

**HIGHER-ORDER THINKING SKILLS IN THE READING QUESTIONS
IN THE ENGLISH TEXTBOOK “BAHASA INGGRIS”
FOR GRADE XI**

A THESIS



By:

Vivi Ejinia / 1213017045

**ENGLISH EDUCATION STUDY PROGRAM
THE FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
2021 – 2022**

**HIGHER-ORDER THINKING SKILLS IN THE READING QUESTIONS
IN THE ENGLISH TEXTBOOK “BAHASA INGGRIS”
FOR GRADE XI**

A THESIS

**Presented to Faculty of Teacher Education
Widya Mandala Surabaya Catholic University
at Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan in English Language Education**



By:

Vivi Ejinia / 1213017045

**ENGLISH EDUCATION STUDY PROGRAM
THE FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
2021 – 20**

SURAT PERNYATAAN

Jalur Skripsi

Bersama ini saya:

Nama : Vivi Ejinia
Nomor Pokok : 1213017045
Program Studi : Pendidikan Bahasa dan Seni
Jurusan : Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan Universitas Katolik
Widya Mandala Surabaya

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:
**“Higher-order thinking skills in the reading questions in the English textbook
“Bahasa Inggris” for grade XI”**

benar-benar merupakan hasil karya saya sendiri. Apabila skripsi ini ternyata merupakan hasil plagiarisme, maka saya bersedia menesima sanksi berupa pembatalan kelulusan dan/atau pencabutan gelar yang telah saya peroleh.

Demikian surat pernyataan ini saya buat dengan sesungguhnya dan dengan penuh kesadaran.

Surabaya, 23 Juni 2021



Vivi Ejinia

Yang membuat pernyataan,

Mengetahui,
Dosen Pembimbing I,



Dra. Agnes Santi Widiati, M.Pd.
NIK. 121.83.0102

APPROVAL SHEET (I)

This proposal entitled **Higher-order thinking skills in the reading questions in the English textbook “Bahasa Inggris” for grade XI** by Vivi Ejinia, 1213017045 has been approved to be examine by the Thesis Board of Examiners.



Dra. Agnes Santi Widiati, M.Pd.

Thesis Advisor



Dr. B. Budiyono, M.Pd.

Examiner 1



Dr. Ruruh Mindari, M.Pd.

Examiner 2

APPROVAL SHEET (II)

This thesis entitled **Higher-order thinking skills in the reading questions in the English textbook “Bahasa Inggris” for grade XI** prepared and submitted by Vivi Ejinia, 1213017045 has been examined and declared PASSED by the Thesis Board of Examiners.

β

Dr. B. Budiyo, M.Pd.

Chairperson



Dra. Agnes Santi Widiati, M.Pd.

Secretary



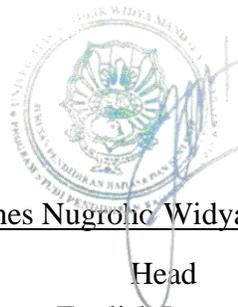
Dr. Ruruh Mindari, M.Pd.

Member



Dr. V. Luluk Rajambodo, M.Pd.

Dean
Faculty of Teacher Education



Yohanes Nugroho Widyanto, Ph.D.

Head
English Language
Education Study Program

SURAT PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH

Demi perkembangan Ilmu Pengetahuan, saya sebagai mahasiswa Universitas Katolik Widya Mandala Surabaya.

Nama Mahasiswa : Vivi Ejinia

Nomor Pokok : 1213017045

Program Studi

Pendidikan : Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pengetahuan

Tanggal lulus : _____

Dengan ini ~~SETUJU/TIDAK SETUJU~~*) Skripsi atau Karya Ilmiah saya,

Judul:

Higher-order thinking skills in the reading questions in the English textbook “Bahasa Inggris” for grade XI

Untuk dipublikasikan/ditampilkan di Internet atau media lain (Digital Library Perpustakaan Universitas Katolik Widya Mandala Surabaya) untuk kepentingan akademik sebatas sesuai undang-undang Hak Cipta yang berlaku.

Demikian surat pernyataan ~~SETUJU/TIDAK SETUJU~~*) publikasi Karya Ilmiah ini saya buat dengan sebenarnya.

Surabaya, 23 Juni 2021

Yang membuat pernyataan,



Vivi Ejinia

NRP. 1213017045

*) *coret salah satu*

STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. All the cited works were quoted in accordance with the ethical code of academic writing. I will take all the consequences if plagiarism is found in this thesis.

Surabaya, 23 June 2021



Vivi Ejinia,
1213017045

ACKNOWLEDGMENTS

First of all, the researcher would like to express her gratefulness to YAHWEH Father for His countless blessings and guidance during the entire process in completing this thesis. Then, the researcher also would like to express her deepest gratitude towards people who have helped and supported her during the process of writing this thesis, especially to:

1. Dra. Agnes Santi Widiati, M.Pd., the researcher's advisor, who has given valuable inputs, comments, suggestions, support, and inspiration to the researcher in the process of writing the thesis.
2. Dr. B. Budiyono, M.Pd. and Dr. Ruruh Mindari, M.Pd., as the researcher's thesis examiners, who have supported and helped the researcher by giving feedbacks and suggestions during the proposal examination.
3. Dra. M.N. Siti Mina Tamah, Ph.D., as the researcher's academic advisor, for the support, motivation, and inspiration given to the researcher during her study in English Education Study Program of Widya Mandala Catholic University Surabaya.
4. All the lecturers in English Education Study Program of Widya Mandala Catholic University Surabaya who have given help, time, attention, and support in the researcher study and thesis.
5. The researcher's beloved family, who had never stopped praying and giving full support for the researcher to completing her thesis.
6. The researcher's partner, Andri Sanjaya, for being such a good listener, and encouraging the researcher to finish her thesis.
7. The researcher's very best friends, Reginda Prahdiyan, Josephine Ilona, Elisabet Kaharu, Dhea Karismasita, for supporting the researcher in every situation and filling the researcher's college life with full of unforgettable moments.

8. The researcher's triangulation, Dhea Karismasita, who has helped and supported the researcher to finish her thesis.
9. The researcher's friends from batch 2017 who have encouraged the researcher during her college life in English Education Study Program of Widya Mandala Catholic University Surabaya.

Vivi Ejinia

TABLE OF CONTENTS

TITLE	i
SURAT PERNYATAAN	ii
APPROVAL SHEET (I).....	iii
APPROVAL SHEET (II)	iv
SURAT PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH.....	v
STATEMENT OF AUTHENTICITY.....	vi
ACKNOWLEDGMENTS	vii
TABLE OF CONTENTS.....	ix
CHAPTER I.....	1
INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. Statement of the Problem.....	6
1.3. Objective of the Study	6
1.4. Theoretical Framework.....	6
1.5. Scope and Limitation of the Study.....	7
1.6. Significance of the Study	8
1.7. Definition of Key Terms.....	8
1.8. Organization of the Thesis	9
CHAPTER II.....	10
RELATED LITERATURES.....	10
2.1. Reading	10
2.1.1. Types of Reading Passages	11
2.2. Reading Questions	12
2.2.1. Types of Reading Questions.....	13
2.3. The Revised Bloom’s Taxonomy	15
2.3.1. Lower-Order Thinking Skills (LOTS).....	18
2.3.2. Higher-Order Thinking Skills (HOTS)	18

2.4. The Indonesian Curriculum of 2013	18
2.5. Description of the Textbook	20
2.6. Previous Studies	21
CHAPTER III.....	23
RESEARCH METHODOLOGY	23
3.1. Research Design.....	23
3.2. Source of Data.....	23
3.3. Parameters.....	26
3.4. Instrument	28
3.5. Procedures of the Data Collection	34
3.6. Data Analysis Technique	35
3.7. Triangulation.....	35
CHAPTER IV.....	36
FINDINGS AND DISCUSSION	36
4.1. Findings.....	36
4.1.1. Summary.....	76
4.2. Triangulation.....	77
4.3. Discussion of the Findings.....	79
CHAPTER V	90
CONCLUSION AND SUGGESTIONS	90
5.1. Conclusion	90
5.2. Suggestions	91
REFERENCES.....	92
APPENDICES	99
Appendix 1: Textbook Contents.....	99
Appendix 2: Reading Materials and Questions	171

ABSTRACT

Ejinia, Vivi. (2021). *Higher-order thinking skills in the reading questions in the English textbook “Bahasa Inggris” for grade XI*. S-1 Thesis. English Education Study Program, the Faculty of Teacher Training and Education, Widya Mandala Catholic University Surabaya.

Advisor: Dra. Agnes Santi Widiati, M.Pd.

Keywords: *higher-order thinking skills, reading questions, English textbook.*

The aim of this study is to find out higher-order thinking skills (Analysing, Evaluating, Creating) which are measured through the reading comprehension questions in the English textbook “Bahasa Inggris” published by *Grafindo* for grade XI. The study belongs to descriptive qualitative and content analysis. This study analysed the reading questions in the English textbook “Bahasa Inggris” for grade XI published by *Grafindo Media Pratama*. A checklist based on the Revised Bloom’s Taxonomy was used as the parameter to classify questions. The reading questions were analysed to see the HOTS levels measured. The subject of this study is the English textbook “Bahasa Inggris” published by *Grafindo* for grade XI which applies Curriculum 2013, and the source of the data are the reading questions provided following the reading passages in the textbook. The book consists of 9 (nine) chapters and 3 (three) review chapters containing exercises. Each chapter contains the learning goals and the materials for the four language skills, grammar, and vocabulary. There are 34 (thirty-four) passages and 206 (two-hundred-six) questions in the textbook. To ensure the validity of the analysis and to expand a comprehensive understanding of the analysis result, the researcher used a triangulation technique by asking another expert in the same field who conducting a study analysing reading questions of another textbook as the subject of her study.

The main instrument of this study is the researcher herself who analysed the questions. The data analysis brought the following findings: the distribution of HOTS is not equal in each chapter. Analysing level of thinking is measured in 14 (fourteen) reading passages, and Evaluating level is measured in 19 (nineteen) reading passages. While, Creating level is measured in 9 (nine) passages. There are 11 (eleven) reading passages which do not contain any HOTS questions. Out of 206 (two-hundred-six) questions, there are 60% percent measuring LOTS and 40% percent measuring HOTS. Of the number of HOTS questions, 30 (thirty) questions measure the Analysing level, 39 (thirty-nine) questions measure the Evaluating level, and 14 (fourteen) others measure the Creating level.

In conclusion, as increasing students’ literacy can be reached through training students making used of their high-order thinking, it is suggested that more HOTS questions can be added in the reading comprehension activities.