



## **READING QUESTIONS ANALYSIS; ENGLISH TEXTBOOK FOR SMAN KOTA PADANG**

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### **Abstract**

This research was a descriptive research that aimed to analyze the reading comprehension questions in English textbook by using Higher Order Thinking Skill. The data used in this research is reading comprehension questions of English textbook grade X, XI, and XII which is used in SMAN Kota Padang. There are four schools to be inspected and the writer found 10 English textbooks. This study used instrument in the form of indicators from HOTS criteria and Bloom's Taxonomy Revision criteria. From the result of the reading comprehension question in English textbook by using Higher Order Thinking Skill at SMAN Kota Padang, it showed that the reading comprehension questions had used the HOTS criteria. As a result of the analysis in reading comprehension questions, 425 questions (23,09%) Higher Order Thinking Skill questions were found in the reading comprehension questions in 10 English textbooks. The result of this research also found that mostly-used HOTS criteria in the reading comprehension questions is evaluating category.

**Key words:** Reading comprehension questions in English textbook, Higher Order Thinking Skill, Bloom's Taxonomy

### **A. INTRODUCTION**

Higher order thinking skill is now being very crucial in education world. Since the Indonesian curriculum has been changed to be the Curriculum 2013, the government through Educational Quality Insurance Institution (LPMP) requires the teachers to assist students to emphasize their critical thinking (Febrina, 2019). According to curriculum 2013, students should be enhanced in four main integrated aspects in lesson plan; comprising character building, literacy, 4C (creative, critical thinking, communicative, and collaborative), and higher order thinking skill (HOTS). Critical thinking includes low order thinking skill (LOTS) and high order thinking skill (HOTS). It has some categories such as remembering, understanding, applying, analysing, evaluating, and creating, so that

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the students will be more critical and analytical in their thinking so they can solve the problems they face in their daily lives.

One of the ways in improving higher order thinking skill is by implementing it in teaching learning process. Implementing HOTS in learning process, teachers are suggested to give some HOTS questions for students directly or they can choose some tasks or activities from textbooks which provide HOTS questions. As we know that classroom activity consists of three main elements, namely teachers, students, and textbooks. One of the ways to help the students and teachers is a textbook.

As one of the learning sources, the textbook has important role in the English teaching and learning process. A textbook should present tasks and activities for both teachers and students. Furthermore, a textbook should be able to assist a teacher in producing questions in HOTS level which develop students' thinking. The use of textbooks in teaching has both advantages and disadvantages, depends on how they are used and what the contexts are. One of the advantages is providing a set of visuals, activities, readings, and saves the teacher time in finding or developing such materials. In addition, a textbook can also be a guidance for teachers and students in educational process especially in learning language.

In this research, the writer wants to look how HOTS have implemented in SMAN in Kota Padang by analysing the English textbook. In English textbook, there are several chapters including four skills and two components of language, such as: listening, speaking, reading, writing, grammar, and vocabulary. However, this research is not going to analyse all of the chapters. The writer only focuses on analysing all questions that come after every reading text or in the reading comprehension questions. One of the ways to encourage learners to prove critical thinking is by using reading comprehension questions. Those questions will be analysed based on the higher order thinking level in the cognitive domain of the revised edition of Bloom's taxonomy which consists of analyse, evaluate, and create skill.

According to Heong et al in Pratiwi (2014) higher order thinking is using the thinking widely to find new challenge. Higher order thinking skill requires someone to think new information or knowledge that he has got and apply the information to reach possibility of answer in new situation. The students are able to "think" which means they can apply the knowledge and skills and developed it during their learning to new contexts.

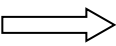
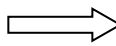
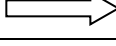

HOTS itself is part of the cognitive realm in Bloom's Taxonomy and aims to develop mental skills of knowledge. Moreover, Bloom stated six cognitive realm which was revised by Lorin Anderson, David Karthwohl, et al in Febrina (2019), there are: (1) remembering, (2) understanding, (3) Applying, (4) Analyzing, (5) Evaluating, (6) creating. The description and key word of each category can be seen as the table 1 and the differences between original and revised taxonomy can be seen as the table 2.

**Table 1: Description and Key Word of Bloom’s Taxonomy Revision**

Category	Key word	
<b>Remembering:</b> can the student recall or remember the information?	Mention the definition, imitate the pronunciation, state the structure, pronounce, repeat, state	Lower Order Thinking Skill (LOTS)
<b>Understanding:</b> Can the students explain the concept, principle, law or procedure?	Classify, describe, explain the identification, placed, report, explain, translate, paraphrased.	
<b>Applying:</b> Can students apply their understanding in new situation?	Choosing, demonstrating, acting, using, illustrating, interpreting, arranging schedule, making sketch, solving problem, writing	
<b>Analyzing:</b> can students classify the sections based on their difference and similarity?	Examining, comparing, contrasting, distinguish, doing discrimination, separating, test, doing experiment, asking	Higher Order Thinking Skill (HOTS)
<b>Evaluating:</b> can students state either good or bad towards a phenomenon or certain object?	Giving argumentation, defending, stating, choosing, giving support, giving assessment, doing evaluation	
<b>Creating:</b> can students create a thing or opinion? Assemble	Assemble, change, build, create, design, establish, formulate, and write.	

Source: Anderson, L, Cited by pickard (2007:48)

**Table 2: The Difference between Original Taxonomy and Revised Taxonomy**

Original Taxonomy	Revised Taxonomy
Knowledge 	Remember—retrieve relevant knowledge from long-term memory (recognize, recall)
Comprehension 	Understand—determine the meaning of instructional messages (interpret, classify, summarize, infer, compare)
Application 	Apply—use a procedure in a given situation (execute, implement)
Analysis 	Analyze—break material into parts and see how they related

	(differentiate, organize, attribute)
Synthesis	Evaluate—make judgments based on criteria and standards (check, critique)
Evaluation	Create—put elements together to form coherent whole or make an original product (generate, produce)

Source: Diann Musial et.al, Foundations of Meaningful Educational Assessment, (New York: McGraw Hill, 2009), p. 87

In relation to this, there are some researchers have done some research about reading exercise analysis based on HOTS. One of them is *An Analysis of Reading Exercises in Pathway to English Textbook for the Eleventh Grade of Senior High School Students* by Nur Pratiwi (2014). This study aims to get the empirical evidence of the distribution of the higher order thinking skill based on the revised edition of Bloom’s Taxonomy in the essay question of the reading exercises in Pathway to English textbook which is used for the 11th grade of senior high school student. The second researcher is Muslem, et al (2019). The title of the study is *Analysis of Reading Comprehension Questions by Using Revised Bloom’s Taxonomy on Higher Order Thinking Skill (HOTS)*. The objective of this research was to investigate the three up levels of cognitive domain of revised Bloom’s Taxonomy used in the textbook entitled Bahasa Inggris SMA/MA/SMK/MAK grade 11th semester 1, namely analyzing level (C4), evaluating level (C5), and creating level (C6).

The third researcher is Damanik (2018) who has analysed English textbook based on HOTS in SMAN 2 Padang. According to Damanik (2018), SMAN 2 Padang also has implemented with HOTS. It can be displayed that some students got the minimum and maximum results based on the daily exam test. Some of them had fulfill the HOTS and LOTS category. For this reason in conducting this research, she has analysed eighteen chapters in the textbook “Buku Bahasa Inggris Siswa Kelas X SMA/MA, SMK/MAK” only with reading comprehension questions. She analysed and evaluated reading comprehension of English textbook fulfill with the cognitive level propose by Bloom taxonomy, Anderson and Kratwhol. However, the study about the analysis of reading comprehension in English textbook for all over SMAN in Kota Padang has not been conducted yet. Therefore, it encourages the writer to find out how HOTS is implemented in SMAN Kota Padang.

**B. RESEARCH METHOD**

This research was a descriptive research. This research looked for the reading comprehension questions found in English textbook used in SMAN Kota Padang. In this research, the data was reading comprehension questions in English textbook at grade X, XI, and XII. There were four school inspected in this research. The indicators guided the researcher in evaluating the questions. Each question is analyzed by following the criteria that proposed by Bloom’s Taxonomy Revision.

Besides, the writer used some procedures to collect the data. First, the writer analysed reading comprehension questions in English textbook. Second, the writer classified the questions based on the higher order thinking skill (HOTS) based on Bloom's taxonomy which was revised by Lorin Anderson, David Karthwohl, et al (2001), and each of the questions analysed one by one and classified them into the characteristics of HOTS categories (as mentioned in Chapter II p.18). Then, the writer calculated the percentage of each characteristics. And the last one, the writer made the conclusion and results based on the analysis of this research.

After collecting the data, the writer used the checklist table and the indicator form to analyze and compare the distribution of the high order thinking skill in the reading exercises of English textbook grade X, XI, XII (as mentioned on page 32). Then, the writer counted the total of every cognitive skill from the reading questions and compares it to every level to find out the amount of the distribution of the higher order thinking skill in the reading exercises of the textbook. HOTS questions were calculated based on the following formula to help presenting the data in forms of numbers as mentioned in Sudjana (2001: 129):

$$P = \frac{n}{N} \times 100\%$$

Notes:

P: Percentage

n: Number of question based on HOTS criterion found in the questions

N: The total number

After calculating and classifying the questions based on HOTS categories, the writer also listed the reading questions which only belong to the higher order thinking skills and divides them based on each skill in the higher order thinking level, whether it is analyse, evaluate, and create, so that the writer will know what type of the higher order thinking questions from each skill is. The writer also focuses on the distribution of the low order thinking level based on revised edition of Bloom's taxonomy. Finally, the writer interpreted the result of the data analysis by describing qualitatively.

## C. RESULT AND DISCUSSION

### 1. Research Finding

In this research, there were 1841 questions found in the English textbooks including reading all level of cognitive domain. The writer found there were 1416 questions involving LOTS questions including remembering, understanding, and applying. By using formula as mentioned on page 5, the result showed that there are 887 questions (48.18%) including into remembering category, 476 questions (25.86%) including understanding category, and 53 questions (2.88%) including applying category.

### The Total of All LOTS Questions Found in English Textbooks

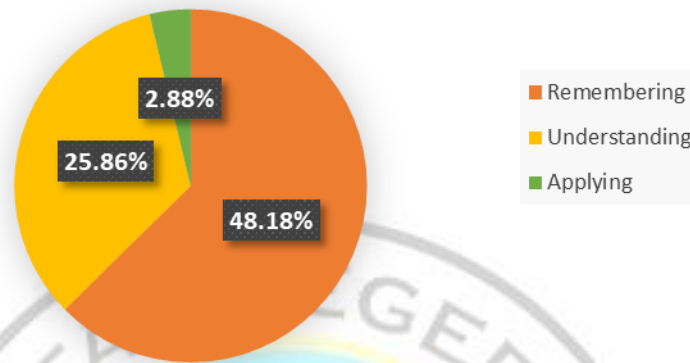


Figure 1: The Total of All LOTS Questions Found in English Textbooks

Besides, the writer also found there were 425 questions involving HOTS questions. The result showed that there were 146 questions (7.93%) including into analysing category, 220 questions (11.95%) including into evaluating category, and 59 question (3.20%) including into creating category.

### The Total of All HOTS Questions Found in English Textbooks

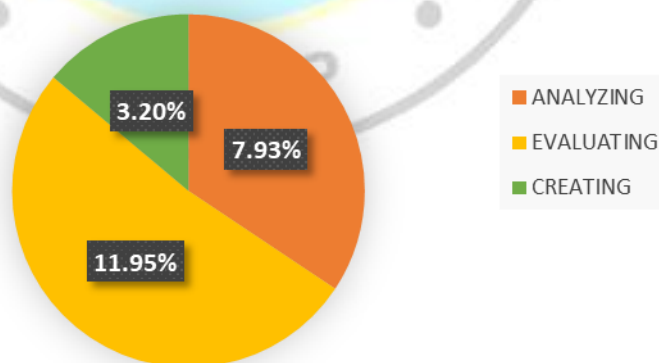


Figure 2: The Total of All HOTS Questions Found in English Textbooks

## 2. Discussion

Based on the data analysis of HOTS questions in the reading comprehension questions found in English textbook used in SMAN Kota Padang, it showed from 1841 questions in all textbooks, there were 425

questions with the percentages 23.09% HOTS questions found in English textbook. The HOTS questions found in the reading comprehension questions of English textbook are almost reach the proportion but still under the criteria of good proportion.

The reading comprehension questions found in the English textbook were already using the HOTS categories in the questions. In analysing category there were 146 questions (7.93%) for analysing category. 220 questions included into evaluating category (11.95%), and 59 questions (3.20%) included into creating category. This research was same with the previous research that Damanik (2018) *analyse the English textbook Using HOTS Categories at Grade X of SMAN 2 Padang*. She found that English textbook which was included in her research still under the criteria of good proportion.

#### **D. CONCLUSION AND SUGGESTIONS**

This research focused on the analysis of reading comprehension questions in English textbook by using higher order thinking skill at SMAN Kota Padang. The purposes were to identify the reading comprehension questions in English textbook based on the HOTS category. The data were coming from the reading comprehension questions in English textbook at grade X, XI, and XII at SMAN 3, SMAN 9, SMAN 10, and SMAN 16 Padang. In this research, the writer found 10 English textbooks to be analyzed. The textbooks were published by Ministry of Education and Culture with curriculum 2013, Erlangga, and Grafindo.

Based on the reading comprehension questions in English textbook had 425 HOTS questions of 1841 questions. Moreover, there were mostly used evaluating category (11.95%) found in the reading comprehension questions in English textbook. The other two categories were analysing (7.93%) and creating (3.20%). It can be said that evaluating category has a high percentages rather than another categories of HOTS.

Higher order thinking skill in the reading comprehension questions in English textbook has important role in order to fulfil curriculum's demand that is increasing students' critical thinking. In other words, the questions are not only measuring the students' ability in answering reading comprehension questions, but also the ability to analyse, evaluate, and create new ideas and knowledge.

Regardless of the findings of this thesis, there are some suggestions offered by the researcher. First, the reading comprehension questions in English textbook should more have the characteristics of HOTS questions in order to improve the students' critical thinking as the curriculum 2013's demand. Second, the next researcher is expected that the result of this research can be used for the next researcher in order to improve the students' critical thinking skill.

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