



AN ANALYSIS OF READING EXERCISES QUESTION INSERTED IN ENGLISH BOOK ORIENTED TO HOTS FOR THE TENTH GRADE STUDENTS OF SMKN 1 PENUKAL UTARA

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ABSTRACT

English, as the lingua franca of our interconnected world, holds immense significance for contemporary students. Its status as a global language transcends borders, enabling communication across diverse cultures, industries, and regions. Proficiency in English is not merely a skill but a gateway to numerous opportunities, such as accessing international academic resources, participating in global job markets, and fostering cross-cultural understanding. This research underscores the critical role of English in modern education, highlighting its function in facilitating global collaboration and access to critical educational resources. Most scholarly literature and leading educational materials are in English, making proficiency in the language essential for keeping up with developments across various fields. This study employed a qualitative research design to explore the role of the "Work in Progress" English textbook within the learning environment at SMKN 1 Penukal Utara. The qualitative approach enabled an in-depth examination of students' perceptions of the textbook, their responses to its teaching methodology, and the contribution of the textbook to their English language proficiency. Findings from the study reveal that the textbook incorporates a significant number of Higher Order Thinking Skills (HOTS) questions, particularly for 10th-grade students. Approximately 70% of the textbook's content focuses on enhancing students' analytical and problem-solving skills, aligning with its overarching goal of deepening students' understanding of the English language. The integration of HOTS questions in each thematic unit significantly contributes to the development of students' higher-order thinking abilities.

Keyword: *English Book, Higher Order Thinking Skills (HOTS), Students.*

1. INTRODUCTION

English, being the lingua franca of our interconnected world, holds immense importance for students today. According to , its status as a global language transcends borders, facilitating communication across diverse cultures, industries, and regions. Proficiency in English is not merely a skill; it is a gateway to limitless opportunities. As students prepare for a future that is increasingly interconnected, mastering English opens doors to international academic

resources, global job markets, and cross-cultural understanding.

English has become an integral foundation in the modern education world for several substantial reasons. As a global language, mastering English provides individuals with the ability to communicate across borders and cultures . This not only facilitates the exchange of ideas and international collaboration but also opens doors to more diverse and global learning experiences. Furthermore, English serves as a key to access critical educational resources.

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Most scholarly literature, journals, and leading learning materials are presented in English. Therefore, the ability to read, understand, and interpret information in this language is crucial to gaining access to the latest knowledge and keeping up with developments in various fields.

In the digital era, English also plays a central role in online communication. Being the official language on many online platforms, emails, and international social media, mastering English facilitates interaction and collaboration in the virtual world. This skill is essential in building networks, sharing ideas, and engaging in global discussions. In the realm of education, English acts as a conduit to a vast repository of knowledge. Many leading academic publications, research papers, and educational materials are predominantly available in English. By acquiring fluency in this language, students gain unhindered access to a wealth of information and diverse perspectives that can enrich their learning experiences. Moreover, it equips them with the ability to engage in cross-cultural dialogues, foster a deeper understanding of global issues and diverse viewpoints.

The implementation of Higher Order Thinking Skills (HOTS) in English language learning plays a crucial role in developing students' higher-order thinking abilities. HOTS is also applied in the context of evaluating arguments and selecting evidence. Students are engaged in debates or group discussions on contemporary issues, where they must not only evaluate arguments but also choose relevant and strong evidence. This not only hones their speaking skills but also shapes critical analysis skills necessary to face global challenges. This learning approach also provides students with the opportunity to broaden their insights into the world and develop contextual thinking skills.

Accessing high-quality English books significantly contributes to the development of Higher Order Thinking Skills (HOTS) among students for several compelling reasons. Firstly, these books often present complex texts that demand deep analysis. Through reading, analyzing, and comprehending intricate texts, students are introduced to critical thinking, evaluation, and problem-solving skills, all of which are integral

components of HOTS. Secondly, excellent English books frequently feature stories, poems, or articles that stimulate imagination and creativity. These narratives create opportunities for students to develop new ideas, express themselves creatively, and expand their perspectives on the world around them, fostering an environment conducive to enhancing creative thinking. Lastly, mastering high-quality English books isn't just about understanding texts; it's about laying a foundation of knowledge and critical thinking skills that will benefit students throughout their lives. The ability to read, analyze, and comprehend texts critically remains an invaluable skill in every facet of their lives. Utilizing rich and high-quality English books not only enriches students' language skills but also serves as an effective means to cultivate higher-order thinking abilities that are crucial in education and everyday life.

Based on the theory above, it can be concluded that the importance of English books that enrich students' HOTS is highly demanded. Books with diverse and complex content substantially broaden students' scope of thinking, providing the necessary stimulus to develop deep analytical, critical evaluation, and complex problem-solving skills. Therefore, the presence of high-quality English books becomes crucial in enriching students' higher-order thinking abilities, leading them to a more profound and relevant learning experience in line with the demands of the era.

Therefore, the researcher found interest in analyzing the English textbook designed for tenth-grade students, published by the Ministry of Research, Technology, and Higher Education (kemenristek dikti) under the title "Work in Progress". The decision to conduct this analysis stemmed from recognizing the pivotal role of instructional materials in enriching students' abilities to comprehend, interpret, and apply English, particularly within the context of HOTS.

The researcher is interested in investigating this topic to explore how textbooks can serve as crucial tools in enhancing students' higher-order thinking skills, broadening their perspectives, and deepening their understanding of the English language. By examining how educational materials impact students' academic development, the researcher aims to identify

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effective methods for supporting English language comprehension and mastery, as well as to provide insights that could improve the quality of education and innovation in teaching materials. This study is expected to offer valuable recommendations for enhancing the role of textbooks in the learning process and contributing to students' academic achievements. "An Analysis of English Materials Inserted in English Textbook Oriented to Hots for The Tenth Grade Students of SMKN 1 Penukal Utara" .

2. LITERATURE REVIEW**Previous Related Study**

Numerous research studies that align with the focus of my research have been conducted, shedding light on similar topics and contributing valuable insights. Among these studies ;

- 1) The research has been conducted at Muhammadiyah University of Ponorogo About Students' Higher Order Thinking Skills Through Extensive Reading. The results indicate that all questions were able to elicit their skills in higher-order thinking. Meanwhile, most of the answers were able to reflect HOTS as well, although there were a few considered as LOTS.
- 2) The findings highlight an imbalance in the cognitive dimension of tasks within the English Textbook "Bahasa Inggris SMA/MA/SMK/MAK Kelas XII Edisi Revisi 2018," where lower-order thinking skills (LOTS), especially remembering (C1), dominate over Higher Order Thinking Skills (HOTS) like Create (C6), Apply (C3), Evaluate (C5), and Analyze (C4). This imbalance, with 77.8% of tasks solely focusing on LOTS, suggests a significant gap in nurturing advanced cognitive abilities aligned with the K13 program's goal.

3. RESEARCH METHOD**Design and Samples**

This research adopted a qualitative research design approach, allowing for an in-depth exploration of the involvement of the 'Work in Progress' English textbook in the scope of learning at SMKN 1 Penukal

Utara. In this context, qualitative methods provided the necessary space to explore students' perceptions of the textbook, their response to the presented teaching approach, and how the book contributed to their understanding and proficiency in English.

Instrument and Procedure

This study also incorporated an analysis of English teaching materials aimed at Higher Order Thinking Skills (HOTS) within this investigation. By utilizing observation methods and textual analysis, researchers gained deeper insights into students' interaction with the learning materials offered in the 'Work in Progress' book. Through this qualitative approach, the research opened avenues to comprehend a broader context of teaching and learning, allowing for the identification of factors influencing the success of English language learning within specific school and classroom contexts.

Data Analysis

In this research, data analysis was conducted using content analysis, a methodological approach designed to systematically examine and interpret textual, visual, or auditory content. Content analysis involves identifying and coding patterns, themes, and recurring elements within the data. This method allows for a thorough exploration of the material, facilitating the extraction of meaningful insights from complex datasets. By categorizing the content, researchers can uncover underlying trends and relationships that are crucial for addressing the research questions.

The use of content analysis in this study enables a detailed understanding of the data by breaking it down into manageable units and analyzing the frequency and context of specific elements. This process helps in identifying significant themes and patterns that might

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not be immediately apparent, thereby providing a deeper insight into the subject matter. Through this approach, the research aims to offer a comprehensive analysis that supports the development of well-founded conclusions and recommendations.

4. RESULT AND DISCUSSION

The book "Bahasa Inggris Work in Progress" is meticulously organized into six comprehensive chapters. Each chapter is crafted with the intention of providing a thorough understanding of various aspects of the English language. The structure is designed to facilitate a progressive learning experience, allowing students to build their knowledge and skills systematically. Starting with foundational concepts, each chapter gradually introduces more complex topics, ensuring that learners are well-prepared for the advanced material that follows.

The first chapter lays the groundwork for the entire book, introducing basic grammatical structures, vocabulary, and essential communication skills. This foundational chapter is crucial for beginners as it sets the stage for more intricate language patterns discussed in subsequent chapters. By the end of the first chapter, students should have a solid understanding of the basics, which they can then build upon.

Moving into the second chapter, the focus shifts to more specific language functions and usage. Here, students learn how to construct sentences more effectively and begin to explore different tenses and their applications. The exercises in this chapter are designed to reinforce the new concepts introduced, providing ample practice opportunities to ensure students can apply what they have learned in various contexts.

The third chapter delves deeper into the nuances of the English language, including idiomatic expressions and more

advanced grammatical structures. This chapter aims to enhance students' understanding of how the language is used in everyday situations. The exercises become more challenging, encouraging students to think critically about language usage and to begin recognizing patterns in how English is spoken and written.

Chapter four focuses on developing reading and comprehension skills. Students are introduced to various types of texts, from narrative to expository, and are taught strategies for understanding and interpreting written material. This chapter is crucial for developing the ability to analyze and comprehend more complex texts, which is an essential skill for academic success. The exercises in this chapter include reading passages followed by questions that test comprehension and encourage deeper analysis of the material.

In the fifth chapter, the emphasis is on writing skills. Students learn how to structure essays, reports, and other forms of written communication. This chapter provides detailed guidance on how to organize thoughts coherently, develop arguments, and present information clearly and persuasively. The exercises in this chapter involve writing assignments that require students to apply what they have learned, fostering their ability to express themselves effectively in written form.

The sixth and final chapter brings together all the skills learned in the previous chapters, focusing on advanced communication techniques. This chapter covers topics such as public speaking, debate, and advanced conversational skills. The exercises are designed to challenge students to use all their language skills in integrated tasks, preparing them for real-world communication scenarios. By the end of this chapter, students should feel confident in their ability to use English effectively in a variety of situations.

Table 1.1
The distribution of Reading Exercise

Chapter	Theme	The Exercise	HOTS Exercise
1	Cristiano Ronaldo	10 exercises	3 exercises
	The Paralympic Heroes	7 Exercises	1 Exercises
2	The Paralympic Games	1 Exercise	1 Exercise
3	My Daily Jurnal	5 Exercises	5 Exercises
4	Simple Tips for Healthy Eating	10 Exercises	8 Eercises
	My Healthy Meal	4 Exercises	4 Exercises
5	Why Should Graffiti be Considered Art?	2 Exercises	2 Exercises
	Graffiti is Always Vandalism	2 Exercises	2 Exercises
	Social Media Status	5 Exercises	4 Exercises
	My Graffiti Wall	1 Exercise	1 Exercise
	Responding to Graffiti	1 Exercise	1 Exercise
6	Little Red Riding Hood (Traditional Version)	4 Exercises	1 Exercise
	Little Red Riding Hood (A Fractured Fairy Tale)	6 Exercises	1 Exercise
	From Story to Movie	1 Exercise	1 Exercise
TOTAL		59 Exercises	35 Exercises

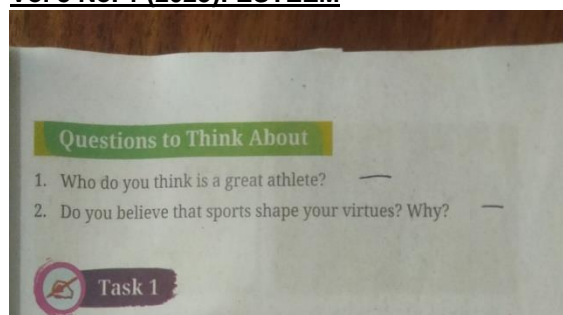
Across all chapters, the book includes a total of 59 exercises. These exercises are varied and aim to provide comprehensive practice opportunities. They cover a wide range of topics, ensuring that students can apply their knowledge in different contexts. Each exercise is designed to reinforce the material covered in the chapter, helping students solidify their understanding and gain confidence in their language skills.

In addition to the standard exercises, the book features 35 exercises categorized under Higher Order Thinking Skills (HOTS). These HOTS exercises are particularly significant because they encourage students to go beyond rote memorization and engage in critical thinking. By tackling these more complex problems, students develop their problem-

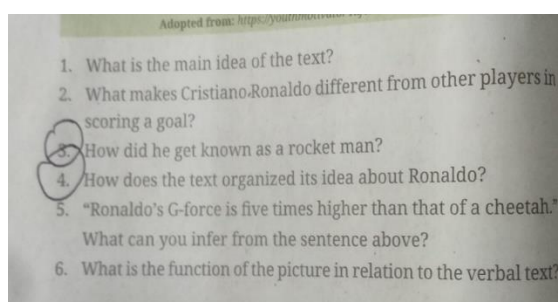
solving skills and learn to apply their knowledge in practical and meaningful ways. This approach ensures that students are not just learning English but are also learning to think in English.

1) Chapter 1

In Chapter 1, there are two main story themes, "Cristiano Ronaldo and The Paralympic Heroes." These stories are not only captivating and inspirational but also include a series of questions designed to stimulate critical and analytical thinking. Altogether, there are 17 accompanying questions. Of these, four questions fall into the category of Higher Order Thinking Skills (HOTS). The HOTS questions in Chapter 1 can be seen in the image below:

Vol 8 No. 1 (2025): ESTEEM**Picture 1.1**

We can observe from the image above that the two HOTS questions are classified under the categories of C4 (Analysis) and C5 (Evaluation)

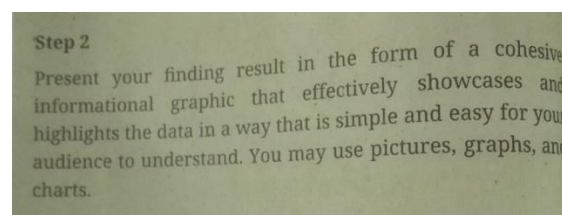
**Picture 1.2**

Based on the analysis of the two questions above, we can classify them as falling into the categories of C4 and C5. The first question involves analysis, placing it in category C4, while the second question requires evaluation, placing it in category C5

2) Chapter 2

In Chapter 2, there is a single story theme titled "The Paralympic Games." This story presents the inspiring journey and dedication of Paralympic athletes, motivating readers with their remarkable achievements. From this story, there is one accompanying question. Although it is just one, this question falls into the category of Higher Order Thinking Skills (HOTS). This question is specifically designed to engage readers in deep and critical thinking, evaluating the information provided, and making more complex connections with their existing knowledge. Thus, this question plays a crucial role in fostering meaningful learning and

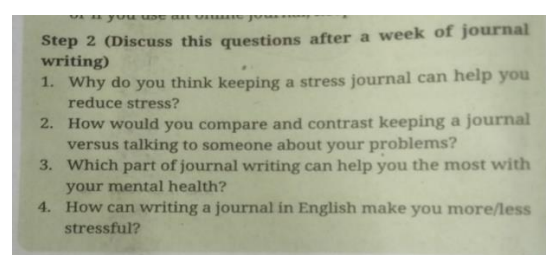
developing higher-order thinking skills. The HOTS questions in Chapter 2 can be seen in the image below:

**Picture 1.3**

From the question above, we can classify it as falling into the category of C6. This classification indicates that the question requires the creation of something new, involving innovative thinking and the ability to synthesize information to form a novel solution or product.

3) Chapter 3

In Chapter 3, there is a single story theme titled "My Daily Journal." This story portrays daily life in an intimate and reflective manner, providing deep insights into the main character's experiences and thoughts. From this story, there are four accompanying questions. Uniquely, all four of these questions fall into the category of Higher Order Thinking Skills (HOTS). The HOTS questions in Chapter 3 can be seen in the image below:

**Picture 1.4**

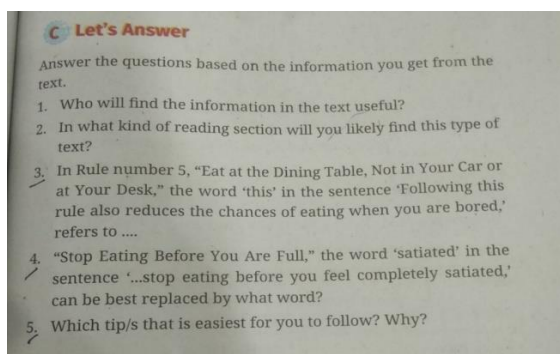
Upon reviewing the four questions mentioned earlier, it becomes evident that each one is categorized under C4, C5, and C6. This classification signifies that these questions prompt analytical scrutiny, evaluative judgment, and innovative creation respectively, showcasing a

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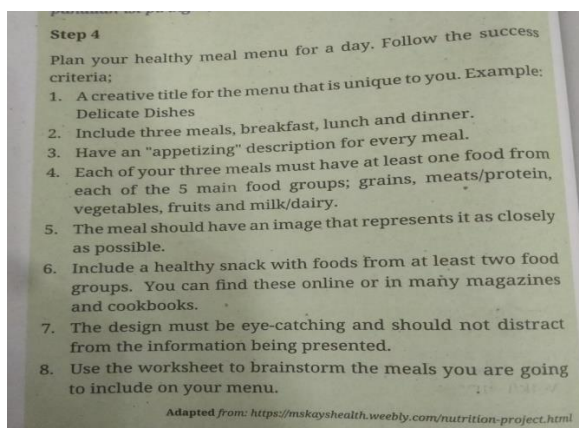
comprehensive range of higher-order thinking skills

4) Chapter 4

In Chapter 4, there are two engaging story themes: "Simple Tips for Healthy Eating" and "My Healthy Meal." The first story, "Simple Tips for Healthy Eating," offers various practical and easy-to-apply advice for maintaining health through a balanced diet. Meanwhile, the second story, "My Healthy Meal," shares personal experiences and healthy recipes that readers can follow. From these two stories, there are a total of 14 accompanying questions. Interestingly, 12 out of the 14 questions fall into the category of Higher Order Thinking Skills (HOTS). The HOTS questions in Chapter 2 can be seen in the image below:

**Picture 1.5**

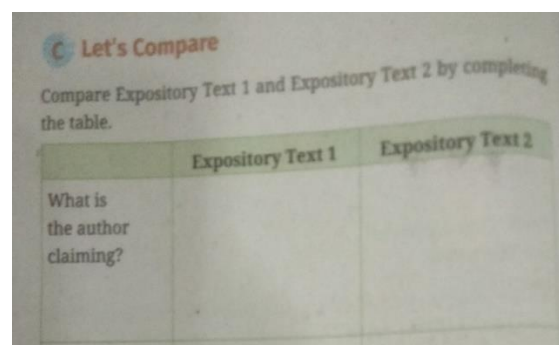
From the questions above, it is evident that 4 questions are categorized under c4 and c5

**Picture 1.6**

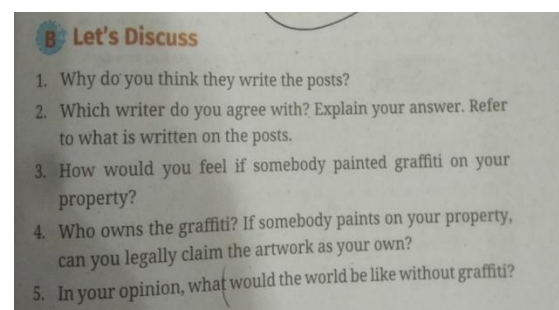
Upon reviewing the questions above, it becomes apparent that all of them are categorized under c6.

5) Chapter 5

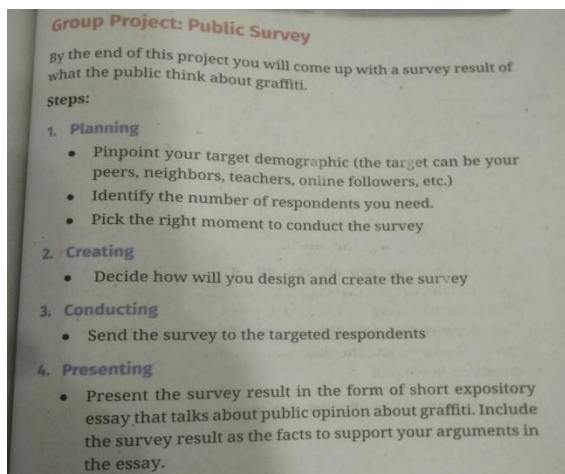
In Chapter 5, there are five intriguing story themes: "Why Should Graffiti be Considered Art?", "Graffiti is Always Vandalism", "Social Media Status", "My Graffiti Wall", and "Responding to Graffiti." These stories explore various perspectives on graffiti art, its societal impact, and the role of social media in shaping public perception of graffiti. From these five stories, there are a total of 11 accompanying questions. Interestingly, 10 out of the 11 questions fall into the category of Higher Order Thinking Skills (HOTS). The HOTS questions in Chapter 2 can be seen in the image below:

**Picture 1.7**

From the questions listed above, it is clear that each one falls within the category designated as c5.

**Picture 1.8**

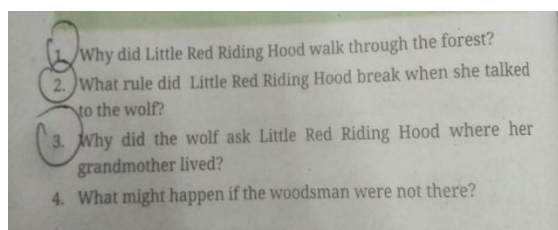
From the questions above, it is evident that they fall into categories c4, c5, and c6.

Vol 8 No. 1 (2025): ESTEEM**Picture 4.9**

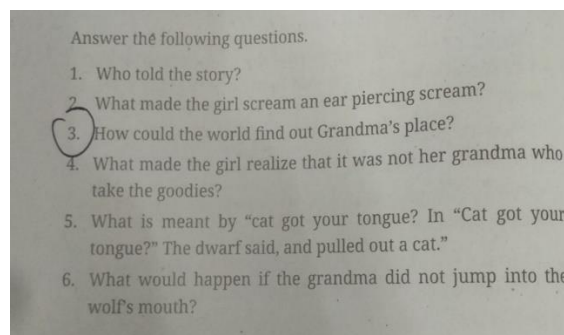
From the questions listed above, it is clear that each one falls within the category designated as c5 and c6.

6) Chapter 6

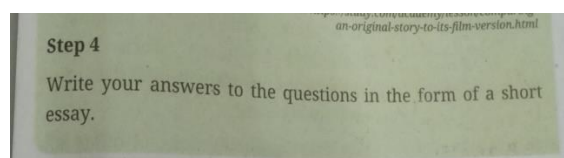
In Chapter 6, there are three distinct story themes that captivate readers: "Little Red Riding Hood (Traditional Version)", "Little Red Riding Hood (A Fractured Fairy Tale)", and "From Story to Movie." In total, there are 11 questions accompanying these stories, each designed to provoke thought and engagement with the material. Interestingly, three of these questions are categorized as Higher Order Thinking Skills (HOTS). The HOTS questions in Chapter 6 can be seen in the image below:

**Picture 4.10**

From the questions listed above, it is clear that each one falls within the category designated as C4 and C5.

**Picture 1.11**

From the questions listed above, it is clear that each one falls within the category designated as c4.

**Picture 4.12**

From the questions listed above, it is clear that each one falls within the category designated as c6.

Based on findings from chapters 1 to 6, it can be concluded that the English textbook "Work in Progress" extensively incorporates a significant number of HOTS (Higher Order Thinking Skills) questions integrated into the text for 10th-grade students at SMKN 1 Penukal Utara. The emphasis on these questions aims to enhance students' analytical and problem-solving abilities, aligning with the textbook's focus on expanding their understanding of the English language. Approximately 70% of these question materials contribute to improving students' higher-order thinking skills, based on the abundance of HOTS questions in each chapter or thematic unit.

5. CONCLUSION

Following a comprehensive analysis of the textbook "Bahasa Inggris Work in Progress," it emerged that the text encompasses cognitive domains of Higher Order Thinking as per the revised Bloom's

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taxonomy, incorporating three cognitive levels of Higher Order Thinking Skills (HOTS). Across the text, a total of 59 reading exercises of diverse types were identified, including Multiple Choice, Completion Items, Matching Tests, and Long and Short Answer Questions. Among these exercises, a subset of 35 items was found to be integrated with Higher Order Thinking Skills (HOTS), indicating a relative scarcity of HOTS cognitive exercises compared to Lower Order Thinking Skills (LOTS). Nonetheless, the focus of this study was specifically on HOTS exercises, prompting an in-depth examination of each HOTS cognitive domain category, namely Analysis (C4), Evaluation (C5), and Creation (C6).

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