprises instructions on certain subject to assists teacher and learner to meet the objectives of the subject, Eruchalu (2012). Hutchinson and Torres (1994, p. 327) also added that “textbook is a visible and workable framework around which the many forces and demands of the teaching-learning process can cohere to provide the basis of security and accountability that is necessary for purposeful action in the classroom”. In conclusion we can say that textbook is an important component to enable teaching and learning process work as what the intentional objectives and intentional actions have been designed. The Textbooks which are used in this present study entitled “Bahasa Inggris SMA/MA/SMK/MAK kelas X, XI, XII Edisi Revisi 2017” published by the Ministry of Education and Culture.

1.6.2 Higher Order Thinking Skills

Maeier (1933, 1937) in Lewis & Smith (1993) stated that higher order thinking skills (HOTS) mostly deals with experiences that are unfamiliar and not being continuously repeated. Newman (1990) in Lewis & Smith (1993) defined Higher Order Thinking Skills (HOTS) as the skills that demand the ability to interpret, analyze, or manipulate information instead of the ability of applying the previous acquired information. Those two definitions lead to the understanding that Higher Order Thinking Skills (HOTS) are skills that are not in the level of restating the

prompt information to solve the given problem, but it more likes the analysis and manipulation of information to solve an unfamiliar problem.

1.6.3 Reading comprehension

Kirby (2007) defined reading comprehension as a process of understanding the text that is read. Taylor (2018) stated that reading comprehension is the ability to derive meaning from text. It can be deduced that reading comprehension is the process of constructing meaning from the text that is read.

1.6.4 Reading Comprehension question

Day and Park (2005) mention that in order to assist students in getting meaning from the text that is read, comprehension questions are created. From Day and Park's statement, it is obvious that comprehension questions are the questions that come following the text to guide students recalling the information from the text and also making meaning from the text.

1.7 Scope of the study

This research is a content analysis examining reading comprehension questions found in textbooks entitled "Bahasa Inggris SMA/MA/SMK/MAK kelas X, XI, XII Edisi Revisi 2017" published by the Ministry of Education and Culture. The questions are analyzed based on cognitive level of Bloom's Revised Taxonomy (2001) and task types of Numrich's Sequence (Beaumont, 2010). The research aims at explaining HOTS realization based on the two frameworks. The analysis result on the realization of HOTS is compared to the 2013 curriculum. The discussion other than that is not provided in this research.

1.8 Outline of The Report

This present research comprises five chapters which are followed by subchapters.

The organization of those chapters are mentioned bellow:

Chapter I is introduction. In this chapter, the discussion is on the aspects of background of study, reasons for choosing the topic, research questions, objectives of the research, significance of the study, definitions of key terms, scope of the study, and outline of the report. These become the groundwork of the present research.

Chapter II is review of related literature. It consists of three subchapters, they are: review of previous studies, review of theoretical background, and theoretical framework. Those theories used as a bases to analyze and discuss the results of the research. Review of previous studies contained 23 national and international journals discussing research on textbooks, HOTS, and reading comprehension questions. Review of theoretical background focuses on the theories and bases knowledge used in this research. It comprises eight subsections, they are: textbook, bloom's revised taxonomy, Higher Order Thinking Skills, Numrich's sequence, 21st century skills, 2013 curriculum, reading comprehension, reading comprehension questions, and content analysis. Lastly, theoretical framework which comprises a figure depicting the conceptual structure of the research covers the information of the background of the research, the research questions and the instruments of the research.

Chapter III is research methodology. It elaborates the research approach, object of the study, unit of analysis, type of data, instrument of the research, roles

of researcher, procedure of data collection, procedure of data analysis, and triangulation. This is a content analysis using descriptive qualitative research approach which describes how HOTS are realized in the textbooks for three different grades. Type of data in this research is document that are taken from the textbooks. The unit of analysis are reading comprehension questions in the textbooks. Then, the data are analyzed through three steps: data reduction, data display, and conclusion drawing and verification. Lastly, the triangulation of this research used triangulation by source of data and by theories.

Chapter IV comprises the findings and discussions. The findings are structured to directly engage with the research questions. The first findings answer the first point of research questions regarding the realization of HOTS in the reading comprehension questions in the textbooks for grade X, XI, and XII. Based on two frameworks, it is revealed that HOTS are adequately realized only in the textbook for grade XI. The reading comprehension questions in the textbooks for grade X and XII emphasize LOTS more than HOTS. Lastly, in terms of the relevant to the curriculum 2013, the realization of HOTS in the three textbooks seems to be less compatible with the standards set by BSNP.

Chapter V comprises conclusions and suggestions. The conclusions conclude the overall findings of the research. Then, the suggestions part give suggestions that are drawn from the findings of the research. The suggestions are given for the education stakeholders and also future researches.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents three main points, which are: review of related studies, review of theoretical studies, and theoretical framework. Review of previous studies is a review of previous researches which closely related to the present research. Review of theoretical studies is a review of previous theories used in this present research. The last point is theoretical framework which depicts why and how this present research is carried out.

2.1 Review of the Previous Studies

Many studies pertaining to textbook analysis, Higher Order Thinking Skills (HOTS) analysis, and reading comprehension questions analysis are widely conducted. Here is the review of the previous related studies regarding those issues. The discussion focuses on seeing the differences between the previous studies and this present study.

2.1.1 Research on Textbook

First thing first is the discussion of research on textbook. Islam (2013) analyzed English textbooks for 9th and 10th grade viewed from teachers' perspectives focusing on six aspects, such as, attractiveness of the text and physical make up, subject and content, exercises and activities, language type, language skills, and context and its efficacy based on the standard textbook. The research was a descriptive research using questionnaire and two open-ended questions to collect the data from 45 males and females Bangladeshi teachers as the participants. The

findings showed that the degree of evaluation for those aspects was rated moderate. Regarding the question whether the textbook was effective in term of the standard textbook or not, it was found that they had mixed perceptions.

Similar research was also conducted by Akbar (2016) investigating the content of two selected eleventh grade English textbooks based on BNSP framework. The research was a descriptive qualitative research focusing on three things: relevance of materials with competency standards and basic competencies, material accuracy, and supporting learning materials. In term of relevance of materials with competency standards and basic competencies, the textbook 1 was classified good, while textbook 2 was rated fair. Regarding material accuracy, textbook 1 was rated high, in comparison, textbook 2 was rated good. Last but not the least, in the discussion of supporting learning materials, either textbook 1 or textbook 2 was rated fair.

Similar analysis was conducted by Parviz and Iman (2013) which focused on investigating the inclusion of critical thinking in EFL textbooks. Three English textbooks namely, Top Notch, Interchange, and English files series were analyzed. In order to conduct the analysis, a critical thinking Likert-scale checklist containing twelve skills was developed. The data were analyzed using descriptive and inferential statistics. The result showed that the textbooks mainly tapped the skills of knowledge, comprehension, application and building community of thinkers skill and failed to acceptably include other skills which were important for students' success.

A different analysis of textbook was carried out by Herlinda (2014) observing teachers' perspective towards textbook and the strategy of using the textbook in the teaching learning activities. This was a qualitative research which used three ways of data collection: observation, questionnaire, and interview. The research involved two EYL teachers from different background of teaching experience and different school of teaching. The findings revealed that both teachers agreed that textbook provided materials and activities aspects in language learning, guided teachers in giving homework and created standardized instruction, and also gave idea in making lesson plan. However, they did not use textbook as a syllabus. Besides, it was found that in practice, both teachers used more than one textbook as reference for an additional materials. Last but not the least, in terms of the use of textbook in practice, teacher A relied on textbook so much more than teacher B. In conclusion, it could be seen that the adaptation of textbook was not influenced by the experience of teaching but more influenced by the teacher's background, knowledge, and also attitude in learning.

Quite different research on textbook was carried out by Roohani (2012) focusing on the representation of male and female actors in summit 2B (i.e. the advanced book of Top Notch series) using a qualitative research. Framework from Van Leeuwen (1996) regarding social actor and Halliday (2004) regarding transitivity model were used. Content analysis was also used to find out the frequency and proportion of various social actors. The findings indicated that there were several significant differences between males and females regarding role allocation (i.e. activation, subjection, and beneficialization), substitutions (i.e.

personalization and impersonalization), and personal pronouns. Males were portrayed as more active, energetic, independent, and assertive forces compared to females. Besides, males were put more frequent and in the higher status and positions, they were also individualized more frequently. Although the textbook was almost equally informalized and indetermined, a little attempt regarding gender bias was made in the Summit 2B textbook (ELT textbook used in Iran).

Last but not the least, research on the analysis of developing Higher Order Thinking Skills (HOTS) module for weak English for Second Language (ESL) learners was conducted by Singh et al. (2018). The study aimed at developing and validating Higher Order Thinking Skills (HOTS) module for teaching writing to weak ESL learners. The participants of this research were two teachers with 5 and 10 years teaching experience and also 45 students from two different Secondary schools in Kedah and Johor. It was a qualitative research using three stages of data collection technique: document analysis, interview, and observation and validation. The module used was developed based on the Form Two syllabus. The module was developed under ADDIE (analysis, design, development, implementation, and evaluation) process. The findings revealed that HOTS module affected positively on students in learning writing and students enjoyed the teaching and learning process using the module.

Numerous researches on textbook show how textbook plays an important role in teaching-learning activity. The present research confirms similarity with the previous researches in terms of object of the research which is textbook. However, unlike some previous researches which investigated discourse, content

appropriateness, textbook development, or perception on the use of textbook, this present research examines the content of the textbooks that specifically focuses on the reading comprehension questions found in English textbooks.

2.1.2 Research on Higher Order Thinking Skills

The integration of Higher Order Thinking Skills (HOTS) in education is a crucial issue nowadays. Hence, study on the urgency of implementing HOTS was investigated by Pratama and Retnawati (2018). The research aims at analyzing the urgency of HOTS implementation in mathematics textbook. HOTS is one of the main goals in education that is designed. HOTS can be developed, but cannot be automated. It needs platform to implement HOTS to train the skills for students. Textbook is a learning media that can be used to train HOTS since textbook becomes a learning source for teachers and students. Thus, it can be said that the more HOTS content in the textbook, the greater opportunity to practice HOTS for students.

Noting the urgency to develop HOTS in textbook, Shafeei et al. (2017) conducted a research concentrating at the question types used by ESL English teachers in Malaysia and the challenges they faced in incorporating HOTS in teaching-learning process. Classroom observation, interviews, and questionnaires involving twelve English secondary school teachers, eleven female teachers and one male teacher of secondary, were used to collect the data. Statistical description was employed to convey the findings which revealed that display question was employed more compared to referential questions. It could be deduced that Higher

Order Thinking Skills (HOTS) were used minimally. There were two kinds of challenges faced by teachers in incorporating HOTS which were: students' attitude and teachers' perception (teachers' knowledge, attitude, and skills).

Correspondingly, a research investigating teacher's perception, challenges and strategies in implementing HOTS was also conducted by Wilson and Narasuman (2020). The research aimed at investigating teachers' challenges and strategies in integrating HOTS in SBA. It was a descriptive quantitative research adopting survey design through questionnaire. The participants of the research were Malaysian secondary school teachers involved in the implementation of School Based Assessment (SBA). The results revealed that teachers understood HOTS and the implementation. However, they still faced challenges in constructing and administering HOTS. In order to integrate HOTS, teachers employed various strategies, such as, understanding how to apply thinking level according to the topic taught, using Test Specification Table (TST) to construct questions, referring, adapting, or adopting instrument from the reference book, and applying various methods of scoring HOTS.

Similarly, Mursyid and Kurniawati (2019) conducted a qualitative research exploring HOTS among English teachers across generation in EFL classroom. The research involved senior High School teachers from different generations at SMAN 2 Cianjur. The purpose of the research were finding out teachers' perception towards HOTS, the implementation of HOTS in the classroom, and the constraints faced by teachers in applying HOTS. In order to collect the data, open-ended questionnaire, document analysis of teachers' lesson plan, and interview were

chosen. The findings revealed that (1) different teachers from different generations had different perceptions on the implementation of HOTS which were influenced by age and experience; (2) different teachers had different students' activities in the teaching-learning process. This difference was influenced by experience and teaching hours; (3) the challenges faced by teachers in implementing HOTS in EFL classroom were: teachers' limited knowledge in choosing operational words, lack of experience in making lesson plan based on thinking level which was suitable with basic competence, lack of creativity in designing classroom activity, and lack of frequency in practicing students' metacognitive and thinking skills.

Distinctively, Tyas et al. (2020) conducted a research investigating the role of teacher and textbook in cultivating HOTS in EFL classroom. The research intended to explore the role of English teachers and English textbooks in cultivating students' HOTS through English language teaching. It was a descriptive qualitative study which focused on one of state senior high schools in East Java. The participant was an English teacher of eleventh grade. This study used questionnaire, interview, and observation to collect the data. The research showed that the English teacher had adequate understanding on HOTS. However, they were too much dependent on the materials and exercises provided in the textbook. In addition, students found it difficult to understand the exercises promoting HOTS due to their low level of English language proficiency. Dealing with those cases, teachers helped students to understand the materials and exercises promoting HOTS. Hence, it was found that the English teachers and the textbooks played such a symbiotic mutualism in promoting students' HOTS.

Quiet different research regarding HOTS was conducted by Ahiri et al. (2015) directing a factorial experimental research particularly explore the effect of teaching HOTS through different learning strategies toward students with different learning styles. The research intentionally investigated three things: a comparison of teaching HOTS through contextual teaching and learning (CTL), collaborative learning, and competitive learning strategy, a comparison of HOTS from students with different leaning styles (visual, audio, kinesthetic), and a comparison of the interaction effects between learning strategies and learning styles on students' HOTS. The population of the study was 270 students from Faculty of Education Halu Oleo University, and Muhammadiyah University Kendari, Indonesia. Questionnaires and achievement test were used to collect the data. The results found the effectiveness of teaching HOTS using CTL and collaborative learning. Based on the students' learning style, students with visual learning style were doing better in HOTS compared to those who with kinesthetic and auditory learning styles. Lastly, regarding the interaction effects, there was an interaction effects because of the different learning strategies used towards different students' learning styles.

A thoroughly new insights regarding HOTS was brought by Indah and Kusuma (2016) who carried out a research aimed at exploring Indonesian students' critical thinking and factors affecting HOTS development. The research was a case study using writing assessment and questionnaire to gain data from 130 students of English Department of UIN Maulana Malik Ibrahim Malang. The findings showed that students' critical thinking in writing in terms of argument, evidence, and organization were in the pre-intermediate level, while in terms of content and

conclusion were in the elementary level. Based on the questionnaire regarding factors affecting the development of critical thinking, the correlation between critical thinking and other factors, such as cultural background, family background, and learning strategies, was weak. However, the relationship was in the positive direction which impliedly showed the influence of cultural background and learning strategies in developing critical thinking.

Likewise, research regarding students' performance of HOTS was presented by Yuliati and Lestari (2018) exploring students' performance in solving HOTS questions in higher education. The research was a qualitative research involving students of Elementary School teacher education program taking instructional evaluation course who were classified into three groups of students: students with high learning abilities, moderate learning abilities, and low learning abilities. In order to collect the data, the researcher used descriptive questions containing analysis, evaluation, and creation cognitive levels. The findings showed that three students were in excellent level, four students were in good level, two students were in enough level. However, students found weakness in creation of cognitive level. Hence, it was recommended that students needed more practice in creation of cognitive level in the expectation they could facilitate HOTS questions for their future students.

Quite different with the previous research, Cesarandari et al. (2019) exploring the implementation of HOTS in Spoken Analytical Exposition in Oral Presentation Assessment. This aimed at determining students' performance in applying HOTS in Spoken Analytical Exposition in Oral Presentation Assessment.

It was a qualitative research using observation and field notes as data collection technique. The results showed that HOTS had been fulfilled in the Spoken Analytical Exposition in Oral Presentation Assessment. The teachers gave HOTS-based questions based on the topic chosen by the students. Mostly the questions began with comprehension and applying, then followed by analyzing, evaluating, and creating. Secondly, it was found that students were able to develop questions given by teachers in to a spoken analytical and engaged with PPT they used in doing presentation.

In contrast, a research exploring the use of ICT to promote HOTS was carried out by Ganapathy et al. (2017). The study mainly focused on promoting higher order thinking skills via teaching practice. The research aimed at examining the level of awareness using ICT tools and resources among the English language lecturers in terms of their frequency of use, type of learning activities promoting HOTS and level of usage. This study was both quantitative and qualitative approaches employing questionnaire and semi-structured interview. The research invited 40 full-time ESL lecturers teaching English major courses in a public research university in Malaysia. The result showed that: (1) the lecturers used various ICT tools, such as, desktop application, presentation software, internet, and web 2.0, to learn in a more interactive way and liven students' enthusiasm; (2) the lecturers frequently used HOTS activities in their lectures. The activities employing HOTS were in the form of finding answers from assigned tasks, brain storming, problem solving, and oral presentation; (3) the lecturers encountered challenges in terms of ICT skill and changing the current teaching practice to integrate ICT tools.

Finally, teaching HOTS could enhance students' achievement. This evidence is brought by Tanujaya et al. (2017) who conducted a research on investigating the relationship between teaching HOTS and students' performance in mathematics instruction. The research was conducted using correlation research method which involved students of mathematics education in University of Papua who had completed 120 credits. The research revealed that those two variables were highly correlated. Both statistics show that there is a significant relationship between HOTS and students' academic achievement.

From the overview of some researches, there are similarities in terms of HOTS as a focus in conducting research and bloom's taxonomy as a framework to analyze HOTS. However, unlike the previous researches which focused on HOTS implementation and the challenges; HOTS in the assessment; HOTS based on teachers' perspectives; and the strategies to apply HOTS in learning and teaching activities; or the integration of ICT in promoting HOTS, this present research mainly focuses on investigating the realization of HOTS in reading comprehension questions in English textbooks. Moreover, the previous researches differs with this present research in terms of data collection method. The previous researches used questionnaire, interview, observation, and test to collect the data. In this present research, the data are collected through documentation, instead.

2.1.3 Research on Reading Comprehension Questions

An analysis of reading comprehension questions was carried out by Tangsakul et al. (2017) analyzing cognitive level found in reading sections of English textbooks

entitled team up in English 1-3 grade 9 compared to the analysis of question items in NET test. Qualitative and quantitative methods were chosen to deliver the result. The findings showed that question items in NET test were dominated by Lower Order Thinking Skills (LOTS) in the academic year of 2013-2016. In addition, the questions in English textbooks were also dominated by LOTS compared to HOTS.

Another similar research was conducted by Barashid (2020) examining wh-questions following reading texts in the textbook entitled flying high for Saudi Arabia. The main aim of the research was to find out to what extent cognitive levels of the questions were properly included. This research was a content analysis research using revised cognitive domain of Bloom's taxonomy as the tool of analysis. The research showed that either lower or higher categories of cognitive level are not properly included. It is found that the textbook overemphasized LOTS, with remembering as the most dominant category, but HOTS are somewhat neglected.

Quite similar research was conducted by Setiyawati (2016) investigating cognitive level of Bloom's revised taxonomy in textbook entitled "Bahasa Inggris" for grade 11 by Kemendikbud 2014. The research focused on three points: (1) the types of reading comprehension questions; (2) the thinking skills found in the reading comprehension questions; and (3) the suitability of the reading comprehension questions for 11th graders. The research found that although the reading comprehension questions do not cover all the categories of cognitive skills, the questions are dominated by HOTS. Therefore, the textbook is suitable for 11th grade students.

Another similar research by Ulum (2016) managed to conduct a descriptive content analysis of a reading comprehension questions in a course book Q: skills for success 4 reading and writing according to Bloom's taxonomy. A descriptive content analysis was employed to analyze the data. From the analysis, it was found that the reading comprehension questions were lack of higher order level cognitive skills. The reading comprehension questions were dominated by knowledge with 51% and comprehension with 49%.

A bit different research was conducted by Rahma (2019) which analyzed reading comprehension questions in a final test made by English teacher of SMA N 2 Sidoarjo according to Barret's taxonomy. The data of this research were in the form of document using purposive sampling technique to collect the data. The research found that the reading comprehension questions were dominated by lower level than higher level. From 137 questions, there were 40 questions belong to literal level, 87 of inferential level, 8 of evaluation level, and 2 of appreciation level. Furthermore, it was also found that the taxonomy did not equally cover the questions. Hence, the questions were classified as moderate.

Lastly, an analysis of reading comprehension questions in an English textbook grade XI was conducted by Permatasari (2012). The analysis focused on observing the critical thinking on the reading comprehension questions on the textbook. This was a descriptive qualitative research using Bloom's taxonomy (1956) and task types of Numrich's sequence (Beaumont, 2010) to analyze the questions. The research found that majority of the questions were in the comprehension category of cognitive level. Furthermore, it was revealed that most

of the questions were structured to focus on the text. This case happened since the questions were design for the aim of reading comprehension questions.

Various studies regarding reading comprehension questions are conducted. The analysis on reading comprehension questions in the previous researches confirm similarity with the current research in terms of the framework that is used and also the main concern of the analysis which is reading comprehension question. However, the main difference is on the textbooks that are analyzed. Those previous research only focus on the textbook for one grade only; in comparison, this present research analyzes three different textbooks for three different grades. In addition, this present research is different with the previous researches in terms of the research design. Some of the previous researches used quantitative and combination of quantitative and qualitative research. In contrast, this present research uses qualitative research only.

2.2 Theoretical Review

In this section, the discussion falls to the following parts: theories related to textbook, 21st century skills, Bloom's Revised Taxonomy: cognitive domain, Higher Order Thinking Skills (HOTS), Numrich's Sequence, 2013 curriculum, reading comprehension, reading comprehension questions, and content analysis.

2.2.1 Textbook

Textbook is a paper-based materials design which comprises specific design for teachers, students, and students' work-book linked together (Oates, 2014).

Textbook is defined as a manual that assists teachers and learners to meet the objectives of a subject (Eruchalu, 2012). In other words, we can say that textbook is a realization of objectives of a subject in the form of paper-based design which serves as a guidance for teachers and learners.

In conjunction with the mentioned explanation, textbook holds a substantial role in education. O’Keeffe (2013) stated that textbook is purposefully designed in order to realize a specific vision of a curricula. In realizing the vision, textbook is completed with several components. Cunningsworth (1995, p.7) stated that several components are equipped in the textbook such as materials, activities for students’ practice, syllabus (when reflected the objectives that have been determined). It is also intended to support less experienced teachers to build confidence. In terms of the textbooks’ content, Bojanic’ and Topalov (2016) also added that textbook covers language and cultural elements, provides students’ needs, cultural background, and language proficiency level. Those elements are included in order to cater the aspects stated in the curriculum’s vision that are aimed to be realized.

The realization of those aspects shares huge benefits for students and teachers. For students, textbook helps them catch up with materials they missed. It is explained that there might any possibility when students missed certain materials in class. In this case, students will not find it hard to catch up with it. In addition, the next materials that will be learnt are already stated in the textbook. This exactly helps students in coping up with the materials they learn and also make a preparation for the advance learning (O’Neill, 1982).

For teachers, Anjaneyulu (2014) stated that guidelines concerning syllabus, teaching methodologies, and the materials to be taught are available in the textbook.

Oates (2014) mentioned that textbooks manifest a series of vital features, such as:

Underpinning by well-grounded learning theory and theory regarding subject-specific content, clear delineation of content – a precise focus on key concepts and knowledge, coherent learning progression within the subject, stimulation and support of learner reflection, varied application of concepts and principles – ‘expansive application’, and control of surface and structural features of texts to ensure consistency with underpinning learning theory (p.4).

Those aspects provide condensed content to support teachers in holding teaching-learning activity. Most importantly, those aspects can be carried out by different teachers in different ways. Thus, those components ease teachers in deciding what the most appropriate things for their classes are (Bojanic` & Topalov, 2016) and also provide fundamental components to be developed in different creative ways. Hence, it is undeniable that textbooks survive and prosper due to its significance in providing the structure required in teaching and learning process (Hutchinson & Torres, 1994).

In conclusion, textbook is a tool to cover the needs that arise from the classroom and broader context in relation with them (Hutchinson & Torres, 1994). Textbook becomes a realization of curriculum’s vision that is able to accomplish the needs that rise from the education stakeholders and classroom activity. Furthermore, aside from the accomplishment of the needs, textbook also shares benefits for the education stakeholders.

2.2.2 Bloom's Revised Taxonomy: Cognitive Domain

Benjamin S. Bloom, Associate the Board of Examinations of the University of Chicago initiated an idea for annual comprehensive examination. To aid his effort, he enlisted a group of specialists coming from across the US who faced the same problems. The group considered the progress, make revision, and plan the next steps (Krathwohl, 2002). Until finally, their final draft was published in 1956 under the title *Taxonomy of Educational Objectives: The Classification of Education Goals. Handbook 1: Cognitive Domain* (Bloom et al. 1956 in Krathwohl, 2002). This was then known as the Original Taxonomy. Revision was made 45 years later by Anderson and Krathwohl which is now the taxonomy named Bloom's Revised Taxonomy (Anderson, Krathwohl et al. 2001 in Krathwohl, 2002). In revision, several changes were made which mark the distinctions between the original taxonomy and the revised taxonomy. The title of some categories was renamed for example *knowledge* becomes *remember* and *comprehension* becomes *understand*. In addition, the changes of the categories order were also made, *create* is in higher level than *evaluate*. The detail changes can be seen below (Anderson & Krathwohl, 2001, p.263).

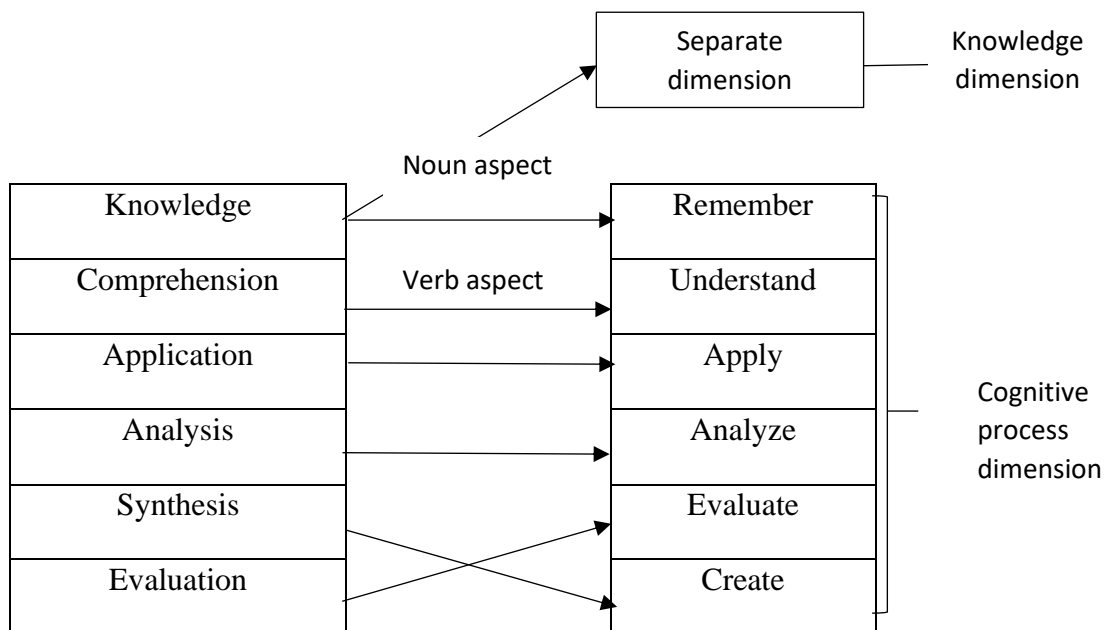


Figure 2.1 Structural changes from original taxonomy to revised taxonomy

Bloom's revised taxonomy contains six categories of cognitive process. The revised taxonomy invites the educators to expand the learning activity from remembering to higher level categories of cognitive processes. This aims at instructing students to experience different activities since each of the cognitive process represents different level of complexity. For instance, understand is believed to have more complexity compared to remember, and so on, (Anderson & Krathwohl, 2001, p.63). To sum up, those categories of cognitive level provide path for students to learn, practice, and experience different thinking level. In order to know deeper the definitions and examples of each category in cognitive level, Table 2.1 contains the information of the cognitive level (Anderson & Krathwohl, 2001, p. 67).

Table 2.1 Cognitive dimension of Bloom's revised Taxonomy (2001)

Categories and Cognitive processes	Alternative names	Definitions and Examples
1. Remember- retrieve relevant knowledge from long-term memory		
1.1 Recognizing	Identifying	Locating knowledge in long-term memory that is consistent with presented material
1.2 Recalling	Retrieving	Retrieving relevant knowledge from long-term memory
2. Understand- construct meaning from instructional messages, including oral, written, and graphic communication		
2.1 Interpreting	Classifying, paraphrasing, representing, translating	Changing from one form of representation
2.2 Exemplifying	Illustrating, instantiating	Finding a specific examples or illustration of a concept or principle
2.3 Classifying	Categorizing, subsuming	Determining that something belongs to a category (e.g. concept or principle)
2.4 Summarizing	Abstracting, generalizing	Abstracting a general theme or major point(s) (e.g. write a short summary of the events portrayed on a videotape)
2.5 Inferring	Concluding, extrapolating, interpolating, predicting	Drawing a logical conclusion from presented information (e.g. in learning a foreign language, infer grammatical principles from examples)
2.6 Comparing	Contrasting, mapping, matching	Detecting correspondences between two ideas, objects, and the like

Categories and Cognitive processes	Alternative names	Definitions and Examples
2.7 Explaining	Constructing, models	Constructing a cause-and-effect model of a system
3. Apply- Carry out or use a procedure in a given situation		
3.1 Executing	Carrying out	Applying a procedure to a familiar task
3.2 Implementing	Using	Applying a procedure to an unfamiliar task
4. Analyze- break materials into constituent parts and determine how the parts relate to one another and to overall structure or purpose		
4.1 Differentiating	Discriminating, distinguishing, focusing, selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented materials (e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2 Organizing	Finding coherence, integrating, outlining, parsing, structuring	Determining how elements fit or function within a structure
4.3 Attributing	Deconstructing	Determine a point of view, bias, value, or intention underlying presented materials
5. Evaluate- make judgements based on criteria or standards		
5.1 Checking	Coordinating, detecting, monitoring, testing	Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; determining the effectiveness of a procedure as it is being implemented

Categories and Cognitive processes	Alternative names	Definitions and Examples
5.2 Critiquing	Judging	Detecting inconsistencies between a product and external criteria; determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem
6. Create- put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure		
6.1 Generating	Hypothesizing	Coming up with alternative hypotheses based on criteria (e.g. generate hypotheses to account for an observed phenomenon)
6.2 Planning	Designing	Devising a procedure for accomplishing some tasks (e.g. plan a research paper on a given historical topic)
6.3 Producing	Constructing	Inventing a product (e.g. build habitats for a specific purpose)

In summary, bloom's revised taxonomy is a taxonomy created to translate certain learning objectives into more specific instruction of activities. The cognitive domain depicts different cognitive level with different complexity. Each higher level of cognitive level comprises higher complexity. Hence, in education, it is expected that the activities range variously from the lowest level to the highest level of cognitive process.

2.2.3 Higher Order Thinking Skills

Brookhart (2010, p 3) defined Higher Order Thinking Skills by categorizing it in three different terms:

- 1) Definition of Higher Order Thinking Skills in terms of Transfer is seen as the ability of students in applying the knowledge and skills they already learnt in a new context or in an unfamiliar context.
- 2) Definition of Higher Order Thinking Skills in terms of Critical Thinking is seen as an ability to give a judgment. In this sense, students are demanded to be able to reason, reflect, which finally make a decision.
- 3) Definition of Higher Order Thinking Skills in terms of Problem solving is an ability to solve problems both in academic field and in life. In these terms, students are demanded to be able to identify and finally create a new solution towards the given problem.

Brookhart (2010, p. 39-124) further emphasized several categories that can be used to assess Higher Order Thinking Skills like:

- 1) Top end of Bloom's Taxonomy:
 - a) Analyze

Several activities are recognized as analysis thinking level when it involves:

- (1) task to break down information and make reason of it;
- (2) make description of the parts and find out the relation of each part;
- (3) task to differentiate and organize some parts to solve a problem than elaborate the reason of their relation.

b) Evaluate

Several activities are considered in the evaluation level of thinking when students are demanded to give a judgement regarding a material based on certain criteria.

c) Create

In this level, the ability to organize the existing things to make something new is shouted. It includes the ability to generate solutions, plan a procedure to solve certain problem, or create something new.

2) Logical reasoning

This concerns with the ability of giving judgement if certain claim or assumption is true or relevant. Besides, it also emphasizes the ability to see the consistency of a given discussion. There are two types of reasoning: deduction and induction. Deduction reasoning means that the following reasoning of certain premise is the conclusion of the principles mentioned in the given premise. In comparison, induction reasoning makes reasoning from instances or from instances to principles. Means, reasoning might be generated from instances presented.

3) Judgement and critical thinking

Critical thinking is giving a wise judgement to a certain situation. In order to give a wise judgement, several processes can be employed in order to assess the ability to use a critical judgement: evaluating credibility of an information, identifying assumptions implicitly stated in that information, and identifying rhetorical and persuasive method.

4) Problem solving

Problem solving concerns with the ability in solving problems, in this term, is intended goal. The given problem here is unusual or unfamiliar one for students.

5) Creativity and creative thinking

Creativity means observing thing, creating something new using unusual or unconventional thing. In this term, creativity involves the process of evaluation.

In conclusion, we can say that Higher Order Thinking Skill (HOTS) are the ability beyond stating the previous information. More than that, HOTS involve the activities such as, analyzing, evaluating, creating, dealing with the ability of problem solving, critical thinking, and creativity or creative thinking.

2.2.4 Numrich's Sequence

Numrich's sequence is a framework created by Columbia University's Carol Numrich. The framework doesn't give the direct decision of the task for students. Rather, the framework functioned as a tool for teacher to plan teaching-learning activity. In addition, the framework raised the teachers' awareness of the specific purpose and direction of the activity they gave for students. The sequence underline seven task types which are grouped into three categories (Beaumont, 2010). The Numrich's sequence is elaborated below (Beaumont, 2010).

Table 2.2 Numrich's sequence

Perspective	Critical thinking	Skills practiced
Focus on the students' world	Observing	Looking, listening
	Identifying assumptions	Sharing background expressing opinions clarifying values
Focus on the text	Understanding and organizing	Summarizing, Distinguishing relevant details, Ordering, Classifying, Comparing and contrasting, Explaining cause and effect
	Interpreting	Making inferences Interpreting meaning Hypothesizing, Theorizing
Focus beyond the text	Inquiring further	Surveying the public Interviewing a specialist Researching
	Analyzing and evaluating	Synthesizing information Critiquing Reflecting on related ideas Making logical conclusion Reevaluating assumption
	Making decision	Proposing solutions Problem solving Taking action Participating

Those skills are elaborated below:

(1) Observing

Observing is a part of critical thinking which suits as a basic process of analysis. It is translated into a task type like a pre-reading task to push students to engage with specific details, main text, and other components before reading a text. It involves the activities, such as, looking, listening, noticing and naming. Its importance falls into three points: (a) providing vocabulary and grammar at the beginning to explore

the topic of the text actively (b) introducing and giving opportunity to discover what they already knew pertaining to the topic (c) encouraging students to engage with language and content of the given text. This aimed at preparing students to explore deeper on the text and enriching linguistic and conceptual framework to engage with the text.

(2) Identifying assumptions

Identifying assumptions is conducted before students engage with the text. It specifically focuses on students' realm experiences before going into the main text. It gives students wide opportunity to share their backgrounds, opinions, or current thoughts regarding the value of the main text. This stage is purposefully conducted to widen students' perspective regarding the topic since they get more source. Similar with the previous stage, it is expected that students are more prepared and secure to go through the given text.

(3) Understanding and organizing

This process is no longer focusing on the students' world, but on the activity of comprehending text. It demanded students to demonstrate what they got after reading a text, listening interview, or looking at an image. In order to do this, students are asked to find main idea and detail information to further do classifying or categorizing information, comparing and contrasting information, finding out causes and effects, or summarizing. These tasks are built to create a solid understanding of a text which can lead students to go deeper on the text and produce judgements beyond the literal level. Hence, these first three steps are essential in enabling the critical thinking to happen.

(4) Interpreting

Interpreting mainly encourages students to find deeper meaning from a literal surface of a text. However, this task still focuses on the primary text instead of personal judgement. It includes the activities of inferring, interpreting, and hypothesizing. Those activities are conducted by examining the information and evidences given in a text. When they come up with an interpretations, inferences, hypotheses, or theories, there should be logical reasoning or in other words, a textual basis. In short, there must be a clear base in every inference or hypotheses made.

(5) Inquiring further

This stage guides students to go deeper from interpreting. In this process, students are demanded to collect and add more information regarding the topic they are in. This can be carried out by doing public survey, interviewing specialist on the topic, and doing internet or library research. Through these tasks, students are able to enlarge their knowledge from different source and direction. Hence, this will ease students to do further process of critical thinking, which is analyzing and evaluating.

(6) Analyzing and evaluating

Analyzing and evaluating mainly discusses the process of getting deeper into a text from additional sources through different medium. This encourages students to analyze and evaluate information from other sources they already collected altogether. The information might be collected from reading text, listening interview, or written report. These tasks could lead students to go deeper on the topic, maintain the interest, and develop more as they gain new wider sources. At

this stage, the assessment that might be employed is writing or speaking in order to assess students' progress in critical thinking.

(7) Making decision

This term pushes students to device critical thinking skill based on a certain condition. This covers larger context ranging from class activity to non-class activity. In other words, we can say that this skill walks between classroom activity and real-life activity. Students are directed to transfer the knowledge they obtain from the classroom activity into real-life activity. This activity can be created by teachers, but initiative performance from students is an ideal one. This is portrayed as the activity to find solution of a problem and to make a decision based on a certain situation.

From those elaboration, it can be inferred that Numrich's sequence is a framework to assess critical thinking. In assessing critical thinking, there are three categories which are translated into more detail types of activities ranging from the very basic type to the complex one. Those types of activities go hand in hand in creating a correlated assessment of critical thinking.

2.2.5 21st Century Skills

21st Century skills contain several skills that are necessary to be equipped in this century. Joyness et al. (2019) explained that 21st century learning was developed by US-based Partnership for 21st Century Learning (P21) which underlined 4cs' skills (critical thinking, communication, collaboration, and creativity). These current

challenges demand individuals to have those 4 skills in order to compete. The four skills are elaborated as follows:

- 1) Critical thinking refers to the ability of accessing, analyzing, and synthesizing information. This skill is demanded not only in the educational field, but also in wider field of life.
- 2) Communication is defined as the ability to articulate opinion and also thought clearly and persuasively both in oral or written form. This also emphasizes the ability of communication in information, media, and ICT competencies.

3) Collaboration

The portrayal of future workforce is like a situation which demands the worker to have a high collaborative work with separated colleagues by distance and also resource of physical information. The key skills needed to engage with the situation are the skill to work collaboratively, the skill to be literate in technology, and also the skill to communicate clearly and effectively. In order to be able to compete in that kind of situation, individuals need to have these skills.

4) Creativity

Creativity is defined as the capacity to come with a fresh new ideas and solutions. In this rapid development, innovativeness and creativity are highly needed in order to gain professional and personal success.

21st century skills are expected to be owned in this 21st century. The skills range from the ability to think critically, communicate effectively, work collaboratively, and be creative. Those four skills are interrelated one another which

are believed to be the fundamental skills to prepare readiness in competing and engaging with this current era.

2.2.6 2013 Curriculum

The 2013 curriculum was firstly introduced in the 2013. In this curriculum, an innovation is brought in terms of curriculum ideas, designs, process, and implementation (Hasan, 2013). 2013 Curriculum is developed on competency-based curriculum. The content covers not limited to facts, concepts, theories, procedures, but also attitudes, thinking skills, social skills, and cultural skills.

In order to know students' achievement towards the competencies, assessments are created. According to Permendikbud no 23 year 2016, the assessment should be conducted by the educators, institution, and government. The assessment that is conducted by the educators covers the assessment on attitude, knowledge, and skill. In assessing attitude, it can be conducted through observation, self-assessment, and by students. In assessing knowledge, it can be conducted through written test, spoken test, or assignment. Lastly, in order to assess skills, it can be done by creating a product, project, or practicing skills. Therefore, in conducting assessment in regards to the 2013 curriculum, the assessment form can be designed based on the needs of the teaching-learning activity. In inserting HOTS in the textbook, BSNP (Badan Standar Nasional Pendidikan) required the development of life skills personally, socially, academically, and vocationally. In academic field, the skills of exploring and utilizing information, solving problem,

and making decisions are required to be instilled in every text, exercise and task in the textbook.

2.2.7 Reading Comprehension

Reading comprehension is a process of understanding a text (Kirby, 2017). He further extended that reading comprehension is the application of skills that evolved for other purposes to a new input in the form of a text. Reading comprehension is defined as a process that is not limited to read the written text only, but also understand the meaning of the text.

Recently, reading comprehension is quite urgent to be activated. Nowadays, in doing reading activities, readers are not only demanded to read and understand a text, but also make meaning from the written text (Wahyuni, 2019). Furthermore, those abilities are substantial in wider field of life. Byers, John, and Kervin (2012) in Taylor (2018) mentioned that reading comprehension is crucial in all learning areas. The skill is needed in order to get the meaning from subjects that students learn. Not only limited in the educational field, reading comprehension skill is also vital in the wider field. Taylor (2018) stated that in this 21st century, the ability to grasp and be critical of the reading text will progressively be a vital competence. In order to effectively comprehend text both in the classroom and outside, the ability to engage with the text through critical thinking and problem solving are consecutively needed. Therefore, it comes to an agreement that reading comprehension skill is a required skill for everyone in this century and a basis skill to be cultivated for further skill of reading.

Realizing the importance of reading comprehension, it is essential to know the levels of comprehension in the expectation to have the comprehension ability in all levels. Center for Canadian Language Benchmark (2015) classified the level of comprehension into three:

1) Literal

Literal comprehension necessitates the competence to comprehend specific information. It can be in the form of comprehending main ideas, factual details, or stated point of views. Day and Park (2005) based on Pearson and Johnson (1972) and Nutall (1996) mentioned that this level of comprehension requires learners to grasp straightforward meaning on a text. He gives the example by mentioning certain information regarding facts, vocabulary, dates, times, and locations. Based on those explanation, literal comprehension is an ability to grasp meaning that is already stated in the text. Those comprehension can be translated into questions like, “who....., where....., when....., what..?”

2) Interpretive

Interpretive comprehension is a level of comprehension which emphasizes the ability of combining information and making inferences. In this level, the comprehension is made by making connection between ideas, being aware of the relationship between ideas, and finding unfamiliar ideas or unstated ideas on the texts. This can be in the form of identifying implied meanings, purpose of text, writer’s attitude, interpreting sequence and location, getting the gist of text, distinguishing fact and opinion, comparing information, summarizing, and other related tasks.

3) Applied

Applied comprehension means constructing knowledge from the information obtained. This can be in the form of asking students to build new ideas based on the given information or stating opinion based on the prior context. Questions exploring this ability may start with key words like “predict, imagine, what is your opinion, what do you think, what are some possible consequences, explain/defend...”

Since reading comprehension skill is fundamental nowadays, it is important to assure students’ proficiency in this skill in hope they are able to make meanings from what they have read. The comprehension itself is varied based on its level which each of them demands different cognitive level of comprehension. In order to be an effective reader, being able to comprehend text in those three levels is necessary. Hence, learners are expected to be able to go further and deeper in comprehending the text they read.

2.2.8 Reading comprehension questions

Day and Park (2005) stated that in order to assist students to construct meaning from a reading text, comprehension questions are designed. In this term, we assume that reading comprehension question is a question formed to enable students to gain comprehension or understanding from the reading text. It is also added that the questions is proposed to rise students’ engagement towards the text. This awareness is important to stimulate critical thinking, especially in reading activity.

In accordance with critical thinking ability, it is further explained by Muayanah (2014) that reading comprehension questions could stimulate the

progression of cognitive level in reading comprehension process. The progression from one level to another level might happen through various well-planned questions representing different level of task in getting into the reading text. Therefore, comprehension questions yield many advantages in comprehending reading text. Through comprehension questions, pupils have more opportunity to engage with the text well, develop the reading comprehension performance, rise the ability of critical thinking, and also develop the cognitive level while reading.

In reading comprehension questions, there are several question forms that can be devised. Day and Park (2005) mentioned the forms of the question as follows:

1) Yes/no questions

Yes/no questions are the most common questions given which simply require yes/no answer. This aimed at ensuring the learners' comprehension towards text through the process of determining whether certain points are correct based on the text. These types of questions ask students to show their agreement or disagreement towards certain issues mentioned in the text (Muayanah, 2014). When these questions are presented, several follow-up questions are needed in order to encourage students to comprehend more to the gist of the text.

2) Alternative questions

Alternative questions are similar with yes/no questions which mostly connected with the word 'or'. Hamzah (2011) explained "An alternative question is a type of question that offers two or more alternative responses from which one answer should be selected." When students are given these questions, they are asked to

choose one over two alternatives given. They are intentionally created in order to give a follow-up questions to form a further discussion.

3) True or false

True false questions are used to know how far learners understand the text by asking them to determine whether certain statement is true or false based on the reading text/passage. True/false questions ask students to directly give attention to the points constructed by means of true/false. In order to know the learners' understanding, true false statement must be carefully designed.

4) Wh- questions

Wh- questions focus on devising “what, where, when, why, who, and how” to form a question. This type of question mostly use as a follow-up questions of yes/no questions. This form of questions demand students to comprehend the text in more complex way since they are doing the process of reorganizing information, doing evaluation, or constructing personal answer based on the information on the text. In this type, the question of how/why is very helpful to rise a comprehension beyond literal meanings and to become interactive reader.

5) Multiple choice

Multiple choice is a familiar type of questions since it is used in many reading tests. This form of question provides answer choices following question. They can also employ skills to predict or evaluate. As multiple choice provides students with choices, they must be carefully designed which make one choice as the desired answer, but the other choices seem to be plausible options.

Those elaborations lead us to the core point of reading comprehension questions. They are questions to gain comprehension or understanding from a given passage or text. As text consists of various information, several question types can be employed to gain a complete comprehension. That is so because each type of question demands students to answer or mention different information from the text or passage. Thus, it is expected that reading comprehension questions could be the way of obtaining comprehensive information from the text covering detail information stated in the text to the information impliedly stated there.

2.2.9 Content Analysis

Content analysis “is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use (Krippendorff, 2004, p. 18).” Another definition comes from Cole (1988) in Elo & Kyngas, (2007) stating that content analysis is a matter of analyzing written, verbal or communication messages. It is explained that means of communication analyzed ranging from hymns, newspaper and magazine, articles, advertisements and political speeches (Harwood & Garry, 2003 in Elo & Kyngas, 2007). As text can be read from various perspectives, data can be subordinated into various analyses (Krippendorff, 2004, 22). Hence, content analysis can be said as an action of analyzing documents (Elo & Kyngas, 2007) from various categories or perspectives of a data.

In order to conduct a content analysis, Krippendorff (2004, p. 29) explained a framework to use, such as:

- (1) a body of text, the data that are available to be analyzed
- (2) research question, what the content analyst seek the answer in the body of the text
- (3) a context, certain environment that the analyst chose
- (4) an analytical construct, what the analyst knows about the context
- (5) inferences, the basic accomplishment of the intended questions
- (6) validating evidence, the ultimate justification of the content analysis.

Based on the above deliberation, body of text should be the first thing chosen as it is the source of data aimed to be analyzed. Meanwhile, research question is believed as a tool to specify the inferences intended to be drawn from the text. In accordance with the framework, this present research uses textbook as the object of study. The body of text or data aimed to be analyzed are part of units in the textbook.

Textbook comprises many parts of units that have different functions for each. Hence, there are many ways of analysis to choose depending on the aim of the research. In analyzing textbook, there are two approaches brought by Cunningsworth (1995, p. 2). Those two approaches are: impressionistic evaluation and in-depth evaluation. Impressionistic evaluation is mostly conducted before doing more specified analysis. It deals with physical aspect of textbook. While in-depth evaluation deals with content of textbook. It investigated certain items represented in textbook or how certain item is relevant with a standard. Those approaches mainly focus on analyzing textbook from different perspectives. In

order to know the representation of HOTS in reading comprehension questions, in-depth evaluation is carried out.

The conclusion of the elaboration is that content analysis is inferring messages from a body of text. The inferences are created based on the intended purpose through certain parameter. Since the text types are various, textbook can be one of the parts. In conducting content analysis on textbook, there are approaches and units that can be chosen depending on the aim of the research. This present research mainly focuses on carrying out a content analysis on textbook to describe HOTS realization in reading comprehension questions using Bloom's revised taxonomy and Numrich's sequence.

2.3 Theoretical Framework

The previous discussion pertaining to related studies and theoretical review lead to the research that is conducted. The present research investigates English textbooks published by the Ministry of Education and Culture for grade ten, eleven, and twelve. It focuses on the reading texts and the comprehending question items found in those textbooks. The analysis is based on the cognitive level of Bloom's Revised Taxonomy (2001) and critical thinking task types of Numrich's sequence (Beaumont, 2010). The design is as follows:

- a) Textbooks that are designed by the Ministry of Education and Culture are the manifestation of the current curriculum standards. The 2013 curriculum which emphasizes HOTS translates its design in the form of materials and activities which are provided in the textbooks.

- b) In achieving HOTS competencies in reading skill, HOTS are the skills that should be developed in the reading comprehension questions of the textbooks.
- c) Bloom's Revised Taxonomy and Numrich's sequence are the frameworks that can be used to design and assess HOTS in reading comprehension questions.
- d) Assessing the representation of HOTS in reading comprehension questions in the textbooks belongs to content analysis.

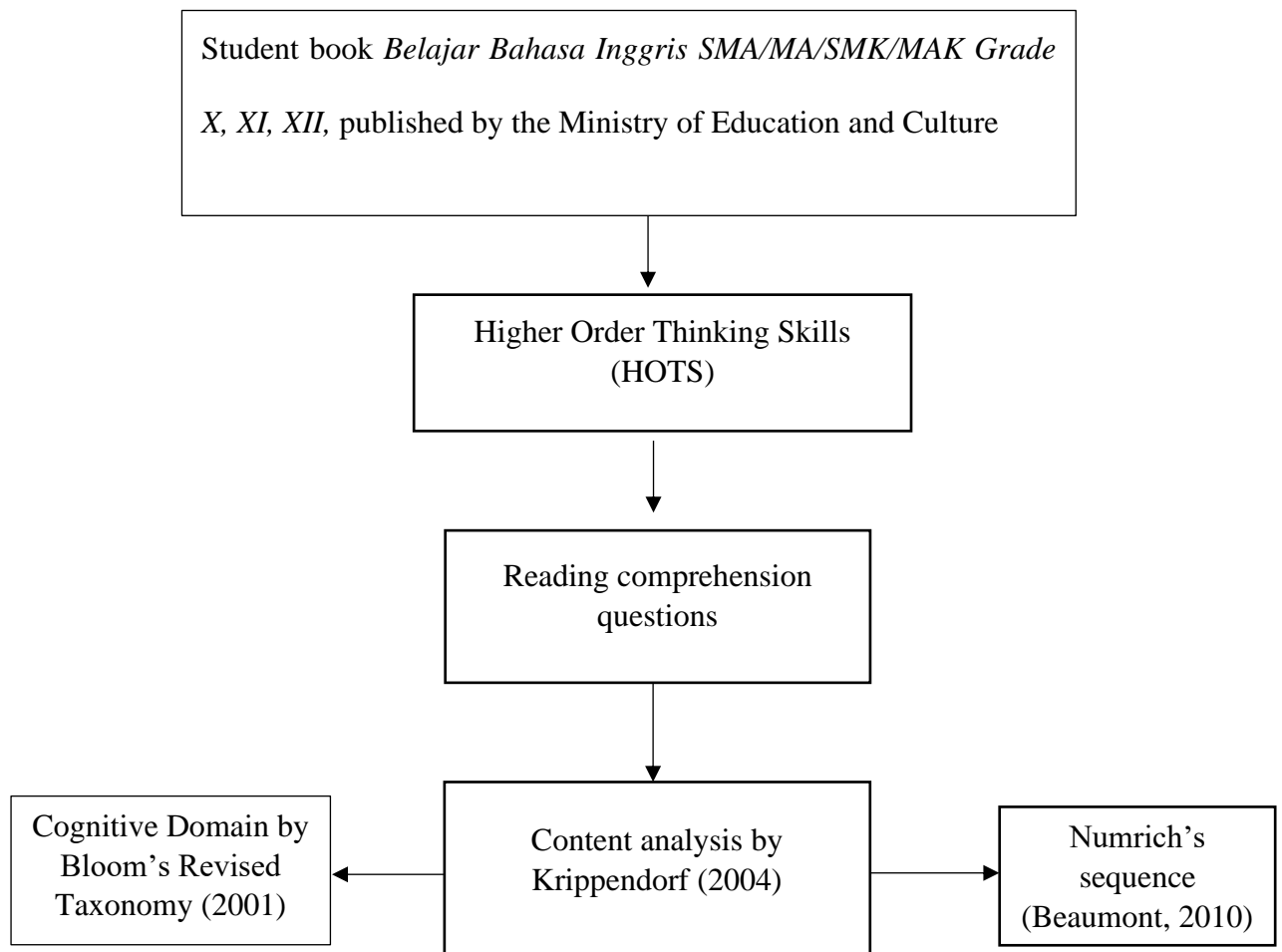


Figure 2.2. Theoretical framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter comprises the conclusions and suggestions of this present research. The conclusions are drawn from the findings of the research and the suggestions are given for the future implementation of HOTS in reading comprehension questions. In addition, the suggestions are also given for the teachers and future researchers regarding HOTS implementation in reading comprehension questions.

5.1 Conclusions

From the findings in the chapter IV, there are two points that can be inferred: (1) in the textbooks for grade X and XII, HOTS are not adequately realized. There is a huge gap between the realization of HOTS and LOTS; (2) only in textbook for grade XI HOTS are properly realized. This can be confirmed by noting the percentages of the questions which employ HOTS. From the total 42 questions, HOTS-based questions are found in 61.9% of the questions. This indicates that the textbook for grade XI gives enough stimulation to promote HOTS through the reading comprehension questions; (3) in comparison to 2013 curriculum, HOTS realization seems to be less relevant to. However, since the majority of the questions emphasize LOTS, HOTS questions are highly encouraged to be added to equally develop higher thinking skills.

5.2 Suggestions

The results of the analysis bring us the evidence that HOTS should be ideally encouraged. Moreover, HOTS are essential in educational field and in wider fields of life especially in this century. The 21st century skills do emphasize those skills. Hence, the results of this research call the education stakeholders to put more attention on the development of HOTS.

For teacher, when HOTS are not sufficiently realized, it is the time for them to be more aware to find ways to enrich HOTS exercises, specifically HOTS-based questions in the class. This can be done by giving more HOTS-based reading comprehension questions to encourage students in exploring and exercising HOTS.

Furthermore, it also encourages textbooks' writers to pay more attention on the development of HOTS for students through the exercises in the textbooks. The availability of enough HOTS-based questions is quite necessary for the development of HOTS for students. This is vital since textbooks largely become the main source of teaching-learning activity. Therefore, the implementation of HOTS should be added and enlarged.

Lastly, realizing the importance of HOTS and noting the results of this present research, it is crucial to explore HOTS deeper. The results of this present research offer a basis for future research in exploring HOTS in wider context; whether to explore HOTS in different skill, different textbook, or different part of content of textbook. Those efforts can be beneficial to engage with the issue of fostering HOTS in teaching-learning activity.

By providing more exposure of HOTS-based questions for students, it opens wider opportunity for students to practice the skills and further develop the skills. By encouraging these skills, it could develop students' ability in thinking critically as how it is envisioned by the curriculum.

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