

# Higher Order Thinking Skills Of Reading Exercises In English Textbook “Bahasa Inggris: Work In Progress” Based On Revised Bloom’s Taxonomy

Sofia Silvia Husni<sup>1</sup>, Prof. Dr. Siti Aisah Ginting, M.Pd.<sup>2</sup>

<sup>1</sup> English Department, Medan State University

<sup>2</sup> English Department, Medan State University

Correspondence E-mail: [sofiasilviahusni550@gmail.com](mailto:sofiasilviahusni550@gmail.com) [aisahginting@yahoo.co.id](mailto:aisahginting@yahoo.co.id)

## ABSTRACT

This study aims to find out the application of higher order thinking skills in reading exercises questions in the textbook entitled Bahasa Inggris: Work in Progress Grade X that released by Kemendikbud RI in 2022, which implemented Kurikulum Merdeka is English book that beneficial in train Senior High School students grade tenth. In this textbook contained 55 reading questions in total. There were 30 or 54,54% reading questions that tested students' ability to think in higher order. Additionally, 25 or 45,45% reading exercise questions that tested students' lower-order thinking abilities. Despite

being one of the most up-to-date textbooks currently used in the curriculum, this book already fulfils the distribution of higher-order thinking exercises. Using this Bloom’s Taxonomy especially revised, this research has improved HOTS in those practice because learners need in develop their critical thinking skills and capabilities to analyse, evaluate, and then create something that is beneficial in era of globalization.

## Keywords:

*Textbook, Reading Question, Critical Thinking, Bloom’s Taxonomy*

## INTRODUCTION

In the teaching and learning process textbooks play an important role as a source of reference in guidance teacher and student to support them to do activities and also exercises. It gives a beneficial resource for both teacher as material designer and student as persons who are learning English.

Credibility of a book can be known by how it’s wrote. As how it is stated by Mizbani and Chalak (2017) that if the learning purpose have chosen, then analysis of the content can be finished by the materials, specific activities, lessons, exercises, and other learning opportunities for the student or teacher materials.

Reading materials is the one of the contents in the textbook and the text is source for accessing information and messages to deliver for the readers. So, in reading text the students can construct a new sentence into paragraph by learn it effectively and efficiently. Questions are created not only to make the students comprehend the text but also there is

another purpose why questions must exist the text: to make students think critical of thinking must have critical thinking to equip them with opportunities to expand their proficiency, skills, and abilities.

In accordance with the theory stated by BSNP (Badan Standar Nasional Pendidikan) of Indonesia related to the cognitive levels approach for the fulfillment of the learning on focus study in English lessons of the X grade students; "At the high school level, the focus of learning is oriented towards habituation to develop informational literacy through listening, speaking, reading, and writing skills. Learners communicate, collaborate, think critically/HOTS (Higher Order Thinking Skill), be creative, and collaborate in the learning process". It specifically revealed that the learning process covered during learning time and its activities should be done in the three main primary as stated by Revised Bloom's Taxonomy theory that consist consists of analyzing, evaluating, and creating skills is the HOTS category.

Nevertheless, the textbook was released in 2022 which implemented Kurikulum Merdeka that not been analyzed yet that make the researcher interest to analyze the proportion of the book. These things are based on the questions in reading exercises in the textbook grade X Bahasa Inggris: Work in were Progress that used as preliminary data. This study aims to find out if the most updated English school textbook has also updated the quantity of higher-order thinking skills in its reading exercises.

## **METHOD**

This study used descriptive qualitative research. Brown and Rodgers (2002) stated that descriptive method is used in some research which describe an event or situation in non-numerical terms. In this research the writer analysed the content of the textbook that concern on the higher order thinking skills in reading exercises that consist of questions of English textbook. Hsieh and Shannon (2005) said that content analysis is a research approach for the subjective interpretation of the content of the text data.

In this research, the researcher got the data from the questions in reading exercises in the X grade students' textbook namely Bahasa Inggris: Work in Progress published by Kementerian Pendidikan dan Kebudayaan Grade X based on Revised Bloom's Taxonomy theory (2001). Thus, the researcher conducted the research with the sources of English textbook entitled Bahasa Inggris: Work in Progress Grade X as the data sources. The instrument in this study used documentation. Therefore, in instrument of documents

analysis was to explore the contents of textbook in reveals the application of HOTS in reading exercises.

Titscher, (2000) stated the technique of collecting data in content analysis research is collected from any documents. The data of this study collected from questions in Textbook namely “Bahasa Inggris: Work in Progress” Grade X. The writer analyzed every chapter of the book to classify and then find out the HOTS question in reading question. From all chapters of reading questions it has 50 questions in reading exercises.

According to Ary, et.al, (2010) There are some steps to analyze the data, as follow:

- The first step is organizing and managing the data, reducing or limiting the data and focus of the study
- Then, classifying the data, examining all the data with same code and merge them in one category
- The last, representing and interpreting the data, how the data are presents and tell the importance of the findings.

## RESULTS

Researcher classified the data about the application of higher order thinking skills. The researcher used Revised Bloom’s Taxonomy theory which are divided into three, they are: Analysing, Evaluating, and Creating.

**Table 4. 1 The Distribution of the Higher Order Thinking Skills in Reading Questions Based on Bloom’s Taxonomy**

No	Higher Order Thinking Level	Reading Questions	Percentage
1.	Analyze	8	$8/55 \times 100\% = 14,54$
2.	Evaluate	21	$21/55 \times 100\% = 38,18$
3.	Create	1	$1/55 \times 100\% = 1,81$
	Total	30	$30/55 \times 100\% = 54,54$

The table above shows that out of 55 of the reading questions in every text in the textbook, Analyze skill (C4) obtained 14,54%, Evaluate skill (C5) 38,18 % and Create skill (C6) Which is 1,81%. The dominant level of higher order thinking skills is Evaluate skill (C5), which is 38,18%. The percentages of higher order thinking skills questions is high. The higher order thinking in the textbook is 54,54 % which mean it more than 50%.

According to Zainul and Nasution (2001:175), the distribution of lower order thinking and higher order thinking should be balanced. In the other words, lower order thinking and higher order thinking must be 50% each. Meanwhile, the percentage of lower order thinking questions lower than higher order questions which reach 45,45%.

**Table 4. 1 The Questions List of Analyze Skill**

Chapter	Page	Text	No	List of Questions
1	12	1	1.	What is the main idea of the text?
	12		2.	What makes Cristiano Ronaldo different from other players in scoring a goal?
	12		4.	How does the text organized its idea about Ronaldo?
	12		6.	What is the function of the picture in relation to the verbal text?
2	51	2	1.	Explore the 2020 Paralympic Games. Compare the coverage of the Japan 2020 Paralympics with that of other Paralympic Games, such as Rio de Janeiro in 2016, London in 2012, or Beijing in 2008 (You need to choose one). What similarities and differences are there in the following issues? What might be the reasons for any differences?
3	78	2	2.	How would you compare and contrast keeping a journal versus talking to someone about your problems?
6	154	2	2.	Did the movie add anything (plot points, characters, etc.) that were not in the original version?
	154	2	3.	Did you like the movie or the story version better? Why?

The table above shows that there are 8 questions that are categorized as C4 questions. The higher distribution of Analyze questions was found on chapter 1, 2, 3, and 6.

The other higher order thinking skill, Evaluate (C5) is 38,18%. It found that 21 questions in the textbook. The following is the table that shows the list of C5 questions.

**Table 4. 2 The questions List of Evaluate Skill**

Chapter	Page	Text	No	List of Questions
1	28	2	6	How does their story affect you personally?
	28		7	How can their story inspire society to change?
2	37	1	1	Are there any parts of the writer's experience in watching the game that are similar to yours?
	37	1	2	Why do you think the writer stated that the winner was unpredictable?
	37	1	3	Could you feel the same excitement of watching the game by just reading the text?
	37	1	4	How do you think the writers can help you to do active reading using your five senses?
3	65	1	1	Which of the tips from the mental health infographic that you have done? How was the effect?
	65	1	5	Why do you think people feel the need to lose weight?
	78	2	1	Why do you think keeping a stress journal can help you reduce stress?
	78	2	4	How can writing a journal in English make you more/less stressful?
4	97	2	2	Examine your meal records with a partner and take turns playing the role of nutritionist to give feedback. You may ask whether you have consumed enough vegetables? Too much sugar? What should you improve in your diet composition?
	117	1	1	Why do you think they write the posts?
	117	1	2	Which writer do you agree with? Explain your answer. Refer to what is written on the posts.
	117	1	3	How would you feel if somebody painted graffiti on your property?

	117	1	4	Who owns the graffiti? If somebody paints on your property, can you legally claim the artwork as your own?
	117	1	5	In your opinion, what would the world be like without graffiti?
5	128	2	1	Select relevant values from the six values of profile pelajar Pancasila to support your view, or you may also add other values that are not listed.
6	136	1	4	What might happen if the woodsman were not there?
	140	2	6	What would happen if the grandma did not jump into the wolf's mouth?
	154	3	1	What parts of the original story were left out of the movie?
	155	3	5	Why do you think the movie producers changed the story in the way they did?

The other higher order thinking skill, Evaluate (C5) is 38,18%. It found that 21 questions in the textbook. The following is the table that shows the list of C5 questions. It is clear that C5 questions found on chapter 1, 2, 3, 4,5,6 which consist of 21 questions that the higher distribution on higher order thinking skills.

**Table 4. 3 The questions List of Create Skill**

Chapter	Page	Text	No	List of Questions
3	65	1	4	Do you have other tips for weight loss?

In Create (C6) is 1,81%. It found that 1 question in the textbook. The following is the table that shows the C6 questions. In the C6 questions found on chapter 3 which consist of only 1 questions in this textbook.

## DISCUSSIONS

Bloom's taxonomy cognitive domain consists of two parts: lower order thinking, which include remembering, understanding, applying and higher order thinking, which include analyzing, evaluating, creating. (Anderson & Krathwhol, 2001). However, in the textbook namely Bahasa Inggris: Work In Progress for tenth grade of Senior High School,

the categories found are remembering, understanding, applying, analysing, evaluating, and creating.

After doing data analysis, this study showed that the distribution of higher order thinking is higher than lower order thinking. The data analysis provide that the frequency of higher order thinking is 54,54%, which is 30 out of 55 reading questions. Meanwhile, the frequency of lower order thinking is 45,45%, which is 25 out of 55 reading questions.

Based on the explanation above, it can be concluded that the book is suitable with the standard distribution. As stated by Anderson & Krathwohl (2001) theory, it is assumed that the books are appropriate for evaluating students' preparation and comprehension, diagnosing students' strengths and weaknesses, and reviewing or summarizing content. It also what mentioned by Scriven and Paul (2007), lower order thinking only ask the students to mention what have been already done does not help the students in solving a problem. Meanwhile, even higher order thinking often more difficult to master, but as they define it, is the savant orderliness progress of vigorously and handily conceptualized, applies, analysis, synthesizes, and evaluations ideas. It is more appropriate in solving problem. With the upgraded higher order thinking (HOTS) reading questions, it means this book was designed to improve students' ability to think critically.

## **CONCLUSIONS**

After analyzing data, it can be concluded that this study has:

1. Reading questions in Bahasa Inggris: Work In Progress for tenth grade of senior high school textbook contain remembering, understanding, applying, analyzing, evaluating, and creating level of cognitive domain of Revised Bloom's Taxonomy proposed by Anderson and Krathwohl (2001). It means that the book already fulfill the standard distribution of cognitive dimension based on Revised Bloom's Taxonomy.
2. Dominant cognitive dimension of Revised Bloom's Taxonomy proposed by Anderson and Krathwohl (2001) in reading question in Bahasa Inggris: Work In Progress in Evaluating category (C5). It means that the books were design to make the students able to evaluate, critique, testing, make their own opinion also perception to criticize something that improving student's critical thinking.

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