

**ORDER THINKING SKILLS IN READING EXERCISE (AN
ANALYSIS OF READING EXERCISE IN TEXTBOOK AT THE
TWELVE GRADE OF SMK NEGERI 6 SURAKARTA IN THE
ACADEMIC YEAR 2020/2021)**

THESIS

**Submitted as A Partial Requirements for the Undergraduate Degree in
English Education Department**



By

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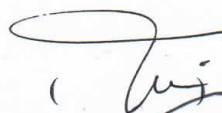
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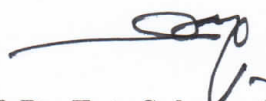
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DEDICATION

This thesis is dedicated to

1. My beloved parents, Joko Pramono and Fauziyah Dlimasari who give me support and prayers in my life.
2. My beloved little brother and Sister, Badra and Yumna who give support for me in finish this thesis.
3. All my beloved friends who give me suggestion and advise in finishing this thesis.
4. My beloved Almamater, the State Islamic Institute of Surakarta.

MOTTO

“Do the best, Allah will do the rest”

(Rio Haryanto)

“Meski pun gagal 1000 kali, kita tetap masih punya 1

Kesempatan untuk mencoba lagi”

(Rizka Aulia)

“Ketika orang lain tidur kita bangun, ketika yang lain memilih berhenti kita tetap berusaha, harus ada tindakan dan hal berbeda jika kita ingin sukses”

(Rizka Aulia)

PRONOUNCEMENT

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I hereby sincerely state that thesis entitled “ORDER THINKING SKILLS IN READING EXERCISE (AN ANALYSIS OF READING EXERCISE IN TEXTBOOK FOR THE TWELVE GRADE OF SMK NEGERI 6 SURAKARTA IN THE ACADEMIC YEAR 2020/2021)” is my real masterpiece. The things out my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis had discrepancies, I am willing to take the academic sanctions in the form pf repealing my thesis and academic degree.

.....

Stated by,

Rizka Aulia Pravitasari
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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power the Lord of the Universe, master of the day of judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “ORDER THINKING SKILLS IN READING EXERCISE (AN ANALYSIS OF READING EXERCISE IN TEXTBOOK FOR THE TWELVE GRADE AT SMK NEGERI 6 SURAKARTA IN THE ACADEMIC YEAR 2020/2021)” Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This thesis goes to:

1. Prof. Dr. H. Mudofir, S.Ag, M.Pd, the Rector of the State Islamic Institute Of Surakarta.
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8. All people who give supports and motivation during study and final research that researcher could not mention one by one.

The researcher realizes that this research is still far from being perfect.

The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

.....

Stated by,

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ABSTRACT

Rizka Aulia Pravitasari,2020. *Order Thinking Skills in Reading Exercise (an Analysis of Reading Exercise in Textbook at the Twelve Grade of SMK NEGERI 6 Surakarta in the Academic Year 2020/2021*

Advisor : Prof. Dr. H. Giyoto, M.Hum

Keyword : Government, K13, HOTS, LOTS, Bahasa Inggris, Reading, reading exercise, exercise in textbook.

This research was conducted with the aim of finding the types of order thinking skills and to find the distribution of order thinking skills developed in textbooks of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018. The research method used is qualitative research, the researcher conducts research on the main documents or textbooks used by students at SMK Negeri 6 Surakarta. Using the theoretical basis of Bloom Taxonomy which refers to the revision theory. The research was carried out by dissecting the questions in the textbook of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018 and categorizing according to the levels contained in the Bloom Taxonomy theory.

The result of the research finding and discussion in the previous chapter, the researcher draws conclusion that the type of order thinking skills developed in the textbook of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018 there are two types, lower order thinking skills (LOTS) and higher order thinking skills (HOTS). Researchers found the results and quality of memory skills (C1) were high because there were 64 types

of questions out of 202 or at a percentage of 31, 68%. The quality of understanding skills (C2) is high because there are 57 questions or 28.22%, the quality of applying (C3) is high because there are 37 types of questions or 18.32%, and the quality of the HOTS type questions is the result of the analysis. (C4) low is only 22 types of questions from 202 total questions or 10.89%, and from the assessment (C5) 6 questions means very low or 2.97%, and the last is a high level on Bloom's taxonomy level. making (C6) the researcher found the results of 16 types of questions or 7.92%.

ABSTRAK

Rizka Aulia Pravitasari, 2020. **Order Thinking Skills in Reading Exercise (an Analysis of Reading Exercise in Textbook at the Twelve Grade of SMK NEGERI 6 Surakarta in the Academic Year 2020/2021)**

Pembimbing : Prof. Dr. H. Giyoto, M.Hum

Kata Kunci : Pemerintah, K13, HOTS, LOTS, Bahasa Inggris, Membaca, Latihan Membaca, Latihan di Buku Ajar.

Penelitian ini dilakukan dengan tujuan untuk mengetahui jenis-jenis keterampilan berpikir urutan dan untuk mengetahui sebaran keterampilan berpikir urutan yang dikembangkan dalam buku teks bahasa Inggris oleh Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018. Metode penelitian yang digunakan adalah penelitian kualitatif, peneliti melakukan penelitian terhadap dokumen utama atau buku teks yang digunakan siswa SMK Negeri 6 Surakarta. Menggunakan landasan teori Taksonomi Bloom yang mengacu pada teori revisi. Penelitian ini dilakukan dengan cara membedah soal-soal dalam buku teks Bahasa Inggris karya Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018 dan mengkategorikan menurut tingkatan yang terdapat dalam teori Taksonomi Bloom.

Hasil temuan penelitian dan pembahasan pada bab sebelumnya, peneliti menarik kesimpulan bahwa jenis keterampilan berpikir urutan yang dikembangkan dalam buku teks bahasa Inggris oleh Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018 ada dua jenis, yaitu keterampilan berpikir tingkat bawah (LOTS) dan keterampilan berpikir tingkat tinggi (HOTS). Peneliti menemukan hasil dan kualitas keterampilan memori (C1) tinggi karena terdapat 64 jenis soal dari 202

pertanyaan atau dengan persentase 31,68%. Kualitas keterampilan pemahaman (C2) tinggi karena 57 soal atau 28,22%, kualitas penerapan (C3) tinggi karena ada 37 jenis soal atau 18,32%, dan kualitas soal jenis HOTS adalah hasil dari analisis. (C4) rendah hanya 22 jenis pertanyaan dari 202 total pertanyaan atau 10,89%, dan dari penilaian (C5) 6 pertanyaan berarti sangat rendah atau 2,97%, dan yang terakhir adalah level tinggi pada tingkat taksonomi Bloom. Pembuatan (C6) peneliti menemukan hasil 16 jenis soal atau 7,92%.

Dengan demikian dapat disimpulkan bahwa dari hasil penelitian yang dilakukan peneliti menggunakan buku ajar Bahasa Inggris karya Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018 dalam mencari jenis dan sebaran ketrampilan berpikir tatanan, ditemukan bahwa ketrampilan berpikir tingkat bawah (LOTS) Soal memiliki tipe dan distribusi yang sangat tinggi dibandingkan soal yang masuk ke jenis keterampilan berpikir tingkat tinggi (HOTS).

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CHAPTER I

INTRODUCTION

A. Background of the Study

Government established a new policy regarding the use of curricula from KTSP to the 2013 curriculum (k13).H. Muhammad Rohidin Pranadjaja (Pranadjaja, 2003: 24) in his book entitled "Relations between Government Agencies", the definition of government is explained that "the term government comes from the word command, which means words that intend to do something, something that must be done. Government is a person, agency or apparatus that issues or gives orders. Government took action to replace the previous curriculum into a new curriculum, the 2013 curriculum, because it adjusted to the times.

Various curriculum change policies are based on the results of analysis, evaluation, predictions and various challenges faced by both internal and external changes. The government has policies related to the 2013 curriculum as an effort to develop a Competency-Based Curriculum (KBK) which was initiated in 2004 which includes competency in attitudes, knowledge and skills in an integrated manner, as mandated by Law 20 of 2003 concerning the National Education System in the explanation of article 35, graduate competencies is a graduate ability qualification that includes attitudes, knowledge and skills in accordance with agreed national standards.

K13 According to Mulyasa (2014:6) the 2013 curriculum is a curriculum which emphasizes character education, especially at the level foundation that will be the foundation at the next level. Curriculum 2013 has a policy that students must play an active role in the teaching and learning process and understand lessons independently, not focus on the teacher center anymore. Curriculum 2013 students are trained in their logical abilities and emphasize cognitive aspects also in scientific approach. With the demands of achieving high learning targets for students, a very important thing that must be mastered and processed by a student is the higher order thinking skill because from the achievement targets set by the government, the higher order thinking skills is the key to achieving goals.

The order of thinking skills is classified in to two orders: LOTS and Hots. HOTS (Higher order thinking skills are the application of thought processes to complex situations and have many variables and include cognitive process. Mc Loughlin and Luca (in Widodo and Sri, 2013: 162) state that higher order thinking means the ability to understand information by applying critical attitudes, evaluation, awareness and problem-solving skills. Newman and Wehlage (in Widodo and Sri, 2013: 163) also revealed that higher order thinking requires students to manipulate information and ideas by changing meanings and implications, such as when students combine facts and ideas to synthesize, summarize, explain, and conclude or interpret.

High-order thinking skills occur when a person takes information stored in memory and interconnects or rearranges and expands this

information to achieve goals or find possible answers in a confusing situation so that when this process occurs and students are faced with a question or problem he can do or determine what analysis, evaluate and even think about what he should create or do.

Lower order thinking skills (LOTS) is the ability to think at the lowest level according to the hierarchy theory proposed by Bloom's Taxonomy. Where in this thinking ability, a person in reading or facing a problem of the performance of his brain runs and thinks at the stage of knowing, understanding and thinking how to apply the problems he meets. Whereas when brain performance is used to analyze it, it includes low level thinking (LOTS).

Here are some opinions regarding high-level thinking skills, namely, the ability to hone aspects of remembering, understanding, and applying (Nova, 2016). In another opinion, lower order thinking skills is the ability to know and remember basic concepts (Sutrisno, Supriyono, and Supriana, 2018).

English Language is a subject whose textbooks are the main focus for research, and become a source of data for research. Language is a symbol system in the form of sound, is abitrer in nature, used by the community to speak, work together, communicate, and to identify one self. (Keraf & Chaer, 2006: 1). Crystal (2000: 1) states that English is a global language. English is an important subject in all schools, both in high school and in vocational schools. Because it concerns the language problem which

is a means of communication, especially in modern times like today, English is a language that is an obligation to master.

Reading is an activity very close to students where students are definitely required to read and in reading there is the formation of a cognitive system process which is closely related to higher order thinking skills for critical thinking, analysis and creative thinking. Tarigan (2008:7) states that reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words could be seen and known by reader.

Reading Exercise is an important activity carried out by students, where students can measure the extent to which a student's ability to understand the verbs (words) in their main book of learning. (Kozak, 2011: 7). Reading exercise is a group of written example or passage to know measure the students' competence in reading skill development. Reading exercise in textbook are an activity that must be given to students because reading without applying them directly will not have a major influence on student's thinking power. The function of exercise on textbook is to measure the level of student's understanding of the text being read.

Reading skills is related to practice and reading improve higher order thinking skills also process of problem solving. Reading skills can be improved by exercise. 'Reading skill as abilities required for skillful reading, such as discerning main ideas, understanding sequence, noticing specific details, making inferences,

making comparisons, and making predictions in second and foreign language instruction, particularly with adults. These skills are sometimes taught separately' (Richards and Schmidt, 2002:124). Patel and Jain (2008) state that reading is understanding the meaning of printed words written symbols. Reading is an active process which consists of recognition and comprehension skill.

Textbook is namely books used by students as handbooks or as teacher support books so that students better understand the material described by the teacher. (Graves 2000: 175) the textbook is a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning should be regarded as one of the many sources teachers can draw upon in creating an effective lesson and may offer a framework of guidance and orientation. Additionally, the textbook provides confidence and security for an inexperienced teacher who finds adapting existing textbooks challenging especially for tailored work related courses.

If you want to recall, currently students are highly required to have high-level thinking skills where the government is currently implementing the curriculum 2013 system or what is commonly called (k13) where this curriculum requires students to be more active in analyse understanding, experimenting about lessons given by the teacher in the classroom, the government uses a scientific approach and active learning which is more for students to find out for themselves, of course, this requires higher-order thinking skills. For this reason, this study raises this theme because it is very close to the world of students for us as students because of the ability to

think High level, especially in reading skills, is needed by students whether the government and the school have provided media and facilitated students properly to support students in achieving higher-level thinking targets.

Research on how to think or the ability to think high-level students will be described by researcher at reading texts, questions where researcher examines based on characteristics of the sentence higher order thinking with a comparison Lowest order thinking researchers researching from books through the type of questions, and the type of questions provided. Therefore, the researcher carries out this research under the tittle “Analysis Higher Order Thinking Skill in Reading Exercise in Textbook for Twelve Grade of Senior High School in SMK Negeri 6 Surakarta) in the Academic Year 2020/2021.

From that background of the study above the researcher decides to analysis Higher Order Thinking Skills of Reading Exercise in Buku Bahasa Inggris written by Utami Widiati, Zuliai Rohmah, dan Furaidah printed 2018 by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud used at the Twelve Grade of Senior High School in SMK Negeri 6 Surakarta in the Academic Year 2020/2021. The researcher chooses to analyse and examine the English textbooks of 12th grade high school students of SMK Negeri 6 Surakarta, to examine the extent to which the questions and readings are given to students in order to achieve the target of order thinking skill at level based on Bloom’s Taxonomy theory.

B. Problem Identification

Based on the background of the study, the researcher finds some problem as follow:

1. Lack of questions and reading from students who have order thinking skill distribution in SMK Negeri 6 Surakarta the Academic Year 2020/2021.
2. Lack of stimulation given to students to develop order thinking skills in SMK Negeri 6 Surakarta in the Academic Year 2020/2021.
3. The difficulty of students understanding and working on order thinking skill questions in SMK Negeri 6 Surakarta in the Academic Year 2020/2021.

C. Problem Limitation

Based on the identification of the problem above, it is nearly impossible to discuss all of the problem. Hence, the researcher needs to limit the problems. This research is focused on the distribution and types of Order Thinking Skill in reading exercise (An Analysis of reading exercise in textbook for twelve grade of SMK Negeri 6 Surakarta in the academic year 2020/2021 in qualitative includes some aspects .The first is the accuracy of the material whether it supports students to be able to think at a high level, the test will be analysed using the bloom taxonomy theory which has 6 levels of remembering, understanding, application, analysing, evaluating, creating to find out how much and entering the category where critical thinking of a student.

D. Problem Questions

Based on the background of the study, problem identification and problem limitation, the researcher formulates the problem as follows:

1. What are the types of order thinking skills developed by the textbook of Bahasa Inggris by Kementerian Pendidikan dan Kebudayaan Indonesia 2018?
2. How is the distribution of order thinking skills in the textbook of Bahasa Inggris by Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018?

E. Research Objectives

Based on the research questions, the researcher formulates the objectives of the research as follows:

1. To find the types order thinking skills developed in the textbook of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018.
2. To find out the distribution order thinking skills in the textbook of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018.

F. Research Benefit

The research result is expected to be able to give some benefits, such as the following:

1. Theoretically

- a. The results of this research can be used as an evaluation material in the future, especially in the government, the ministry of education and culture to review the contents of the book which can facilitate students well in relation to the achievement targets set by the government in the curriculum.
- b. The finding of this research can enrich the theory in test item analysis.

2. Practically

- a. For the teacher

The result of this study can be useful for the English teachers as media facilitator to assist students when working on or discussing the trickiest questions with Higher Order Thinking Skills (HOTS) and Lower Order Thinking Skills (LOTS).

- b. For the researcher

The results of this study can be useful for theoretically, researchers can find out how the types and distribution of thinking skills orders contained in textbooks of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018 and can draw the conclusion that the books used as the main textbooks in schools, especially at SMK Negeri 6 Surakarta, whether the contents meet the standards as a medium for supporting students to achieve the target have the ability to think at a high level.

- c. For the school

The results of this study can be used to evaluate the main exercise books used by students for classroom learning to support the

achievement of order thinking skills.

G. Definition of the Key Terms

There are several key terms that are used in this study. They are defined in some paragraphs below:

1. Government

H Muhammad Rohidin Pranadjaja (Pranadjaja, 2003: 24) in his book entitled "Relations between Government Agencies", the definition of government is explained that "the term government comes from the word command, which means words that intend to do something, something that must be done. Government is a person, agency or apparatus that issues or gives orders".

2. K13 (Curriculum 2013)

K13 According to Mulyasa (2014, p. 6) the 2013 curriculum is a curriculum which emphasizes character education, especially at the level foundation that will be the foundation at the next level. Curriculum 2013 has a policy that students must play an active role in the teaching and learning process and understand lessons independently, not focus on the teacher center anymore.

3. HOTS (Higher Order Thinking Skills)

Mc Loughlin and Luca (in Widodo and Sri, 2013: 162) state that higher order thinking means the ability to understand information by applying critical attitudes, evaluation, awareness and problem-solving skills.

4. LOTS (Lower Order Thinking Skills)

Lower order thinking skills is the ability to know and remember basic concepts (Sutrisno, Supriyono, and Supriana, 2018).

5. English Language

States that English is a global language Crystal (2000; 1) (Keraf & Chaer, 2006: 1) Language is a symbol system in the form of sound, is arbitrary in nature, used by the community to speak, work together, communicate, and to identify one self.

6. Reading

Tarigan (2008:7) states that reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words could be seen and known by reader

7. Reading Exercise

Reading Exercise is a group of written example or passage to know measure the students' competence in reading skill development (Kozak, 2011: 7).

8. Textbook

Textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution in the complete package of English skills and components that helps teachers and learners as their source of materials and exercise in EFL learning (Yulianti, 2011).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Government

Government has two definitions / meanings of government in a narrow and broad sense, the broad meaning of government is defined as a form of organization that works with the task of running a government system, while in a narrow sense it is defined as an association body that has its own policies to manage, run management, and regulate the running of a government system. Wilson (1903: 572) the government is an organizing force, not all of which are always associated with armed forces organizations, but 2 or a group of people from various social groups organized from an organization in order to achieve goals & objectives with them, by providing matters that pay attention to public affairs.

In the perspective of national education policy as in RI Law Number 20 of 2003 concerning the Education System National Article 1, paragraph 19, states that "the curriculum is a set of plans and arrangements regarding the objectives, content and materials lessons and methods used as a guide organizing learning to achieve educational goals certain "1. Whereas in article 5 paragraph 4, it states that "Citizens who have the

potential for intelligence and special talents entitled to special education”, which was then continued in article 12, which states that "Every student on every education unit has the right: (b) to receive services education according to their talents, interests and abilities; (f) complete the education program according to the speed of learning respectively and do not deviate from the time limit provisions set".

Meanwhile, Article 32 paragraph 1 states that "Special education is education for students who have a difficulty level in following the learning process due to physical, emotional, mental, social, and / or having disorders potential intelligence and special talents ". Referring to Law Number 20 of 2003 concerning Child Protection Article 52 means “the child who has the advantage given the opportunity and accessibility to obtain special education.” Thus, the curriculum should be developed based on the principles that learners have a position central to developing competencies.

The Ministry of Education has a policy regarding the replacement of the curriculum from KTSP to the 2013 curriculum. Law Number 20 of 2003 concerning the National Education System (SISDIKNAS) states that the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as guidelines for implementing learning activities to achieve certain

educational goals. Where the government conducted a study on the effectiveness of the previous curriculum, it was reviewed then decided to change the curriculum by following the needs of students in line with the demands of the times.

2. K13 (Curriculum 2013)

a. Definition of Curriculum 2013

Curriculum has an important role in the teaching system for students and in the world of education because in the written curriculum the objectives of learning achievement for students are to provide students with knowledge, attitudes and skills to suit the needs of life and the world of work (following the times). The dynamic development of the era demands that someone or the system follow the changes, of course in this case there must be some things that must be changed in the application, such as the change in the KTSP curriculum to K13. The design change in implementation from KTSP to Curriculum 2013 is one of the efforts to anticipate these changes.

Curriculum 2013 (K13) is a character and competency-based curriculum that requires children to be active in learning. Curriculum 2013 is a curriculum developed with based on the achievement of competencies is very necessary as instrument to direct students to become:

Human quality who are capable and proactive in responding to the challenges of the times that are always change, educated humans who believe and believe in a god almighty, noble, healthy, knowledgeable, competent, creative, independent, citizen A democratic and responsible country. (Sulfemi and Abdul Qodir, 2017: 1-8).

Where the government demands students to be more active in the learning process, it is no longer in the form of teacher center learning but active students. In the process of implementing the 2013 curriculum, it will involve a lot of brain work systems that involve higher-order thinking skills. K13 or Curriculum 2013 emphasizes more on learning systems that involve cognitive skills and scientific approaches. Students are required to be active, creative and hone their own abilities independently.

(Brown, 1992; Simon, H. A., 1969; Wittmann, 1995)
curriculum development is the science of design with the aim of engineering the learning process and developing local learning theories. Changes in the curriculum to the 2013 Curriculum will create knowledge that results in new teaching materials that develop from time to time, adapting to changing times. Curriculum changes are also intended to improve the quality of education in Indonesia.

b. Curriculum 2013 policy

Curriculum basically has a very important and strategic function and role. The curriculum is an important factor because it is used as a material or reference for the targets to be achieved for educational success. The curriculum guides teachers in the teaching and learning process, to describe and teach material, develop teacher creativity and develop learning tools.

Studies, changes and curriculum developments are always carried out over time, because of the differences and demands of the times in this era of globalization. Changes and updates to the curriculum are always carried out by the government by involving institutions and experts in their fields, but criticism and comments regarding new policies (2013 curriculum) will always exist because basically there will never be a policy that benefits all parties.

After reviewing and establishing a new policy regarding the use of the 2013 curriculum (K13), it is hoped that it will be able to complement the deficiencies that existed in the previous curriculum. Basically, the 2013 (K13) curriculum is prepared by developing and strengthening attitudes, knowledge and skills in a balanced manner. In the implementation of learning, students are required to be

active, creative and think critically by promoting high-order thinking skills.

The following are policies found in the curriculum 2013, in the curriculum 2013 policy implementation journal, Ayu Novia Hariati Ningsih 2016:

- 1) In the 2013 curriculum, there is an additional assessment column that is related to attitude assessment.
 - 2) Character-based curriculum, so that students are not only able to master competencies in knowledge and skills but also be supported by character-driven attitudes.
 - 3) Using a scientific approach, students are required to be more active and independent in understanding lessons.
 - 4) Students are required to understand lessons using various media which are realized by 5 methods including observing, asking, asking, trying and communicating.
- c. Implementation of the 2013 curriculum in vocational schools (SMK)

Implementation is a further step that is carried out after establishing policies, decisions. This implementation is related to the determination of the 2013 curriculum (K13), this is a step to realize a decision. Implementation of the 2013 curriculum. Implementation in Jones theory (Mulyadi, 2015: 45): "Those activities directed toward putting a program into effect" (the process of realizing the program

until it shows the results), meanwhile according to Horn and Meter: "Those actions by public and private individuals (or group) that are achievement or objectives set forth in prior policy" (actions taken by the government). So implementation is an action taken after a policy is established.

The implementation of the 2013 curriculum at vocational schools in Solo requires the readiness of the supporting factors for implementing the curriculum, the main thing is the readiness of schools related to teachers who understand the systematics of implementing K13 and its infrastructure. Teachers themselves must understand their role as facilitators of student learning in the 2013 curriculum policies because many teachers have not been educated in this regard.

Schools that implement the 2013 curriculum (K13), especially in SMK or vocational schools, can apply K13 after and with a decision from the central government which reviews, observes and assesses whether the school in question can meet the standard of using K13 in their schools. Looking at an example of a technological factor involving computer equipment that requires schools to provide the facility for a number of students.

The implementation of the 2013 curriculum is bound to encounter many other obstacles because it is a new policy that requires adaptation or adjustment of old policies that are changed with new policies. For example, the constraints are the incompatibility between learning practices in schools with the process standards and the 2013 curriculum assessment standards, this is one of the obstacles to implementing the 2013 curriculum.

d. Differences in the implementation of the 2013 curriculum in SMA and vocational schools (SMK)

The implementation of a policy in an institution must have their respective differences related to the form or type of institution, for example the implementation of a new curriculum policy in schools. The 2013 curriculum (K13) which is applied in SMA or vocational school (SMK) must have differences according to the school's achievement targets. Starting from the standardization of facilities and infrastructure, selection of books, practices, assignments have differences. SMK or vocational schools have learning hours that use and require more and more frequent laboratory space than students in SMA.

Based on PP No.29 of 1990 Article 3, the objectives of general secondary education (SMA) are to prioritize the preparation of students to continue their education at the higher education level, while the purpose of vocational secondary

education (SMK) prioritizes the preparation of students to enter the workforce and develop a professional attitude.

In the 2013 curriculum, there are several elements of change, namely changes in graduation competencies, elements of changes in subject position (content), approach (content), curriculum structure (subject and time allocation) content, learning process, assessment of learning outcomes, and extras curricular. Elements of Change:

1) Approach Aspects

The approach used in the implementation of the 2013 curriculum in SMA and SMK (vocational schools) is different, namely:

SMA: developed through subjects.

SMK: developed through vocational.

2) Curriculum structure related to subjects and time allocation

SMA: there are changes to the system, there are compulsory subjects and elective subjects. There is a reduction in the subjects that students must follow. The number of learning hours has increased by 1 hour / week as a result of the change in approach.

SMK: there are additional types of expertise based on the spectrum of needs (6 expertise programs, 40 expertise areas, and 121 skill competencies). Adaptive and normative

reduction, productive addition, productive adjusted to developments in the industry.

3) Learning process

The learning process in the 2013 curriculum this time has a standardized process that originally focused on expansion, elaboration and confirmation, completed by observing, asking, processing, presenting, concluding and creating. The learning process does not only occur or is held in the classroom, but also in the school and community environment. An important role is that the teacher is not the only source of learning (not the teacher center) but students are also actively involved, as well as the attitude of not being taught verbally, but through the example of a fan example. The difference in the learning process in the 2013 curriculum (K13) for high school students is that it has a system of compulsory and optional subjects according to request. SMK (vocational schools) apply skills competencies according to industry standards. Hakim, Lukmanul, 2017. Analysis of the differences between the KTSP curriculum and the 2013 curriculum. Jurnal Ilmiah Lukmanul Hakim, 2017. Analisis Perbedaan antara kurikulum ktsp dan Kurikulum 2013. *Didaktika* Vol. 17, No.2 :283-285.

3. Higher Order Thinking Skill (HOTS)

a. Definition of Higher Order Thinking Skill

Higher order thinking skill is an important thing that a student must have it is related to the learning process, especially reading. Students can rely on their ability to understand the material they receive in class and discuss them with their classmates, considering that at this time the curriculum used by the government and implemented by schools requires students to be active and independent in learning and use a scientific approach.

Higher order thinking skills are important competencies for students so that students can think critically and present a situation where they can analyse a problem, evaluate, create ideas from the materials they are learning, and create high reasoning not make a the limit of students' 'thinking views is not only found in something that is flat, standard or ordinary they are required to develop their thinking by having high thinking and even solutions to solve problems.

Alice Thomas and Glenda Thorne (2009:404) define the term HOTS in an article entitled How to Increase Higher Order Thinking as a way of thinking at a higher level than memorizing, or retelling, something other people have told. Higher order thinking skills are the application of thought

processes to complex situations and have many variables. (Shiddiq et al, 2015:159) All students can think, but most of the students need encouragement and guidance for higher order thinking process. Higher order thinking skills includes three cognitive process, namely analysis, evaluation, and creation (Brookhart, 2010:5). Mc Loughlin and Luca (in Widodo and Sri,2013 :162) state that higher order thinking means the ability to understand information by applying critical attitudes, evaluation, awareness and problem solving skills. It requires a lot of cognitive processes.

Thomas and Thorne (2009:404) explain that higher order thinking skills are the way of thinking at higher level than memorizing or retelling something that is told by other people. In the other hand, the higher order thinking skill are the ability to think that not only requires the ability to remember, but also higher capabilities (King, Goodson&Rohani,210:1).

According to Rusyna (2014:136), in thinking skills, there are several principles that must be considered, as follows:

- 1) The students cannot directly have thinking skill.
- 2) Thinking skills are not a direct result of teaching a field of study.

- 3) The students need to be given guided training because in reality they rarely make transfer to develop their thinking skills.
- 4) Teaching thinking skills requires a student-centered learning model.

The conclusion is that the Higher order thinking skill is the ability to think analytically, critically and to evaluate the problems or questions they face and the ability to solve problems with good thinking and reasoning, both in the educational environment as a student or in everyday life.

Initially, this mental skill is determined based on Bloom's Taxonomy which categorizes various levels of thought, from the lowest to the highest, namely knowledge, understanding, application, analysis, synthesis and evaluation. The concept of Benjamin S. Bloom et al. in the book *Taxonomy of Educational Objectives* (1956), are actually learning goals that are divided into three domains. The three realms are cognitive, which is a mental skill (around knowledge); affective, the emotional side (around attitudes and feelings); and psychomotor, which relates to physical abilities (skills).

b. The functions of the higher order thinking skill

There are many functions that are obtained when the teacher teaches students to use higher-order thinking, including being divided into two different contexts. (Wheeler & Haertel, 1993) These skills are employed: contexts where the thought processes are needed to solve problems and make decisions in everyday life; and contexts where mental processes are needed to benefit from instruction, including comparing, evaluating, justifying and making inference.

These skills do not only help a child learn but also helps them use the knowledge beyond the classroom. Through these levels, the students will see why the information that they learn is useful and helpful in their lives. They can apply the information to solve a problem at home or at work and gain experience with their knowledge.

c. The Bloom taxonomy concept

There are many expert opinions regarding the concept of taxonomy, one of which is the opinion and theory of Bloom's Taxonomy. Thus, this is perhaps one of the most well-known educational theories among teachers nationally. As the curriculum & Leadership Journal notes: " While Bloom's Taxonomy is not the only framework for teaching thinking. It is the most widely used, and subsequent

frameworks tend to be closely linked to Bloom's work...Bloom's aim was to promote higher forms of thinking in education, such analyzing and evaluating, rather than just teaching students to remember facts (rote learning).”

Bloom’s taxonomy was designed with six levels to promote higher-order thinking. The six levels were: Knowledge, comprehension, application, analysis, synthesis, and evaluation. (The taxonomy’s levels were revised as remembering, understanding, applying, analysing, revising, and creating). There is the lower-order thinking skills (LOTS) involve memorization, while higher –order thinking skills (HOTS) requires understanding and applying that knowledge.

In the original version of taxonomy, the cognitive domain have six levels, however, in the 2001Anderson and Krathwool Bloom's'taxonomy is revised, so that it is a series of processes that demonstrate cognitive complexity by adding a knowledge dimension. The last two categories which is reversed or slightly rearranged. The last two order are reversed from synthesis and evaluation inti 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

The Revised of Observable verbs in Bloom's Taxonomy

Level	Taxonomy Original	Taxonomy Revised
LOTS (Lower Order Thinking Skills)	<p>1. Knowledge:</p> <p>1.10. Knowledge of special matters</p> <p>1.11 Knowledge of terms or terminology</p> <p>1.12 Knowledge of certain facts</p> <p>1.20 Knowledge of the means and means of dealing with specific matters</p> <p>1.21 Knowledge of habits</p> <p>1.22 Knowledge of trends and sequences of activities</p> <p>1.23 Knowledge of classifications and categories</p> <p>1.24 Knowledge of criteria</p> <p>1.25 Knowledge of methodology</p> <p>1.30 Knowledge of general /</p>	<p>1. Remembering</p> <p>Recognizing or recallimhknowledge from memory. Remembering is when memory is used to produce or retrieve definitions, facts, or lists, or to recite previously learned information.</p> <p>1.1 Recognizing</p> <p>1.2 Recalling</p>

	<p>universal matters and abstractions in certain fields</p> <p>1.31 Knowledge of principles and generalizations - generalizations</p> <p>1.32 Knowledge of theories and structures</p> <p>Examples of verbs that relate to this function are:</p> <p>Know identify define recall record name</p> <p>relate list memorize repeat recognize acquire</p>	
	<p>2. Comprehension:</p> <p>The ability to grasp or construct meaning from material.</p> <p>Examples of verbs that relate to this function are:</p> <p>restate locate report identify discuss illustrate interpret recognize explain describe discuss draw represent express review infer differentiate conclude.</p>	<p>2. Understanding:</p> <p>Constructing meaning from different types of functions be they written or graphic messages or activities like interpreting, exemplifying, classifying, summarize, concluding, comparing, explain.</p>

	<p>3. Application:</p> <p>The ability to use learned material, or to implement material in new and concrete situations. Example verbs that relate to this function are:</p> <p>apply relate organize employ practice calculate develop translate restructure interpret show exhibit use operate demonstrate illustrate dramatize</p>	<p>3. Applying :</p> <p>Carrying out or using a procedure through executing, or implementing. Applying relates to or refers to situations where learned material is used through product like models , presentations, interviews or simulations.</p> <p>-execute</p> <p>-implement</p>
<p>HOTS</p> <p>(Higher</p> <p>Order</p> <p>Thinking</p> <p>Skills)</p>	<p>4. Analysis:</p> <p>The ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood. Examples of verbs that relate to this function are: analyse compare differentiate contrast Experiment probe inquire investigate detect</p>	<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. Mental actions included in this function are differentiating, organizing,</p>

	<p>scrutinize discover</p> <p>examine contrasr survey</p> <p>classify inspect dissect</p> <p>categorize deduce discriminate</p> <p>separate.</p>	<p>and attributing, as well as</p> <p>being able to distinguish</p> <p>between the components or</p> <p>parts. When one is</p> <p>analysing, he/she can</p> <p>illustrate this mental</p> <p>function by creating spread</p> <p>sheets, surveys, charts, or</p> <p>diagrams, or graphic</p> <p>representations.</p>
	<p>5.Synthesis :</p> <p>The ability to put parts together</p> <p>to form a coherent or unique</p> <p>new whole . Examples of verbs</p> <p>that relate to this function are:</p> <p>Compose produce plan invent</p> <p>propose develop</p> <p>design assemble formulate</p> <p>collect</p> <p>arrange construct</p> <p>create prepare set up generalize</p> <p>organize originate</p> <p>predict modify tell document</p>	<p>5. Evaluating:</p> <p>Making judgments based on</p> <p>criteria and standards</p> <p>through criteria and</p> <p>standards through checking</p> <p>and critiquing. Critiques,</p> <p>recommendations,</p> <p>and reports are some of the</p> <p>products that can be created</p> <p>to demonstrate the</p> <p>processes of evaluation. In</p> <p>the newer taxonomy,</p> <p>evaluating comes before</p>

	<p>combine relate</p> <p>derive write propose</p>	<p>creating as it is often a necessary part of the precursory behaviour before one creates something.</p>
	<p>6. Evaluation :</p> <p>The ability to judge, check, and even critique the value of material for a given purpose. Examples of verbs that relate to this function are: judge assess argue decide validate consider compare evaluate choose rate select appraise value conclude measure estimate criticize infer deduce.</p>	<p>6. Creating :</p> <p>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.</p>

Comparison of Original Taxonomy with Revised Taxonomy (Karthwohl, 2002: 213,215)

The table above shows some of the differences between the original taxonomy bloom theory and the revised taxonomy bloom theory. The difference is in the order of the taxonomy, namely the location of evaluation and synthesis as well as changing the name of comprehension to understanding and synthesis to creating. The change in the order of categories in Bloom's taxonomy is based on a revised frame of mind that is made hierarchically with the understanding that the six main categories in the cognitive process dimensions are arranged in a hierarchical manner.

Meanwhile, the categories in the original schema are claimed to be a cumulative hierarchy, meaning that the mastery of the more complex categories in the original schema requires mastery of all the categories underneath the less complex ones (Anderson & Karthwohl, 210: 401).

In the revised taxonomy, comprehension changes the name to understanding because one of the criteria for selecting table categories is the use of terms used by the teacher in speaking. Understanding to understanding occurs because understanding is a cognitive process that rests on transferability. Anderson and Krathwohl (2010: 105- 114) explains that students are said to understand if they can construct the meaning of learning messages, be it oral, written or graphic versions delivered through teaching, books, or computer screens.

In the revised Bloom Taxonomy, there are changes in its sub-categories, Taxonomy changes the sub-categories of cognitive processes in

the form of nouns to be converted into verbs. The reason is using verbs to make it easier to present the cognitive processes of the example above to understand. From the table above, it is clearly explained the difference between the original and revised taxonomy bloom and we can use it as a guide in research or observations to see to what extent the education system supports the achievement of the goals of students having high-level thinking skills.

And the following has presented several categories of verbs that are included in verbs at the Higher order level of thinking skills and Lowest Order Thinking skills that we can use to examine students' reading texts used in school in the teaching and learning process.

Table 2.2

List of measurable verbs used to assess learning outcomes by Bloom's

Taxonomy of educational Objectives (1956): Cognitive skill

(LOTS) <u>Knowledge Level</u> : The successful student will recognize or recall learned information		
List	Record	Underline
State	Define	Arrange
Name	Relate	Describe
Tell	Recall	Memorize
Recall	Repeat	Recognize
Label	Select	Reproduce
(LOST) <u>Comprehension Level</u> : The successful student will restate or interpret information in		

their own words		
Explain	Describe	Report
Translate	Express	Summarize
Identify	Classify	Discuss
Restate	Locate	Compare
Discuss	Review	Illustrate
Tell	Critique	Estimate
Reference	Interpret	Reiterate
(LOTS) <u>Application Level</u> : The success ful student will use or apply the learned information		
Apply	Sketch	Perfom
Use	Solve	Respond
Practice	Construct	Roleplay
Demonstrate	Conduct	Execute
Complete	Dramatize	Employ
(HOTS) <u>Analysis Level</u> : The successful student will examine the learned information critically		
Analyze	Inspect	Test
Distinguish	Categorize	Critique
Differentiate	Catalogue	Diagnose
Appraise	Quantify	Extrapolate
Calculate	Measure	Theorize
Experiment	Relate	Debate
(HOTS) <u>Synthesis Level</u> : The successful student will create new models using the learned Information		

Develop	Revise	Compose
Plan	Formulate	Collect
Build	Propose	Construct
Create	Estabilish	Prepare
Design	Integrate	Devise
Organize	Modify	Manage
(HOTS) <u>Evaluaton Level</u> : The successful student will assess or judge the value of learned Information		
Review	Appraise	Choose
Justify	Argue	Conclude
Assess	Rate	Compare
Defend	Score	Evaluate
Report on	Select	Interpret
Investigate	Measure	Support

The table of verbs above can make it easier for us to do a thorough research on textbooks or student exercise books whether they meet the standards for developing higher-order thinking skills or not.

Table 2.3

Revised Bloom's Taxonomy Action Verbs

Remembering	Understanding	Applying	Analysing	Evaluating	Creating
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Exhibit the memory of previous learned material by recalling facts, terms, basic concept, and answers	Demonstrate the understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying the acquired knowledge, facts, techniques and rules in different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgements about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in different way by combining elements in a new pattern or proposing alternative solutions.
Choose Define Find How Label List Why What When Where	Classify Compare Contrast Demonstrate Explain Extend Illustrate Infer Interpret Outline	Apply Build Choose Construct Develop Experiment with Identify Interview Make use	Analyze Assume Categorize Classify Compare Conclusion Contrast Discover Dissect Distinguish	Agree Appraise Assess Award Choose Compare Conclude Criteria Criticize Decide	Adapt Build Change Choose Combine Compile Compose Construct Create Delete

Which	Relate	of	Divide	Deduct	Design
Who	Rephrase	Modal	Examine	Defend	Develop
Name	Show	Organize	Function	Determine	Discuss
Match	Summarize	Plan	Inference	Disprove	Elaborate
Omit	Translate	Select	Inspect	Estimate	Estimate
Recall		Solve	List	Evaluate	Formulate
Relate		Utilize	Motive	Explain	Happen
Select			Relationship	Importance	Imagine
Show			Simplify	Influence	Improve
			Survey	Interpret	Invent
			Take part in	Judge	Make up
			Test for	Justify	Maximize
			Theme	Mark	Minimize
				Measure	
				Opinions	

Source: Anderson, L. W., Krathwohl (2001:31)

4. Lower Order Thinking Skills (LOTS)

a. Definition of Lower Order Thinking Skills (LOTS)

Low level thinking ability (LOTS) is the ability to think at the lowest level according to the hierarchy theory proposed by Bloom's Taxonomy. Where in this thinking ability, a person in reading or facing a problem of the

performance of his brain runs and thinks at the stage of knowing, understanding and thinking how to apply the problems he meets. Whereas when brain performance is used to analyze it, it includes low level thinking (LOTS).

Here are some opinions regarding high-level thinking skills, namely, the ability to hone aspects of remembering, understanding, and applying (Nova, 2016). In another opinion, lower order thinking skills is the ability to know and remember basic concepts (Sutrisno, Supriyono, and Supriana, 2018)

5. English Language

a. Definition of English Language

English is the language used as an international language and people around the world use and know it globally. English is one of the important subjects taught in schools, be it SMA or SMK (vocational schools). Crystal (2000: 1) states that English is a global language. In this research, English is the main research material and an important focus.

English is a language whose existence has been recognized since the days of modern English in 1800 until now it is designated as an international language. Mastering English is very important because in addition to facilitating communication with people around the world, the globalization era has created a

world without borders, all of its activities require someone to speak and write in English.

6. Reading

a. Definition of reading

In the education system reading is an activity that is very important to do to increase students' understanding and knowledge of the material presented by the teacher during the teaching and learning process. In the education system reading is an activity that is very important to do to increase students' understanding and knowledge of the material presented by the teacher during the teaching and learning process. Reading is a process carried out by readers to obtain a message, the information that the writer wants to convey to the reader. Reading can also be said to be a process to understand something that is implied and implied. When reading, the acquisition of information on each reader can differ depending on the reader's interpretation.

According to Tarigan (2008:7) reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words could be seen and known by reader. In short, reading is an activity to get meaning from printed words or symbols and how this ability is used to recognize understand and interpret in words. Reading is an act that is carried out based on

the cooperation of several skills, namely observing, understanding, and thinking. In addition, reading is the practice of deciphering writing, an analysis of reading. Thus reading is the capture and understanding of ideas, the reader's activity accompanied by mental thoughts

Moreover (Hamer,op.cit.,1996:190) believes that,” Reading is exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages”. Thus reading is considered as an active skill because the reader’s eyes and brain is active while reading and after reading. In addition, Grabe and Stoller define that “Reading is the ability to draw meaning from the printed page and interpret this information appropriately. This definition almost have same meaning with the definition before, it says that in reading the reader has to interpret the information properly (William Grabe and Fredricka L., Stoller, Teaching and Researching Reading, (Edinburgh: Pearson Education ,2002:9)

Based on the conclusions of the opinion above reading is a cognitive activity that involves the work of the eyes and the brain to capture information presented by the author to the reader as well as understanding and interpretation in reading which becomes the benchmark for information obtained by students.

b. Purpose of the Reading

Reading is an activity that is carried out with a purpose, some read for pleasure, add knowledge, to add information. For students reading is an important activity that is a daily necessity to do because if not then it is certain that there will be missing and incomplete information. Linse (2005:71) divides the purpose of reading into two kinds those are reading for pleasure and reading for information. Reading for pleasure means that it is purposed to follow a narrative and enjoy the “sound” or rhyme of literary text. Reading for information means that readers have a goal to find information or add to the information they need or even add new information.

There are some reading technique based on the purpose: (1) Reading for details fact, the students read to get or know the invention that have been done by the writer or solve the problem of the writer. (2) Reading for main ideas, the students read the text to find out what the main idea of the writing they read. (3) Reading for sequence or organization, the reader’s know the sequence or process of an event and the stages of achieving something they learned. Knowing how it got started until how it happened or was formed. (4) Reading to classify, students can classify the things they read into what category, good or bad, according to the reading they read. (5) Reading for inference, reading inference is reading through a thought process

in the form of drawing conclusions based on the statements in the discourse. Drawing conclusions is carried out automatically to obtain deep insights. (6) Reading for comparison or contrast, the students read to compare the plot of the story or content whether having similarity with him or even contrast. (Tarigan 2008:9)

c. Type of Reading

There are several types of reading. According to Parel and Jain (2008:117), they said that there are several types of reading, as follows:

1) Intensive reading

Intensive reading is a reading activity that is carried out carefully and thoroughly on the text being read. Intensive reading is applied in an effort to seek detailed information or is applied to information retrieval as a material for discussion.

There are characteristics of intensive reading texts. In this activity students read text to gain knowledge or analysis. The purpose of intensive reading is to make the text shorter making it easier for readers to get the information contained in the text. There are characteristics of intensive reading:

- a) This reading helps students to develop their vocabulary.
- b) The teacher plays a major role in this reading.

- c) Linguistic items are developed.
- d) The purpose of this reading is on the use of active language.
- e) Intensive reading habits are emphasized, stress, intonation and rhythm can be corrected.

2) Silent reading

Silent reading is a type of reading quietly without sound and in the heart to understand a reading text. Silent reading is used to capture the main thoughts contained in the reading. Meanwhile, it is generally used to obtain information by concentrating physically and mentally, reading as quickly as possible, understanding the content, experiencing the content, and re-expressing the reading content.

3) Extensive Reading

Extensive reading is a reading process that is carried out widely, the reading material used is varied and the time used is fast and short, both in the type and variety of the text and the purpose is only to understand the important content of the reading material that is read using time as soon as possible. (Tarigan, 2008: 32) extensive reading is reading as much as possible the text in the shortest possible time. The purpose of extensive reading is to understand important

content quickly and efficiently. Extensive reading includes (a) reading surveys, (b) skimming, (c) shallow reading.

4) Reading Aloud

Reading aloud is an activity that can create pleasant conditions because the reader and listener collect and understand information. Reading aloud can also be said to read aloud and focus on word stress, song sentences or intonation, pauses, and mastering punctuation. Reading aloud, namely pronouncing sounds aloud. This is in line with Dalman (2010: 48) who says that reading aloud is an activity of reading by making sounds or reciting symbols of sounds or language in a loud enough voice.

d. Definition of Reading Exercise

Reading exercise is an important activity carried out by students, that students can measure the extent to which student's ability to understand the verbs (words) in their main book of learning. Reading exercise is a group of written example or passage to know measure the students' competence in reading skill development (Kozak, 2011: 7).

Reading exercises are also intended for students to train students in developing higher order thinking skills. Reading itself is an activity and an obligation that students must do and is related to cognitive abilities. Reading practice is a necessity for students so that students can understand how much they understand the

reading and material provided by the teacher.

Reading exercise is not only related to cognitive abilities but also related to a scientific approach. Where the process from obtaining information to obtaining information and can be applied in that activity is a series of scientific activities which of course involve high-level thinking skills. Exercise aimed to teach receptive skills required for detailed reading comprehension can be divided into several groups depending on the purpose you want to achieve. Exercise is close with the learning purpose which one to be achieved. And for teachers, training can be a medium for teachers to monitor the increase in their students' understanding of the learning material given and the exercises on the textbook must promote critical thinking of the textbook. Some textbook exercise are more like test, brief checks to see whether the learner knows something or not, rather than frameworks for extended and interesting rehearsals of different aspects of language. (P.Ur, a course in language teaching: 188).

The explanation above explains how the important role of an exercise in the package book. The following are the types of exercises:

- 1) Review Question
- 2) Summary
- 3) Self Assessment

7. Textbook

a. Definition of Textbook

Learning and reading are important activities for students. The learning process can be obtained by students directly or in writing. Books are learning tools that assist teachers and students where in the book we can find a lot of information and increase knowledge. Textbooks provided by the school can be said to be the right books to be used as companion for student learning, because they are a standard that has been set by the ministry of education that has been approved by the school.

According to Yulianti (2011), a textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching learning process. Arthea J S Reed, Verna E. Bergemann, and Mary w Olson, 1998. *In the Classroom: An Introduction to Education*, (Boston: McGraw- hill) Textbook are the single most used instructional tool in the Classroom. textbook is the instructional resources that used by teachers in the teaching process, and they add the textbooks provide a common resource for all students.

b. Textbooks used in SMA and SMK (Vocational School)

Textbooks are an important element that teachers and students must have in the teaching and learning process. Textbooks have a role as companion to student learning because the content and learning materials are in them related to knowledge, new information that can make it easier for students in the learning process to understand the material. In the textbooks used by a school institution have differences according to the types and needs of the school.

Permendiknas Number 2 of 2008 Article 1 explains that "Textbooks are mandatory reference books for use in elementary and secondary or tertiary education units which contain learning material in the context of increasing faith, piety, noble character, and personality, mastery of knowledge, knowledge and technology, increased sensitivity and aesthetic abilities, increased kinesthetic and health capabilities which are based on national education standards"

Textbooks used for SMA and SMK (vocational schools) must have differences, seeing that the shape of the school is definitely different in the system or when its implementation has differences. The use of different textbooks besides the objective factors, there are also KI (core competence) and KD (basic competence) that the school wants to achieve, KI and KD contained in a different syllabus.

c. The Use of Textbook

In essence, a teaching and learning process definitely requires supporting media in its delivery. A teacher before delivering material to students must prepare teaching materials that are obtained from valid sources. The source is usually textbooks, of course here we realize that there will never be a textbook that is very suitable for use in the teaching process. Where here the role of the government and the school is to provide and prepare the best textbooks out of the many textbooks for student use.

Tomlinson (1998) explains in choosing a textbook, teachers need to take into account the abilities, needs and interest of their students, as well as the quality of the book. Based on him, teachers should note the extent to which textbooks need to be adapted and combined with the additional material. In addition, Airasian and Russe, op.cit,2008,p.62 highlight that, “ The instructional resources available to a teacher influence not only the nature of instruction but also the learning outcomes that are possible ,it means that the textbook, as one of the instructional resources for teachers to make the better material and outcomes in the teaching learning process.

With the existence of textbooks students can help if there is material about illustrations, books can present a picture, scheme, and process of the material explained by the teacher in front of the class. Students are helped by having textbooks because they can be opened at any time if they need them.

d. Good Textbook

To create good, orderly and structured learning, schools need important elements to help teachers teach the material appropriately and planned according to their targets. Textbooks are a very important supporting element to use during the teaching and learning process. Because they are an important learning support element, the government, schools, and teachers have a very big share in giving their students good reading according to the set standards. It is true that there will not be found perfect learning media, all have their advantages and disadvantages and can use one learning media in combination with other learning media, but we also have to choose a textbook that is really good to use in the learning process.

A good textbook has many characteristics that are needed in the learning process, usually well-ordered, coherent, integrated, relatively up-to-date, accurate, and relatively unbiased or clear and accurate. Good textbooks have usually been researched by scholars, educators, and minority groups. Their reading level and knowledge base correspond to the developmental level of their intended audience.

The following is an expert opinion that describes the criteria for a good textbook, Greene and Petty (1971: 545-8) in Tarigan (1986:20-21) explain the criteria of good textbook. There are:

- 1) The textbook must be interested and attractive toward the learners. So, they will be interested in using textbook for study.
- 2) The textbook must be able to motivate the learners to use.
- 3) The content of textbook must be illustrative. So, attractive for the learners.
- 4) The textbook should consider the linguistic aspect. So, it will be suitable with the learner's ability.
- 5) The content of textbook must be related to the other branch of science.
- 6) The textbook must stimulate the personal activity of the learners.
- 7) The content of textbook must be clear in written to avoid the learners will be confused in using textbook.
- 8) The book must have clear point of view because it will be a point of view for the learners in using textbooks.
- 9) Textbooks must be able provide the balance and emphasize the values to the learners.
- 10) Textbooks must be able to respect the differences individual of each learners.

e. Structure of Textbook

Each element in the tree consists of structural elements that are designed to aid in learning. Some of these elements are what set textbooks apart from other books. They provide structure, context, overview, motivation, review, and other functions that are useful for learning. Dividing these elements into categories can be helpful when helping authors think about the elements they might want to use. Three of the elements they might want to use. Three of element types help structure the textbooks content: openers, closers, and Integrated Pedagogical Devices (Schneider;2008)

1) Openers:

Openers are structural elements that come before the main content of a tree level. Openers help lead the learner into the content. They could provide motivation, an understanding of the structure of the content, or a summary of what is to come. in the opening section the textbook usually contains overviews (previews), introductions, outlines (text, bullets or graphics), focus questions (knowledge and comprehension questions), learning goals / objectives / outcomes / competences / skills, case problems, in addition one may use the "special features" used inside chapters, eg vignettes, photos, quotations. For example chapter openers could include: a banner image, learning objectives, introduction, focus questions, chapter Summary

2) Main Content

The main part of the book is the discussion content of the material itself which is discussed in the book. Where the author presents various information and additional sources of information that are written neatly, organized, and have valid sources. Of course, in the main part of the book there are discussions about the chapters that will be discussed by the author in accordance with the standard requirements and needs set by the author after obtaining full authority from the ministry of education or related parties who have a standard assessment of a good textbook.

Integrated Pedagogical devise are strategies and elements used in the main content of a tree element to assist in learning. often, these devices use design to differentiate each element, which separates them from the rest of the content, and makes the element recognizable through consistent use in each chapter, section, etc. For example, each chapter in English textbook might have:

- a) a “Biography” element that highlights the biography and accomplishments of a famous English expert.
- b) a “Case study” element that illustrates the concepts by describing a real world application.
- c) Vocabulary words in bold.
- d) Illustration by theoretical used in practice.

3) Closers

Closers are structural elements that typically help students review or reinforce their learning process. Closers are typically we found after the main content of a tree level. Closers help students to summarize, review, or practice what they've learned. Some example chapter closers are: review problems, chapter summary, links to external resources. The closing or end of a book there are usually we also can found conclusions and summaries (may include fact/ research/ data/ diagram), list of definitions, reference boxes (e.g. computer instructions), review questions, self-assessment (usually simple quizzes), small exercise, substantial exercises and problem cases, fill-in tables (for "learning in action" books) to prepare a real world task, ideas for projects (academic or real world), bibliographies and links (that can be annotated).

From the section above we can find out that part of the closing also presents several kinds of exercises, namely: review question, summary, self assessment.

B. Previous Related Study

Researchers found several studies that have similarities to the problem examined by research. The first research is research from Gaza, conducted by Ayat Abd Al-Qader Ahmad Seif (2012) of The Islamic University Gaza with research titled Evaluating the Higher Order Thinking Skills in Reading Exercise of English for Palistine Grade 8. The results of the research found after doing the research are: And what becomes a renewal in the research conducted this time is that researchers use books used by vocational school children (SMK) in Indonesia where between SMA and SMK there must be many differences related to the implementation of SMA and SMK learning which are different starting from KI (competency core) and KD (basic competence) are different and have a practical focus.

And researcher found the distribution of the available HOTS categories is the following: Concerning the analysis skill, it got % 51.92. The SB (student book) has % 58.44, whereas the WB (work book) has % 33.33. Regarding the synthesis skill, it got % 41.35. The SB (student book) has % 32.47 while the WB(work book) has % 66.67. The evaluation skill, on the other hand, got the least score among the other two skills. It got the percentage of % 6.73 in only the reading exercises of the SB (student book), The similarities of this research with. The research of this research is to find the distribution of HOTS in reading exercises using document books as the object of research.

The similarity is also found in the use of Bloom's Taxonomy theory which has a hierarchy or level of thinking and presents the old bloom theory and the revised bloom taxonomy theory. Whereas the difference between previous research and current research is that previous researchers used the method of interviewing students to get views regarding the availability of HOTS in reading exercises to validate. Whereas in this study only using documents to find the distribution of verbs including HOTS in student exercise books.

The second study is the research that has been done by Bulent Tarman, student of Gazi University and Burcin Kuran, student of Necmettin Erbakan Univeristy with the title “ Examination of the Cognitive Level of Questions in Social Studies Textbooks and the views of teachers based on Bloom Taxonomy” the result showed After all the findings were assessed, the 6th grade prep questions were found to be at a low level (84.2%), open-ended assessment questions were at a high level (70.2%), and the multiple- choice assessment questions were at a low level (85%). The 7th grade prep questions were low level at 71.3%, open-ended assessment questions were high level at 66.6%, and 93.05% of multiple-choice questions were low-level questions.

The similarity with this research is that research is intended to determine the accuracy of Higher order cognitive skills in learning using Bloom's Taxonomy theory and researching from an exercise book. The difference is using group interviews conducted on

teachers, whereas in this study only examining documents and exam questions did not use the interview method.

The third research is published in a paper by Azianabdul Aziz, Fauziah Ismail, Noor Mala Ibrahim, Norhanim Abdul Samat, students from Malaysian University of Technology, Johor Baru, Malaysia with the title of the paper "Investigating the Implementation of Higher Order thinking skills in Malaysia". Research conducted in Malaysia and what researchers are currently doing has a difference, namely the process of selecting the observation target where Malaysia has the classification of the schools to be studied.

Researchers in Malaysia choose to conduct research in public secondary schools because there are many classifications of schools there so that special schools are not included in the research target. while what researchers are currently doing research is the book used by vocational school students in learning, of course there will be renewal findings that are found.

The fourth research conducted by Nur Pratiwi (2014), a student of The Syarif Hidayatullah State Islamic University with the research title "Higher Order Thinking Skill In Reading Exercise (An Analysis Of Reading Exercise in Pathway to English Textbook For the Elevent Grade of Senior High School) Students). The results of his research show the distribution of Higher Order Thinking Skills consisting of analyze, evaluate, and create, there are only 15 questions out of 157 easy reading questions.

The domain analysis or from C4 gets 12 items, while from C5 or what is called the evaluate domain got 3 items and there are no questions that are part or domain of C6 or called create domain. And in his research shows that the distribution of lower order thinking level obtains is 90.4% while higher-level thinking ability is only around 9.6%. This means that the ratio between the lower order thinking skill and higher order thinking skill level is 1: 9.4. The results of the study were in the form of a percentage and distribution of each ability in the reading practice essay of the Pathway to English Textbook. The equation is, in research conducted by researchers using the theory of Bloom Taxonomy and the results show that the lower order thinking skills (LOTS) have more distribution. The difference is that I researched at vocational schools and the research conducted by this researcher was conducted in high schools.

The fifth research is a journal research conducted by Nadia Daniati (English ELTSP Of English Department of FBS State University and Graduate on June 2020), Fitrawati (Lecturer of English Department of FBS State University of Padang) entitled "High Order Thinking Skill Questions in Reading Exercises (An Analysis of Reading Exercise in Bright and English Course Book for the Grade IX of Junior High School, Published by Erlangga in 2018).

The results of this study show that the Bright an English course book grade IX has a lower order thinking skill (LOTS) which is more dominant than Higher Order Thinking Skill (HOTS) questions. The total of HOTS questions is 78 questions or 18.9% of

412 reading questions. Then, the total of each question including HOTS questions are 49 questions or 11.9% for the analyzing level, 24 questions or 5.8% for the evaluating level, and 5 questions or 1.2% of the creating level. is the lower order thinking skill category which has a total of 334 questions. The equation is, in research conducted by researchers using the theory of Bloom Taxonomy and the results show that the lower order thinking skills (LOTS) have more distribution. The difference is that I researched at vocational schools and the research conducted by this researcher was carried out at high school, the books I studied were books published by the ministry of education and for vocational school children while the books researched by the researcher used Erlangga's books and for high schools.

The sixth research has been conducted by Faradina Ilma (2018), Education and Teacher Training, Faculty of Walisongo State Islamic University Semarang, 2018. With the title of the research, namely "Higher Order Thinking Skill Questions In Reading Exercise (An Analysis of Reading Exercises in Bright Course Book For The Seventh Grade of Junior High School of Curriculum 2013, Published by Erlangga in The Year of 2016). It was found from his research that the similarity of the research carried out with this study lies in the research method used is a qualitative method and both use the original version of Bloom's Taxonomy theory. and its revised version, and the use of the book entitled "BRIGHT" which was studied was also related to the verb in it.

Whether it is included in the Higher Order Thinking Skill

(HOTS) domain or into the Lower Order Thinking Skill (LOTS) domain. 14%, domain Evaluate 1 or total score 1.3%, and domain create 0 a tau is equal to 0% the result shows that 79 reading questions are in the textbook, the ability to analyze has a result of 10 questions or 14%, while the ability to evaluate has 1 item or 1.3% and there are no reading questions that are included in the create skill.

The next research is the research from Thesis conducted by Nina Apriani (2019) with the thesis title “Evaluating the Higher Order Thinking Skills in Reading Exercise of EFL Textbook “Pathway to English for Tenth Grade of Senior High School Students” based on the thesis have the similarity of the research carried out with this study lies in the research used Bloom’s Taxonomy theory and looking for verb distributions that belong to the Higher Order Thinking Skill level. For Further explanation about the distribution of Higher order thinking skill in the Pathway to English textbook there are 6 types of reading exercises which can be seen in the table on that thesis one of the table explain the type of exercise that including on HOTS domain there are essay, true or false, matching, short answer, fill in the blank, complete the clum. There are six types distribution of exercise from textbook there are 21 exercise. The Highest distribution is obtained reading practice essay question with total of exercise are 12 exercise, right or wrong question exercise get 2 exercises, match gets 3 exercises, short answers get 3 exercises, fill in the blank gets 0 and complete column gets 1 exercise. The table above shows that each type of reading essay exercise in the pathway to English textbooks in

the 10 chapter obtained.

Level of Higher Order Thinking distribution which consists of analyse, create, and evaluate skill only gets 3 question from 72 question reading essays. Analyze domain or C4 gets 2 items while create domain or C5 there is no question, and evaluate domain gets 1 item. It the result of the thesis shows that distribution of the lower order thinking skill (remember, understand, apply) obtains 95,84% with 69 questions while the higher order thinking skill (analyse, create, evaluate) only obtains 4,16% with 3 questions.

The last research is research conducted by Zahril Anasy (2016) with the title HOTS Journal (Higher Order Thinking Skill) In Reading Exercise. By using a textbook entitled "Pathway to English Textbook" for the 11th grade of senior High school student. From these journals there are similarities, namely using Bloom's Taxonomy theory and the results of the research are finding that out of 33 total reading practice essays, there are 157 essay questions that train reading skills in the Pathway to English textbook and the research was conducted using tables and Check the list to find the distribution of the cognitive domains in each essay reading question.

There are 6 cognitive domains included in the revised edition of the Bloom Taxonomy domain which are divided into two domains, namely high-level thinking (analyze, evaluate, create) and lower order thinking (remember, understand, apply). The result show that the higher order thinking obtain lower distribution than the lower order thinking skill. It based on proven by the result of the

data analysis which shows that the higher order thinking level only obtain 9.6% while the lower order thinking level obtains 90.4%.

The researcher finding that 12 chapters in textbook, there are 157 essay reading questions in the textbook yet the higher order thinking level only gets 142 questions. The writer thinks that there is inequality number in the distribution of higher order thinking questions and lower order thinking questions. The result shows that unbalance number because the evaluate domain only gets 1.9% out of 100% and the create domain obtains null distribution. Moreover, as the first skill in the higher order thinking level, the analyse skill obtains 12 questions out of 157 or 7.7%. It is the highest number among the three skills in the higher order thinking level although, it is still considered to have small distribution.

Additionally, there are only 3 chapters in the textbook which practice analyze skill in the essay reading exercise, chapter 8, 10, and 12, Moreover, the highest distribution of the analyze questions is available in the chapter 10, because there are also many variation of the reading text and the reading exercises in the chapter 10. The second category is the evaluate skill. There are only 3 questions out of 157 or 1,9% which belong to the evaluate skill. It might happen because it is one of the most critical thinking skill in reading skill. Domain evaluate questions are only available in the 2 chapters in the textbook, chapter 5 and 12. The last category is the create skill which obtains null distribution.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was conducted using documents as a source of research and analysis because researchers analyze the contents of the document or textbook in the form of exercises in each chapter 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11. The document studied is an English language book package written by Utami Widiati, Zuliai Rohmah, and Furaidah printed 2018 by the Center for Curriculum and Books, Balitbang, Ministry of Education and Culture used at the Twelve Grade of Senior High School in SMK Negeri 6 Surakarta in the Academic Year 2020/2021. Donald Ary et al, (2010; 457) states that "Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents. "

The research conduct by this researcher used qualitative research methods. Creswell (in Hardiansyah, 2010: 8) states: "Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social human problem. The research herbuilds a complex, holistic picture, analyzes words, report detailed views

of information, and conducts the study in a natural setting”. In addition, the writer employs a simple statistical calculation to determine the distribution of each level of Bloom’s taxonomy, particularly the HOTS level, and interprets the data qualitatively. In qualitative research, the researcher investigates the quality of relationship, actives, and situation or material. (Frankel and Wallen, 2000:502)

B. Setting of the Research

1. Place of the Research

This research was take a sample of the questions in the textbook used by students in studying at SMK 6 NEGERI Surakarta which is located on Jl. Adi Sucipto No.38, Kerten, Kec. Laweyan, Kota Surakarta, Jawa Tengah 57143

2. Time of the Research

This research was conducted in the ninth grade at SMK NEGERI 6 SURAKARTA in the 2020/2021 school year in Semester one. Here is the organization of the research:

Table 3.1
Time of Research

No	Activity	Month					
		Aug	Sep	Oct	Nov	Dec	Jan
1.	Submitting title						
2.	Collecting the						

	document						
3.	Chapter I						
4.	Chapter II						
5.	Chapter III						
6.	Proposal of thesis (Seminar)						
7.	Analysis data						
8.	Arranging chapter IV and V						
9.	Munaqosah						

C. Data and Source the Data

1. Data

In this study, the data were documents used for research sources, namely textbooks used by students in learning at high school in the 2020/2021 school year. Data only comes from one textbook because this is the main book used by students and teachers in the teaching and learning process.

2. Source the Data

Sutopo (2002;6) states that data in qualitative research are collection of information and or fact in the form of words in sentences that is meaningful. In other hand, Lofland (1984:47) says that sources of data in

qualitative research are words and actions, the additional data can be documents or other sources. The source of the data in this research include documents. The document used for this research is the main textbook used by students at school, namely the English textbook by the Ministry of Education and Indonesian Culture 2018 in the academic year 2020/2021.

D. Technique of Collecting Data

Researchers collect data using the student's main textbook English books written by Utami Widiati, Zuliai Rohmah, and Furaidah printed 2018 by the Center for Curriculum and Books, Balitbang, Kemendikbud used at the Twelve Grade of Senior High School in SMK NEGERI 6 Surakarta in the Academic Year 2020/2021. Researchers conducted research by examining and analyzing the questions contained in each chapter, whether it was included in the category of verbs. Higher order thinking skills (HOTS) asked for information from trusted sources, namely teachers of English subjects, teachers of related subjects who really accompanying students' learning process in the classroom. And after doing research and finding the findings then calculating each word into the high level thinking level or low level thinking level, then the researcher makes a conclusion.

E. Trustworthiness of the Data

The document studied is a document that has reliable validation because it uses document sources, namely textbooks set by the direct government, more precisely, the ministry of education which has a standard for the use of a book or teaching resource for students and teachers in

schools to comply with the rules and standards set by the government, and in this study involving teachers of related subjects in research analyzing the high-level thinking skills of a student where this teacher is an expert in their field, and in collecting theory and data accompanied by experts opinion that is included in the year and source directly. And the researchers themselves also learned to understand about Order Thinking Skills.

The researcher also provides evidence that this research is reliable by using a validator, the researcher appointed Dr. validator. Sri Handayani, S.Pd. M.Hum as a lecturer in English Education from Slamet Riyadi University (UNISRI) who is considered to have credibility and validity of the idea of his review regarding my research can be justified.

F. Technique of Analyzing the Data

In this research, the data obtained from the research results are grouped in the form of tables and explanations. This will make it easier for researchers to identify the types of verbs contained in the exercise book, which are verbs that are included in the categories knowledge, comprehension, application, analysis, synthesis, evaluation (looking at the 6 levels of the Taxonomy Blooms theory). The table contained in this study has a function to classify or analyze whether the use or selection of verbs contained in student textbooks or student question exercise books has supported students having high-order thinking skills, in the sense of whether

the verb is included in Higher Order Thinking Skills (HOTS) or many of the verbs included in the Lowest Order Thinking Skill (LOTS).

Make the percentage of verb distribution, the presentation of the distribution of verbs which are included in the cognitive level of the Bloom Taxonomy theory is used to see how many presentations of verbs are included in the Higher order thinking skill (HOTS) category or the Lowest Order Thinking skill (LOTS) category and from that percentage we can conclude that in the use of teaching media students have supported the achievement of higher-order thinking skills for students or not.

1.

$$\frac{\text{Remembering}}{\sum \text{verb}} \times 100 = \dots \%$$

$$\sum \text{verb}$$

2.

$$\frac{\text{Understanding}}{\sum \text{verbs}} \times 100 = \dots \%$$

$$\sum \text{verbs}$$

3.

$$\frac{\text{Applying}}{\sum \text{verbs}} \times 100 = \dots \%$$

$$\sum \text{verbs}$$

4.

$$\frac{\text{Analyzing}}{\sum \text{verbs}} \times 100 = \dots \%$$

$$\sum \text{verbs}$$

5.

Evaluating x 100 = ...%

Σ verbs

6.

Creating x 100 = ...%

Σ verbs

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the results of data analysis to answer the problem formulations in chapter one. The first part of this chapter discusses the types of higher-order thinking skills developed in textbooks of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Indonesia 2018. The second part of this chapter presents the distribution of higher order thinking skills in textbooks of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018.

A. Research findings

The data used by researchers in this study were questions contained in the textbook of Bahasa Inggris by Kemeterian Pendidikan dan Kebudayaan Republik Indonesia 2018. The questions taken is based on the questions per chapter from chapter one to chapter eleven in the textbook of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018.

1. Analysis of the type of order thinking skills being developed Analysis of the types of order thinking skills developed in English textbooks of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018 was carried out by analytic research. The researcher acquired the data grouping the types of questions that were included in the order thinking skills divided into two types higher order thinking skills (HOTS) and lower order

thinking skills (LOTS). Order thinking skills type then transformed into tables. Then group the types of questions according to the order thinking skills level in the revised Blooms Taxonomy theory. The table in this study is to simplify and classify the findings of order thinking skills types developed in textbooks of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018.

Researchers examined the types of order thinking skills developed in textbooks of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018 by grouping existing questions from chapter one until chapter eleven from textbooks of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018.

Table 4.1

**The Types of order thinking skills Developed by the Textbook of
Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik
Indonesia 2018**

NO	HOTS	C1	C2	C3	C4	C5	C6
1.	Descriptive			2	1		
2.	Recount				1		
3.	Procedure	4	5	5			2
4.	News item			1	4		4
5.	Analytical	8	10	7	6		1
6.	Report	4	2	2			2

7.	Judgment	3	3	2	1	4	
8.	Discussion	2	7	3	3		6
9.	Explanation	22	19	13	3	2	
10.	Review	21	11	2	3		1
	TOTAL	64	57	37	22	6	16

There are ten columns in the table, the first table is a table that shows the number of language functions contained in the questions in the textbook of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018 from chapter one to chapter eleven. The second column shows the type of the language function itself. Columns three to eight provide information about the cognitive domain of Blomm's Taxonomy by type of question. The last column is a column that provides information on the total number of hots distribution contained in the textbook of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018.

The Question of Remembering (C1) Skill

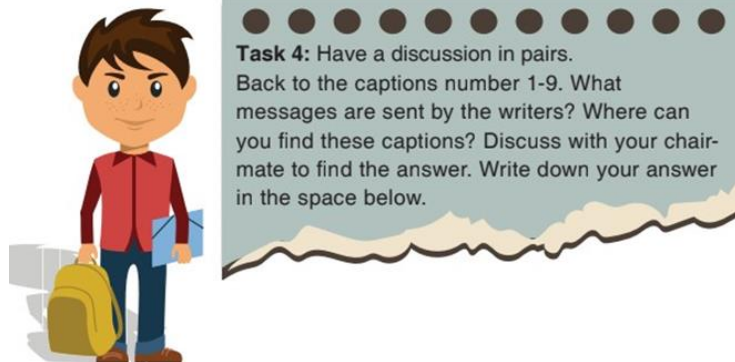
Questions

- Where do you think each conversation takes place?
 Dialog 1: _____
 Dialog 2: _____
 Dialog 3: _____
 Dialog 4: _____
- What are the relationships between the speakers?
 Dialog 1: _____
 Dialog 2: _____
 Dialog 3: _____
 Dialog 4: _____
- What are the functions of the underlined words?

- What are the functions of the italicized words?

6 Bahasa Inggris

The Question List of Understanding (C2) Skill



Task 4: Have a discussion in pairs.
 Back to the captions number 1-9. What messages are sent by the writers? Where can you find these captions? Discuss with your chair-mate to find the answer. Write down your answer in the space below.

Caption	Message	Venue
Caption 1	Not all expectations can be achieved.	
Caption 2		
Caption 3		
Caption 4		

The Questions of Applying (C3) Skill

- **Task 3:** Complete the sentences.
- Please complete the following sentences by referring to the previous reading text.

Example:

If you visit Seattle, arrive with _____
If you visit Seattle, arrive with *this list of six must-have experiences*.

1. If you visit Seattle, the first thing to do is _____

2. The second thing to do is _____

3. The 'Soul of Seattle' is the name for _____ because

4. _____ is the third
instruction to follow if you visit Seattle.
5. If I am in the San Juan Islands, I will be able to enjoy _____

The Question of Analyzing (C4) Skill

- **Task 3:** Let's have some questioning activities.
- Do you still have questions? Write down your questions and take turns asking and answering the questions with your partner. Compare your answers to your partner's. Identify relevant words (data) from the text to support your answers.
- If you're not sure, check the answers with the teachers.

The Question of Evaluating (C5) Skill

- **Task 2:** Exchange your work.
- Exchange your group's work with other group's work. Check the work. You may give some corrections and suggestions in other piece of paper.

The Question of Creating (C6) Skill

- **Task 3:** Let's make comprehension questions.
- Create your own questions about the two texts. Do you have any questions so far about the two texts? Write down your questions and ask your friends or your teacher to get the answers.

Regarding to the table above, it shows that the propotion of the two major levels of Bloom's Taxonomy consists of Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS). The total number of types of questions included in the cognitive domain Lower order thinking skill (LOTS) of C1 = 64, C2 = 57, and C3 = 37 total 158. While the number of questions included in the cognitive domain type Higher order thinking skill (HOTS) of C4 = 22, C5 = 6, C6 = 16 amounted to 44. From the analysis that the researchers conducted in textbooks of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018 it was found that the types of higher order thinking skill (HOTS) contained in the textbook of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia is as follow:

Table4.2

**The criteria of LOTS in Textbooks of Bahasa Inggris by Kementrian
Pendidikan dan Kebudayaan Republik Indonesia 2018**

Scale	Distribution
78,21%	High

2. The analysis of percentage sub the frequency sub the characteristics
of LOTS and HOTS

This description is a presentation of the data found by the researcher which shows the proportions of the two main levels of Bloom's Taxonomy, there are Lower order thinking skills (LOTS) and Higher Order thinking skills (HOTS). The total amount of LOTS and HOTS item included in textbooks of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018,will be describe here:

Table 4.3

**The Distribution of LOTS and HOTS in tetxbooks of Bahasa Inggris by
Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018**

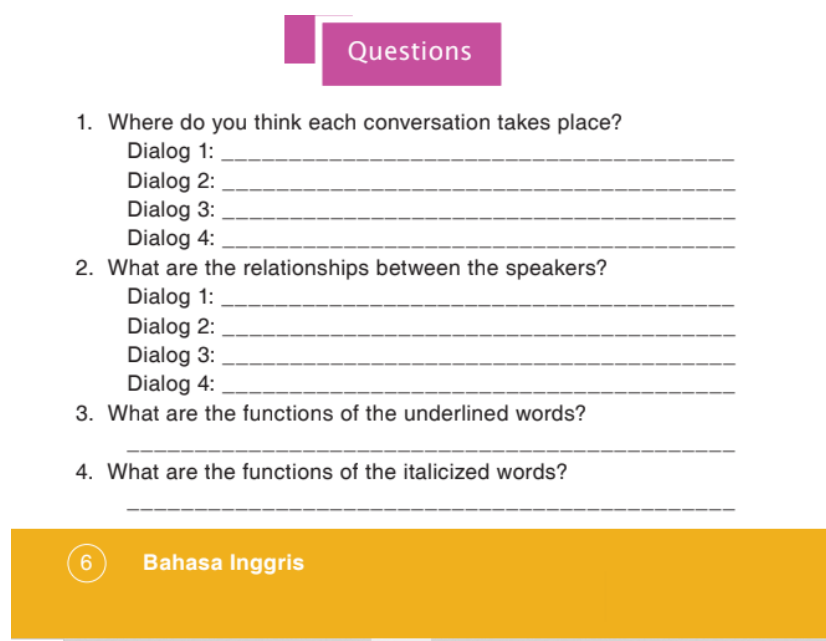
No	LOTS & HOTS	Number of question types	Total Score	Distribution
1.	Remembering	64	$64/202 \times 100 = 31,68\%$	High
2.	Understanding	57	$57/202 \times 100 = 28,22\%$	High
3.	Applying	37	$37/202 \times 100 = 18,32\%$	Medium
4.	Analyzing	22	$22/202 \times 100 = 10,89\%$	Low
5.	Evaluating	6	$6/202 \times 100 = 2,97\%$	Low
6.	Creating	16	$16/202 \times 100 = 7,92\%$	Low
	Total	202	100%	

The table above shows from total 202 question in textbook of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018. The researcher find the result and quality of the remembering (C1) skills is very high because there is 64 type of question out of 202 or on the percentage 31,68%. The quality of the understanding (C2) skill is high because there is 57 question or

28,22%, the quality of applying is high there is 37 type of question or 18,32%, And the quality from the type of HOTS from analysing (C4) is low just 22 type of question from 202 total question or 10,89%, and from evaluating (C5) 6 question that's mean very low or 2,97%, and the last is the high level on the Bloom's Taxonomy level is creating (C6) the researcher find the result is 16 type of question or 7,92%. The first is the table for the question list of the remembering (C1) skill, as follow:

Picture 4.4

The Question of Remembering (C1) Skill



Questions

- Where do you think each conversation takes place?
 Dialog 1: _____
 Dialog 2: _____
 Dialog 3: _____
 Dialog 4: _____
- What are the relationships between the speakers?
 Dialog 1: _____
 Dialog 2: _____
 Dialog 3: _____
 Dialog 4: _____
- What are the functions of the underlined words?

- What are the functions of the italicized words?

6 Bahasa Inggris

The question number 2 **What are the relationships** between the speakers? Is the type of question C1 remembering (identify) and have language function in analytical, because the student must analysis the question and answer to have answer the question.

Number 3 from question **What are the function** of the underline words? is the type of C1 remembering (identify) and the type of language function is explanation, the researcher categorize it into language function explanation because students when answering questions must be able to mention and explain the function of underline words.

Picture 4.5

The Question List of Understanding (C2) Skill



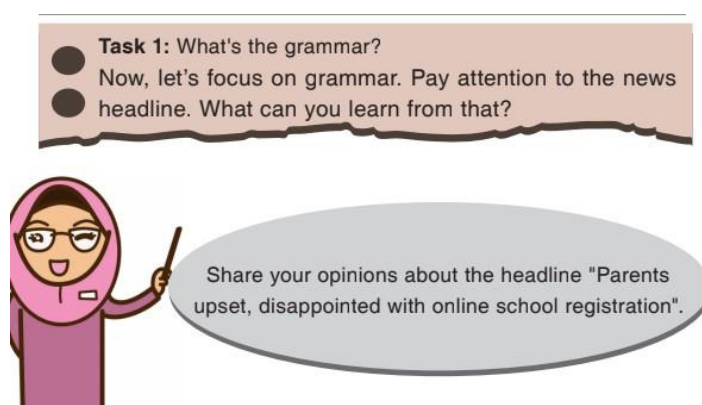
Caption	Message	Venue
Caption 1	Not all expectations can be achieved.	
Caption 2		
Caption 3		
Caption 4		

The picture above shows that there is a question which belongs to the Understanding (C2) skill, because there is verb “discuss” and including in understanding verb and the type of language function

from the question above is analytical because from the question form need to analytical process to answer the question.

Picture 4.6

The Question of Understanding (C2) skill



Related to the picture above, questions from the picture belongs to Understanding skill (C2) so is the lower distribution of questions that belong to lower order thinking skill. There is verb including in Understanding skill and the type of language functions is review because from the kind of that questions the students answer need to reviewing again what they can learn from study about grammar.

Picture 4.7

The Questions of Applying (C3) Skill

● **Taks 3:** Complete the sentences.

● Please complete the following sentences by referring to the previous reading text.

Example:
 If you visit Seattle, arrive with _____
 If you visit Seattle, arrive with *this list of six must-have experiences*.

1. If you visit Seattle, the first thing to do is _____

2. The second thing to do is _____

3. The 'Soul of Seattle' is the name for _____ because

4. _____
 _____ is the third
 instruction to follow if you visit Seattle.
5. If I am in the San Juan Islands, I will be able to enjoy _____

Picture 4.8



Source: freepik.com

At the end of this chapter, ask yourself the following questions to know your learning progress.

1. Do you know how to tell your friends about visiting a place using 'if' clause followed by imperatives/suggestions?
2. Do you know how to write texts about visiting a place using 'if' clause followed by imperatives/suggestions?

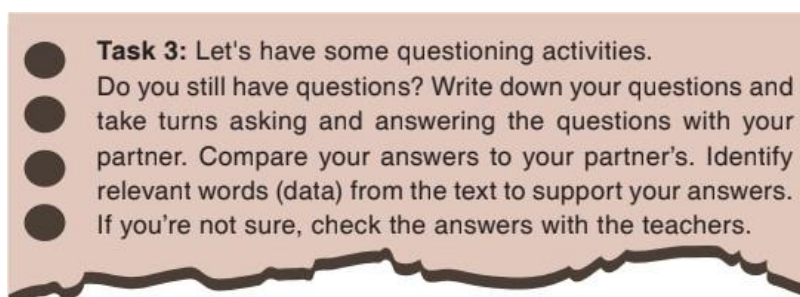
Related to the table above, there are questions belong to the applying skill, so its including in lower oder thinking skill. There is verb “complete” that including in applying (C3) verb and the type of language function from

that question is explain, because we must read the text again and complete the sentences than make explanation while the sentence is structured.

The second picture above shows that the type of Applying question skill (C3) because the question instruct the student to apply their understanding to “tell their friends about visiting place using if clause” and from the second question is ask the student “how to write texts...” it’s mean we must explain it when we answer the question.

Picture 4.9

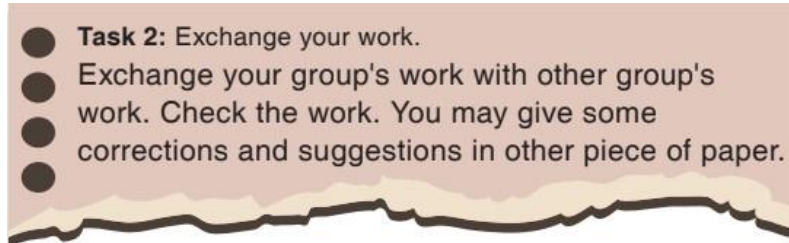
The Question of Analyzing (C4) Skill



The picture is analytical because while students compare the questions with their partner they should analyse when they are not sure with their answer.

Picture 4.10

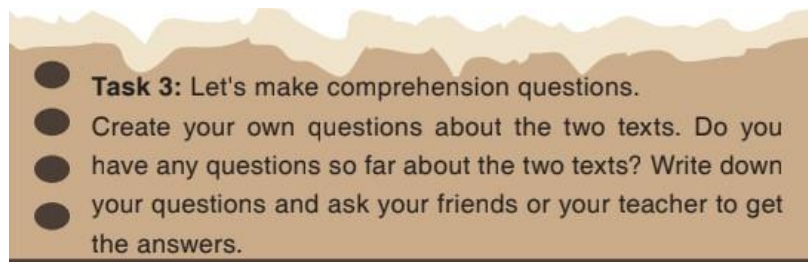
The Question of Evaluating (C5) Skill



Related to the picture above it including in evaluating (C5) skill because the question is about judging about other friend question and the student should make a corrections and suggestions in other paper, and the language function is judgment.

Picture 4.11

The Question of Creating (C6) Skill



The picture above shows that there is question belongs to the higher order thinking skill. The verb “create” it’s the verb including in the creating (C6) skill and the language function from the type question above is report because its report text that the student must read and make a question again.

Examples of the above categories are findings that researchers found in the language textbook of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018 ,based on the example questions presented above, there is C1 in the order thinking skill (remembering) category, C2 the order thinking skill (undertanding) category, C3 the order category thinking skill (applying), C4 in the order thinking skill (analyzing) category, C5 in the order thinking skill (evaluating) category. The example questions above are examples of questions found from the textbook of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018 and have been categorized based on the order thinking skill level according to the Bloom Taxonomy theory which from the research found the following results researchers found the results and quality of memory skills (C1) were high because there were 64 types of questions out of 202 or at a percentage of 31, 68%. The quality of understanding skills (C2) is high because there are 57 questions or 28.22%, the quality of applying (C3) is high because there are 37 types of questions or 18.32%, and the quality of the HOTS type questions is the result of the analysis. (C4) low is only 22 types of questions from 202 total questions or 10.89%, and from the assessment (C5) 6 questions means very low or 2.97%, and the last is a high level on Bloom's taxonomy level. making (C6) the researcher found the results of 16 types of questions or 7.92%.

B. Discussion

According with government policies, especially at the Ministry of Education of the Republic of Indonesia, a new policy in the 2013 curriculum (K13) emphasizes students to be more independent in learning and emphasizes more on cognitive aspects. This is an interesting fact to study where the researcher wants to prove whether important aspects such as schools, facilities and ministries of education are ready to support the creation of this aspect. Researchers conducted research using the theory put forward by Bloom's Taxonomy where there is an order thinking skill theory which is divided into two parts, namely Higher order thinking skills and lower order thinking skills consisting of C1 to C6 (remembering, understanding, applying, analyzing, evaluating and creating).

In the findings found by the researcher, the researcher found the cognitive levels found in the textbook of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018 consisting of order thinking skills which are divided into two, namely lower order thinking skills (remembering, understanding, applying) and higher orders thinking skills (analyzing, evaluating, creating).

Based on the data analysis conducted by researchers on textbooks of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018 the researchers found that:

1. The type of order thinking skill that is found from the questions in the textbook, consists of lower order thinking skills to higher order thinking skills (C1 to C6). All types of order thinking skills in the

questions start from (remembering, understanding, applying, analyzing, evaluating, creating).

2. The distribution of the order thinking skills found from the questions in the textbook of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2108. is divided into two, namely Lower order thinking skills (LOTS) and Higher Order Thinking Skills (HOTS). Researchers found that questions or questions that fall into the higher order thinking skill (HOTS) category of C4 = 22, C5 = 6, and C6 = 16 total $44 / 202 \times 100 = 21.78\%$, which is a low percentage of 100% which is the goal. from the government that wants to emphasize reasoning activities in student learning, experimentation and continuous thinking power in solving problems, which emphasizes higher order thinking skills activities which are not fulfilled in the textbook of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018. In terms of learning facilities for students, the main that textbooks used by students for learning activities is not support the goals of the government to create students have order thinking skills especially in Higher Order Thinking Skills (HOTS).

And researchers found the distribution of order thinking skills which is included in the Lower order thinking skills (LOTS) level, the distribution is as follows from C1 to C3 (remembering, understanding, applying) C1 = 64, C2 = 57, C3 = 37, total 158, $158 / 202 \times 100 = 78.21\%$ which is included in a very high percentage of 100% compared to the total HOTS which is only 21.78%.

The total of the questions in the textbook of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018 which were examined from chapter one to chapter eleven there were 202 and the results included 44 questions of HOTS level and 158 questions of LOTS. And the researcher concluded that the most questions on HOTS were at the C4 level (Analyzing), namely there were 22 questions and the lowest at C5 (Evaluating) there were only 6 questions, the most types of questions at the LOTS level were at C1 (Remembering), namely 64 questions and the lowest was at C3 (Applying) 37 questions.

The important thing that must be considered and become a concern is that special attention is needed to be given to the selection and distribution of questions that are included in the types of questions that involve high-level thinking students, namely questions (HOTS). To create a generation that likes to read and carry out longer problem analysis such as deep thinking and balanced thinking with the aim of education in setting goals in K13 which emphasizes students to learn more independently, discuss, and use their cognitive abilities.

All forms of categorization and classification processes carried out by researchers are carried out based on the theory of the revised Bloom Taxonomy, the categorization is carried out using a table of verbs so that the research carried out is based on a valid theory not written by itself. A table of verbs is found on pages 33-37. The researcher appointed Dr. validator. Sri Handayani, S.Pd. M.Hum as a lecturer in English Education from Slamet Riyadi University (UNISRI)

who is considered to have credibility and validity of the idea of his review regarding my research can be justified.

CHAPTER V

CONCLUSION AND SUGGESTION

Chapter five concludes the findings and the discussion from the result of the research.

A. Conclusion

From the result of the research finding and discussion in the previous chapter, the researcher draws conclusion that the type of order thinking skills developed in the textbook of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018 there are two types, namely lower order thinking skills (LOTS) and higher order thinking skills (HOTS). Lower order thinking skills (LOTS) and higher order thinking skills (HOTS) contained in textbooks of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018 which were examined by researchers, there were all types of cognitive levels according to Bloom's Taxonomy, namely from C1, C2, C3, C4, C5 and C6 consisting of (remembering, understanding, applying, analyzing, evaluating, creating).

The total number of question types included in the cognitive domain Low-order thinking skills (LOTS) of C1 = 64, C2 = 57, and C3 = 37, a total of 158 of 202 question that

the researchers found. While the number of questions included in the cognitive domain is high-order thinking skills (HOTS) of $C4 = 22$, $C5 = 6$, $C6 = 16$ totaling 44 of 202 questions that the researchers found. Analysis of the language function is based on the questions contained in the textbook of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia there are 10 types, which consist of descriptive, recount, procedure, news items, analytical reports, judgment, discussion, explanation, and reviews.

Researchers found the distribution of order thinking skills consisting of higher order thinking skills (HOTS) and lower order thinking skills (LOTS) in the textbook of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018 as follows A total of 202 questions in the textbook of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018. Researchers found the results and quality of memory skills (C1) were very high because there were 64 types of questions out of 202 or at a percentage of 31, 68%. The quality of understanding skills (C2) is high because there are 57 questions or 28.22%, the quality of application is high, there are 37 types of questions or 18.32%, and the quality of the HOTS type questions is the result of the analysis. (C4) low is only 22 types of questions from 202 total questions or 10.89%, and from the assessment

(C5) 6 questions means very low or 2.97%, and the last is a high level on Bloom's taxonomy level. making (C6) the researcher found the results of 16 types of questions or 7.92%.It can be concluded that the results of the research conducted by researchers used textbook of Bahasa Inggris by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018 in looking for the types and distribution of order thinking skills, it was found that the lower order thinking skills (LOTS) questions had very high types and distributions compared to the questions. which goes into the higher order thinking skills (HOTS) type.

B. Suggestion

In this occasion, the researcher would like to give some suggestions are follows:

1. The need for special attention when screening questions or distributing questions in student textbook processing by experts or compilers. Especially in the making of questions that are included in the HOTS type Order thinking Skills where questions that require reasoning and critical thinking for students can create students to have creative and critical thinking to face the progress of times and the creation of government ideals that shape students who are have reason to think critically.

2. Book compilers and teachers should work together so that goals are achieved and can evaluate each other or prepare books that are according to standards for students so as to create students who have high-level thinking skills.
3. Readers of this study are expected to get references or views on Order thinking skills consisting of HOTS and LOTS in education.

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HASIL VALIDASI AHLI
SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama : Dr. Sri Handayani, S.Pd., M.Hum
NIDN : 0645017401

Menyatakan bahwa Skripsi dengan judul **“ORDER THINKING SKILLS IN READING EXERCISE (AN ANALYSIS OF READING EXERCISE IN TEXTBOOK AT THE TWELVE GRADE OF SMK NEGERI 6 SURAKARTA IN THE ACADEMIC YEAR 2020/2021)”** dari mahasiswa Program Sarjana (S1):

Nama : Rizka Aulia Pravitasari
Program Studi : Pendidikan Bahasa Inggris
SRN : 173221089
Fakultas : Adab dan Bahasa
Perguruan Tinggi : Institut Agama Islam Negeri Surakarta

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Surakarta, 2021
Validator Ahli,

Dr. Sri Handayani, S.Pd., M.Hum
NIDN.0645017401