



**Higher Order Thinking Skills In Reading Task Of English Course
Book Entitled “Bahasa Inggris” By Kemendikbud 2018 Used By The
Eleventh Grade Student At Sma Negeri 10 Palembang**

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Abstrak

Tujuan dari penelitian ini adalah untuk memastikan distribusi kemampuan berpikir tingkat tinggi dan untuk mempelajari persepsi guru bahasa Inggris dan siswa tentang kemampuan berpikir tingkat tinggi dalam tugas membaca buku pelajaran Bahasa Inggris untuk siswa kelas sebelas. Metode campuran digunakan dalam penyelidikan ini. Data berasal dari dua sumber yang berbeda: wawancara untuk data kualitatif dan dokumen untuk data kuantitatif. Instruktur bahasa Inggris SMA N 10 Palembang yang mengajar bahasa Inggris kepada siswa kelas sebelas serta siswa SMA N 10 Palembang menjadi fokus penelitian ini. Tugas membaca untuk buku pelajaran Bahasa Inggris siswa kelas XI menjadi fokus penelitian. Saya menggunakan wawancara dan dokumentasi untuk mengumpulkan data. Informasi yang diperoleh melalui dokumentasi digunakan untuk membuat kartu analisis guna mengetahui sebaran kemampuan berpikir tingkat tinggi pada tugas membaca buku ajar bahasa Inggris. Analisis tematik digunakan untuk mengkaji data wawancara guna mengetahui cara pandang guru terhadap kemampuan berpikir tingkat tinggi. Menurut penelitian buku tersebut, keterampilan berpikir tingkat tinggi mencapai 82,50% dari distribusi, sedangkan keterampilan berpikir tingkat rendah mencapai 17,50%. Menurut persepsi guru, instruktur memiliki pemahaman yang kuat tentang keterampilan berpikir tingkat tinggi dan berpendapat bahwa keterampilan ini sangat penting untuk dimiliki oleh guru bahasa Inggris dalam proses pengajaran bahasa Inggris. Menurut persepsi siswa, mereka memiliki pemahaman yang jelas tentang kemampuan berpikir tingkat tinggi.

Kata Kunci: *Kemampuan Berpikir Tinggi, Membaca, Buku Pelajaran, Persepsi*

Abstract

The objectives of this study were to ascertain the distribution of higher order thinking abilities and to learn the English teachers' and students' perceptions of higher order thinking abilities in the reading assignment of the Bahasa Inggris course book for students in the eleventh grade. Mixed methods were utilized in this investigation. The data came from two different sources: interviews for qualitative data and paperwork for quantitative data. The SMA N 10 Palembang English instructor who taught English to pupils in the eleventh grade as well as SMA N 10 Palembang students was the focus of this study. The reading assignment for the eleventh-grade students' Bahasa Inggris coursebook served as the study's focus. I used interviewing and documentation to gather the data. The information obtained through documentation was used to create an analysis card in order to determine the distribution of higher order thinking abilities in the reading task of the English coursebook. Thematic analysis was used to examine

the interview data in order to determine the teacher's perspective on higher order thinking abilities. According to the research of the book, higher order thinking skills made up 82.50% of the distribution, while lower order thinking skills made up 17.50%. According to the teacher's perception, the instructor had a solid comprehension of higher order thinking skills and thought that these skills were crucial for English teachers to have in the process of teaching English. According to the students' perceptions, they had a clear understanding of what higher order thinking abilities are.

Keywords: *HOTS, Reading, Coursebook, Perception*

INTRODUCTION

There are some skills to be learned while learning English. Among the four language skills of English, reading is the most crucial. Anderson, Hiebert, Scott, and Wilkinson claim (1985), in written texts, reading is a method of making sense. In this ability, by reading or analyzing the expression, students are expected to capture some implied and specified information from the text to actually get the questions.

Reading educational materials helps students comprehend the lessons they are learning. However, Mahmood (2011) explains that the creation of course books is based on a defined curriculum and that the contents of the book must be in conformity with its requirements. Briefly put, course books contribute significantly to the teaching and learning process in the classroom, which is advantageous for learning the material from the book.

People are encouraged to think critically and creatively during HOT, this calls for a high level of cognitive ability and requires thinking. Lee (2016) defines HOT talents as high-level cognitive processes that also involve emotional qualities such as in-depth consideration of challenging situations, the giving of adequate justifications for problem-solving, and the creation of novel solutions while taking into account others. The updated Bloom's Taxonomy (Anderson & Krathwohl, 2020) defines HOTS as cognitive talents that analyze, evaluate, and create at the C4, C5, and C6 levels. They also contain the capacity to make decisions based on knowledge, skills, and values in order to solve issues and come up with innovative solutions.

Based on my early research, which I've completed. I questioned a number of educators who work at Palembang's senior high school. I discovered that the teacher continued to utilize a different course book for the kids even though the government had already issued an English course book. They claimed that the government-published book did not contain suitable teaching materials because of the content it presented. A course book utilized by senior high school students needs to be analyzed and evaluated in light of the aforementioned phenomenon.

It is meant to verify whether the books give pupils an adequate number of reading tasks and exercises based on Higher Order Thinking skills. It is meant to verify whether the books give pupils an adequate number of reading tasks and exercises based on Higher Order Thinking skills.

There has been numerous pertinent research done to examine the proportion of higher order thinking skills in course books in relation to the aforementioned problems. The distribution of higher order thinking tasks in the Bahasa Indonesia textbook used by tenth grade students was 18.12 percent, according to Saputra (2016), which was less than LOTS.

This study's design heavily relies on the conclusions of earlier research. Unlike the previous research, the current study will assess the proportion of higher order thinking activities in reading assignments from English course books used by students in the senior high school in Palembang's eleventh grade. As a result, I conducted the study "Higher Order Thinking Skills in Reading Tasks of the English Course Book Titled "BAHASA INGGRIS" By Kemendikbud 2018 Used by the Eleventh Grade Students at SMA Negeri 10 Palembang".

METHODOLOGY

This study will employ a mixed-methods approach with an embedded design. The writer chose this approach since the main purpose of the data gathering was to determine how the reading assignment from the English coursebook distributed higher order thinking skills. The qualitative data were used to understand how the English teacher and the students perceived higher order thinking abilities.

The eleventh-grade student at SMA Negeri 10 Palembang and the English teacher who taught English to them are the subjects of this study. For qualitative research, the subject of this study will be chosen by purposeful sampling. The Researcher will employ a technique known as maximal variation sampling. Maximal variation sampling, the participants will be selected from the SMA Negeri 10 Palembang eleventh graders. Five students from one of the eleven courses will be interviewed. One class will be chosen as the participant.

The study's focus is on the reading assignment in the Bahasa Inggris course book for senior high school students in the eleventh grade. The main text in the learning process for students in the eleventh grade is the book Bahasa Inggris. 2014, 2017, and 2018 see its publication. Mahkrukh Bashir, an M.Ed., is the author. Eight chapters and enrichment make up this textbook.

The researcher employed interviews, documentation, and focus group discussions to get the data (FGD). The Analysis Card will be used to assess which types of cognitive domains are present in each reading question in order to collect the data. The analysis card was made by combining the six cognitive domain levels from the most recent version of Bloom's taxonomy with an example of a reading inquiry (Anderson & Krathwohl, 2001, p. 97-118). The six levels of cognition domains must be chosen. The researcher will conduct this study's open-ended interview with English language teachers who worked with pupils in the eleventh grade. The primary goals of the interview are to learn how the teacher and the students perceive higher order thinking skills in the reading assignment from the English coursebook for eleventh grade students.

The researcher will validate the teacher interview questions prior to conducting the interview. Three professors will review the interview questions for the author. Following validation, the questions will be determined to be further eligible for use as a research instrument after minor wording and grammar corrections. Focus group discussion is one of way to gather together student perception about HOTS in their book.

Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. The chief aim of data analytics is to apply statistical analysis and technologies on data to find trends and solve problems. Data analytics has become increasingly important in the enterprise as a means for analyzing and shaping business processes and improving decision-making and business results. The information regarding the higher order thinking skills in the reading task in the English coursebook will be analyzed using the data from the documentation and interviews. The data from the interviews will be analyzed using thematic analysis, while the data from the paperwork will be analyzed using a checklist table.

All of the reading-related work questions that were derived from each reading book were first gathered and listed by the researcher. The writer then classifies each reading question based on the card to determine the sorts of cognitive domains that each reading question covers in order to compare and analyze the distribution of higher order thinking abilities (HOTs) in the reading task of the Bahasa Inggris course book. Columns in the checklist table form are designated for each of the updated Bloom's taxonomy's cognitive capacities as well as reading comprehension questions for each chapter.

In order to determine what kind of higher order thinking questions came from each talent, the reading questions were divided into groups based on those skills. Next, to know the reading section is categorized in HOTS or not, I will use the formula below:

After that, interpret and represent the data from the interview. Thematic analysis will be used to analyze the data. A qualitative analysis method known as thematic analysis is used for examine classifications and highlight themes that are connected to the data (Alhojailan, 2012, p.10).

To validate the data of the study, I used triangulation to make sure the data. I used three instruments in this research: Documentation, interview and focus group discussion. In order to get reliable answers for the documentation of this study and to prevent any potential mistakes on my part, the results will be intercoded by three English professors. Additionally, member verification is used to evaluate the trustworthiness of study findings during interviews.

First and foremost, I did a transcript review with the participants, giving each one a copy of the interview transcript so they could assess what was said, add more information if needed, and amend what was said. Participants then received their results or data, which they reviewed for accuracy and agreement with their personal experiences.

RESULT AND DISCUSSION

Findings

In this study, three results of the research were given. First, the research conclusion that depicted how higher order thinking skills were distributed across the English course book reading assignment. Data collected from the analysis card. Second, how the teacher views higher order thinking abilities Thematic analysis was used to examine the interview data. The student's perception of higher order thinking skills is the last consideration. Thematic analysis was used to examine the interview data. The findings were described in the following ways:

1. The Data's Description

The title of the textbook I examined is Bahasa Inggris. Mahrukh Bashir, a master of education, wrote the textbook. The course book's editors were Drs. Padi Mangunsudarmo, MA. Yunika Rotua Lumban toruan S.Des provided the course book's illustration, and Prof. Emi Emilia, M.Ed., Ph.D., and Helena Indyah Ratna Agustien reviewed it.

Additionally, the textbook was released in 2018 in accordance with guidelines set forth by the Ministry of Education and Culture Publisher. Grade XI students in senior high school used this textbook. The four core competencies of hearing, speaking, reading, and writing in addition to the linguistic building blocks of grammar and vocabulary are all made simpler for pupils to grasp.

Additionally, the 2013 English curriculum is used in this course book. The course book has 8 chapters and 7 enrichments. There are several themes and subjects for the pupils to learn about in each chapter. These themes are connected to the subject or information that the pupils will learn.

The course book for Bahasa Inggris also has a lot of exercises. The exercises include the grammar and vocabulary of the target language as well as the four fundamental language skills of listening, speaking, reading, and writing. This study, however, only focuses on the reading assignment that is also included in the Bahasa Inggris course book.

Bahasa Inggris course book for seniors in high school has 15 reading texts for the reading skill itself, and the course book makes explicit the different text types. These reading texts include letters, reports, analytical expositions, biographies, songs, dialogues, and procedural or manual instruction texts.

The reading passages and reading assignments from the Bahasa Inggris course book are described in the following table. It indicates that there are 97 reading comprehension questions in the course book.

2. Distribution Result of Higher Order Thinking Skills in Reading Task

97 reading exercises from 15 reading materials are included in the Bahasa Inggris course book to help students hone their reading comprehension abilities. Checklist tables are used to examine such reading tasks in order to determine how each question's cognitive domain is distributed.

The updated version of Bloom's taxonomy consists of 6 cognitive domains. The lower order thinking skills (remember, understand, and apply) and higher order thinking skills are separated into those six categories (analyze, evaluate, and create).

I also intend to learn how higher order thinking skills are distributed in the reading tasks by understanding how the cognitive domain is distributed in each question. The checklist table that follows includes a column for a list of the questions in each reading passage as well as the cognitive domain from Bloom's taxonomy's revised version.

According to the table above, the course book contained 97 questions, of which 80 were classified as HOTS. 16 items were assigned to the analyze domain (C4), 43 to the evaluate domain (C5), and 21 to the develop domain (C6). Additionally, it demonstrated that higher order thinking skills made up 82.50 percent of the population while lower order thinking skills made up 17.50%. It suggested that compared to LOTS inquiries, HOTS questions were more prevalent. The following table provides further information regarding the percentage and distribution of each higher order thinking skill utilized in the reading problem of the Bahasa Inggris course book.

Table 1. Distribution of HOTS in Reading Task

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

The chart above shows that out of 80 questions in the course book's reading assignments, 16 questions, or 16.5 percent, linked to the ability to analyze, 43 questions, or 44.3 percent, to the ability to assess, and 21 questions, or 21.60 percent, to the ability to produce. A better comprehension of the kinds of questions that were considered to be the three skills in the higher order thinking skills was also made possible by the two tables that followed, which described the reading questions based on each higher order thinking skill. Table 1 contained the list of skill questions that were analyzed.

Table 2. Analyze skill Question

Ch.	No	Analyze Skill Test Question
7	7	What do you believe this song's theme is?
	15	What makes you believe that the poet is not afraid?
8	28	Have you ever witnessed a natural disaster in person? How did it affect how you felt?
	30	Have you noticed anything special in the writing style used in this text?
Er 1	34	Do you believe he could have done something different rather than continually returning to the fish?
Er 3	53	Can you deduce President Sukarno's aspirations for the globe from this article? Explain.
	55	Do you believe that President Sukarno was able to accomplish his goals and dreams, and if so, how?

Er 4	60	What makes you suspect Madame Loise stole her friend's necklace?
	61	Do you think she had a good time at the ball? Provide instances from the play to support your claim?
	64	Why do you suppose they kept the necklace's loss a secret from Madame Forestier? Give evidence to back up your response.
Er 5	68	Do you believe that having faith is important? Why? Give justifications for your response.
Er 6	85	based on the story, describe Mr. Behrman's personality?
	86	Why do you suppose Johnsy failed to notice that the final leaf didn't flutter or move despite it being drenched with rain?
Er 7	87	Why are biographies necessary? Why are they there?
	88	What details about a person can we learn from reading a biography? Discuss.
	93	Do you believe Ki Hajar Dewantara's life was altered by any notable incidents? What impact did those experiences have on him? Discuss.

The table above showed that there were 16 questions in the analyzed skill group. The remaining 16 questions were divided between chapters 7 and 8 (2 each), enrichment 1, enrichment 3, enrichment 4, enrichment 5, and enrichment 6 (2 each), and enrichment 7. (3 questions). Enrichments 4 and 7 had the highest percentage of questions that related to the analyze skill, with three questions apiece. The questions used to gauge skill were included in table 2.

Table 3. Evaluate Skill Test Question

Ch	No	Evaluate Skill Test Question
4	2	Is it a serious issue? Why?
7	5	Do you think "Stand by Me" is a song that inspires people? Why?
	8	Is this a motivational song? Is it motivating to you?
	9	Do you believe you can overcome all the challenges and live in a world where everyone is happy and prosperous?
	12	Who inspires hero you? Why?
	16	Does the poem "Invictus" appeal to you?
	17	Do you concur with the poet's assertions? Why? why not
	21	Did the poet decide which path to take? Which road do you suppose he chose?
	22	Do you believe the poet is happy with his decision? Give arguments in support of your response?
	24	Do you believe that dreams can come true?
	25	Do you concur with Langston's observation that existence resembles a dreamless bird without wings? Discuss!
	26	How does the poem make you feel?
27	How would you interpret the poet's message? Do you concur? cite arguments.	
Er 1	36	Do you believe the prince will always be a fish?
	39	Do you think the fisherman's wife is attractive? Do you have compassion for her? Or are you upset with her? Discuss.
	42	What did you take away from this tale?
Er 2	43	Do you think that bullying is a significant issue at your school? Give evidence to support your position.
	44	Did this editorial make you more or less conscious of bullying? Please elaborate.
	45	Do you believe that educating people about bullying is necessary? Why? Give arguments in favor of your viewpoint.
	46	Do you believe that bullying ought to be criminalized? Give justifications for your response.
	48	Do you know what cyberbullying is? Do you believe it to be more harmful than physical bullying? Why? Give instances to back up your position.

Er 3	50	Do you believe that politics has evolved significantly since the era of President Sukarno?
	51	Why did President Sukarno seek to unify everyone?
	52	What sort of colonialism is the new one that President Sukarno is referring to? Is it still around? If so, please explain how, thanks. Incorporate examples into your responses.
	54	What do you want for the globe, especially for your own country? Please describe.
Er 4	62	Do you believe Madame Loisel's desire for a life of greater affluence destroyed her? Give reasons for your response.
	65	Did the play's resolution catch you off guard? What sort of conclusion did you anticipate? Explain.
	66	What lesson does the tale teach us? Talk about the lessons you gleaned from this tale.
Er 5	69	Do you think Ranco was right to think of the postal workers as a band of thieves? Discuss.
	70	Do you believe Ranco prayed to God in the proper way? Discuss.
	71	People grow stronger and more experienced as a result of going through difficult experiences. Do you believe it is God's strategy for enabling people to carry out their responsibilities here on earth? Discuss your response and provide justifications.
	72	How do you feel about Ranco? Do you have any compassion for him and his family? Discuss.
	73	Did you foresee this particular resolution to the story? What were your opinions regarding the ending?
Er 6	76	The story is built around a number of themes, including love, self-sacrifice, optimism, and pessimism. Which one, in your opinion, is more evident in the narrative? Why? Give examples to back up your response.
	78	Do you consider it to be a work of art?
	79	Were you pleasantly pleased by the story's resolution? Did you anticipate a different outcome? Why?
	80	Mr. Behrman passed away as a result of painting the artwork on the wall. Do you believe that he would have painted the leaf even if he had known that doing so would cause his demise? Discuss your response and provide justifications.
	82	Why do you believe Mr. Behrman gave something up? Discuss.
Er 7	89	Considering Ki Hajar Dewantara's biography, how would you characterize him?
	90	Do you see any parallels between yourself and Ki Hajar Dewantara? Describe.
	91	Being accountable to God and to others while faithfully carrying out your tasks or obligations is what it means to be responsible. Do you consider Ki Hajar Dewantara to be a trustworthy individual? How did he convey that? Discuss.
	94	What kind of a reaction did people have to Ki Hajar Dewantara? Discuss.
	97	Before reading his brief biography, what were your earlier impressions about Ki Hajar Dewantara? Have you discovered anything novel about him? Has anything you've read caused you to change your mind about him?

Out of a total of 80 questions, 43 were found in the reading material, which were distributed across Enrichment 1 (3 questions), Enrichment 2 (5 questions), Enrichment 3, Enrichment 5, Enrichment 6, and Enrichment 7 (7 questions), (5 questions), chapter 4 (1 question), and chapter 7. (12 questions). Table 3 provides an explanation of the questions from the reading task that relate to the created talent.

Table 4. Create Skill Test Question

Ch	No	Create Skill Test Question
7	6	Which lines from the song "stand by me" would you modify, if you had to?
	13	How does this song make you feel?
	18	Do you believe that poems may influence people?
	20	What could the two roads symbolize or stand for? Make a list of potential solutions and talk about them with your partner.
Er 1	37	What happened in the story's conclusion? Please elaborate.
	40	How would the narrative end if you had the chance to revise it? Write the story's conclusion.
	41	Consider yourself the fish in the narrative. Can you tell the tale from his perspective?
Er 2	47	In a group, talk about the bullying article. Does it alter how you feel about bullying? Give justifications for your response.
	49	What can youth like you do to stop or prevent bullying? Write down at least three strategies you and your pals can use to stop bullying.
Er 3	56	President Sukarno believes that maintaining peace is crucial. How do you feel? Discuss.
	57	What would you say if you had the opportunity to speak in front of every president and prime minister in the world? Talk about in depth.
Er 4	58	How would you characterize Madame Loisel? Do you know somebody with Madame Loisel's personality type? How do they compare? Please elaborate.
	67	How would the narrative end if you had the chance to revise it? Rewrite the story's conclusion.
Er 5	74	We always beg God for assistance in our prayers. Describe a time when you prayed to God for something and he responded in a way you didn't expect. How were you feeling? Were you pleased with how things turned out?
	75	How would the narrative end if you had the chance to revise it? Rewrite the story's conclusion.
Er 6	81	How do you think Sue would have responded to Johnsy's crazy ideas if you had been Sue? Describe.
	83	If you had been Mr. Behrman, what course of action would you have taken?
	84	What is the biggest thing you've ever given up for your loved ones or friends? Describe.
Er 7	92	Consider a work or circumstance in your life that demanded accountability. Were you in charge of carrying out this task or duty? Give an example.
	95	Ki Hajar Dewantara has made a significant contribution to the Indonesian freedom struggle, particularly in the area of education. With your peers, talk about how things may have turned out differently if he hadn't been present.
	96	Ki Hajar gave a lot of his life in service to his nation. What would you do in his position, if you were him? Describe.

The fact that 21 of the 80 questions from Chapter 7's four questions, Enrichment 1's three, Enrichment 2's two, Enrichment 3's two, Enrichment 4's two, Enrichment 5's two, Enrichment 6's three, and Enrichment 7's three are related to the creation skill is also displayed in the table above. Higher order thinking skills accounted for 82.50 percent of the overall higher order thinking distribution in the table above.

3. The English teacher's perception of the reading task requiring higher order thinking skills

After examining the interview data, I discovered that the English teacher believed that higher order thinking skills (HOTs). Table 4.2 lists the themes and codes that emerged from the analysis of the qualitative interview data.

Table 5. Themes & Codes

Theme	Code
1. Teachers understanding about HOTs	<p>A. Higher order thinking skills were something that the teacher grasped very well.</p> <p>B. The teacher understands that higher order thinking skills include C4, C5, and C6, which are activities that encourage students to analyze, evaluate, and be creative.</p>
2. The importance of HOTs	<p>A. The teacher believed that students could comprehend the contents of the reading by using higher order thinking skills.</p> <p>B. The teacher could draw conclusions in order to give the story a different ending.</p>
3. Approaches and activities to develop students' HOTS	<p>A. The instructor was of the opinion that there are several methods, such as discussion, questions and answers, presentations, assignments requiring students to write conclusions, and essays.</p> <p>B. According to students should summarize the reading's contents, explain its components, provide instances from daily life, and look for additional texts that are comparable to the one they are reading through the reading assignment given by the teacher.</p>
4. HOTS distribution in the coursebook	<p>A. The teacher claims that evaluate questions (C5) have a narrower emphasis.</p> <p>B. According to the teacher, Due to its lower concentration, C6 cannot be utilised to its full potential.</p>

4. Teachers Understanding about Higher Order Thinking Skill

According to the findings of the data analysis and the teacher's interview, who was asked about higher order thinking skills, the teacher had a thorough comprehension of what such talents were. The teacher provided adequate depth and specificity in her descriptions of higher order thinking abilities. She defines higher order thinking skills as the ability that requires pupils to draw from their own knowledge as well as that of others and any pertinent theories in order to create something new. The ability of students to communicate their knowledge, combine it with new information, and apply any theory to produce something new, she claimed, is a component of higher order thinking skills.

Further, she explained that higher order thinking abilities include the capacity for analysis, evaluation, and creation, making reference to Bloom's Taxonomy when she said, "Higher order thinking abilities encompasses C4, C5, and C6, doesn't it? Anything kids can do to improve their ability to analyze, evaluate, and produce ". She held the opinion that "analysis is such an activity to detect the similarity and difference or to choose something in order to group it based on a given criterion." Evaluation, a procedure for judging or reaching a decision, is the next level. Finally, students engage in creative ".

Additionally, the teacher was confident that higher order thinking skills should be incorporated into reading tasks because they are founded on these skills. She added that after students are able to draw conclusions from the passage and relate it to actual events, it is intended that they will create an alternative ending for the story based on the chapter. Since students needed to completely understand the chapter in order to invent a new conclusion for the narrative they had read, it was evident that HOTS-based reading assignments were necessary.

The Student's Perception about HOTS

After examining the interview data, I discovered that the students' opinion of HOTS was accurate. It was clear that HOTS-based reading assignments were required since students needed to fully comprehend the chapter in order to create a new conclusion for the story they had read. The analysis of the data and the students' perceptions of higher order thinking skills from the interview showed that the students had a clear understanding of the Taxonomy Bloom categories of higher order thinking skills.

The writer also conducted a focus group discussion to make sure they had already expressed all of their opinions in order to reinforce their claim. They had the same comprehension about HOTS as they said in the interview. The teacher also elaborated on the significance of higher order thinking skills (HOTS) and described several methods and strategies for instilling them in students of the English language, particularly in reading. Any assessment that gives students the chance to analyze, evaluate, and create something, such as "make a conclusion in the form of a resume from the passage and students also could be given to make an essay," qualifies as such.

Discussion

After analyzing the information from the Bahasa Inggris course book and the teacher's perception using analysis cards and theme analysis, I found that higher order thinking abilities were being used in line with the 2013 curriculum. The results showed that higher order thinking skills were more prominent in the course book than lower order thinking skills. C4, C5, and C6 all received 16.50%, 44.30%, and 21.60% respectively. The researcher's findings were adequate, and he or she could conclude that pupils would benefit from using the book.

CONCLUSION

Using the analysis card as a data collection tool and the results of data analysis, the writer draws the conclusion that the distribution of higher order thinking abilities in the reading task was more prevalent than the distribution of lower order thinking skills. It is demonstrated by the data, which reveals that the distribution of higher order thinking abilities in the reading task obtained 80 out of 97 questions, or 82.50 %, whereas the distribution of lower order thinking abilities obtained 17 out of 97 questions, or 17.50 %. Since this study's focus is on higher order thinking skills, it appears that 1) the analyze skill comes in first with a score of 16 out of 97 questions, or 16.50 %; and 2) the evaluate skill comes in second with a score of 43 out of 97 questions, or 44.30 %. 3) The second-place finisher, the create skill, scores 21 out of 97 questions, or 21.60 %. It can be inferred that the author of the course book places more emphasis on the evaluate skill for higher order thinking even though it is thought to have a low distribution among the other six cognitive domains.

The teacher had a clear understanding of what HOTS were, according to the analysis of the interview data pertaining to this topic. The teacher provided adequate depth and specificity in her descriptions of higher order thinking abilities. Higher order thinking skills were characterized by her as the ability for pupils to synthesize their prior knowledge with that of others and any pertinent theories in order to create something new. The ability of students to communicate their knowledge, combine it with new information, and apply any theory to produce something new, she claimed, is a component of higher order thinking skills.

Since kids are endowed with a variety of skills, such as teamwork, critical thinking, and problem-solving, it is clear that these abilities must be learned through the greatest preparation and instruction. The analysis of the data and the students' perceptions of HOTS from the interview showed that the students had a clear understanding of the Taxonomy Bloom categories of HOTS. In order to support their assertion, The writer held a focus group discussion to make sure they had covered all of their viewpoints.

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