

Investigating HOTS on Reading Questions from Fiction Text of the English Textbook Used by Vocational High Schools in Indonesia

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ABSTRACT

Higher-order thinking skills become the target for learning outcomes in the current curriculum. The integration of those thinking levels must be included in the textbook. The English textbook is a kind of media for the students and teachers doing the learning process. A qualified book should provide HOTS instructions to achieve the current curriculum's goal. This study aims to analyze the use of HOTS in reading questions in fiction texts and find the most dominant thinking skills used. This study was descriptive qualitative research. The data was the reading questions on fiction texts, and the data source is an English textbook titled "English In Mind" a second edition published by the Ministry of Research, Technology and Higher Education Indonesia for grade X used by Vocational High Schools. The researcher used documentation as the collecting data technique, and the technique of analyzing data used was from Miles and Huberman. They are data collection, reduction, and display; the last is the conclusion or verification. The finding of this study is this book has developed HOTS. 53,33% belong to C4, and 46,66% belong to C5 level and the most dominant thinking skill are at C4 or analysis level. The conclusion is that eight fiction texts contain fifteen reading questions integrating HOTS.

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1. INTRODUCTION

The most popular classification of Higher Order Thinking skills or HOTS is Bloom's, and succeeding frameworks have a lot in common with his work. The idea was refined in 2001 by Lorin Anderson and David Karthwol. The levels were as follows: analysis, assessment, and creation. They are found on C4, C5, and C6. Analysing involves separating information or objects into their component parts and determining what is unique. Regarding the relationship between the various components and the overall structure. Evaluation is defined as making a decision based on criteria. Likewise the

default, quality, efficacy, performance, and consistency are the topics of the criteria. The final phase of measuring the cognitive process is created. Creation is defined as producing a new thing based on the observation before. The most recent curriculum includes higher-order thinking skills (HOTS) as one of the learning outcomes. According to Gunawan. (2017), the objective of the 2013 curriculum is to develop productive, inventive, and creative people by enhancing affective attitudes, abilities, and integrated knowledge among Indonesians.

The textbook has significantly impacted the educational curriculum, allowing for the incorporation of 21st-century skills into the study subjects. To gain all the goals, the school must provide the learning process with various media and sources Darwazeh & Branch. (2015) . The textbook is a kind of media to support learning activities. It is the place where the materials are put. All of the materials are prepared to be delivered in the classroom. Richards. (2010) said that the materials must encourage the student's creativity, build critical thinking, and accommodate communication and collaboration. Those thinking skills must be implemented in learning materials. Based on the implementation, it will guarantee that the materials integrated HOTS and will support the students to gain the goal of 21st century education. One of majority material used in classroom is textbook.

Literature is a kind of interesting material in textbooks, it helps students gain an understanding of human behaviours and deeper perspectives. There are many kinds of literature taught in English class. Schleifer & Fowler (1983) stated that there are two kinds of literature such as fiction and nonfiction. The genre of nonfiction literature is biography, news articles, history, essays, and speeches. The mysteries science fiction, romance, fantasy chick-lit, and crime thriller belong to the fiction genres. Fiction is interesting text to be taught in English class. The students will get the imagination and unlimited fantasy beyond their real life. Fiction has the main goal of entertaining and inspire the readers who read it. It sometimes brings us to the imaginary world and introduces us to the characters we can see, grow, change and develop. It gives us an insight into the lives we never had the chance to witness. The fiction texts have implicit moral values shared with the readers, and it is hoped to impact people's lives and wider society.

There is some prior research about analysing of HOTS in the textbook. Putri et al. (2021) investigated HOTS accommodated in English textbooks provided by the Ministry of Education. It focused on the content of the textbook, in terms of questions and instructions provided. The second study was conducted by. It examined how the reading comprehension questions in English textbooks for three different grades (X, XI, and XII) published by the Ministry of Education and Culture facilitate HOTS. Sari & Sakhiyya. (2020) explored an analysis of the English course book viewed from higher-order thinking skills. And Safi'i et al. (2020) observed of HOTS evaluation instruments in Indonesian language textbooks. Those previous studies showed that the use of HOTS in the textbook were very important to build students' critical thinking to fulfil present education goals, but the novelty of this study focuses on fiction texts.

Based on the facts stated above, The aim of this study is to answer these questions : (1) how is the use of HOTS in reading questions, especially in fiction texts of the textbook titled "English In Mind" a Second edition published by the Ministry of Research, Technology and Higher Education Indonesia for grade X used by Vocational High Schools? (2) What is the most thinking skills of HOTS in reading questions, especially in fiction texts used by the textbook titled "English In Mind" a Second edition published by the Ministry of Research, Technology and Higher Education Indonesia for grade X used by Vocational High Schools?

Based on this formulation of the problems; this research was conducted with the following objectives: (1) Analysing the use of HOTS in each reading question, especially in fiction texts of the textbook titled "English In Mind" a Second edition published by the Ministry of Research, Technology and Higher Education Indonesia for grade X used by Vocational High Schools. (2) Determining the most thinking skills of HOTS in reading questions, especially in fiction texts used by the textbook titled

“English in Mind” a Second edition published by the Ministry of Research, Technology and Higher Education Indonesia for grade X used by Vocational High Schools.

2. METHODS

This study was descriptive research using a content analysis approach. It is an approach to identify the educational material was used in the classroom during the teaching and learning process Cohen et al. (2005) . The aim of this study is to analyse the use of HOTS and finding the most thinking skills of HOTS in reading questions, especially in fiction texts used by the textbook titled “English In Mind” a Second edition published by the Ministry of Research, Technology and Higher Education Indonesia for grade X used by Vocational High Schools. Researcher employed content analysis to get the data. The data of this study is the reading questions based on fiction text and the data source is the English textbook titled “English In Mind” Second edition Student’s book 3 published by the Ministry of Research, Technology and Higher Education Indonesia for grade X. To carry out this study, the researcher used a qualitative research methodology. While the researcher-defined material is more iterative in qualitative research Crescentini & Mainardi. (2009) . The researcher used documentation to collect the data and used the analysis data technique by Miles and Huberman. It has three stages, they are data collection and reduction, data display, and then drawing conclusions or verification Miles & Huberman. (2014) . The book has 14 units, 144 activities, and 8 fictions text. All the text are completed with the reading activities. According to the text, the researcher has done some procedures to analysis data. They were reading all the materials, finding the fiction text in the book, listing the reading questions, coding the list, and making analysis based on HOTS.

3. FINDINGS AND DISCUSSION

3.1 Analysing The Use Of HOTS In Reading Questions in Fiction Texts

There are eight fiction texts. The title of texts are Gelert-The Faithful Cat at page 15, The Book of Thought by Frank Brennan at page 27, Jane Eyre, Dracula, Lord of The Flies, The Hobbit are at page 51, The Water of Wanting by Frank Brennan at page 55, and A Service of Love by O.Henry at page 79. Some reading questions complete each of the text. To give a clear explanation of the whole data; the following table is presented.

Table 1. The Content Analysis of HOTS in Reading Questions at Fiction Text In English Textbook for *Sekolah Penggerak*

NO	Title	Page	Reading questions	C4	C5	C6
1	Gelert-The Faithful Cat	15	1 What do you think happened next?		1	
			2 How do you think the story ends?		1	
2	The Book of Thought by Frank Brennan	27	3 Think four reason why someone might not be happy in their job?	1		
			4 What do you think is the most important thing for someone to be happy in their job?	1		
3	Jane Eyre	51	5 Make suggestions about what you think happens next?		1	
4	Dracula	51	6 Make suggestions about what you think happens next?		1	
5	Lord of The Flies	51	7 Make suggestions about what you think happens next?		1	
6	The Hobbit	51	8 Make suggestions about what you think happens next?		1	

7	The Water of Wanting by Frank Brennan	55	9	What do you think Jean, should do?	1
			10	Do You Think it's possible for something like WOW to be invented?	1
			11	Why (not) ?	1
8	A Service of Love by O.Henry	79	12	What are some of the things that usually happen in a love story?	1
			13	What do you think the story is about?	1
			14	Do you think Joe and Delia were wrong to tell each other lies?	1
			15	Do you think this is a happy story or a sad one? Why?	1
TOTAL					8 7 0

There are 2 reading questions for the 1st text, 2 for the 2nd, 1 for the 3rd, 4th, 5th, and 6th, 3 for the 7th, and 4 for the last text. There are a total of 15 reading questions. The questions in the reading passage have previously been assessed using HOTS. The first text's first and second reading questions are C5 evaluation questions. Due to the inevitable follow-up questions. Students are evaluated based on their ability to make inferences about the story's outcome, as suggested by Anderson, Krathwohl, et al. (2001). The inquiry sought an opinion on what might have occurred next and how the story might end. Students are prompted to use their creative thinking skills in response to the material by way of these questions. They might think about how they want the story to go and go from there. The students were encouraged to share their perspectives and engage in free-form inquiry, with no restrictions placed on the number of chapters they may write. Three distinct types of narrative conclusions were identified by Guan et al. (2019). One can have a joyful ending, a tragic conclusion, or no ending at all. The kids have the opportunity to create the next section.

The third and the fourth reading questions based on the second text belong to C4 analysing. The third question concerns four reasons someone might not be happy in their job. In this question, the students will analyse the text's context. Airasian et al. (2001) said that Analysing refers to the ability to investigate information from different resources. The reader may observe and make confirmation about the facts making someone happy. According to the answers, the students will make the opposite analysis of it. There are reasons for making them happy, but there will be no reason to make them happy in working. It was a kind of analysis question to make the students used their mind to work twice in answering the question. The fourth question is about the most important thing for someone to be happy in their job. The text tells a story about the main character Chester, and his work friend Dorothy. When he was a fresh graduate and become a junior manager, there are some friends that doesn't like his position. It made Chester feel unhappy in his working place. Based on this story, this question is trying to ask the students to make an analysis if someone has good position and can't make him happy so what about the other thing? A good thing can't always guarantee someone's happiness in their life. Therefore, the students may have other reason to make happy in their working place.

The fifth question asks the students to make suggestions about what happens next. From the question, the students are asked to give such of recommendations for the future. There are some probabilities to these questions and it was free for students. Are questions free and correct? As far as the answer consists of suggestions about what will suppose to do for next. The sixth, seventh and eighth questions are the same but belong to different text. The fifth question belongs to text titled Jane Eyre. The sixth belong to the text titled Dracula, the seventh questions belong to Lord of Flies, and the last to The Hobbit. All of them are analysis level. They belong to C5 evaluating or synthesizing because the questions ask for suggestions for the next happening.

The ninth question is a C5 evaluation or synthesis question because it asks about Jean. The students are tasked with offering suggestions for what Jean should do in such a situation. In response to Jean's inquiry, students shared their varied perspectives. It might be something that either helps Jean or gives

her room to reconsider. The book is being evaluated because it encourages pupils to utilise their imaginations. It's great because imagination thrives on variety and requires constant exercise. Since Question #10 inquired as to whether or not WOW would be conceived in the future and Question #11 inquired as to the motivation behind Question #10, Questions #11 through #15 fall under the purview of C4 analysis. The 12th inquiry centred on typical romantic plot points. The story's moral was addressed in the thirteenth question, and the validity of their lies was evaluated in the fourteenth. And finally, the question used to determine whether or not the story ends happily or mournfully.

According to the result of the analysis, we found that 8 activities belong to C4 level or analysis, 7 reading activities belong to synthesizing or C5% level and no reading activity developing C6 level yet. The percentage of the Higher order thinking skills of C4 level or analysis is 53,33%, and for C5 level or synthesizing is 46,66%.

3. 2 Determining The Most Thinking Skills Of HOTS in Reading Questions in Fiction Texts

Based on the table analysis below, 8 reading questions belong to C4 or analysis. It was the dominant thinking skills used in this book deal with Higher order thinking skills of fiction texts. Vanderbilt (2017) said that the fourth level of Bloom's pyramid, analysis, requires students to start examining the knowledge they have learned using their own judgment. At this time, students start to comprehend the fundamental organization of knowledge and can discriminate between truth and opinion. C5 or evaluation level in the table shown 7 activities. It means that the students were asked make decisions about the worth of concepts, objects, and resources. And according to the table analysis above, there is no Creating or C6 level. There is no activity to create or producing something new based on the available text. it means that the students have not given the freedom to explore more to create their idea responding the text.

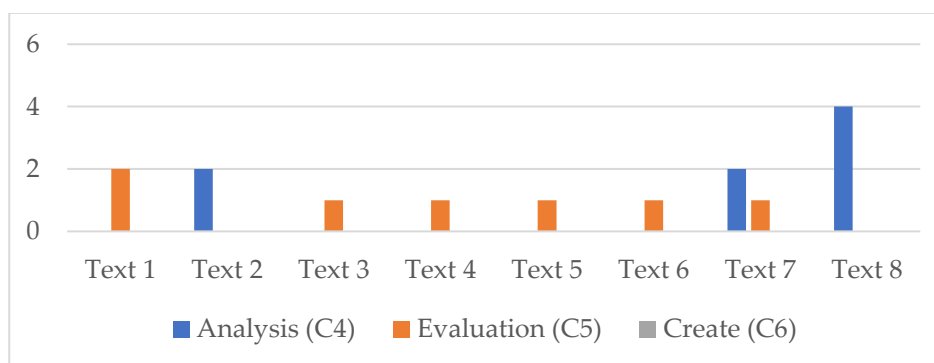


Figure 1. The Result of HOTS Usage

4. CONCLUSION

According to the analysis and the discussion above; several things were found in this textbook : (1) The English textbook titled "English In Mind" for grade X Second edition Student's book 3 published by Ministry of Research, Technology and Higher Education Indonesia has developed Higher Order Thinking Skills. All the reading questions explored the analytical and evaluation level of the students. (2) The percentage of the Higher order thinking skills are 53,33% for C4 analysis, 46,66% for C5 Evaluating and there's no C6 level or creating yet. (3) The most dominant thinking skill is C4 level or analysing. (4) Kinds of the reading questions are still in similar. The researcher realizes that this study has limitations. Thus further studies are encouraged to complete the weakness. In order to result in a more focused analysis; future researchers can focus not only on the use of HOTS in reading questions but also on other implementations; such as all speaking activities; listening activities; writing activities, or grammar. Focusing only on a particular discussion will make the finding credible and meaningful.

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