

**HIGHER ORDER THINKING SKILLS IN READING TASK OF ENGLISH
COURSEBOOK OF ELEVENTH GRADE STUDENTS**



UNDERGRADUATE THESIS

**Submitted as a fulfillment of requirements to get a
bachelor's degree of Sarjana Pendidikan (S.Pd)**

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Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul "**Higher Order Thinking Skills in Reading Task of English Coursebook of Eleventh Grade Students**", ditulis oleh saudari Pina Eltiana (1532500093) telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah kami mengucapkan terima kasih.

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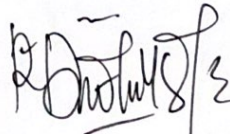
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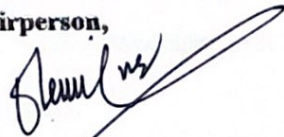
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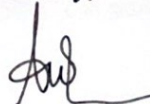
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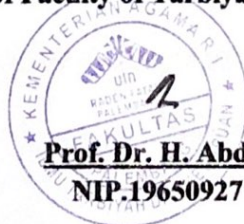
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DEDICATION AND MOTTO

This thesis is dedicated to:

1. My Wonderful God (Allah SWT) thank you so much for all the blessing that have been given so that it can make me strong and keep on my track.
2. My beloved parents, dad (Sopian Efendi) and mom (Sukarti) thanks a lot for giving me your love, pray, care and support, as well as big motivation for me to finish my thesis
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7. My beloved almamater.

MOTTO

**“YOU WILL NEVER REACH PERFECTION BUT YOU MUST HAVE
PROGRESSION”**

STATEMENT PAGE

I hereby,

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state that,

1. All the information, interpretations, and conclusions presented in this thesis, except for those indicated by the sources, are the result of my observation, process thought with the guidance of my advisors.
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Palembang, 26-02-2020
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TABLE OF CONTENTS

ACNOWLEDGEMENTS	i
TABLE OF CONTENTS	ii
LIST OF TABLE	v
LIST OF APPENDICES	vi
LIST OF DOCUMENTATION	vii
ABSTRACT	viii
I. INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Research Question.....	10
1.3. Research Objective.....	10
1.4. Significances of the study	10
II. LITERATURE REVIEW	12
2.1 Coursebook	12
2.1.1 Concept of Coursebook.....	12
2.1.2 The Use of Coursebook.....	13
2.2. Reading	15
2.2.1 The Understanding of Reading	15
2.2.2 The Aim of Reading.....	16
2.3 The Higher Order Thinking Skills.....	18
2.3.1 Definition of Higher Order Thinking Skills.....	18
2.3.2 The Advantages of Higher Order Thinking Skills.....	19

2.3.3 The Higher Order Thinking Skills in Bloom’s Taxonomy.....	20
2.4 Learning Model.....	25
III. METHODOLOGY AND PROCEDURES	36
3.1. The Method of Research	36
3.2. The Subject of the Study	36
3.3. The Object of the Study	37
3.4. Technique for Collecting Data	37
3.4.1 Documentation	37
3.4.2 Interview	38
3.5 Data Analysis	38
3.5.1 Analyzing the Distribution of HOTS in Reading Task.....	39
3.5 Analyzing Teacher’s Perception of HOTS	40
3.6 Trustworthiness	40
IV. FINDINGS AND DISCUSSION.....	42
4.1. Findings.....	42
4.1.1 The Distribution of the Data	42
4.1.2 Distribution Result of HOTS in Reading Task.....	44
4.1.3 The English Teacher’s Perception about HOTS in Reading Task.....	52
4.1.3.1 Teacher’s Understanding about HOTS	54
4.1.3.2 The Importance of HOTS	55
4.1.3.3 Approaches and Ativities to Develop Students’ HOTS.....	55
4.1.3.4 HOTS Distribution in the Coursebook	56
4.1.4 Discussion	57

V. CONCLUSIONS AND SUGGESTIONS	59
5.1 Conclusions	59
5.2. Suggestions	60
REFERENCES	
APPENDICES	

LIST OF TABLE

- Table 2.1 : Taxonomies of the Cognitive Domain
- Table 4.1 : Table of Reading Text and Reading Tasks
- Table 4.3 : Table of The Distribution of Higher Order Thinking Skills in Reading Task
- Table 4.4 : Question List of Analyze Skill of the Reading Questions in the Coursebook
- Table 4.5 : Question List of Evaluate Skill of the Reading Questions in the Coursebook
- Table 4.6 : Question List of Create Skill of the Reading Questions in the Coursebook
- Table 4.7 : Theme and Code for the Teacher's Perception about HOTs

LIST OF APPENDICES

- Appendix A Analysis Card
- Appendix B The Checklist Table
- Appendix C Interview Indicator
- Appendix D Interview Protocol
- Appendix E The Distribution of HOTS in Reading Task of Bahasa Inggris
Coursebook
- Appendix F Coursebook Profile
- Appendix G Interview Transcript

LIST OF DOCUMENTATION

1. Fotokopi Kartu Tanda Mahasiswa
2. Fotokopi Kwitansi Bayaran Terakhir
3. Fotokopi Ijazah SMA
4. Fotokopi Sertifikat-sertifikat
5. Fotokopi Transkrip Nilai Sementara
6. Fotokopi Surat Penunjukan Pembimbing
7. Fotokopi Surat Keterangan Izin Penelitian
8. Fotokopi Surat Keterangan Telah Melaksanakan Penelitian
9. Fotokopi Formulir Konsultasi Bimbingan
10. Fotokopi Sertifikat TOEFL
11. SK Bebas Teori
12. Fotokopi SK Lulus Ujian Komprehensif
13. Rekapitulasi Nilai Ujian Munaqosah
14. SK Kelengkapan Keaslian Berkas Munaqosyah
15. Rekapitulasi Nilai Ujian Munaqosah
16. Berita Acara Ujian Munaqosah
17. Formulir Konsultasi Revisi Skripsi

Higher Order Thinking Skills in Reading Task of English Coursebook of Eleventh Grade Students

Abstract

The aims of this study were to find out the distribution of higher order thinking skills and to know the English teacher's perception about higher order thinking skills in reading task of English coursebook of eleventh grade students entitled *Bahasa Inggris*. This study used mixed method. The subject of this study was the English teacher at SMA N 3 Palembang who taught English for eleventh grade students. The object of the study was the reading task in the *Bahasa Inggris* coursebook for the eleventh grade students. To collect the data, I used documentation and interview. In order to find out the distribution of higher order thinking skills in reading task of English coursebook, the data gained from documentation by using analysis card. Meanwhile, in order to find out the teacher's perception about higher order thinking skills, the data gained from interview was analyzed by using thematic analysis. Based on the analysis on the book, it was found that the distribution of higher order thinking skills were 82.5% and the distribution of lower order thinking skills were 17.5%. Based on the teacher's perception, the teacher had a good understanding about higher order thinking skills and the teacher believed that higher order thinking skills were important for English teacher in English teaching process.

Keywords: Higher order thinking skills (HOTs), Reading task, English Coursebook, Teacher's perception.

CHAPTER I

INTRODUCTION

This chapter discusses: (1) background of the study, (2) research question, (3) research objective, (4) significance of the study.

1.1 Background of the Study

As one of the important things in the world, education plays a pivotal role in the process of life. Education is the process of developing potential and self-skills through the stages of teaching, training and research, so that a person can have knowledge, expertise and personality that is useful for herself and others. Gardner (2010) stated that people have education because they hope that one day the knowledge they get can be used in life. Then, Wagner (2010) also proposed that having good education can be one of the factors that guarantee future life. From this statement, education is a long-term investment that cannot be harvested instantly and is one of the keys to get a knowledge.

In relation to education, Education in Indonesia is arranged by the curriculum. Curriculum in Indonesia has undergone several changes. The aims were to improve the quality of Indonesian education since curriculum is a tool that has certain concepts and goals to realize the dream of education into reality (Muzamiroh, 2013). Currently, started from 15 July 2013, the Government of Indonesia has decided to use the 2013 curriculum at several school levels. The implementation of the curriculum 2013 is the commitment of government to improve the quality of education in Indonesia. Based on the regulation of ministry of education and culture number 59, 2014 about 2013 Curriculum for higher

education, it is stated that one of the reasons of curriculum change is that internal and external challenges. According to Widana (2017), the external factors are related to globalization and others issues; technology development, industry 4.0, culture and international education development. From the explanation above, the curriculum in Indonesia has undergone several changes and curriculum changes in Indonesia are based on internal and external factors.

In this industrial revolution 4.0 era, due to the demand of education in this era is not merely focus on the intellectual development but also creativity. The partnership for 21st century skills (2011) formulated framework for 21st century skills; 1) learning and innovation skills, 2) life and career skills, and 3) information, media, and technology skills (Scott, 2017). Furthermore, Scott (2017) and Bialik (2015) state that the 21st century skills can be grouped into two main components; abstract skills related to thinking skills (creative thinking and critical thinking), and concrete skills (communication and collaboration). Creative thinking skills and critical thinking skills are parts of higher order thinking skills (HOTS) (Miri, David, and Uri, 2007, p.2). Therefore, higher order thinking skills (HOTS) are one of the essential components for industrial revolution 4.0.

HOT is a thinking activity that involves a high cognitive level, where is people encouraged to think critically and creatively. According to Lee (2016), HOT skills mean cognitive processes at high levels, and at the same time they include emotional characteristics involving in-depth contemplation of problem situations, provision of appropriate grounds for problem solving and generation of new approaches from multiple perspectives while considering others. Soule &

Warrick (2015) state that these HOT skills are consistent with the creativity, communication, collaboration, and critical thinking which are advocated as the key skills for the 21st century. HOT skills involve critical thinking, creative thinking, and caring thinking (Lipman, 1995, p.64). Higher order thinking skills (HOTS) is based on the hierarchy of cognitive skills processing. HOTS include the skills to analyze, evaluate and create, following the C4, C5 and C6 levels of the revised Bloom's Taxonomy (Anderson and Krathwohl, 2001) skills (HOTS) is cognitive skills to analyze, evaluate and create; it is also an ability to apply the knowledge, skill, and values in reasoning process to solve a problem make decision, and create something creative.

In 2013 curriculum, English is taught as a compulsory subject for the secondary school students, starting from grade 7 to grade 12. It is in line with what Marzulina, Pitaloka, Herizal, Holandyah, Erlina, and Lestari (2018) state that English is one of the compulsory subjects in Indonesia's educational system. English is an international language that makes it easier for someone to communicate with strangers. Herlina and Holandyah (2016) assumed that English is one of the international languages. Since language used by almost all people in the world that aims to communicate with foreigners from all over the world and as a means to exchange knowledge. The aims of learning English are outlined by the government in the curriculum and based on the Indonesian Government Regulation No. 59, year 2014 (Department of Education and Culture, 2014), and the aim of teaching English subject in junior high school is to develop students' potentials in order to have communicative competence in the interpersonal,

transactional, and functional discourses using any kinds of texts both in oral and written English language.

Unfortunately, although English literacy is a burning issue in the 21st century, the data from international measures indicate that Indonesian people literacy, even in Indonesian language is still weak. World's Most Literate Nations (WMLN, 2016) rank Indonesia in the 54th rank out of 61 countries. UNESCO Institute for Statistics (2015) also recorded that there are still 331.045 illiterate people aged 15-24, and 11.254.788 illiterate people aged 15 years and older in Indonesia. Furthermore, UNDP (2013) reported that Indonesian adult literacy is in the 88th of 180 countries and in the 108th rank out of 187 respectively. In addition, in Program for International Student Assessment (PISA) Indonesian students' literacy is also very low, placing Indonesia in the 57th of 65 countries in 2009 and 64th of 65 countries in 2012 (OECD, 2009, 2012). In related to the statements above, Indonesia is one of the countries that has weak English literacy.

In particular, when literacy in English is noticed, it is found that Indonesian students' achievement is not that satisfactory. The data from the result of Test of English for International Communication (TOEIC) on Test Takers Worldwide (2015) reveal that Indonesia ranked 43rd out of 46 countries, while in Test of English as a Foreign Language (TOEFL) ITP, Indonesian mean score is 477 (Education Testing Service, 2015). Also, results of English Proficiency Index (EPI) showed that Indonesia's position was 32nd out of 70 countries with mean score 52.91 (Education First, 2015). Furthermore, in PIRLS, Indonesian was in the 42nd rank of 45 countries (PIRLS, 2012). Even in smaller scope, Indonesia is

in the 8th of 16 countries in Asia. In national scope, results of EPI noted that even English proficiency in Indonesian provinces was moderate, but South Sumatera had low mean score (46.16) (Education First, 2014). This certainly makes sense since there were still around 102,969 illiterate adults in South Sumatera in 2010 (Ministry of Education and Culture, 2012). From these results, it appears that education in Indonesia requires an increase in English literacy.

Within South Sumatera Province itself, the citizens' English literacy performance is still problematic where teachers' mean score of TOEFL is 485, junior high school students' functional reading score is 36.92 (Diem & Atmanegara, 2014) and English achievement of senior high school students is 58.51 (Diem & Lestari, 2016). Furthermore, studies conducted during 2009-2015 show that the average score of reading comprehension of university students in Palembang was also low; the mean score is 59.03 (Fitriana, 2009). From the results above, it shows that English language literacy of a teacher and student is still below the average.

Based on those issues, English language teaching in 2013 Curriculum should develop students' Higher Order Thinking skills (HOTs). By implementing 2013 curriculum and applying creative learning that train students to use HOTs, the graduates are expected to be able to compete in the industrial revolution 4.0 era, such as independent, productive, innovative, creative, and having good character (Mulyasa, 2018, p. 140). In this case, the application of the 2013 curriculum students are required to develop higher order thinking skills (HOTs) in learning.

Moreover, there are some main points need to be considered when teaching and learning process takes place, specifically in English language teaching. Richard (2001) stated that the providing effective teaching should covers these items, such as language awareness, the learner, the teacher, and teaching or learning context, planning for effective teaching of adults learners of English, classroom management and teaching skills, professional development and resources and material for teaching.

As one of the learning sources, the coursebook plays important role in the English teaching and learning process. As argue by Sa'aleek (2018), a coursebook has occupied a special place in the field of education. He also added "In the learning process a coursebook is a fundamental pillar". Teachers need some coursebooks as the guidance for their students. Wong (2011) stated that the use of coursebook can help teacher deliver the new curriculum and easy transfer the material, especially for the teaching leaning process. It is an organized, physical manual for instruction covering a variety of topics in a specific subject area. It makes the existence of English coursebooks in the process of teaching and learning English at all levels of education is a must.

This is in line with the fact that English coursebooks are guideline for those involved in developing English language skills as the main target of learning English as a second language (L2). This statement is supported by Nazeer, Shah, and Sarwat (2015), they mention that coursebook is a source of knowledge and used to transfer and provide knowledge to students of various age groups. According to Ur (2009), there is a sense of structure and progress, for a

coursebook provides a clear framework in which tells teacher and learners what they are doing now and going to do. Hence, coursebook is one of the important elements in English language teaching as it becomes a map for teacher and students in the process of learning.

In addition, good coursebook have several criteria and characteristics. Ur (2009) highlighted that it is important to check the existence of the exercises in the course book because one of the characteristics of a good coursebook is practicing the four basic language skills properly. Therefore, the teachers also need to evaluate whether or not the coursebook has been fluency practiced all the four basic language skills with the varied tasks and exercises.

Generally, in learning language there are four basic skills that students have to master such as, listening, speaking, writing and reading. As one of the basic language skills, reading is such a complex and difficult skill to learn, yet it is considered as an essential skill needed for both academic purposes and lifetime learning (Asgari, 2012, p.1). Reading is a relationship between humans and books that are useful for gaining knowledge. Abidin (2011) argued that reading is a way to get new information and new knowledge. It is the way for students to grasp an information. Somehow, reading is more than decoding words, the important parts are how to understand the text, apply the knowledge in the real context, and use it to solve problems that might be encountered. As the result, evaluating reading comprehension texts and exercises is of great importance because reading and comprehending what is read is the most important means of gaining and developing individuals' knowledge. The evaluation of reading texts and exercises

is also a need to confirm their effectiveness as a means of developing cognitive skill specifically higher order thinking skills (HOTs).

Hence, it is worth nothing than curriculum and educational processes are responsible for building learners' abilities and thinking habits. This can be achieved when the coursebooks are enriched with critical thinking activities to urge learners to think; otherwise, they will become low achievers who focus on lower thinking skills (LOTs). Marier (2002) affirms that students should be taught how to read in order to become effective readers. To fulfill this aspect, good readers use higher order thinking strategies to think about, and control their reading before, during, and after reading a selection. Students who do not use HOTs are usually low achievers in reading.

Based on my preliminary study that I have done. I have asked several teachers who are teaching senior high school in Palembang. I found that even though the government has already provided English coursebook, the teacher still used other coursebook for the students. It was due to the material provided by the book published by government, they said that the book did not provide appropriate teaching material. Considering the phenomenon above, it is important to analyze and evaluate coursebook used by senior high school students. It is used to confirm whether the books provide students appropriate amount of Higher Order Thinking skills-based reading activities and exercises.

Regarding the problems above, several related studies have been undertaken to investigate the proportion of higher order thinking skills in coursebook. Saputra (2016) found that the distribution of higher order thinking skills in

reading tasks in the coursebook *Bahasa Inggris* used by the tenth-grade students was 18.12% that was lower than lower order thinking skills (LOTs). Hafidhoh (2011) examined reading exercise in coursebook *Developing English Competencies I, An English Coursebook for Junior High school Grade X* used by the tenth-grade students. The result showed that all exercises in the coursebook are relevant with reading materials demanded in KTSP curriculum, while only two materials that are not in the coursebook, they are passive voice and reported speech. the distribution of the higher order thinking skills based on the revised edition of Bloom's Taxonomy in the question of reading exercises and analysis of reading exercises in *Bright* used by the seventh-grade students. The results of the distribution of higher order thinking only obtains 8 out of 33 questions are analyze level.

The findings from the previous studies take an important role in designing this research. This current study was different from the mentioned studies as this study will evaluate higher order thinking skills proportion in reading tasks in English coursebooks used by the eleventh-grade students of senior high school in Palembang. Hence, I carry out the study entitled "Higher Order Thinking Skills in Reading Task of English Coursebook Used by the Eleventh Grade Students in Palembang."

1.2 Research Questions

Based on the background, the problem of this research were focused on:

1. How were higher order thinking skills distributed in reading task of English coursebook for eleventh grade students entitled *Bahasa Inggris*?
2. How was the English teacher's perception about higher order thinking skills in reading task of English coursebook for eleventh grade students entitled *Bahasa Inggris*?

1.3 Research Objectives

In accordance with the problems above, the objective of this study were:

1. To get an empirical evidence of the distribution of higher order thinking skills in the reading task of English coursebook for eleventh grade students entitled *Bahasa Inggris*.
2. To know how English teacher's perception about higher order thinking skills in reading task of English coursebook for eleventh grade students entitled *Bahasa Inggris*.

1.4 Significance of the Study

This research was expected to be useful for many parties, especially for myself as a prospective teacher and reader. Furthermore, this research was

expected to provide people with broader insight into the selection of coursebooks, reading exercises, and higher order thinking skills from Bloom's revised taxonomy edition. Second, this research was expected to be useful for teachers throughout the world, especially teacher in Indonesia. I hoped this research can make the teacher pay more attention to coursebook, especially English coursebook and know more about higher order thinking skills so that teachers can apply higher order thinking skills to the learning process.

Next, by this research, hopefully students can get to know what is higher order thinking skills and can identify their thinking abilities. Thus, they can increase their self-awareness to think critically and creatively. This study was also expected to be useful for the future researcher who wants to do such kind of study. It can be one of the references to the problems discussed. Furthermore, it is hoped that further researcher can investigate deeper research about higher order thinking skills in reading task of English coursebook.

CHAPTER II

LITERATURE REVIEW

This chapter discusses: (1) concept of coursebook, (2) the use of coursebook, (3) the understanding of reading, (4) the aim of reading, (5) definition of higher order thinking skills, (6) the advantages of higher order thinking skills, (7) the higher order thinking skills in bloom's taxonomy, (8) previous related study.

2.1 Coursebook

2.1.1 Concept of Coursebook

In education area, coursebook is one of important things in education. Coursebook is the main ingredient for the teaching and learning process. According to Dweik and Al-Sayyed (2015), coursebooks are major component in the process of learning and teaching foreign language. Moirano (2012) mentioned that coursebooks are an important part of the language learning process in the classroom. Naseem, Shah, and Tabassum (2015) argue that coursebooks play a prominent role in the learning process because coursebooks are the main thing in conveying knowledge to students. From the explanations above, it can be concluded that coursebooks have an important role in education.

Furthermore, coursebooks are prepackage, published books, those are used by the students and teacher as the primary basis for a language course. Coursebooks range from those that are broadly focused on developing all language skills to those that focuses on a specific skill. A coursebook is a learning tool shared by teachers and learners that can be used in systematic and flexible

ways. According to Allehyani, Burnapp and Wilson (2017), coursebooks are one of the materials used for teaching grammar and vocabulary as the main part of the process of learning English. In addition, coursebooks have several functions, one of them is to make the available knowledge clearer in a way the knowledge is selected and organized.

Furthermore, educational books make the students easier to understand the content of learning. However, the contents of the coursebook must be in accordance with the provisions of the curriculum as explained by Mahmood (2011) that the development of coursebooks based on a written curriculum. In short, coursebooks have an important role in the teaching and learning process in the classroom that is useful for getting the benefits of knowledge from the book.

2.1.2 The Use of the Coursebook

As a supporter in the field of education, the usefulness of the coursebook is no doubt in the teaching and learning process. People cannot deny that the coursebook has many benefits for the learning process because coursebooks have content that is useful for learning. According to Harmer (2007), the coursebook has been carefully researched and has a consistent grammar syllabus as well as providing appropriate vocabulary exposure and practice, together with pronunciation work and writing tasks. As stated before, the coursebook is considered as the main ingredient in the teaching and learning process, thus the coursebook can be said to have an important role in the learning process.

Furthermore, in the process of language learning, coursebooks are an indispensable tool. McGrath (2002) summarizes the importance of coursebook either for students and teachers;

For teachers and learners:

- a. A coursebook is a map. It shows where one is going and where one has been.
- b. It provides language samples.
- c. It offers variety.

For learners:

- a. It defines what is to be learned and what will be tested
- b. It reinforces what the teacher has done and makes revision and preparation possible. It thus offers support for learning outside class.

For teachers:

- a. It provides a structure for teaching.
- b. It saves time. To prepare materials from scratch for every lesson would be impossible.
- c. It offers linguistic, cultural and methodological support.
- d. It is easy to keep track of what you have done and to tell others where you have reached.

Then, Cunningsworth (1998) added that coursebooks have many roles in the English language teaching and can function as:

- a. A resource for presentation material (spoken and written).

- b. A source for activities for learner practice and communicative interaction.
- c. A reference source for learners on grammar, vocabulary and pronunciation.
- d. A source of simulation and ideas for classroom language activities.
- e. A syllabus (where they reflect learning objectives which have already been determined).
- f. A resource for self-directed learning or self-access work
- g. A support for less experienced teachers who have yet to gain in confidence

Therefore, I conclude that coursebooks are materials those are arranged for learning process those are useful for teachers and students.

2.2 Reading

2.2.1 The Understanding of Reading

In the learning process, there are two kinds of skills in receptive skills such as reading and listening. In receptive skills, the students do not need to produce language, they only accept and understand it. Anderson (2006) proposed that the idea of reading comprehension has changed from what has been known as a receptive process to what is now known as an interactive process. In other words, someone who reads text is not only have the reading skill, but they also interact with the text. Although reading is still considered as a receptive skill, but reading is one of the skills that is needed in learning languages.

In addition, the eyes and mind are active parts of the human body that function to understand the contents of the text. From the 2 human senses, the reader can get meaning from printed words or sentences. According to Kaya (2015), during the process of reading, readers interact with written materials by investing both cognitive and metacognitive efforts to decompose new knowledge so as to make or infer meaning. The reader must continue the meaning of the word in the text so that the reader can get an understanding of the text. Therefore, it is said that in reading, the reader must interpret the information correctly and clearly.

In short, reading is one of the skills that is very important for students to learn. Komiyama (2009) stated that reading is an important skill for English language learners in today's world. To gain an understanding of the contents of the text, people need an active process of the eye and brain. It means, to be an active reader, students must have good thoughts to get a good understanding. As a result, the teachers must be able to train the students to be good thinkers because they can be called good readers if they can build text meanings as they read and direct their own understanding. If students have good thoughts, they can have good results in reading activities because they know the purpose and the meaning of the text itself.

2.2.2 The Aim of Reading

Reading has certain goals in the field of education, one of which is so that students can get information from what they read. Guthrie et al (2007) state that

one of the aims of reading is to guide learners how to understand different texts when students are expected to read with different materials to gain literary knowledge and experience. According to Murcia, Brinton, and Snow (2014), students are required to read a lot with varied goals. Thus, readers can have different and varied goals. People usually read text or anything because they have several goals to be achieved such as : want to get information, fill in activities in their spare time, want to get an understanding. It means that reading has a variety of different goals.

In addition, reading may have a different purpose because everyone has different expectations in reading. Generally, the purpose of reading is to understand the text. Reading can also aim for pleasure, like reading a novel that you like. According to Grabe and Stoller (2002), there are seven goals for reading

- :
1. Reading to find simple information
 2. Reading to skim quickly
 3. Reading to learn from the text
 4. Reading to integrate information
 5. Reading to write
 6. Read to criticize the text
 7. Reading for general understanding

Regarding to the goals above, I think that the main purpose in reading is to understand the meaning in the text. In reading, the reader must know the author's purpose in writing text. The reader must understand the contents of the text. If the reader understands the text, they will know the essence of the reading.

2.3 The Higher Order Thinking Skills

2.3.1 Definition of Higher Order Thinking Skills

Higher order thinking skills (HOTS) is a thinking activity involving a high level of the bloom's taxonomy. HOTS consists of the top three levels of the bloom's taxonomy such as analyzing, evaluating and creating. Brookhart (2010) mentioned that higher order thinking skills is understood as the top end of Bloom's cognitive taxonomy. Heong et al (2011) state that higher order thinking skills (HOTS) is a component of critical thinking and creative thinking skills.

Furthermore, there are two types of thinking skills such as higher order thinking skills (HOTS) and lower order thinking skills (LOTS). In the field of education, especially for students who are higher (senior high school), they do not only have a lower order thinking skills (LOTS) which consists of remembering, understanding and applying, but also must achieve a higher order thinking skills (HOTS) which consists of analyzing, evaluating, and creating. The teaching goal behind cognitive taxonomy is so that students are able to think critically and creatively. "Being able to think" means that the student can apply the knowledge and skills they develop during learning. Higher order thinking is understood as students can connect their learning with other elements from outside their learning. Limbach & Waugh (2010) state that to develop critical thinking skills, there are five lessons that can be taken, namely: (1) determining learning goals, (2) teaching through inquiry, (3) practice, (4) reviewing, improving and increasing understanding, and (5) practicing bait back and assess learning. From the statements above, the higher order thinking skills are way of encouraging students

to think creatively, critically and constructively. Hence, these skills have an important role in the process of learning English in the classroom.

2.3.2 The Advantages of Higher Order Thinking Skills

There are many advantages for the people in using higher order thinking skills in learning process. The students get many advantages from the learning process when the teachers teach the students the higher order thinking skills. Brookhart (2010) argued that higher order thinking skills is not only can improve students' thinking skill but also their overall performance. This happens because in the learning process students can build meaning from the reading, so that students can improve their understanding of learning. Therefore, teaching the higher order thinking skills for the students is important for the better outcomes of the teaching and learning process.

Furthermore, the use of higher order thinking skills when the learning process is taking place, it means that the teacher has allowed students to activate the students' thoughts and ideas. Nourdad, Masoudi, and Rahmali (2018) state that HOTS arises when people gets new information, keeps in memory and links it to the existing knowledge and generates this information to achieve a goal or solve a complicated situation. Higher order thinking skills (HOTS) which consists of analyzing, evaluating and creating can make the process of students's thinking more critical. It is the process in which the students express their thoughts and do reasoning in the learning process deeply. In short, the advantages of the higher

order thinking skills are to help the students to learn something in a meaningful process and improve overall student performance.

2.3.3 The Higher Order Thinking Skills in Bloom's Taxonomy

Regarding about the higher order thinking skills, there are things related to the Bloom's Taxonomy. According to Nayef, Yaacob and ismail (2013), Bloom's Taxonomy can be a very powerful tool in assisting a student to learn critical higher-level thinking skills. Bloom's taxonomy is made for educational purposes which explains the way of thinking.

The following chart includes the two primary existing taxonomies of cognition consist of Bloom (1956) and Anderson and Krathwohl (2001). That table describes the original taxonomy and revised taxonomy. Actually, revised taxonomy is very similar to the original Bloom's taxonomy except the order of the last two categories which is reversed or slightly rearranged. The last two order catagories are reversed from synthesis and evaluation into evaluate and create. The meaning is the same but the order is slightly rearranged. The differences of the original taxonomy and the revised taxonomy can be seen as:

Table 2.1. Taxonomies of the Cognitive Domain.

Bloom's Taxonomy 1956	Anderson and Krathwohl's Taxonomy 2001
<p>1. Knowledge : Remembering or retrieving previously learned material.</p> <p>Examples of verbs that relate to this function are :</p> <ul style="list-style-type: none"> - know identify - memorize repeat - define recall - record name - related list - recognize acquire 	<p>1. Remembering:</p> <p>Recognizing or recalling knowledge from memory.</p> <p>Remembering is when memory is used to produce or retrieve definitions, facts, or lists, or to recite previously learned information.</p>
<p>2. Comprehension : The ability to grasp or construct meaning from material.</p> <p>Examples of verbs that relate to this function are :</p> <ul style="list-style-type: none"> - Restate locate report - illustrate interpret - Recognize explain - draw represent - Express - differentiate - Identify discuss - conclude 	<p>2. Understanding:</p> <p>Constructing meaning from different types of functions be they written or graphic messages or activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining.</p>

<p>3. Application : The ability to use learned material, or to implement material in new and concrete situation.</p> <p>Examples of verbs that relate to this function are:</p> <ul style="list-style-type: none"> - Apply relate - Develop translate - Use operate - Organize employ - Restructure interpret 	<p>3. Applying:</p> <p>Carrying out or using a procedure through executing, or implementing. <i>Applying</i> relates to or refers to situations where learned material is used through products like models, presentations, interviews or simulations.</p>
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<p>4. Analysis : The ability o break down or distinguish the parts of material into its components so that its organizational structure may be better understood.</p> <p>Examples of verbs that relate to this function are :</p> <ul style="list-style-type: none"> - Analyze compare - Probe inquire - Examine contrast - Categorize - Differentiate contrast - Investigate detect 	<p>4. Analyzing:</p> <p>Breaking materials or concepts into parts, determining how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose.</p> <p>Mental actions included in this function are <i>differentiating, organizing, and attributing</i>, as well as <i>being able to distinguish between</i> the components or parts.</p> <p>When one is analyzing, he/she can</p>
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illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.

5. Synthesis : The ability to put parts together to form a coherent or unique new whole. Examples of verbs that relate to this function are :

- compose produce
- design assemble
- create prepare
- predict modify tell
- plan invent
- formulate collect
- set up generalize
- document combine
- relate
- propose develop
- arrange construct
- organize originate
- derive write
- purpose

5. Evaluating:

Making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy, *evaluating* comes before creating as it is often a necessary part of the precursory behavior before one creates something.

6. Evaluation : The ability to judge, 6. Creating:

check, and even critique the value of material for a given purpose. Examples of verbs that relate to this function are :

- judge assess
- compare evaluate
- conclude measure
- deduce
- argue decide
- estimate
- choose rate select
- estimate
- validate consider
- appraise value
- criticize infer

Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way, or synthesize parts into something new and different creating a new form or product. This process is the most difficult mental function in the new taxonomy.

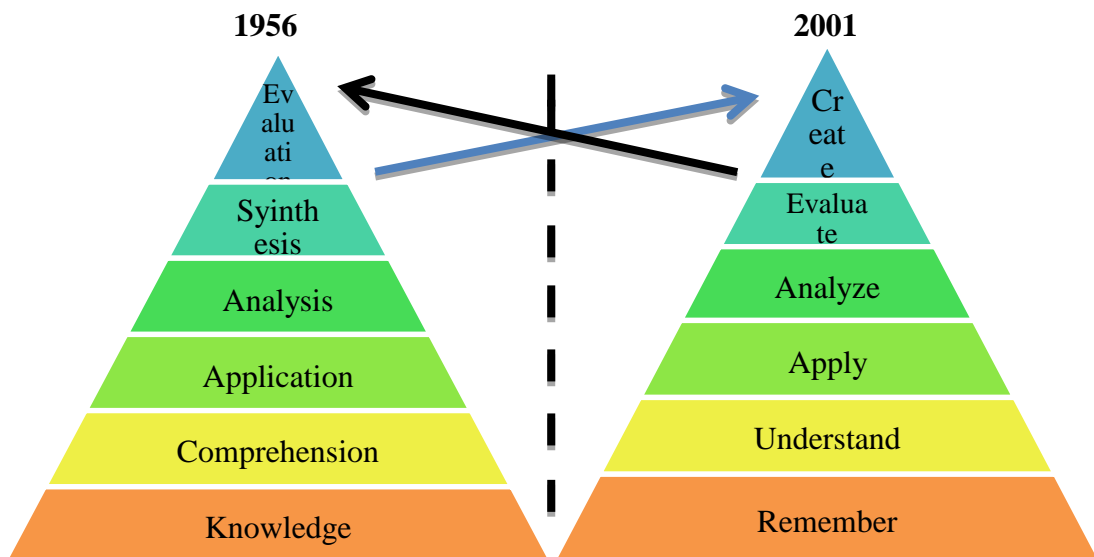


Diagram 2.1. Wilson, Leslie O (2001).

The table and diagram above draw that the meaning of every domain are the same between the revised taxonomy and the original taxonomy. The differences are only showed in the word-used and the re-arrangement of the last two domains; synthesis and evaluation which into evaluate and create. Those two skills are rearranged because it is considered that produce and generate some result. From those explanations above, it can be inferred that higher order thinking skills are the top three cognitive domains; analyzing, evaluating and creating.

2.4 Learning Models

In Curriculum 2013, based on Regulation of Ministry of Education and Culture No. 22 Year 2016 about standard process, there are three kinds of learning model that suggested to be used in teaching and learning process. They are discovery/inquiry learning, Problem-Based Learning (PBL), and Project-Based Learning (PJBL).

a. Discovery learning model

Discovery learning model is a model that is a way to develop and active students learning atmosphere by finding out on their own, investigating on their own, so the result will be remembered well by students. Discovery learning is also used to discover a concept through series of data and information gathered from investigation and experiment. The syntaxes (learning procedures) of discovery learning are as mentioned below:

1) Stimulation

Students are given stimulation that make them think and feel curious about it, and want to explore more about it. The stimulation could be by teacher asking questions, giving text, video or audio.

2) Problem Identification

Teacher give a chance to students to identify problems or issues that is related to lesson, and then teacher choose one of those problems or issues to be formulated in form of hypothesis. After that, Students formulate the problem in the form of questions.

3) Data Collection

Teacher give students opportunity to gather as much information as they can from several sources to prove the formulated hypothesis.

4) Data Processing

All of the information gathered by students either from observation, interview, reading, or from other way are processed by classifying, tabulating, eliminating the information.

5) Verification

Students verify the hypothesis they made by comparing and correlating with the data that have been processed previously.

6) Generalization

Based on verification process, students make generalization and conclusion toward the problems and hypothesis.

b. Inquiry Learning Model

Inquiry learning model can be applied to make students learn how to solve a problem, especially a problem which needs investigation to solve it. The main activity in inquiry learning model is that giving students chance to ask, observe, and give their idea. According to Barrow (2006), the National Research council (2000) defines scientific inquiry as a process where students:

- 1) Identify questions and concepts that guide investigations (students formulate a testable hypothesis and an appropriate design to be used);
- 2) Design and conduct scientific investigations (using major concepts, proper equipment, safety precautions, use of technologies, etc., where students must use evidence, apply logic, and construct an argument for their proposed explanations);
- 3) Use appropriate technologies to improve investigations and communications;
- 4) Formulate and revise scientific explanations and models using logic and evidence (the students' inquiry should result in an explanation or a model);
- 5) Recognize and analyze alternative explanations and models (reviewing current scientific understanding and evidence to determine which explanation of the model is best); and
- 6) Communicate and defend a scientific argument (students should refine their skills by presenting written and oral presentations that involve responding appropriately to critical comments from peers).

Compared to discovery learning, it is slightly different to inquiry learning while the investigation of discovery learning model is to seek or prove a concept, principle or a law, the investigation of inquiry learning is to ask based on the inquiry cycle, as shown in the graph below.



Figure 2. Inquiry Cycle

The syntaxes (learning procedures) of inquiry learning are as mentioned below:

1) Formulating the problems

Students formulate problems in form of questions. It is hoped that students are able to a) recognize and understand the problems; b) can identify the problems; c) seek the importance of the questions; and d) formulate the problems.

2) Developing and formulating hypotheses

Students make hypotheses or possible answers for the problems under investigation. It is hoped that students are able to a) determine variables or classify the data will be gathered; b) identify and formulate the

relationship between the variables logically; and c) formulate the hypotheses.

3) Planning activities to examine the hypotheses

Students do investigation, research and exploration to test the hypotheses that have been made previously. It is hoped that students are able to a) identify phenomenon that need to be investigated; b) formulate the exploration and investigation activities; c) do the investigation to gather information and data; d) evaluate, arrange, process and analyze the data.

4) Making conclusion

Students generate the conclusion based on the data analysis result. It is hoped that students are able to a) seek the pattern and find out the relationship between each data or phenomenon; and b) formulate conclusion based on the data gathered.

c. Problem-Based Learning (PBL) Model

Problem-based learning model is a learning model that demands thinking skill of students (as individual and group) to solve a problem based on the real context, therefore, learning process will be meaningful and contextual (Tan Onn Seng, 2000). The purpose of PBL is to improve students' ability to apply a concept to solve a certain problem. According to Barron and Darling-Hammond (2008), problem-based learning involves students working in small groups to explore meaningful problems, identifying what they need to know in order to solve the problem, and coming up with strategies for solutions. Unlike many

problems commonly found in textbook, these problems are realistic in that they are ill-structured, offering the possibility of multiple solutions and methods to solve the problem. The syntaxes of PBL are as explained below:

1) Orienteering students to the problem

Teacher serves problem that will be solved in a group. The problem should be contextual problem. After that, Students (in group) observing and understanding problem served by the teacher or the one they get from the text, video or audio.

2) Organizing students to learn

Once teacher ensure that each member knows their own task and work, students discuss and divide work to search for information needed to solve the problem.

3) Guiding a research for individual or group

Students search information from any sources to be discussed. On the other hand, teacher watches and guides students during gathering information process.

4) Developing and presenting the work

Group does discussion to find solution and under the guides of teacher students make report so that the work is ready to be presented.

5) Analyzing and evaluating problem-solving process

Every group presents their work while other group give feedback, recommendation and suggestion. At last, students and teacher make conclusion based on the result of presentation.

d. Project-Based Learning (PjBL) Model

Project-Based Learning (PjBL) Model is a learning model that involves students to solve problem as a group or individual, through scientific procedures that is formulated in form of product and presented to other people. Project-based learning (PjBL) organizes learning around the creation of a presentation or a product that is usually shown to an audience. This could include the creation of an original play, a video, or an aquarium design judged by local architects (Barron & Darling-Hammond, 2008). According to Thomas (2000), PjBL projects involve: complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations. The syntaxes of PjBL are as mentioned below:

1) Starting with the Essential Question

Teacher gives a topic and ask students how to solve the problem related to the topic. On the other hand, students ask question related to what they should do to the topic/problem.

2) Designing a Plan for the Project

Students discuss and plan about the project by dividing work for each member and deciding the tool and material need for the project.

3) Creating a Schedule

Teacher and students make agreement on the schedule of the project, starting from the making phase until submission.

4) Monitoring the Students and the Progress of the Project

Students make the project based on the scheduled, make notes to every step and discuss each problem they meet during the process. Teacher watches students' involvement during the process, and the development of product and guide students if they encounter problem.

5) Assessing the Outcome

Teacher and students discuss about the prototype related to the quality of product students made. At last students make a report about the product they made to be presented to the other groups.

6) Evaluating learning Experience

Under the guide of teacher, students present their product and their report, and the other students from other groups give feedback, suggestion and recommendation.

2.5 Previous Related Studies

There are three previous related studies about higher order thinking skills. The first research was conducted by Ayat Abd Al-Qader Ahmad Seif (2012). The title of this study is evaluating the higher order thinking skills in reading exercises of English for Palestine grade 8. The objective of this study is to evaluate the availability of higher order thinking skills (HOTs) in the reading exercises of English for Palestine grade 8. He used two tools to collect the needed data, a content analysis card and a structured interview. The findings showed that the reading exercises concerning the analysis skill got 51.92%, synthesis skill 41.35%

and evaluation skill got 6.73%. The similarity of the previous study with the present study is the objective of the study, which is to evaluate the higher order thinking skills in reading exercise of English. The differences are about the place of the research and the level of the student. The previous study is conducted at Palestine and the present study is conducted at Palembang. The other differences from the previous study was focused on the coursebook for the eighth grade student and for the present study will be focused on the coursebook for eleventh grade student.

The second, this research was conducted by Faradina Ilma (2018). The title is higher order thinking skills questions in reading exercises. The objective of this research is to get empirical evidence of the distribution of the higher order thinking skills based on the revised edition of Bloom's Taxonomy in the question of reading exercises and analysis of reading exercises in "BRIGHT" in term of type of reading exercises, aim of exercises, presence of examples and relevancy with 2013 curriculum. The reading exercises in BRIGHT coursebook and the analysis card are used as the data. The results of the distribution of higher order thinking only obtains 8 out of 33 questions are in analyze level. The result showed that the higher order thinking skills only obtained (16%) while the lower order thinking level obtained (84%). The similarity of this study with the present study is the data sources. The data sources were coursebook and the analysis card. The differences are about the place of the research and the level of the student. The previous study is conducted at Semarang and the present study is conducted at Palembang. The other differences from the previous study was focused on the

coursebook for the seventh grade student and for the present study will be focused on the coursebook for eleventh grade student.

The third, this research was conducted by Nur Pratiwi (2014). She is the undergraduate student from the Syarif Hidayatullah State Islamic University, Jakarta. The title is “Higher order thinking skills In Reading Exercise (An Analysis Of Reading Exercises In *Pathway To English* Textbook For The Eleventh Grade Of Senior High School Students)”. The objective of this study is to get empirical evidence of the distribution of the higher order thinking skills based on the revised edition of Bloom’s Taxonomy in the essay question of the reading exercises in *Pathway to English* textbook which is prepared for the eleventh grade of senior high school students. The writer used *Pathway to English* textbook and the analysis card as the data sources and the checklist table for collecting and analyzing the data to find the result of the study. The result showed that the higher order thinking skills only obtained (9.6%) while the lower order thinking level obtained (90.4%). It showed that the distribution of the higher order thinking skills in the essay reading questions in the *Pathway to English* textbook is unequal. One of the similarities of this study with the present study is the level of the student, which examine the coursebook of eleventh grade student. The other similarities are the objective of the study, which is to get empirical evidence of the distribution of the higher order thinking skills based on the revised edition of Bloom’s Taxonomy in the essay question of the reading exercises. The differences are about the place of the research and the title of the book. The previous study was conducted at Jakarta and the present study will be conducted at Palembang.

The other differences from the previous study is related study was it used Pathway to English textbook and for the present study will use *Bahasa Inggris* coursebook.

Related to these studies, I only focus on English coursebooks for the eleventh grade students to examine the distribution of the higher order thinking skills based on a revised version of the Bloom's taxonomy. I feel that it is a must to examine the distribution of higher order thinking skills in students' English coursebooks because it can support students in improving students' critical thinking skills in every activity the learner do.

CHAPTER III

METHODOLOGY AND PROCEDURES

This chapter discusses: (1) the method of research, (2) the subject of the study, (3) the object of the study, (4) technique for collecting data, (5) data analysis, (6) trustworthiness.

3.1 The Method of Research

In this study, I used mixed method of research with embedded design. Creswell (2012) defines that embedded design is a design to collect qualitative and quantitative data where one form of data used as a supportive to other data form. I used this design because the major data collections were to find the distribution of higher order thinking skills in reading task of English coursebook. Meanwhile, the qualitative data were only used to know the English teacher's perception of higher order thinking skills.

3.2 The Subject of the Study

The subject of this study was the English teacher at SMA N 3 Palembang who taught of English for eleventh grade student. The subject of this study was taken by using purposeful sampling for qualitative research. Creswel (2012) stated that purposeful sampling is the way researchers intentionally select individual for study. The subject of this study was selected based on several criteria such as, the teacher must be from school that has already apply the 2013 curriculum, has A accreditation, use the coursebook entitled *Bahasa Inggris*, and the teacher must have at least 5 years teaching experience and have training on higher order

thinking skills (HOTs) in from that school. Moreover, the interview carried out with the teacher who taught of English for eleventh grade students.

3.3 The Object of the Study

The object of the study was the reading task in the *Bahasa Inggris* coursebook for the eleventh grade student of senior high school. The book entitled *Bahasa Inggris* for the eleventh grade students was chosen as the main book in the learning process. It was published in 2014, 2017 and 2018. It was written by Mahkrukh Bashir. This coursebook consists of 8 chapters and enrichments.

3.4 Technique for Collecting Data

To collect the data, I used documentation and interview.

3.4.1 Documentation

To collect the data, the analysis card (see Appendix A) was used as a reference to decide what kind of cognitive domains contained in each reading question. The analysis card was created by combining and collecting the understanding about six levels of cognitive domain from the revised edition of Bloom's taxonomy along with the example of the reading questions (Anderson & Krathwohl, 2001, p. 97-118). Therefore, to decide the six levels of cognition domains, I used analysis card.

The data of higher order thinking skills content in the coursebook which taken was gathered by categorizing them into broad divisions starting from lower order thinking skill (LOTS) to higher order thinking skills (HOTS) that are

remembering, understanding, applying, analyzing, evaluating and creating by using analysis card. However, the data that was analyzed only focus on higher order thinking skills (HOTS) in reading task.

3.4.2 Interview

Interview is one of important instrument for collecting data and information in detail. Interview was an important way for a researcher to check the accuracy of to verify or refute the impressions he or she has gained through previous data collection (Fraenkel et al., 2012, p.450). One of the research questions in this study will be answered by using interview.

In this study, I used an open-ended interview with English language teachers who taught English for eleventh grade student. The main aim of the interview was to find out their perception of higher order thinking skills in the reading task of English coursebook for eleventh grade student.

Before the interview was administered, I did validation for interview questions. I had three lecturers validated the interview questions (Appendix C). As the result of validation, the questions were decided as further eligible to be used as research instrument with minor revision in the areas of wording and grammar.

3.5 Data Analysis

The data from documentation and interview were analyzed to determine information about the higher order thinking skills in reading task in English

coursebook. The documentation data was analyzed by using checklist table (see Appendix B) and the interview data was analyzed by using thematic analysis.

3.5.1 Analyzing the Distribution of Higher order thinking skills in Reading Task of English Coursebook

First of all, I collected and listed all of the questions of reading task that came from every reading text. After that, I categorized each question of reading based on the analysis card to decide what kind of cognitive domains contained in each reading question in the checklist table form to analyze and compare the distribution of the higher order thinking skills (HOTs) in the reading task of *Bahasa Inggris* coursebook. The checklist table form consisted of the lists of questions from the reading exercises in every chapter and the columns for all cognitive skills from the revised version of Bloom's taxonomy (see Appendix B).

Furthermore, I counted the total of every cognitive skill from the reading questions and compared it to every level to find out the exact amount of the distribution of the higher order thinking skills (HOTs) in the reading exercises of the coursebook. Finally, I also decided the reading questions which only belong to the higher order thinking skills (HOTs) and divided them based on their skill domain in the higher order thinking skills: analyze, evaluate, and create. The reading questions were grouped based on their skills in order to know how the type of the higher order thinking questions from each skill was. Last, the result was checked by three English lecturers as inter-coders to obtain the valid and trusted answers and to avoid errors that I might made.

3.5.2 Analyzing Teacher's Perception of Higher Order Thinking Skill

Then, data from interview interpreted and represented. The data was analyzed by using thematic analysis. Thematic analysis is a qualitative analysis that used to analyze classifications and present themes that relate to the data (Alhojailan, 2012, p.10). According to Braun and Clarke (2006), there are six steps analyzing the qualitative data by using thematic analysis. The first step was familiarizing yourself with your data. To do that, the obtained data must be read and re-read and repeated listened to from the audio-tape. The second was generating initial codes. Then, the information must be transcribed without omitting or adding anything to the recorded original data. The third was searching for themes, that was identifying codes as many as needed from the transcription, then reducing the codes into categories and themes. The fourth was reviewing themes. I was review the themes that I made. The fifth was defining and naming themes. I was redefine and rename the themes to be more complex. And the last step was producing the report. That was telling story, providing elaborations and developing plausible explanations of the obtained data, then presenting the information.

3.6 Trustworthiness

In this research, for the documentation, the result was checked by three English lecturers as inter-coders to obtain the valid and trusted answers and to avoid errors that I might made. Moreover, for interview, member checking was

applied as the assessment of research finding credibility. Member checking is a qualitative technique used to establish the tenet of credibility in trustworthiness. Credibility involves establishing the truth of the research study's findings in laymen's terms, it means showing that the findings are accurate and honest. Member checking is defined as sharing either a brief summary of the findings or sharing the whole findings with the research participants. Fraenkel, Wallen and Hyun (2012) state that member checking is conducted by asking one or more participants in the study to review the accuracy of the research report.

First of all, I did transcript review to the participant by giving a copy of interview transcript to each respective participant so he/she can review what they said, add more information if they want to and to edit what they said. At last, data or results were returned to participants to check for accuracy and resonance with their experiences.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents: (1) research findings, and (2) discussion.

4.1 Findings

There were two research findings presented in this study; first, the research finding that showed the distribution of the higher order thinking skills in the reading task of English coursebook, whose data gained from analysis card; second, the teacher's perception about higher order thinking skills. The data gained from interview was analyzed by using thematic analysis. The descriptions of the findings were as follows:

4.1.1 The Description of the Data

Bahasa Inggris is the title of the coursebook that was analyzed by me. The author of the coursebook was Mahrukh Bashir, M.Ed. The editors of the coursebook was Drs. Padji Mangunsudarmo, MA. The illustration of the coursebook was Yunika Rotua Lumbantoruan S.Des and the Reviewers of the coursebook were Helena Indyah Ratna Agustien and Prof. Emi Emilia, M.Ed., Ph.D.

Furthermore, the coursebook is published by *the regulation of ministry of education and culture* Publisher in the 2018. This coursebook is created for Senior High School Grade XI. It facilitates the students to learn not only the four basics English skills; listening, speaking, reading, writing, but also the language components such as, grammar and vocabulary.

Additionally, this coursebook employs the newest 2013 curriculum of English subject. There are 8 chapters and 7 enrichments in the coursebook. Every chapter has different themes and topics to learn for the students. Those themes are related with the subject or material that will be learnt by the students.

Moreover, there are many exercises that include in the *Bahasa Inggris* coursebook. Those exercise practice all four basic language skills, listening, speaking, reading, and writing, and the language components, grammar and vocabulary. However, this study focused only on the reading task that was also included in the *Bahasa Inggris* coursebook.

For the reading skill itself, there are 15 reading texts in the *Bahasa Inggris* coursebook for the eleventh grade of senior high school students and those text types are clearly written in the coursebook. Those reading texts are in the form of letter, report text, analytical exposition text, biography, song, dialogue and manual instruction text or procedural text.

The following table explains the reading text and reading tasks provided in the *Bahasa Inggris* coursebook. Its shows that there are 97 questions of the reading tasks in the coursebook

Table 4.1. Table of reading text and reading tasks.

No	Chapter	Title of Reading Text	Page of Reading Text	Page of Reading Tasks	Total of Reading Tasks
1	Chapter 4	Global Warming	46	46	3
2	Chapter 7	1. Stand by me	87	88	3
		2. We shall overcome	89	90	3

		3. Hero	91	92	4
		4. Invictus	93	93	5
		5. The road not taken	94	94	4
		6. Dreams	95	95	5
3	Chapter 8	Earthquakes	100	100	4
4	Enrichment 1	The enchanted fish	117-119	120	9
5	Enrichment 2	Bullying: A cancer that must be eradicated	124-126	126	7
6	Enrichment 3	President Sukarno of Indonesia	130-131	132	8
7	Enrichment 4	Vanity and Pride	136-141	142	10
8	Enrichment 5	Letter to GOD	146-149	150	8
9	Enrichment 6	The last leaf	154-156	157	10
10	Enrichment 7	Life and Times of Ki Hajar Dewantara	161-162	163	11
Total					97

4.1.2 Distribution Result of Higher Order Thinking Skills in Reading Task

From 15 reading texts, there are 97 reading tasks that were used to practice the reading skills in the *Bahasa Inggris* coursebook. Those reading tasks are analyzed by using checklist table to find out the distribution of the cognitive domain in every question.

There are 6 cognitive domains in the revised edition of Bloom's taxonomy. Those six domains are divided into lower order thinking skills (Remember, Understand, Apply) and higher order thinking skills (Analyze, Evaluate, Create).

Finally, by knowing the distribution of the cognitive domain in every question, I hope to know the distribution of the higher order thinking skills in the reading tasks. The following table is the checklist table that consist of the column for the list of the questions in every reading texts and the cognitive domain from the revised edition of Bloom’s taxonomy.

Related to the table above, there were 80 out of 97 questions that were considered as HOTS distributed in the coursebook. The ‘Analyze’ domain or C4 got 16 items while there were 43 items of C5 or the ‘Evaluate’ domain and 21 questions of C6 or the ‘Create’ domain. It also showed that the distribution of the lower order thinking skills was 17.5% while the higher order thinking skills were 82.5%. It implies that HOTS questions were more dominant compared to LOTS questions. Further, the following table explained the percentage and the distribution of each skill of the higher order thinking skills in the reading task of the *Bahasa Inggris* coursebook.

Table 4.3. Table of the distribution of the higher order thinking in reading tasks

No.	Higher Order Thinking Skills	Number of Questions	Percentage of HOTS Distribution
1	Analyze	16	16.5%
2	Evaluate	43	44.3%
3	Create	21	21.6%
Total		80	82.5%

The table above showed that from 80 questions of the reading tasks in the coursebook, the analyze skill had 16 questions out of 80 questions or 16.5% while the evaluate skill consisted of 43 items out of 80 questions or 44.3% and the

create skill had 21 items out of questions or 21.6%. Moreover, the two following tables explained the reading questions based on each of higher order thinking skills, thus the kinds of the questions which were considered as the three skills in the higher order thinking skills could be seen clearly. The table 4.4 was the table for the question list of the analyze skill.

Table 4.4. Questions List of Analyze Skill of the Reading Questions in the Coursebook

Ch.	No	Question List of Analyze Skill
7	7	What do you think is the theme of this song?
	15	Why do you think the poet is not frightened?
8	28	Have you ever witnessed an earthquake? What effect did it have on you?
	30	Did you notice anything specific about the way this text is written?
En 1	34	Do you think he could have done something else instead of going back to the fish again and again?
En 3	53	From this article, can you figure out president Sukarno's hopes and dreams for the world? Explain.
	55	Do you think president Sukarno was able to realize his dream and hopes, if yes, how?
En 4	60	Why do you think Madama Loise borrowed the necklace from her friend?
	61	Do you think she had a good time a ball? Support your answer with examples from the play?
	64	Why do you think they didn't tell Madama Forestier that they had lost the necklace? Give reasons to support your answer.
En 5	68	Do you think it is important to have faith? Why? Give reasons to support your answer.

En 6	85	Describe Mr.Behrman’s personality based on the story?
	86	Why do you think johnsy never noticed that the last leaf never fluttered or moved even though it was raining heavily?
En 7	87	Why do we need biographies? What is their purpose?
	88	What information can we find about a person by reading a biography? Discuss.
	93	Do you think there were some significant events that changed Ki Hajar Dewantara life? How did those events shapes or change him? Discuss.

The table above showed that there were 16 questions belonged to the Analyze skill. There were 16 questions out of 80 questions distributed in chapter 7 (2 questions), chapter 8 (2 questions), enrichment 1 (1 question), enrichment 3 (2 questions), enrichment 4 (3 questions), enrichment 5 (1 question), enrichment 6 (2 questions), enrichment 7 (3 questions). The highest distribution of questions that belonged to the Analyze skill was from enrichment 4 and enrichment 7 with 3 questions. The table 4.5 was the table for the question list of the evaluate skill.

Table 4.5. Questions List of Evaluate Skill of the Reading Questions in the Coursebook

Ch	No	Question List of Evaluate Skill
4	2	Is it a severe problem? Why?
7	5	Do you consider “Stand by Me” an inspirational song? Why?
	8	Is this an inspiring song? Does it inspire you?
	9	Do you think you can overcome all the obstacles and live in a happy and prosperous world?
	12	Who is your hero? Why?
	16	Do you like the poem “invictus”?
	17	Do you agree with what the poet is saying? Why? Why not?

- 21 Did the poet choose between the roads? Which road do you think he chose?
- 22 Do you think the poet is content with his choice? Give reasons to support your answer?
- 24 Do you think dreams can be realized?
- 25 Do you agree with Langston when he says that life is like a wingless bird without dreams? Discuss!
- 26 How does the poem make you feel?
- 27 What do you think the poet is saying? Do you agree? Give reasons.

-
- En 1** 36 Do you think the prince will stay a fish forever?
- 39 What do you think of the fisherman's wife? Do you feel sorry for her? Or do you feel angry with her? Discuss.
- 42 What lesson did you learn from this story?

-
- En 2** 43 Do you think bullying is a serious issue in your school? Give reasons to support your opinion.
- 44 Did this opinion article raise/change your awareness about bullying? Please explain.
- 45 Do you think it is necessary to educate people on the issue of bullying? Why? Give reasons to support your opinion.
- 46 Do you think bullying should be declared as a punishable crime? Give reasons to support your answer.
- 48 Are you aware of cyber bullying? Do you think it is worse than physical bullying? Why? Support your opinion with examples

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- En 3** 50 Do you think politics has changed much since the time of president Sukarno
- 51 Why did president Sukarno want everyone to be united?
- 52 What is the new kind of colonialism that president Sukarno is talking about? Does it still exist? If yes, please describe in what ways. Support your answers with examples.

54 What are your hopes and dreams for the world and especially for your country, describe.

En 4 62 Do you think Madama Loisel's longing for higher-class life ruined her? Support your answer with reasons.

65 Did the ending of the play surprise you? What kind of ending did you expect? Explain.

66 What is the moral of the story? Discuss what you learned from this story.

En 5 69 Do you think it was justified on Ranco's part to consider the post office employees as a bunch of thieves? Discuss.

70 Do you think Ranco did the right thing by asking God for help? Discuss.

71 When people go through difficult times, they come out of difficult times stronger and more experienced. Do you think it is God's way of empowering people to fulfill the life's purpose on earth? Discuss and give reasons to support your answer.

72 What do you think of Ranco? Do you sympathize with him and his family? Discuss.

73 Did you anticipate that the story would end like this? What were your thoughts about the ending?

En 6 76 The story is based on multiple themes like love, sacrifice, hope, belief and pessimism. Which one do you think is more obvious in the story? Why? Give evidence to support your answer.

78 Do you think it was a masterpiece?

79 Were you surprised at the ending of the story? Did you think it would end differently? Why?

80 Painting the picture on the wall resulted in Mr. Behrman's death. Do you think he would still have painted the leaf if he had known that it would result in his death? Discuss and give reasons to support your answer.

	82	Why do you think Mr.Behrman made a sacrifice? Discuss.
En 7	89	From Ki Hajar Dewantara’s biography, how would you describe him?
	90	Can you find any similarities between Ki Hajar Dewantara and yourself? Describe.
	91	Responsibility is being accountable to God and to others as you do your duties or obligations in a faithful way. Do you think Ki Hajar Dewantara was a responsible person? How did he show it? Discuss.
	94	What kind of impact did Ki Hajar Dewantara have on people? Discuss.
	97	What did you know about Ki Hajar Dewantara prior to reading his short biography? Did you learn anything new about him? Did anything you read changed your opinion about him.

According to the table above, there were 43 questions out of 80 questions from chapter 4 (1 question), chapter 7 (12 questions), enrichment 1 (3 questions), enrichment 2 (5 questions), enrichment 3 (4 questions), enrichment 5 (5 questions), enrichment 6 (5 questions), enrichment 7 (5 questions) in the reading text. The table 4.6 elaborated the questions of the reading task which belong to the Create skill.

Table 4.6. Questions List of Create Skill of the Reading Questions in the Coursebook

Ch	No	Question List of Create Skill
7	6	If you had to change the lyrics of “stand by me”, which lyrics would you change?
	13	How does this song make you feel?

- 18 Do you think poems can change people?
- 20 What might the two roads represent or symbolize? Make a list of possibilities and discuss with your partner.

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- En 1** 37 What happened at the end to the story? Please describe.
- 40 If you had a chance to rewrite the story, how would the story end? Write your ending of the story.
- 41 Imagine you are the fish in the story. Can you narrate the story from his point of view?

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- En 2** 47 Discuss the article on bullying in a group. Does it change your perspective on bullying or not? Give reasons to support your answer.
- 49 What can young people like you do to prevent or stop bullying? List at least three things you and your friends can do to prevent or stop bullying.

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- En 3** 56 According to president Sukarno, peace is very important. What do you think? Discuss.
- 57 If you were given a chance to give a speech in front of all the presidents and prime ministers of the world, what would you talk about? Discuss in detail.

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- En 4** 58 What do you think of Madama Loisel? Do you know anyone who has the same personality as Madama Loisel? How are they alike? Please describe.
- 67 If you had a chance to rewrite the story, How would the story end? Write a new ending for the story

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- En 5** 74 We always pray to God asking for his help. Describe a time when you asked God for something but he answered your prayer in a way you had not anticipated. How did you feel? Were you happy the way things turned out to be?
- 75 If you had a chance to rewrite the story, how would the story end? Write a new ending of the story.
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- En 6** 81 If you were in Sue's shoes, how would you have reacted to Johnsy's irrational thoughts? Describe.
- 83 What would you have done if you were in Mr. Behrman's place?
- 84 What is the greatest sacrifice you have ever made for your family or friends? Describe.
-
- En 7** 92 Think of an example of task or event in your life that required responsibility. Were you responsible in fulfilling this duty or obligation? Share your example.
- 95 Ki Hajar Dewantara has had a great impact on the Indonesian struggle for freedom, and specially education. Discuss with your peers what may have been different if he had not been there.
- 96 Ki Hajar mad a lot of sacrifices for his country. If you were in his place, what would you do? Describe.
-

Further, according to the table above, it showed that there are 21 questions out of 80 questions from chapter 7 (4 questions), enrichment 1 (3 questions), enrichment 2 (2 questions), enrichment 3 (2 questions), enrichment 4 (2 questions), enrichment 5 (2 questions), enrichment 6 (3 questions), enrichment 7 (3 questions) in the reading text which belong to the Create skill. Thus, regarding the total distribution of the higher order thinking in the table above, higher order thinking skills had 82.5% of total reading tasks in the book.

4.1.3. The English Teacher's Perception about Higher Order Thinking Skills in Reading Task

After analyzing the data from interview, I found that the English teacher's perception about higher order thinking skills (HOTs). The themes and codes

gained from the analysis of qualitative data obtained from interview were described in table 4.7:

Table 4.7: Themes and codes for the teacher's perception about HOTS.

Theme	Code
1. Teacher had good understanding about HOTS	<p>A. The teacher had good understanding about what higher order thinking skills are.</p> <p>B. The teacher knew that higher order thinking skills consisted of C4, C5 and C6. It means the activities can be used to encourage students to analyze, evaluate and be creative.</p>
2. The teacher believed that HOTS was important	<p>A. The teacher believed that through higher order thinking skills the students can understand the contents of the reading.</p> <p>B. The teacher could draw conclusions, so they could make a different ending back to the story.</p>
3. The teacher believed that some approaches and activities could be used to teach HOTS	<p>A. The teacher believed that there are some approaches, they are discussion, questions and answers, presentations, assignments in the form of making conclusions and essays.</p> <p>B. The teacher stated through the reading task the students conclude the contents of the reading, explain the parts, give examples in daily life, look for other texts that are in line with the text.</p>
4. The teacher mentioned that there were disproportional distribution of HOTS in the reading tasks	<p>A. The teacher stated that Evaluate questions (C5) are more focused.</p> <p>B. The teacher said C6 is less concentrated, cannot be applied optimally.</p>

4.1.3.1 Teacher Had Good Understanding about HOTS

The result of data analysis regarding the teacher's understanding about higher order thinking skills from interview showed that the teacher had good understanding about what higher order thinking skills were. The explanations from the teacher was specific and clear enough about higher order thinking skills definition. She explained that higher order thinking skills were the ability that required the students to integrate the knowledge students had with other information and any related theory to create something new. It was due to her statement, *"higher order thinking skills are students' ability to express their knowledge, then integrate knowledge they have with other information and apply any theory to create something new"* (personal communication, August, 29, 2019).

Further, she elaborated that higher order thinking skills includes the ability to analyze, evaluate and create which referred to Bloom's Taxonomy as she said, *"higher order thinking skills includes C4, C5 and C6, doesn't it? It means that any activities that can enhance students to analyze, evaluate and create"*. She believed, *"Analysis is such activity to identify the similarity and difference or to choose something in order to group it based on a certain criterion. Then, the second level is evaluation which is a process to judge or make decision. Last, in creation, students create something"* (personal communication, August, 29, 2019). Based on her explanation, it can be assumed that her literacy about higher order thinking skills was good enough since she was able to explain the definition about higher order thinking skills was, and the categories of higher order thinking skills based on Taxonomy Bloom.

4.1.3.2 The Teacher Believed that HOTS was Important

Moreover, the teacher was certain that higher order thinking skills were really important to be integrated in reading task because through higher order thinking skills based reading task. She explained that the students could understand the passage more deeply then students were able to make conclusion and to connect the passage to real life. At last, it was hoped that the students could make another ending of story from the current passage. Hence, it was obviously that HOTS-based reading task was essential to be provided for students to make a fully grasped idea from the passage, so that they capable to innovate a new ending from story they had read.

4.1.3.3 The Teacher Believed that Some Approaches and Activities Could be Used to Teach HOTS

As the importance of higher order thinking skills (HOTs), the teacher elaborated that there were some ways and approaches to teach higher order thinking skills in English language teaching, especially in reading. They could be in the form of discussion, question and answer, presentation, and any assessment that give opportunity for students to analyze, evaluate and create something, for example "*make a conclusion in the form of resume from the passage and students also could be given to make an essay*" (personal communication, August, 29, 2019). In addition, she argued that the approaches suggested to teach higher order thinking skills in reading were problem-based learning and discovery learning.

Then, she added, "*the most appropriate one is problem-based learning. It is also in line to Curriculum 2013*" (personal communication, August, 29, 2019). However, her explanation was not really complete as there were still some other approaches suggested by government to teach in Curriculum 2013, such as project-based learning and inquiry learning. Thus, it could be inferred that her information about the way to teach higher order thinking skills in reading activity was not really complete.

4.1.3.4 The Teacher Mentioned that There were Disproportional Distribution of HOTS in the Reading Task

Moreover, related to English coursebook entitled *Bahasa Inggris* for eleventh grade students, the teacher believed that reading tasks provided in the book gave opportunity for students to develop their higher order thinking skills. She explained "*students are asked to, for example, conclude the passage, then explain them*" (personal communication, August, 29, 2019). Additionally, "*students are asked to give example about the passage, for example, in the real life or find another passage which main idea or theme is similar*" (personal communication, August, 29, 2019).

Related to the distribution of higher order thinking skills in reading task in the coursebook, the teacher stated that C5 questions (evaluate) dominated the reading task if compared to C4 (analysis) or C6 (evaluate). Meanwhile, based on her teaching experience, she believed that C6 questions (evaluate) had the least proportion in reading task in the book. However, the statement that assumed

cognitive domain level six (C6) that was least concentrated in the task of the reading was not in line to the analysis of the coursebook that I did.

4.1.4 Discussion

After I analyzed the data from *Bahasa Inggris* coursebook and teacher's perception by using analysis card and thematic analysis, I found that higher order thinking skills were provided accordingly. The results showed that higher order thinking skills were more dominant than lower order thinking skills. C4 (Analyze) got 16.5%, C5 (Evaluate) got 44.3% and C6 (Create) got 21.6% as 82.5% was the total distribution of HOTS in this coursebook.

This result was in line with the study conducted by Febrina, Usman, Muslem (2019) who also found that higher order thinking skills were more dominantly focused on than lower order thinking skills. In the level of senior high school there were 66.8 % for higher order thinking skills, and 33.4 % for lower order thinking skills. Meanwhile in this study, it was 82.5% for higher order thinking skills and 17.5% for lower order thinking skills. The result of this study was also in agreement with the regulation of ministry of Education No. 24 year 2016 about core competence and basic competence of English subject for senior high school grade 11th. As it is elaborated in the regulation, the students have to be able to understand, apply, and analyze the material. Regarding the regulation and the coursebook under this discussion, this book has already provided the chance for students to develop their ability to think higher order. This statement

was due to the deduction that the skill of Analysis (C4) was provided for 16.5% out of 82.5% of HOTS in this coursebook.

Moreover, in this 21st century era, demand of education in this era is not merely focus on the intellectual development but also creativity. Through the coursebook, students are given opportunity to face the 21st century education demands, in which students are objected to be creative and critical (Partnership for 21st Century Skills, 2011). Through HOTS reading tasks in the coursebook, it could train students to think logically and critically, as well as reasoning skill (Marshall & Horton, 2011). It is in accordance with Newman (1993) who explains that higher order thinking skills challenge students to interpret, analyze, or manipulate information, the coursebook that served 80 out of 97 (82.5%) HOTS-based questions, *Bahasa Inggris* coursebook could train students to develop their logical and critical thinking either by interpreting, analyzing, or manipulating information.

On the other hand, the result of this study was in contrast to the study of Saputra (2016), and Pratiwi (2014). Based on Saputra (2016) and Pratiwi (2014), lower order thinking skills were more dominant than higher order thinking skills. Concerning the Regulation of Ministry of Education No. 24 Year 2016 about core and basic competence, both 10th, 11th and 12th grade of senior high school students, they are obligated to master HOT skills, analyze, evaluate and create. Even more, as Pratiwi's (2014) object of the study was the coursebook for the 11th grade students yet from different publisher, somehow, it gave different proportion of higher order thinking skills which were only 9.6%. This contradiction might be

implied that the coursebook under this study, *Bahasa Inggris*, could propose better possibility for students to improve their higher order thinking skills.

Furthermore, from the results of data analysis by using thematic analysis, I found teacher's perception about higher order thinking skills. The result showed that the teacher had good understanding about what higher order thinking skills are. She also could explained that higher order thinking skills are the ability that requires students to integrate the knowledge students have with other information and any related theory to create something new. Then, she was also able to elaborate that higher order thinking skills include the ability to analyze, evaluate and create which referred to Bloom's Taxonomy. The understanding of teacher is really essential for the quality of the program as the teacher's understanding of the aspects will alter the quality of learning that aims to empower this thinking skill (Hashim et al., 2015). Thus, as the teacher had good understanding about HOTS itself, she might influence the teaching and learning process as well as the result or outcome of the students regarding to HOTS. This was also confirmed in the finding, that the teacher realized that it is important to implement higher order thinking skills in English learning process.

In addition, the teacher believed that higher order thinking skills were really important to be integrated in reading task. This result was in line with the result conducted by Schulz and Patrick (2016) who also found that the teachers believed that higher order thinking was important for all students. This information also indicated that teachers had understood the demands that must be met by the world of education in the 21st century (Darling-Hammond, 2014;

Heong et al., 2011; Huang et al., 2010). This is in line with the opinion of Slavin (2008) that teachers need to know many aspects such as understanding the levels of development and needs of students, understanding learning, memory, problem solving skills, creativity, knowing how to set goals, and organizing activities designed to help students gain learning success. These are activities that must be carried out by the teacher, both in preparing or designing the learning process and applying students' thinking skills to achieve good quality learning.

In addition, to develop student's HOTS, it is important to the teacher to give the students opportunity to realize HOTS. In line to the learning process, the teacher elaborated that discussion, question and answer, presentation, and any assessment that give opportunity for students, and problem-based learning and discovery learning were some ways and approaches to teach higher order thinking skills in English language teaching, especially in reading. The statement was supported by the believe in which innovative learning methods should be in the form of student learning centered (Sumarmo & Nishitani, 2010), use of constructivism, and provision of opportunities to students for exploring their abilities during problem-solving activities (Apino & Retnawati, 2017; Djidu & Jailani, 2016). Some models of learning that belong to innovative learning were problem-based learning (Djidu & Jailani, 2016), project-based learning (Anazifa, 2017), discovery learning (Rochani, 2016), and creative problem solving (Apino & Retnawati, 2017). Therefore, it can be implied that the teacher has had good understanding about HOTS itself, both on the definition, and the way to teach it.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses: (1) Conclusions, and (2) Suggestions

5.1 Conclusion

Based on the result of data analysis by using the analysis card as an instrument for collecting the data from *Bahasa Inggris* coursebook, I conclude that the distribution of the higher order thinking skills in the reading task were dominant than the distribution of the lower order thinking skills. It is proven by the result of the data which shows that the distribution of the higher order thinking skills in the reading task obtains 82.5% while the distribution of the lower order thinking skills obtains 17.5%. It can be concluded that for the higher order thinking skills, the author of the coursebook emphasizes more on the evaluate skill even though if comparing to the other six cognitive domains, it is considered to have small distribution among them.

On the other hand, regarding to the teacher's perception of higher order thinking skills (HOTS), it was found that the teacher had good understanding about HOTS as she could give specific and clear enough explanations about higher order thinking skills definition. The teacher was also sure that higher order thinking skill was really important to be integrated in reading task. Moreover, the teacher explained that there were several ways and approaches to teach HOTS in ELT which could be in the form of discussion, question and answer, presentation, and any assessment that give opportunity for students to analyze, evaluate and create something. Furthermore, the teacher believed that reading tasks provided in

the coursebook gave opportunity for students to develop their higher order thinking skills. At last, the teacher believed that C5 questions (evaluation) dominated the reading task if compared to C4 (analysis) or C6 (evaluation).

5.2 Suggestions

In this occasion, I would like to give some suggestions that might be useful for the teachers, the students, and everyone who read this study:

1. The English teachers need to evaluate or check the content of the coursebook whether or not the materials and the exercises in the coursebook are appropriate for the students' need and level.
2. The English teachers should not too rely on and take for granted the content of the coursebook. It is better to adapt rather than to adopt the material or the exercise in the coursebook because the one who knows the best for the students is the teacher himself.
3. By considering the few hours of study, the teacher should be able to choose the appropriate material and give assignments both in class and outside the class that can train students to develop their higher order thinking skills consisting of C4 (analyze), C5 (evaluate), C6 (create).
4. To support C6 based learning (create), the teacher should be able to provide learning in the form of Project Based Learning so that students can create or produce something.

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APPENDIX

APPENDIX A

Analysis Card

Level	Key Words	Question
<p>Remember (C1) : Recall data or information from long-term memory. This level emphasizes on recognizing and recalling.</p>	<p>Define, Describe, Identify, Label, List, Match, Name, Outline, Recall, Recognize, Reproduce, Select, State</p>	<ul style="list-style-type: none"> • Where is? • What did ? • Who was ? • When did ? • How many? • Who were the main ? • How did.. happen? • Which one?
<p>Understand (C2) : Determine the meaning, translation, and interpretation of instructions and problems, This level emphasizes on grasping the meaning, interpreting, classifying, comparing, explaining, and summarizing.</p>	<p>Comprehend, convert, defend, distinguish, estimate, explain, extend, generalize, give examples, interpret, paraphrase, predict, rewrite, summarize, translate.</p>	<ul style="list-style-type: none"> • What does it mean ? • Which statement support? • What is the main idea of? • How would you summarize? • How would you paraphrase the meaning?
<p>Apply (C3) : Use a concept in a new situation or unprompted use of an abstraction. This level emphasizes on the ability to recognize, execute, and implement, a form or pattern as a means of understanding.</p>	<p>Apply, change, compute, construct, demonstrate, discover, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, use.</p>	<ul style="list-style-type: none"> • What is the real example of that phenomenon? • What would happen to you if? • How would you

		<p>organize.. to show?</p> <ul style="list-style-type: none"> • How would you solve the problem? • What other way would you plan to?
<p>Analyze (C4): Separate material concepts into component parts so that its organizational structure may be understood.</p> <p>This level emphasizes on detection of the relationships of the parts and of the way they are organized. It involves differentiating, organizing, and attributing.</p>	<p>Analyze, break down, compare, contrast, diagram, deconstruct, differentiate, discriminate, distinguish, identify, illustrate, outline, relate, select, separate.</p>	<ul style="list-style-type: none"> • What things would you have used...? • What things are similar / different? • What things couldn't have happened in real life? • What caused...to act the way he/she did? • Which of these statements are facts and which are opinions?
<p>Evaluate (C5): Make judgments about the value of ideas or materials based on the criteria and standards. It emphasizes on checking and giving critiques about an idea or value.</p>	<p>Appraise, compare, conclude, contrast, criticize, critique, defend, describe, discriminate, evaluate, explain, interpret, justify, relate, summarize,</p>	<ul style="list-style-type: none"> • Select the best... why is it the best? • What do you think will happen to? • What judgment would you make about? • Which character would you like to meet? Why? • Was ... good or bad? Why? • Did you like the

		<p>story? Why?</p> <ul style="list-style-type: none"> • What was the most important moment in the story and why? • What is your opinion of the?
<p>Create (C6): Build a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. This category involves generating, planning, and producing.</p>	<p>Categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, rearrange, reconstruct, relate, reorganize, revise, rewrite, summarize, tell, write.</p>	<ul style="list-style-type: none"> • How would you improve...? • How would you change the plot..? • What do all these pictures have in common? • How would use your imagination to draw a picture of...? • How would you write a different ending of...?

APPENDIX B

The Checklist Table

Ch	No	Reading Text	Reading Task	Cognitive Domain of Bloom's Taxonomy						
				Lower Order Thinking			Higher Order Thinking			
				C1	C2	C3	C4	C5	C6	
Total										
Avarage										
Total										
Avarage										
TOTAL										
SCORE										

APPENDIX C

(Interview Question)

No	Aspect	Definitions	Indicators	Question
1	Teacher's Literacy about HOTS	Competence or knowledge in a specified area	Definition of HOTS	1. Do you know what higher order thinking skills (HOTS) is? Please explain.
			The importance of HOTS	2. Do you think that HOTS is important to be integrated in reading task? Why ?
			Approaches/ learning model	3. What kind of approaches/ learning models/ learning activities those are appropriate to teach reading in relation to HOTS? Please explain.
2	Teacher's Perspective	A particular attitude toward or way of rearding something; a point of view	Teaching Experiences	<p>1. In your opinion, does the reading task give the opportunity for student to develop their HOTS skill (C4,C5,C6)? Elaborate please.</p> <p>2. Based on your teaching experience, which of the higher order thinking skills are mostly used in reading task? Why ?</p> <p>3. Based on your teaching experience, which of the higher order thinking skills are less concentrated on? why?</p>

APPENDIX D

INTERVIEW PROTOCOL

Introductory Protocol

Good morning/afternoon. I am Pina Eltiana. Thank you for your time to be part of my study. The purpose of this interview is to find out the teacher's perception of higher order thinking skills in the reading task of English coursebook for eleventh grade student. There is no right or wrong or desirable or undesirable answers. I hope you feel comfortable to say what you really think and how you really feel.

Tape Recorder Instructor

I will record our conversation. I will not use any name in my report and I assure you that all your comments will remain confidential.

Personal identity

School :

Teaching grade:

Date of Interview :

1. Do you know what higher order thinking skills (HOTs) is? Please explain.

Answer:

2. Do you think that higher order thinking skills is important to be integrated in reading task? Why?

Answer:

3. What kind of approaches/ learning models/ learning activities those are appropriate to teach reading in relation to higher order thinking skill?

Please Explain.

Answer:

4. In your opinion, does the reading task in Bahasa Inggris coursebook for eleventh grade students give the opportunity for student to develop their higher order thinking skills (C4,C5,C6)? Elaborate your answer please.

Answer:

5. Based on your teaching experience, which of the higher order thinking skills is mostly used in reading task in Bahasa Inggris coursebook for eleventh grade students? Please Explain.

Answer:

6. Based on your teaching experience, which of the higher order thinking skills are less concentrated on Bahasa Inggris coursebook for eleventh grade students? Why?

Answer:

APPENDIX E

The Distribution of Higher Order Thinking Skills in Reading Task of *Bahasa Inggris* Coursebook.

Ch	Reading Text	No	Essay Reading Questions	Cognitive Domain of Bloom's Taxonomy					
				Lower Order Thinking			Higher Order Thinking		
				C1	C2	C3	C4	C5	C6
4	Global Warming (1-3) Page 46	1	What is global warming?	√					
		2	Is it a severe problem? Why?					√	
		3	What kind of text is given above?		√				
Total				33%	33%	0%	0%	33%	0%
Average				66%			33%		
7	Stand By Me (1-3) Page 87	1	What do you think the title "Stand by Me" means?		√				
		2	Do you consider "Stand by Me" an inspirational song? Why?					√	
		3	If you had to change the lyrics of "Stand by Me", which lyrics would you change?						√
	We Shall Overcome (4-6) Page 89	4	What do you think is the theme of this song?				√		
		5	Is this an inspiring song? Does it inspire you?					√	
		6	Do you think you can overcome all the obstacles and live in a happy and prosperous world?						√
		7	What is the song "Hero" about?			√			

	8	According to the song “Hero”, what	√		
Hero		makes a hero?		√	
(7-11)	9	Who is your hero? Why?			√
Page 91	10	How does this song make you feel?			
	11	<i>Invictus</i> is a latin word that means	√		
		unconquered. What does it say			
		about the poem?			
Invictus	12	Why do you think the poet is not		√	
		frightened?			
(12-17)	13	Do you like the poem “invictus”?		√	
Page 93	14	Do you agree with what the poet is		√	
		saying? Why? Why not?			√
	15	Do you think poems can change			
		people?			
	16	What do you think the poem “The	√		
		Road Not Taken” is about?			√
The Road	17	What might the two roads represent			
Not Taken		or symbolize? Make a list of			
(18-21)		possibilities and discuss with your			
Page 94	18	partner.			
	18	Did the poet choose between the		√	
		roads? Which road do you think he			
		chose?			
	19	Do you think the poet is content		√	
		with his choice? Give reasons to			
		support your answer?			
	20	What do you think the poem	√		
		“Dreams” is about?			
Dreams	21	Do you think dreams can be		√	
(22-24)		realized?			
Page 95	22	Do you agree with Langston when		√	

		he says that life is like a wingless bird without dreams? Discuss!				
	23	How does the poem make you feel?				√
	24	What do you think the poet is saying? Do you agree? Give reasons.				√

	Total	4	21	0	4	50	17
		%	%	%	%	%	%
	Avarage		25%			71%	

		1	Have you ever witnessed an earthquake? What effect did it have on you?				√
8	Earthquakes	2	Why are earthquakes considered as the most deadly natural hazards?	√			
	(1-4)	3	Did you notice anything specific about the way this text is written?				√
	Page 100	4	What kind of text is this?		√		

	Total	25	25	0	50	0	0
		%	%	%	%	%	%
	Avarage		50%			50%	

En	The	1	Did the fisherman like asking the fish for wishes?	√			
1	Enchanted	2	How did he feel about it?		√		
	Fish	3	Do you think he could have done something else instead of going back to the fish again and again?				√
	(1-11)	4	The story doesn't reveal how the prince was turned into a fish. What			√	
	Page 117						

	do you think might have happened?					
5	Do you think the prince will stay a fish forever?				√	
6	What happened at the end to the story? Please describe.					√
7	Why did the fisherman's wife keep asking her husband to go back to the fish?	√				
8	What do you think of the fisherman's wife? Do you feel sorry for her? Or do you feel angry with her? Discuss.				√	
9	If you had a chance to rewrite the story, how would the story end? Write your ending of the story.					√
10	Imagine you are the fish in the story. Can you narrate the story from his point of view?					√
11	What lesson did you learn from this story?					√
	Total	9	18	9	9	27 27
		%	%	%	%	% %
	Avarage		36%			64%

En 2	Bullying: A cancer that must be eradicated (1-7) Page 124	1	Do you think bullying is a serious issue in your school? Give reasons to support your opinion.	√					
		2	Did this opinion article raise/change your awareness about bullying? Please explain.	√					
		3	Do you think it is necessary to educate people on the issue of bullying? Why? Give reasons to support your opinion.	√					
		4	Do you think bullying should be declared as a punishable crime? Give reasons to support your answer.	√					
		5	Discuss the article on bullying in a group. Does it change your perspective on bullying or not? Give reasons to support your answer.					√	
		6	Are you aware of cyber bullying? Do you think it is worse than physical bullying? Why? Support your opinion with examples.					√	
		7	What can young people like you do to prevent or stop bullying? List at least three things you and your friends can do to prevent or stop bullying.					√	
		Total		0	0	0	0	71	29
		Average		%	%	%	%	%	%
				0%				100%	

En 3	President Sukarno of Indonesia (1-8) Page 130	1	Do you think politics has changed much since the time of president Sukarno?	√				
		2	Why did president Sukarno want everyone to be united?	√				
		3	What is the new kind of colonialism that president Sukarno is talking about? Does it still exist? If yes, please describe in what ways. Support your answers with examples.	√				
		4	From this article, can you figure out president Sukarno's hopes and dreams for the world? Explain.	√				
		5	What are your hopes and dreams for the world and especially for your country, describe.		√			
		6	Do you think president Sukarno was able to realize his dream and hopes, If yes, how ?	√				
		7	According to president Sukarno, peace is very important. What do you think? Discuss.			√		
		8	If you were given a change to give a speech in front of all the presidents and prime ministers of the world, what would you talk about? Discuss in detail.				√	
Total			0 %	0 %	0 %	63 %	12 %	25 %

Avarage

0%

100%

En 4	Vanity and Pride (1-10) Page 136	1	What do you think of Madama Loisel? Do you know anyone who has the same personality as Madama Loisel? How are they alike? Please describe.		√
		2	In the beginning of the play, Madama Loisel was very sad and unsatisfied. Why was she sad and unsatisfied? What did she want? Support your answer with examples from the play.	√	
		3	Why do you think Madama Loisel borrowed the necklace from her friend?		√
		4	Do you think she had a good time a ball? Support your answer with examples from the play.		√
		5	Do you think Madama Loisel's longing for higher-class life ruined her? Support your answer with reasons.		√
		6	What event brought about the beginning of a new lie for Monsieur and Madama Loisel? Did this event change their life for better or worse? Give reasons to support your answer.	√	
		7	Why do you think they didn't tell		√

	Madama Forestier that they had lost the necklace? Give reasons to support your answer.					
8	Did the ending of the play surprise you? What kind of ending did you expect? Explain.					√
9	What is the moral of the story? Discuss what you learned from this story.					√
10	If you had a chance to rewrite the story, How would the story end? Write a new ending for the story.					√

Total	0	10	10	30	30	20
	%	%	%	%	%	%

Avarage	20%	80%
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En	Letter to	1	Do you think it is important to have faith? Why? Give reasons to support your answer.			√
5	GOD	2	Do you think it was justified on Ranco's part to consider the post office employees as a bunch of thieves? Discuss.			√
	(1-8)	3	Do you think Ranco did the right thing by asking God for help? Discuss.			√
	Page 146	4	When people go through difficult times, they come out of difficult times stronger and more experienced. Do you think it is			√

	God’s way of empowering people to fulfill the life’s purpose on earth? Discuss and give reasons to support your answer.					
5	What do you think of Ranco? Do you sympathize with him and his family? Discuss.					√
6	Did you anticipate that the story would end like this? What were your thoughts about the ending?					√
7	We always pray to God asking for his help. Describe a time when you asked God for something but he answered your prayer in a way you had not anticipated. How did you feel? Were you happy the way things turned out to be?					√
8	If you had a chance to rewrite the story, how would the story end? Write a new ending of the story.					√

Total	0	0	0	12	63	25
	%	%	%	%	%	%
Avarage		0%			100%	

En	The Last Leaf	1	The story is based on multiple themes like love, sacrifice, hope, belief and pessimism. Which one do you think is more obvious in the story? Why? Give evidence to support your answer.	√
6	(1-11)	2	Why does Sue call “the last leaf” as	

	Behrman's masterpiece?	√	
3	Do you think it was a masterpiece?		√
4	Were you surprised at the ending of the story? Did you think it would end differently? Why?		√
5	Painting the picture on the wall resulted in Mr.Behrman's death. Do you think he would still have painted the leaf if he had known that it would result in his death? Discuss and give reasons to support your answer.		√
6	If you were in Sue's shoes, how would you have reacted to Johnsy's irrational thoughts? Describe.		√
7	Why do you think Mr. Behrman made such a sacrifice? Discuss.		√
8	What would you have done if you were in Mr. Behrman's place? Discuss.		√
9	What is the greatest sacrifice you have ever made for your family or friends? Describe.		√
10	Describe Mr. Behrman's personality based on the story.	√	
11	Why do you think Johnsy never noticed that the last leaf never fluttered or moved even though it was raining heavily?	√	

Total	0	0	9	18	46	27
	%	%	%	%	%	%
Avarage				9%	91%	

En	Life and	1	Why do we need biographies? What is their purpose?			√
7	times of Ki					
	Hajar	2	What information can we find about a person by reading a biography? Discuss.			√
	Dewantara					
	(1-11)					
	Page 161	3	From Ki Hajar Dewantara's biography, how would you describe him?			√
		4	Can you find any similarities between Ki Hajar Dewantara and yourself? Describe.			√
		5	Responsibility is being accountable to God and to others as you do your duties or obligations in a faithful way. Do you think Ki Hajar Dewantara was a responsible person? How did he show it? Discuss.			√
		6	Think of an example of task or event in your life that required responsibility. Were you responsible in fulfilling this duty or obligation? Share your example.			√
		7	Do you think there were some significant events that changed Ki Hajar Dewantara life? How did			√

	those events shapes or change him? Discuss.					√	
8	What kind of impact did Ki Hajar Dewantara have on people? Discuss.						
9	Ki Hajar Dewantara has had a great impact on the Indonesian struggle for freedom, and specially education. Discuss with your peers what may have been different if he had not been there.					√	
10	Ki Hajar mad a lot of sacrifices for his country. If you were in his place, what would you do? Describe.					√	
11	What did you know about Ki Hajar Dewantara prior to reading his short biography? Did you learn anything new about him? Did anything you read changed your opinion about him.					√	
	Total	0	0	0	27	46	27
		%	%	%	%	%	%
	Avarage		0%			100%	
	Total	4	10	3	16	43	21
			17			80	
	Score	17/97x100%=		80/97x100%=			
		17,5%		82,5%			

APPENDIX F

Coursebook Profile

1. Title : Bahasa Inggris
2. Author : Mahrukh Bashir, M.Ed.
3. Editors : Drs. Padji Mangunsudarmo, MA
4. Ilustration : Yunika Rotua Lumbantoruan S.Des
5. Reviewers : Helena Indyah Ratna Agustien
Prof. Emi Emilia, M.Ed., Ph.D.
6. Press : CV Arya Duta
7. Publisher : Kementerian Pendidikan dan Kebudayaan
8. Year : 2018
9. Grade : Eleventh

APPENDIX G

INTERVIEW TRANSCRIPTION

Assalamualaikum Warahmatullahiwabarakatuh.

Good morning mam. (eee) I am Pina Eltiana. Thank you for your time to be part of my study. The purpose of this interview is to find out the teacher's perception of higher order thinking skills in the reading task of English coursebook for eleventh grade student. There is no right or wrong or desirable or undesirable answers. I hope you feel comfortable to say what you really think and how you really feel. (eee) In this interview, I will record our conversation. I will not use any nameS in my report and I assure you that all your comments will remain confidential.

Interviewer : Ma'am, which school do you come from?

Teacher : SMA N 3 Palembang

Interviewer : Okay, what class do you teach?

Teacher : 11th grade and 12th grade.

Interviewer : Okay, just straight to the questions.

Do you know what higher order thinking skills (HOTS) are? Please explain.

Teacher : Well, as far as I know, based on training I have joined either in general or in English language learning field, Higher Order Thinking Skills are (eee) student's ability to propose his/her perception, and to connect the knowledge she/he has with other related information, and to apply the theory she/he knows with the real product. And the most important thing is that, Higher Order Thinking Skills are C4, C5, and C6, right, which mean that HOTS are the activity that can enforce students to analyze, then to evaluate and to create something.

Interviewer : Okay, in your opinion, what do analysis, evaluating, and creating mean in learning process?

Teacher : Analysis is (eee) an activity that students need to identify the similarities and differences or to choose something in order to make it into a group based on certain criterion. Then, evaluating is a process to judge something or to make a decision. At last, creating is (eee) when students create something (product).

Interviewer : (eee) number two, in your opinion, are HOTS important to be integrated in reading tasks?

Teacher : Yes, certainly they are.

Interviewer : Why?

Teacher : (eee) especially in English, so that the students are able understand the reading passage deeply.

Interviewer : What do you mean by understanding the passage?

Teacher : students understand the meaning of the passage the plot, (ee) the end of the story, and could link the story with the real life, and able to make conclusion from the passage.

Interviewer : Could you give an example, ma'am?

Teacher : (eee) for example, there is a long passage, then I'll ask the students to read then make a conclusion, then they'll make a different ending from that story.

Interviewer : Ohh, okay ma'am, go on to the next question.
What are the approaches/ learning models/ learning activities that are appropriate for reading activity related to HOTS?

Teacher : Actually there are some, like discussion, question and answer, presentation, assignment. (eee) However, the ones that correspondent to HOTS are the suggested one, especially in our school, there are "problem" (eee) Problem-Based Learning, then there is discovering (*discovery*) learning. (eee) Specifically for English language learning, the most appropriate one is Problem-Based Learning. It is because it is in line with the 2013 curriculum.

Interviewer : (eee) You mentioned about discussion, question and answer, presentation and assessment, what kind of assessment is it?

- Teacher : (eee) giving assessment to students, for example concluding the text and also asking them to make their own essay.
- Interviewer : In your opinion, does the reading tasks in *Bahasa Inggris* coursebook for the 11th grade give the chance for students to develop their HOTS? Please explain, Ma'am.
- Interviewer : Yes, they do. It is because in reading skill, students are asked to, for example, conclude the passage, explain the detail, and explain the content of the paragraph, and then give the example in the daily life, or look for another passage that is in line or has the same content and theme as the passage they have read before.
- Teacher : Based on your teaching experience, which level of HOTS is mostly used in reading tasks from the coursebook for the 11th grade? Please explain.
- Interviewer : Actually (eee) those three levels of HOTS are used in the reading activity, yet for the 11th grade, I think that it's focus more on the questions in C5 level. Somehow, teacher has to add other questions in the level of C4 and C6.
- Interviewer : (eee) based on your own teaching experience, which level of HOTS is the least concentrated in this coursebook?
- Teacher : (eee) actually C6 questions has the least proportion, it could not be applied effectively.
- Interviewer : Ohhh okay.
- Teacher : (eee) why could it happen? It is because teaching hour for English subject that used to be four hours a week becomes two hours only in a week, so the time limitation becomes the problem. And the other problem is the number of the students, many students do not have enough chance to express their idea., Only some students that could do it in one or two hours of the meeting. Time is needed if the students want to make paragraph, for example a dialogue. Sometimes, the time was enough if the paragraph was short. On the

other hand, if it is really short it is not in line with what it should be for the 11th grade as there is a minimum number for the words.

Interviewer : In short, the least concentrated one is C6, isn't it?

Teacher : Yes, it is.

Interviewer : Okay ma'am.

Thank you very much ma'am *Assalamualaikum*.

Teacher : *Walaikumussalam*.

