

INVESTIGATING HOTS ON READING QUESTIONS FROM FICTION TEXT OF THE ENGLISH TEXTBOOK USED BY VOCATIONAL HIGH SCHOOL IN INDONESIA

by YOHANES OSCAR ANDRIAN

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Higher-order thinking skills become 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 gain the goal of the current curriculum. The aim of this study is to analyze the use of HOTS in reading questions in fiction texts. 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 School. The researcher used documentation as the collecting data technique and the technique of analysing data used was from Miles and Huberman. They are data collection, data reduction, data display and the last is the conclusion or verification. There are eight fiction texts consisting of fifteen reading questions integrating HOTS. The finding of this study is this book has developed HOTS but has not been completed yet. There are 53,33% belong to C4 and 46,66% belong to C5. There is no reading question belonging to C6.

The textbooks were designed by authorized publishers based on the current curriculum. Once a newly invented curriculum was launched by the Ministry of Research, Technology and Higher Education Indonesia. In addition, teachers must also apply new approaches, methods, and techniques to suit the new curriculum. (Rosi & Ningrum, 2019) Textbooks are one source of knowledge for students at the school which is a tool that is favorable to the process of teaching and learning activities.

(Aprizon, 2022) defines textbooks as learning tools shared by teachers and learners which can be used in systematic and flexible ways, providing a plan for learning, a visible outline of what is to be learned in a classroom, and a bank of resource material and ideas deal with the recent curriculum. The textbook's function is crucial for assisting students in the teaching and learning process, particularly in gaining knowledge that is pertinent to their needs. With exercises and references in the form of a school book, course book, work book, or topic book, it may be concluded that a textbook is published with a written material used as source and guide for instructors and students. For both the instructor and the student, a good textbook is essential. It acts as a roadmap for each lesson for the teacher. A language-learning textbook has multiple chapters. According to (Richards, 2010), textbooks can serve as a type of teacher training in some circumstances since they provide recommendations for lesson plans and concepts.

(Triyono et al., 2020) Textbook has had a significant impact on the educational curriculum, allowing for the incorporation of 21st-century skills into the study subjects. To gain all the goals, (Darwazeh & Branch, 2015) the school must provide the learning process with various media and sources. The textbook is a kind of media to support the 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. Textbooks are prominent to be utilized as teaching aids directly. Students should be inspired to learn, they should serve as a source of ideas and activities, for teaching and learning. Students also should provide teachers with justifications for their actions. Therefore, the purpose of this study is to determine whether or not textbooks may be used as instructional tools to facilitate learning. On the other hand, a textbook can be thought of as a school book, course book, workbook, or topic book utilized in a classroom together with practice materials as the student's reference book. Additionally, according to Ferris and Hedgcock (2005), textbooks are used extensively in educational institutions all over the world. In fact, textbooks serve as the foundation for many courses that instructors teach. One of the things that is most commonly utilized in the teaching and learning process is the textbook. It is among the information sources that are the simplest to get and serves as one of many tools to help students gain a comprehensive understanding of the subject matter.

Literature is a kind of interesting material in textbook, it helps students gain 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 are Biography, news articles, history, essays, and speeches. The mysteries science fiction, romance, fantasy chick-lit, and crime thriller are 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 to entertain and

inspire the readers who read it. It sometimes brings us to the imaginary world and introduce us to the characters who we can see, grow, change and develop. It gives us an insight into the lives we never had the chance to witness. The fictions texts have implicit moral values shared to the readers and it is hoped to impact people's live and wider society.

There are some prior researches about analysing of HOTS in textbook. (Putri et al., 2021) investigated of HOTS accommodated in English textbook 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 (Aryani & Wahyuni, 2020). 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 textbook were very important to build critical thinking of the students to fulfil present education goals, but the novelty of this study focusing on fiction texts.

Based on the facts stated above, the researcher wants to investigate the reading questions in fiction texts of the English textbook used by Vocational High School, whether has already developed HOTS. Fiction text is part of English literature in English learning, and reading fiction text seems interesting for the students because it will help the students to think more creatively and expands their imagination. Concern with this phenomenon, the researcher is interest to conduct a research Investigating

HOTS In Reading Question of Fiction Text in English Textbook Used By Vocational High School.

This study is a qualitative descriptive research. The aim of this study is to investigate the use of HOTS at reading questions in fiction text in an English textbook for Vocational High School. 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. 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.

Reading activity that focuses on understanding context and getting new information of the text is reading comprehension. (Duke & Cartwright, 2019) asserted that reading is the act of constructing meaning while transacting with text. Reading is important for the students to gain information such as general knowledge and subject (Fakharzadeh,

2012). Through reading, people can improve their own knowledge which is needed to insure continues personal growth and adapt with the world change (Škobo & Đerić Dragičević, 2020). A student may read in order to gain the information or verify existing knowledge, or to enhance knowledge of the language being read. (Mauliandini et al., 2020) The purpose of student's learning at school is to understand the content of short functional text, in order to receive the message stated in the narrative, explanation, and discussion wrote form, and determine the appropriate approach to reading comprehension and access information in daily context. For students to advance, reading comprehension skills must be mastered (Toro, 2009). The primary goal of reading is to gather information from the text being read (Dagostino et al., 2015).

Based on the table above, there are eight fiction texts. The title of texts are The text are of Geler. 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 the page 51, The Water of Wanting by Frank Brennan at page 55, and A Service of Love by O.Henry at page 79. Each of the text is completed by some reading questions. The first text has two reading questions, the second has two reading questions, the third, the fourth, the fifth and the sixth has one reading questions for each, the seventh text has three reading questions and the last text has four reading questions. All the reading questions are fifteen. The reading questions has already analysed based on HOTS. The first and the second reading questions from the first text belong to C5 evaluating. Because the questions asked about what will happen next. Based on (Anderson,

Krathwohl, et al., 2001), Evaluation means the students are asked to have prediction about what will be happen in the future deal with the story. The question asked about What do you think happened next and how do you think the story ends. These questions encourage the students to elaborate their imagination toward the text. They may explore their ideas to continue the text. The students were allowed to have the different and diverse opinion and exploration with unlimited story to make the ending. (Guan et al., 2019) stated that there are three kinds of story ending. They are happy ending, sad ending and un-ended ending. The students are given chances to make the following part in here.

The third and the fourth reading questions based on the second text belong to C4 analysing. The third question is about four reasons why someone might not be happy in their job. In this question, the students will make analysis based on context of the text. (Anderson, Krathwohl Peter W 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 about the most important thing for someone to be happy in their job. The text told a story about the main character Chester, and his work friend Dorothy. When he was a fresh graduated and become a junior manager, there are some friends that doesn't like his position. It made Chester felt unhappy in his working place. Based on this story, this question is trying to ask the

students to make 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 happiness in their working place.

The fifth question ask the students to make suggestions about what you think happens next. From the question, the students are asked to give such of recommendation for the future. There are some probabilities to these questions and it was free for students.

Are questions being free and correct. As far as the answer consists of suggestion about what will suppose to do for the next. The sixth, the seventh and the eight questions are the same but belong to different text. The fifth question belong to text titled Jane Eyre, the sixth belong to text titled Dracula, the seventh questions belong Lord of Flies, and the last question belong to The Hobbit. All of them are analysis level. They belong to C5 evaluating or synthesizing because the questions asking about suggestion for the next happen.

Question number nine belong to C5 evaluating or synthesizing because asking about Jean should do. The students are asked to give some recommendation what Jean will do then. This question gave the students chance to give many kinds of opinion to Jean. It can be something support on Jean or allow Jean to change her mind. It's included into evaluation because the book give space for the students to explore their creativity. It's very good thing because creativity needs space to apply various ideas and it also needs to train as always. Then the question number ten to number fifteen are belong to C4 analysing because the tenth question asked about the probability of WOW will be invented for the future, the eleventh question asked about the reason of

the previous question. The twelfth question asked about the commonly thing happen in a love story. The thirteenth question asked about the theme of the story, the fourteenth question asked about the judgement of their lies. And the last question asked to determine the story is a happy or sad story.

Based on the table analysis above, there are 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. The top level of Bloom's taxonomy is assessment because students are required to cognitively put together all they have learnt to produce accurate and solid evaluations of the content at this level. 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 a freedom to explore more to create their idea responding the text.

According to the analysis and the discussion above, we conclude that 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. The numbers of the Higher order thinking skills are fifteen. They are included into analysis and evaluation level. Kinds of the reading questions are still in similar and it can be improved to more various questions. The implication of this study is this book needs to improve the activities to achieve all the kinds of Higher order thinking skills, starting from analysis, evaluating or synthesizing and the last one Creating.

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