#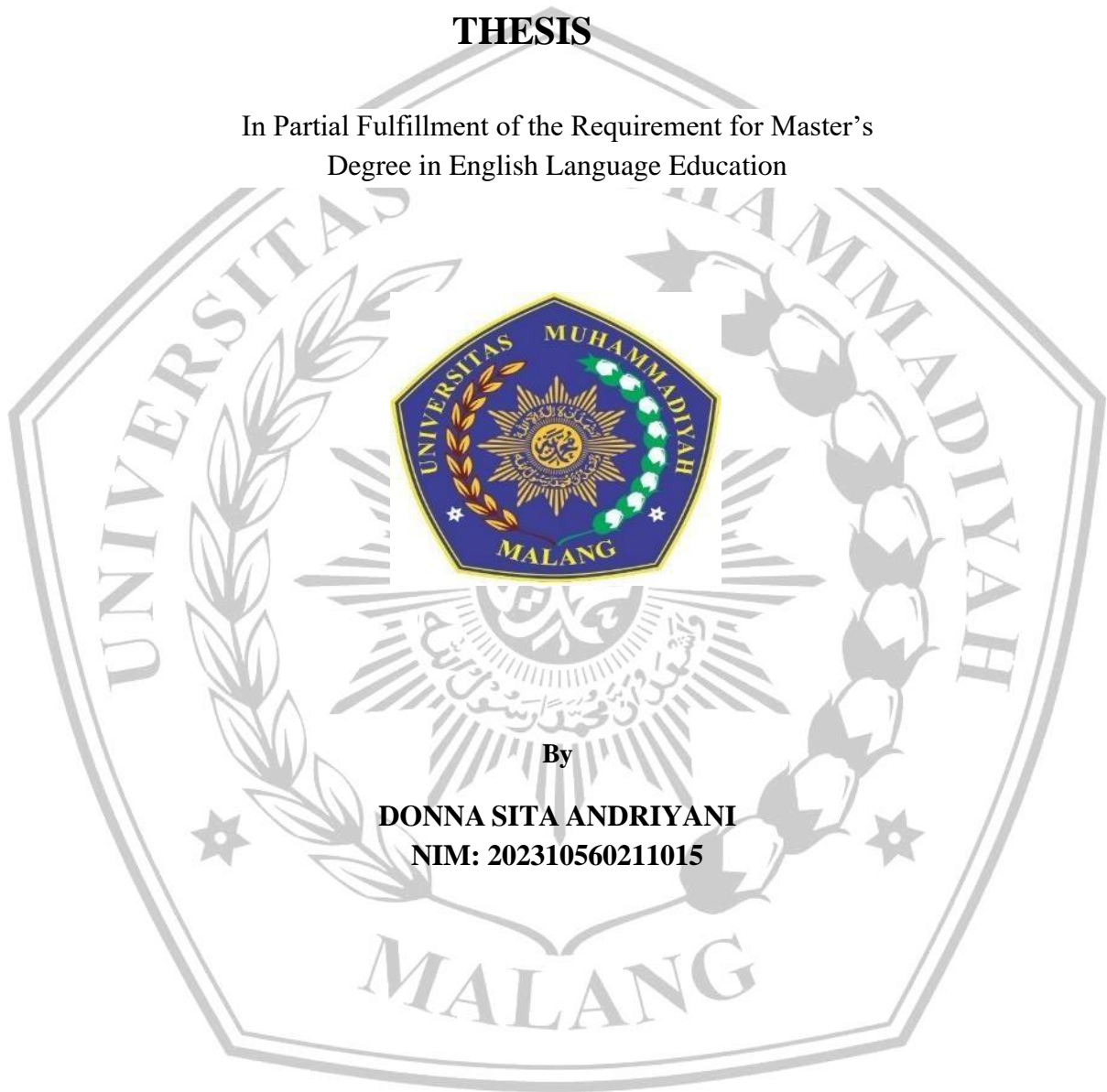 ANALYSIS OF HIGHER ORDER THINKING SKILLS IN READING EXERCISES OF AN ENGLISH TEXTBOOK ENTITLED *BAHASA INGGRIS UNTUK SMA KELAS X* BY GRAFINDO MEDIA PRATAMA BASED ON BLOOM'S TAXONOMY REVISION

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree in English Language Education

By

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DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
THE DIRECTORATE OF GRADUATE PROGRAM
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2025

ANALYSIS OF HIGHER ORDER THINKING SKILLS IN READING EXERCISES OF AN ENGLISH TEXTBOOK ENTITLED BAHASA INGGRIS UNTUK SMA KELAS X BY GRAFINDO MEDIA PRATAMA BASED ON BLOOM'S TAXONOMY REVISION

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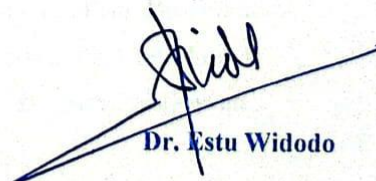Monday, 20th January 2025

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Defended in front of the examiners
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decided that it fulfilled the requirements
to get the master's degree in English Language Education
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LETTER OF STATEMENTS

I, the undersigned:

Name : **DONNA SITA ANDRIYANI**

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Hereby, declare that:

1. The Thesis entitled **ANALYSIS OF HIGHER ORDER THINKING SKILLS IN READING EXERCISES OF AN ENGLISH TEXTBOOK ENTITLED BAHASA INGGRIS UNTUK SMA KELAS X BY GRAFINDO MEDIA PRATAMA BASED ON BLOOM'S TAXONOMY REVISION** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other idea or citation except those which have been quoted and mentioned in the bibliography.

2. If this thesis as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.

3. This thesis can be used for literature review which can be accessed by others freely (**NON-EXCLUSIVE ROYALTY).**

Thus, this statement is made truthfully to be used as appropriate.

Malang, 20th January 2025
The Writer

DONNA SITA ANDRIYANI

ACKNOWLEDGEMENTS

Bismillahirrohmaanirrohiim…..

With the name of Allah, the Most Compassionate, the Most Merciful. All praises are for Allah, the Creator of the universe, who has granted His mercy and blessings to the writer in finishing this undergraduate thesis. May peace and blessings be upon the Prophet Muhammad (SAW), his family, his companions, and all who follow his guidance.

It is a pleasure to acknowledge the help and contribution to all of lecturers' institution, family, and friends who have provided support throughout the writer's study process until it becomes a complete writing which will be presented to the Department of English Education in a partial fulfillment of the requirement for the master of M.Pd. (S-2) in English Language Education.

In this occasion, the writer would like to express her greatest honor and gratitude to her beloved parents (H.Soediro Djaelani (alm.) & Hj. Lenna Heryani), and also to her three wonderful children (Qifa Asfi A.F, Isabelita Zivana, & Rafan Asfa A. F) who have unflagging love and unconditional supports in motivating the writer to finish her study. Her sincere thanks also dedicated to her big families and friends for their supports to the writer in finishing this postgraduate program.
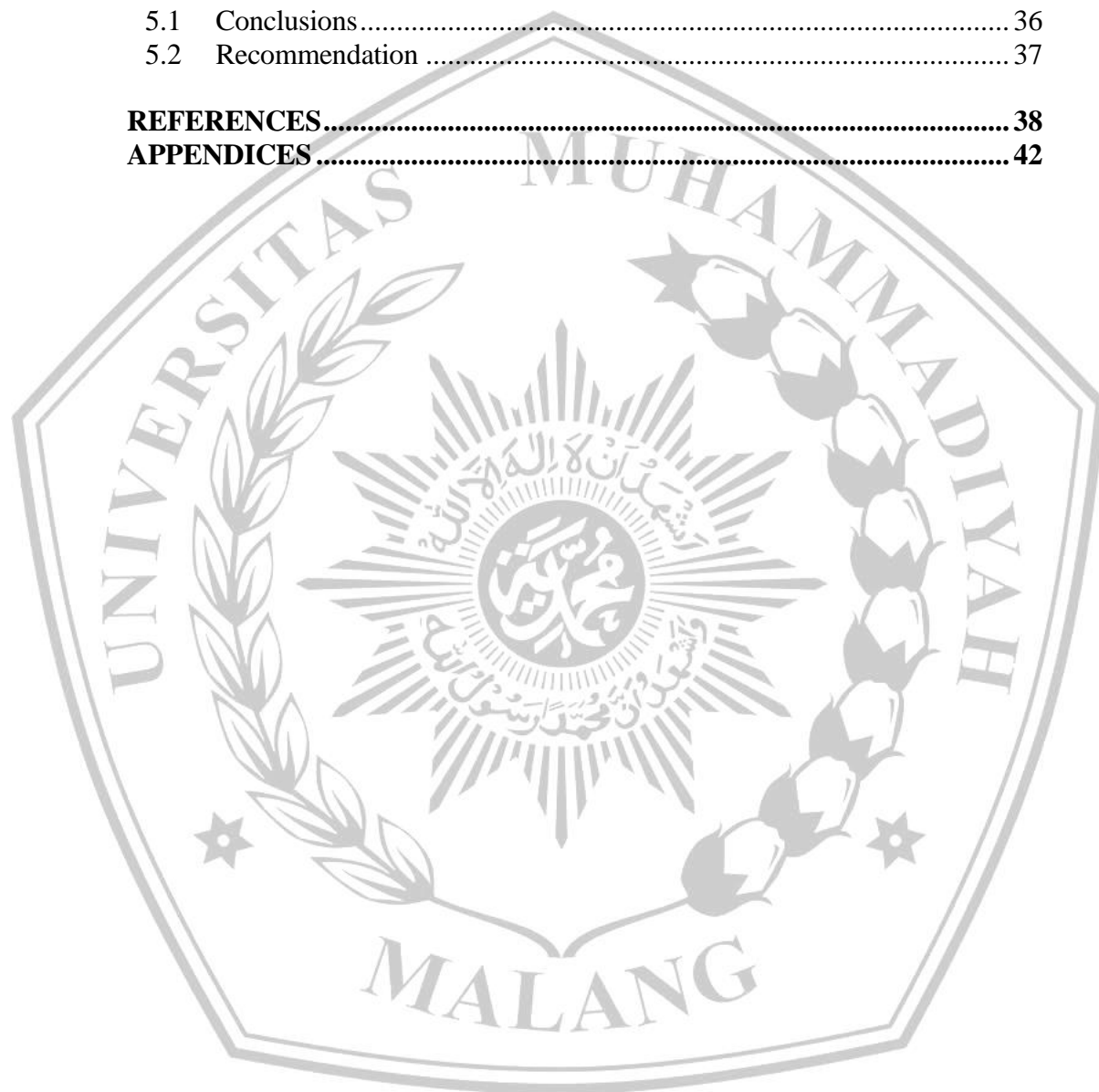
The writer would also like to express her deepest gratitude to her advisors, Dr. Estu Widodo, M.Hum, and Asc. Prof. Dr. Hartono, M.Pd, for their advice, guidance, corrections, and suggestions, and for their patience in sacrificing their time and energy to assist the writer in completing this thesis.

The Writer

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Analysis of Higher Order Thinking Skills (HOTS) in Reading Exercises of an English Textbook Entitled *Bahasa Inggris untuk SMA Kelas X* by Grafindo Media Pratama Based on Bloom's Taxonomy Revision

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ABSTRACT

There are two goals of the current study, the first goal is to investigate the distribution of the Higher Order Thinking Skills (HOTS) in the reading exercises in *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X* by Grafindo Media Pratama, and the second goal is to know the difficulties encountered by students when completing HOTS-based reading exercises. This study employed a qualitative descriptive approach combined with content analysis. The object of this research is an English textbook used by Senior High School students in the tenth grade, namely *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X by Grafindo Media Pratama*. The subjects of this research were the tenth-grade students of MA Muhammadiyah 1 Malang in the 2023/2024 academic year. Simple random sampling was used to choose the sample. The data collection techniques the researcher used in this research are document checklist and interview. The findings from the first research question showed that the allocation of higher-order cognitive abilities on questions followed the reading text in the review section of each chapter included 39 items (88.6%) for analyzing, 5 items (11.4%) for evaluating, and nothing (0%) for creating. Additionally, the result findings from the second research question showed that there are four difficulties faced by students in completing HOTS-based reading exercises, those are: (1) difficulty in determining main idea (2) difficulty in grammar mastery (3) difficulty in maintaining focus, (4) difficulty in understanding the vocabulary.

Keywords: Textbook, Reading Comprehension, High Order Thinking Skill (HOTS).

Analisis Kemampuan Berpikir Tingkat Tinggi (HOTS) Pada Soal Bacaan Di Buku Teks Bahasa Inggris berjudul Bahasa Inggris untuk SMA Kelas X Diterbitkan Oleh Grafindo Media Pratama Berdasarkan Revisi Taksonomi Bloom

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ABSTRAK

Penelitian ini memiliki dua tujuan, tujuan pertama adalah untuk menyelidiki distribusi keterampilan berpikir tingkat tinggi (HOTS) dalam latihan membaca pada buku ''*Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X''* oleh Grafindo Media Pratama, dan tujuan kedua adalah untuk mengetahui kesulitan yang dihadapi siswa dalam menyelesaikan latihan membaca berbasis HOTS. Penelitian ini menggunakan pendekatan deskriptif kualitatif yang dipadukan dengan analisis konten. Obyek penelitian ini adalah buku teks bahasa Inggris yang digunakan oleh siswa SMA kelas X, yaitu "*Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X*" oleh Grafindo Media Pratama. Sedangkan subjek penelitian ini adalah siswa kelas sepuluh MA Muhammadiyah 1 Malang pada tahun ajaran 2023/2024. Sampel dalam penelitian ini dipilih menggunakan teknik *simple random sampling*. Teknik pengumpulan data yang digunakan oleh peneliti dalam penelitian ini adalah ceklist dokumen dan wawancara. Temuan dari pertanyaan penelitian pertama menunjukkan bahwa alokasi kemampuan kognitif tingkat tinggi pada pertanyaan-pertanyaan yang mengikuti teks bacaan pada bagian review disetiap Bab mencakup 39 item (88.6%) untuk menganalisis, 5 item (11.4%) untuk mengevaluasi, dan tidak ada (0%) untuk mencipta. Selain itu, temuan dari pertanyaan penelitian kedua menunjukkan bahwa ada empat kesulitan yang dihadapi siswa dalam menyelesaikan latihan membaca berbasis HOTS, yaitu: (1) kesulitan dalam menentukan ide utama, (2) kesulitan dalam penguasaan tata bahasa, (3) kesulitan dalam mempertahankan focus dan (4) kesulitan dalam memahami kosakata.

Kata Kunci: Buku Ajar, Pemahaman Membaca, Keterampilan Berpikir Tingkat Tinggi.

CHAPTER I
INTRODUCTION

1.1 Background of Study

Literacy is the ability to communicate and participate effectively in society, with reading being a key skill. For students learning English, reading is crucial as it helps them understand texts and apply their ideas to real-life situations. Given the importance of reading, materials should be designed to help students gain knowledge and comprehend various texts. Reading skills are particularly vital for higher-grade students, who must read to understand more complex topics. As Patel & Jain (2008) noted, reading is an essential skill for interpreting texts and extracting information, making it important to teach it clearly and effectively to younger students.

However, learning to read is such a challenging and intricate task. Furthermore, reading comprehension is a very challenging skill for Indonesian students learning English as a foreign language. Harmer (1998) asserted that due to the many complicated skills involved in reading, even persons who speak English as their first language find it challenging. Numerous studies have examined students' challenges with text reading, including one by Saraswati et al. (2021). They claimed that the problems in reading include having trouble figuring out the book's meaning, drawing inferences, recognizing and comprehending language, comprehending sentence structure, and figuring out the context of words in the text. Furthermore, Pebriantika & Aristia (2021) mentioned some problems that occur in the teaching and learning process of reading activity, such as the inadequate vocabulary in English, the inadequate reading skills, the inadequate reading motivation, and the inappropriate teaching of reading strategies for text-based reading activity.

Nevertheless, even though reading is a difficult ability for students to acquire, the more they comprehend what they read, the more proficient they get in it. This makes reading important for language development. And learning resources should be made available to enhance the teaching and learning experience for the purpose of helping students who struggle with reading. Using textbooks is one type of learning resource that can assist students in learning. Textbooks are among the most crucial media for both

teachers and students. Textbooks are a useful tool for teachers to organize lessons methodically and effectively because they outline the objectives of each class. Effective preparation and development of learning materials and class activities was possible for the teachers. Teachers can benefit from the pre-made materials offered because they save time during preparation (Cunningsworth, 1995). For students, a textbook can serve as a useful resource for learning so they can complete independent study outside of class. Orfan et al. (2021) discovered in their research that textbooks are essential for language instruction and learning. It was reported by Orfan et al. (2021) that the teachers thought well of English textbooks. The textbooks, in their opinion, adequately covered the four English language skills and included exercises in speaking, listening, reading, and writing. Furthermore, the context and cultural difficulties of the target language were acceptable for the pupils. The study's findings also demonstrated the different functions textbooks performed in EFL classes, such as providing assignments and assessments.

However, other theorists have highlighted the drawbacks of using textbooks, despite the benefits they offer. For instance, Richards (2001) expressed the opinion that the textbook lacks sufficient content and does not provide enough challenge for both teachers and students. Furthermore, it is stated by Cunningsworth (1995) that no course book created for a broad audience will be perfectly suited for a specific group of learners. In some way, depending on the publisher's perspective, the pedagogical concepts presented in the textbooks may also be incoherent, inconsistent, or even out of date.

In view of all that has been mentioned above, things that one may do about the information presented in textbooks should not only be theoretical; it should also be expected to apply to actual situations. To enable students to obtain an intact growth in all aspects, including cognitive, emotional, and psychomotor, the material that they learn in class needs to be connected to their life experiences. The ability to evaluate the textbooks that will be utilized is a must for teachers. The assessment needs to indicate whether the textbooks are contextually focused and have high- quality content. If there is still value in utilizing the textbooks or if they need to be supplemented, an overview can be provided by the evaluation that is related to the materials. Students will benefit more from textbooks that are contextually oriented since they will be able to apply the learning to real-world situations. So, it is crucial for the teacher to select appropriate textbooks published by

many publishing companies.

Textbooks offer a variety of reading texts for application in the field of education of English. Reading is not only about reading the text but also comprehending the content of the text as stated in advanced cognitive skills (HOTS), the taxonomy developed by Bloom. Furthermore, Bloom's taxonomy has three advanced cognitive thinking levels in the cognitive domain: *analysis*, *synthesis*, and *evaluation*. Anderson et al. (2001) redefined these categories, focusing on the processes of *analysis*, *evaluation*, and *creation*. In 2020, Suparman et al. stated that critical thinking is required for reading comprehension. In addition, according to Sukmawijaya et al. (2020), a textbook's features ought to be arranged in a sequence of increasing complexity of thought. In summary, students should use higher-order thinking skills to answer problems during textbook reading exercises. Therefore, the researcher thinks it's crucial to analyse the high-order thinking skill in the reading exercises from the textbook since it has the ability to help learners become more adept at reading critically and may also help them adapt to the English-speaking communication environment.

According to some assets related to this study, the researcher provides some of the preceding studies that correlate to this study. Here are the comparisons of the results among this research and the previous studies:

a) The first study entitled "Using Revised Bloom's Taxonomy to Evaluate Higher Order Thinking Skills (HOTS) in Reading Comprehension Questions of English Textbook for Year X of High School" by Atiullah et al. (2019), found that only 24 of the 158 reading comprehension questions in the textbooks used by Indonesian tenth-grade high school students were classified as requiring higher- order thinking skills.

b) The second study, titled "An Analysis of Reading Comprehension Questions in English Textbook Based on Revised Bloom's Taxonomy" by Laila & Fitriyah (2022), found that only 25 out of the 142 reading comprehension questions in high school textbooks for twelfth-grade students were classified as higher-order thinking questions.

c) The third study, titled "Analysing Higher Order Thinking Skills on the Compulsory English Textbook for Tenth Graders of Indonesian Senior High Schools" by

Sukmawijaya et al. (2020), found that the inclusion of HOTS in language proficiency tasks within the compulsory English textbook is effectively implemented, and the content related to higher-order thinking skills aligns with the 2013 curriculum.

This study shares similarities with the three previous ones, including the use of a descriptive qualitative design to analyze the distribution of HOTS in reading questions. Additionally, both this study and the third one involved tenth-grade students, and both determined the percentage of HOTS based on the updated Bloom's taxonomy. However, a key difference is that the previous studies used English textbooks from the Indonesian Ministry of Education, while this study used materials from Grafindo Media Pratama. Another difference is that the second study focused on comparing HOTS and LOTS questions in reading comprehension, whereas this study aimed to analyze HOTS distribution and identify students' difficulties with HOTS-based exercises.

In this study, the researcher used earlier studies to analyze the distribution of higher-order thinking skills in the English textbook "*Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X*" by Windi Asariastika and Priscilia Evalita Meliala, published by Grafindo Media Pratama. The researcher examined the multiple- choice and essay questions following the reading texts in the review section of each chapter, using the revised Bloom's taxonomy levels of analysis, evaluation, and creation. There are three reasons for analyzing this textbook: first, it aligns with the Merdeka curriculum; second, it aims to help students recognize, evaluate, and solve problems, promoting HOTS; and third, it is used by both teachers and students at MA Muhammadiyah 1 Malang.

1.2 Research Question

The researcher formulates the study's problems as follow in light of the problems' background:

1. What is the distribution of the Higher Order Thinking Skills in the reading exercises in "Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X" by Grafindo Media Pratama?

2. What difficulties are encountered by students when completing HOTS-based reading exercises?

CHAPTER II
REVIEW OF LITERATURE

2.1 Reading

2.1.1 The Understanding of Reading

Reading, together with writing, listening, and speaking, is one of the four essential language skills. It is a cognitive process in which readers integrate information from a text with their existing knowledge to construct meaning (Nunan, 2003; Nurdiana & Amelia, 2017). Reading serves as a tool for learning, idea exchange, and communication. It requires strategy, motivation, and engagement, making it a dynamic set of skills that connects texts to students' daily lives. Therefore, reading is an essential skill that demands effort for comprehension, making it vital in the teaching and learning process.

2.1.2 The Purpose of Reading

Reading serves a purpose as it makes connections between what is read and what the reader already knows. Harmer (1998) asserted that reading helps people learn languages. People may read for informational purposes or to confirm what they already know. They might read either just for pleasure or for improving their command of the target language. Nunan (2015) affirmed that reading serves two crucial purposes. Reading serves as a means of communication, to start. Reading has benefits for educational purposes as well, second. It alludes to the practical goal of reading when it comes to communicating. The students, for instance, read messages from their pals. Consequently, reading for communication fulfils reading's true objective. This goal is to assist ourselves in day-to-day affairs rather than being motivated by a reading obligation. Therefore, reading material is regarded as authentic for this kind of function. Conversely, reading for educational purposes means learning about a given subject. For example, individuals enter medical school with the goal of becoming doctors. To achieve this, they must study textbooks in relevant subjects. This serves as an instructional objective, where reading purposefully is necessary to reach a broader goal.

2.1.3 The Problem Dealing with Reading Skill

Individuals who struggle with reading fluency face various challenges when engaging with a text. These challenges include reading without comprehension, poor eye-motor coordination, short-term memory loss, difficulty focusing, emotional difficulties, reversing words while reading, and trouble breaking a story into stages. These issues have been observed in students who experience difficulties with reading. Gedik & Akyol (2022) summarized the difficulties and errors that readers make in word recognition as not being able to understand the relationship between a symbol and its sound, mispronouncing words and letters, having trouble with spelling, rearranging letters within words, misreading, adding and subtracting, and reading aloud while repeating.

Vocabulary knowledge is another component that makes up the fluency of reading ability. Depending on their grade levels, students' vocabulary knowledge impacts their reading speed. According to Gedik & Akyol (2022), success in reading is positively correlated with vocabulary knowledge. In fact, a reader's ability to recognize words and focus on a book can be significantly enhanced when their vocabulary is rich. Furthermore, they proposed that teachers should remember that reading comprehension depends on fluent reading, so they should engage students in activities that foster fluency in reading and utilize fluency in reading to assess and gauge comprehension and reading.

2.2   Textbook

2.2.1 The Definition of Textbook

Textbooks are essential in supporting both the teaching process and the delivery of content by teachers. According to Cunningsworth (1995), textbooks are created by experts and tested in real teaching environments before publication. The material should align with students' skill levels to ensure comprehension. In essence, textbooks guide teachers on what to teach in the classroom. Widely used in schools, textbooks include exercises and instructional materials that enhance learning. Richards (2001) notes that most language input and activities come from textbooks. Therefore, textbooks play a key role in student learning, providing resources for teachers and assessing students' proficiency.

Tomlinson (2011) outlines several important criteria for textbooks. These include:

1) Materials should have an impact, 2) Materials should help learners feel comfortable, 3) Materials should build learners' confidence, 4) What is taught should be seen by learners as relevant and useful, 5) Materials should encourage and support learner engagement, 6) Learners must be ready to acquire the content being taught, 7) Materials should expose learners to language in authentic contexts, 8) Learners' attention should be drawn to the linguistic features of the input, 9) Materials should offer opportunities for learners to use the target language for communication, 10) Materials should acknowledge that the positive effects of instruction take time to manifest, 11) Materials should account for differences in learners' learning styles, 12) Materials should consider learners' varying affective attitudes, 13) Materials should allow for a silent period at the start of instruction, 14) Materials should enhance learning potential by fostering intellectual, aesthetic, and emotional engagement, stimulating both right and left brain activities, 15) Materials should avoid over-relying on controlled practice, and 16) Materials should provide chances for feedback on outcomes.

2.2.2 The Use of Textbook

Within the educational process, learning materials act as one of the most popular educational resources. Textbooks can function as a means of teacher training for teachers who lack experience (Richards, 2001). In addition to the teaching styles educators can use, they also offer suggestions for class planning and delivery. Textbooks also fulfil the educational solutions, particularly with regard to the activities, subjects, and content selection. For students, aside from what their teachers say, the textbook could be their primary source of language exposure.

Richards (2001) listed several benefits of using a textbook, including:

a. Offering program structure and a syllabus.

b. Contributing to the teaching's standardization.

c. Preserving excellence.

d. Offering an assortment of educational materials.

e. They work well.

f. Offering input and models of language that work well.

g. Educating educators.

h. They have a pleasing appearance.

Based on the points mentioned above, the researcher concluded that textbooks are

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crucial for both teachers and students as primary references in the learning process. Selecting high-quality resources is vital for effective teaching and learning. Therefore, second language teachers should carefully choose and develop textbook content alongside other teaching materials.

2.2.3 The Problem Dealing with Textbook

In actuality, finding an English textbook with high-quality content that fits the curriculum can be fairly challenging. Although the government has made a list of suitable textbooks public, textbook evaluation is still considered a crucial process. Knowing what to look for in an English textbook might be especially challenging for a teacher with little experience. English textbook material has an impact on what teachers teach and what students learn. Teachers will undoubtedly run into issues if the material is either too simple or too sophisticated for the students. Students may not be able to relate to the material in the textbook.

The study conducted by Lodhi et al. (2019) examined how well the English textbook for grade 12 in Punjab, India, met the educational objectives and requirements outlined in the current Punjab curriculum. Descriptive statistics were used to analyse the data collected through a questionnaire. According to the study's findings, books don't provide language learners with useful and applicable skills. Additionally, the statistics indicate that teachers do not use engaging teaching techniques when instructing students with textbooks. In other words, there was a lack of alignment between the curriculum's goals and learning objectives and the English textbook. A second study by Rakhmawati & Priyana (2019) aimed to determine how the four Cs—communication, cooperation, cognitive analysis and problem-solving, creativity, and innovation—are integrated into English textbooks. The textbook examined is titled "Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X." The study's conclusion shows that representation of 21st-century abilities is uneven. It is therefore recommended that teachers explore other resources to ensure that all skills are adequately represented.

2.3   Higher Order Thinking Skill (HOTS)

2.3.1 The Concept of HOTS

Students need advanced cognitive thinking skills to analyze and evaluate information deeply, enabling them to gain meaningful knowledge. This involves analyzing issues and developing solutions, which is more complex than simply restating facts. As students absorb and integrate new information, they relate it to their existing knowledge (Arif, 2019). This allows them to apply critical thinking and generate original ideas. In conclusion, HOTS require students to think critically and logically, enabling them to analyze problems and find solutions.

2.3.2 Characteristics of HOTS

Advanced cognitive thinking questions cannot be answered simply by memorization or reviewing the textbook. HOTS require higher-level thinking, encouraging students to move beyond basic yes/no responses. Resnick (1987) identified HOTS as complex, involving multiple solutions, diverse decision- making, interpretation, and significant effort. Creative thinking involves understanding problems, speculating, seeking solutions, arguing, and summarizing results. HOTS are assessed through at least two indicators, evaluating students' analytical and innovative thinking. These skills are essential for fostering critical and creative problem-solving to improve and benefit their lives.

2.3.3 Advantages of HOTS

HOTS provide the following advantages (Brookhart, 2010):

a) Enhance student performance on learning objectives.

Motivated students typically perform better academically. Therefore, learning outcomes can be improved if teachers can increase students' motivation.

b) Increase the desire to learn among students.

Because classroom information is abstract and theoretical, teachers frequently fail to increase students' motivation. HOTS are guided by assignments and assessments, with teachers responsible for their implementation. In response to students' efforts and

desire to improve, these tasks require comprehension and critical thinking. The consideration of specific or detailed topics will provoke students' interests and inspire them to learn.

As a result, teachers should be capable of linking the material taught in the classroom to real-world applications. HOTS assessments usually take the form of real-world situations, natural phenomena, or contextual problems from everyday life, demonstrating how classroom learning materials relate to the real world. Because of this, students may believe that what they learn in the classroom helps them handle difficulties in their daily lives. Students' motivation should rise as a result.

2.3.4 The HOT Skill in Bloom's Taxonomy Revision

Several modifications were made to Bloom's Taxonomy in the revised version to distinguish it from the original. Some categories have had their names changed; for instance, knowledge is now remembered, and comprehension is now understood. Additionally, the sequence of the categories was altered, with 'create' now appearing before 'evaluate'. The specific modifications are listed below (Anderson et al., 2001):

Figure 2.1:
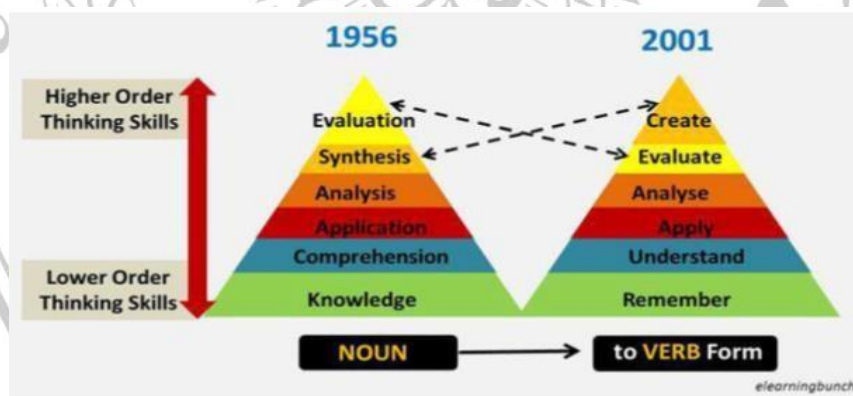
Source: e-learning bunch Tofas academy

Figure 2.1:
Revised Taxonomy of Cognitive Domain

The following illustrates how the updated taxonomy differs from the original:

Table 2.1
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	**Analyse** – break material into parts and see how they related (differentiate, organize, attribute)
Synthesis	**Evaluate** – make judgements based on criteria and standards (check, critique)
Evaluation	**Create** – put elements together to form coherent whole or make an original product (generate, produce)

The original and new classifications have similar meanings, as shown in the table above. The main changes are in the last two domains and the word order, with synthesis and evaluation switched to evaluation and creation. This reorganization reflects the belief that students must first evaluate and verify a concept before creating and presenting outcomes. Consequently, students are expected to engage in more complex thinking and reasoning, beyond simple memorization. Anderson et al. (2001) highlighted the upper levels of Bloom's Taxonomy, which are suitable for assessing higher-order thinking, including:

a) **Analysing**

Analysing is the capacity to break down a material or idea into its component pieces and clarify how the relationship between those parts creates the entire thing (Anderson et al., 2001; Brookhart, 2010). Several tasks that involve breaking down information and explaining its meaning, describing its components and determining how each one relates to the others, or organizing and differentiating certain parts to solve an

issue before explaining their relationships are considered analysing thinking levels. Furthermore, Anderson et al. (2001) stated that the ability for analysing can be divided into three categories: (1) Differentiating: The capacity to separate just pertinent or significant information from general information, (2) Organizing: Through organizing, students create coherent relationships and systematic connections among the given information, (3) Attributing: The ability of pupils to identify underlying viewpoints, prejudices, values, or communication goals is known as attribution. In the deconstruction process, which includes attribution, students ascertain the aim behind the data they have gathered. As an illustration of analysing items, include: Can you tell the difference from A to B? Describe the main idea of the passage! What's the message's primary idea?

a) Evaluating

Evaluating is the process of assessing using standards and criteria. When students are asked to make judgments about a piece of material based on specific criteria, various activities are considered to be at the evaluation level of thinking. Evaluations supported by credible evidence and valid reasons can be accepted. As stated by Anderson et al. (2001) & Brookhart (2010), the ability to verify or analyse data according to standards like consistency, efficiency, and quality is known as evaluation. Moreover, Anderson et al. (2001) added that the evaluation is made up of two parts: (1) Checking: Finding mistakes or inconsistencies in a process or product is known as checking. (2) Critiquing: Criticism is a judgmental process. A student critiques a product by noting its advantages and disadvantages and evaluating it. Here are some examples of questions designed for evaluation: Would it be possible for you to offer potential solutions for the issue the writer is facing? In what ways can you...?

b) Creating

Creating refers to the ability of students to restructure or generate new content using their existing knowledge (Brookhart, 2010). This level emphasizes the ability to organize information and create something new. It comprises the capacity to come up with ideas for solutions, organize a process for resolving issues, or produce original logical reasoning. Regarding the methodology outlined by Anderson et al. (2001), it involves: (1) Generating: In the generating stage, students select various hypotheses based on specified criteria. This process involves critical thinking and the development of

creative thinking, especially when it extends beyond the student's prior knowledge, (2) Planning: The planning stage is when students organize their ideas and solutions and turn them into a plan of action to finish a task, (3) Producing: Students start putting their plans into action for solving a particular problem based on specified requirements during the producing stage. Examples of questioning models include: 'Could you suggest a different way to solve the problem? What adjustments can you create to deal with...? Imagine what might occur if...?

In summary, the ability to think beyond just articulating prior knowledge is known as a higher-order thinking skill, or HOTS. The capacity for thought known as HOTS involves more than just recalling, restating, and referring to information without also processing it. Furthermore, HOTS encompass tasks like analysing, assessing, producing, and addressing problem-solving skills, critical thinking, and critical or creative thinking.

2.3.5 Distribution of HOTS

In an effort to raise the standard of education in Indonesia, HOTS-based questions have been introduced across various academic subjects. Along with it came the introduction of HOTS questions in the school's midterm and final exams. To effectively teach students using a HOTS-based teaching and learning approach, teachers must also have a deeper understanding of advanced cognitive skills and their various forms. Consequently, the book exercises for today should be based on HOTS. However, some reports suggest that not all textbook activities align with the HOTS framework. Damanik & Zainil (2019) conducted research on analysing HOTS-based reading exercises in the textbook utilized by first-year students of SMAN 2 Padang with descriptive research as its method. After analysing the reading exercises of the textbook, they found that from 172 questions, there were only 36 questions, or around 9.7%, that belonged to HOTS-based questions. This indicates that the English textbook reading assignments used by first-year students and teachers at SMAN 2 Padang do not meet the higher-order thinking competency indicators. Furthermore, Daniati & Fitrawati (2020) carried out research on analysing HOTS-based practices for reading in the "Bright an English" handbook for junior high school students in grade IX and by adopting descriptive qualitative research. The book they examined was published in 2018 by Erlangga. Furthermore, it is

discovered that lower-order thinking skill (LOTS) questions predominate over HOTS questions in Bright, an English study book for ninth-grade students. There are 78 questions in all in the HOTS questions, or around 18.9% from 412 reading questions. Therefore, it shows that an English book titled 'The Bright' does not meet the HOTS standard.

Related to those studies, the researcher emphasizes the importance of checking the allocation of higher-order cognitive skills in reading exercises, as this may help students develop their critical thinking abilities across all activities.

2.3.6 Difficulties in HOTS Questions

Since students are expected to think more critically when answering HOTS questions, there will be less emphasis on memorization and comprehension. The questions are designed to be easily understood by students by relating to contextual issues. Nonetheless, based on the research findings, a significant number of students are still having trouble with comprehending the questions. It has been found that students already struggle when taking tests that assess HOTS.

This is consistent with the findings of Indriyana & Kuswandono (2019), who found that the most challenges faced by students, particularly those from low- income backgrounds, were related to their capacity to learn cognitively as well as psychomotor and affectively. Specifically, they had trouble acquiring the skill of thinking, gaining knowledge regarding thinking, and developing thinking skills. To make sure that students are able to achieve the defined learning goals, the instructor must simplify a lot of concepts related to subject-matter expertise or cognitive capacities. In any case, there won't be enough time for students with cognitive limitations to learn new skills. Their cognitive limitations prevent them from fully participating in the educational process.

The learning environment is another element that contributes to the barriers or challenges students encounter when responding to HOTS questions while reading. It has to do with how the classroom is usually not as favourable to learning, with many students talking to themselves while the teacher is explaining or just plain napping during class. Most students become less attentive during learning. This is consistent with Mitana's (2018) assertion that one of the most important factors supporting students' capacity to respond to HOTS questions is the learning environment. Moreover, a study entitled

"Students' Difficulties in Solving Higher- Order Thinking Skills (HOTS) Rereading Comprehension Section at SMA 1 Takengon" revealed that students encounter the following challenges when attempting to complete the reading comprehension portion of the HOTS (Rakhmyta & Maulidiyah, 2021) :

1) Understanding Vocabulary

Vocabulary is a crucial component in learning English. Linse (2005) declared that a person's vocabulary is the collection of words they are familiar with. A new word's definition, pronunciation, form, and usage in context are all part of comprehending vocabulary. A person's linguistic skills improve with increased vocabulary memorization. Additionally, the primary component of reading is vocabulary. Reading comprehension will be hindered without a strong vocabulary, as understanding the information presented in reading texts or other written sources becomes increasingly difficult. According to Rakhmyta & Maulidiyah (2021), 8% of the students were reported to struggle with grasping new vocabulary. Students are faced with the challenge of determining which response is correct. For instance, when students encounter unfamiliar words, they struggle to comprehend the text's contents and find it difficult to determine the right response. The results are consistent with those of Hamma et al. (2023), who reported that 16.63% of students had trouble grasping the meaning of words (C4). These earlier studies support the opinions of McCarthy et al. (2010), who said that learning every word that native speakers of the language are familiar with and can use is one of the largest challenges facing English language learners. In addition, they suggested the students use dictionaries to help them with new and difficult language in order to guarantee they have a sufficient understanding of the subject matter. As a result, they can still comprehend to some extent, even when their overall comprehension is lacking.

1) Understanding Detailed Information

Reading can be divided into four general categories, which correspond to four reading goals (Grellet, 1981): (1) skimming (to grasp the author's main idea), (2) scanning (to find a particular fact or piece of information), (3) intensive or detailed reading (to gain a full understanding of a text, particularly by reading for specifics), and (4) critical reading (to evaluate information and determine how it aligns with one's personal beliefs). For the purpose of gathering information and determining the best methods for a reading activity,

these types of reading may also be referred to as reading techniques. Regarding this, students find it difficult to describe the detailed information that is part of intensive reading. Although they knew several vocabularies, they were unable to provide specific details. This challenge was identified by up to 18% of students (Rakhmyta & Maulidiyah, 2021). Moreover, Rais et al. (2021) also reveal that students of MTs 1 Muhammadiyah Ciputat had trouble understanding English texts' primary concepts, locating references, drawing conclusions, terminology, and specific details. More than 50% of students were found to have mistakenly identified detailed information in the second preliminary study by Wardani et al. (2024). The findings suggest that learners faced difficulties in locating relevant references and identifying synonyms.

2) Determining Main Idea

The main idea helps readers remember crucial information. The reader can better comprehend the writer's remarks by identifying the key theme. Understanding the connection between these concepts will improve comprehension. In higher grades, identifying the main idea becomes more challenging, as it may be stated explicitly or implied (summarized by assessing the details in the text) rather than directly stated. The writing may have too many details in its phrases to choose just one major theme, or it may contain too little information to make a clear statement. The majority of readers may find it challenging to identify the intended key concept. When the paragraph's first or last sentence contains the key topic, it is simpler to recognize it. However, it is more difficult to locate if it is positioned in the middle of a reading. Here, higher understanding is needed to answer these HOTS-type questions, as the answers aren't clearly stated in the reading questions. Instead, students must have a high level of comprehension, analysis, and evaluation to get the right answer. Additionally, Rakhmyta & Maulidiyah (2021) found that 26% of students have difficulties summarizing the primary concept of every paragraph, which is the question's goal because obtaining the key idea requires further inquiry work to examine the text. Furthermore, a different earlier study by Hamma et al. (2023) found that 28.81% of students in SMA Pesantren IMMIM Makassar's twelfth grade IPA 1 were having trouble identifying the central issue (C6) when completing HOTS questions related to reading comprehension.

Making Inference

Inference involves 'reading between the lines,' or making connections beyond what is explicitly stated. It is necessary to practice the ability of students to deduce meanings from context in order to cope with texts that contain unfamiliar vocabulary (Mccarthy et al., 2010). Students' capacity for inference increases with their level of text comprehension. As a result, the more fluent students are in reading, the more successful the reading process becomes. Regardless of the text length, reading is perceived as easier when students can draw inferences. However, there are still many students who have difficulty making inferences. This aligns with findings that students face the most difficulty when making inferences in HOTS reading comprehension sections. According to Rakhmyta & Maulidiyah (2021), 48% of students struggled to draw conclusions from each question. In another investigation, Nurdiana & Amelia (2017) stated that according to the eighth-grade test results for MTs Madani Alauddin Paopao, 63% of students had difficulty finding references and drawing conclusions. Furthermore, Hamma et al. (2023) found that 27.72% of students in SMA Pesantren IMMIM Makassar's twelfth grade IPA 1 were having trouble making inferences (C5). There are three possible causes of inference-making difficulties (Oakhill et al., 2015):

a) Limited cognition: Making inferences requires remembering important details from different parts of a text. Students with weaker comprehension skills have poorer memory, making it harder for them to recall and process information they've read or heard.

b) Vocabulary and background knowledge: Inferences often depend on knowing the right vocabulary and having background knowledge. Readers with low comprehension may struggle to recognize or use related words and concepts, limiting their ability to make inferences. They may also only understand a narrow meaning of words, missing out on their broader meanings.

c) Coherence standards: A reader's ability to make inferences can be influenced by how they connect ideas in a text. Poor comprehenders are less likely to create a clear, accurate understanding of what they read. This suggests that students need to set clear goals when reading, as they tend to make more inferences when preparing for exams than when reading for enjoyment.

CHAPTER III
RESEARCH METHOD

3.1 Design of the Research

A descriptive qualitative approach, with content analysis design, was employed in this study to comprehensively explore and interpret the data. According to Walliman (2001), data in qualitative research is descriptive because it is gathered from documents, audio video recordings, transcripts, words, and photographs. On the other hand, content or document analysis is used with written or visual materials to identify particular characteristics of the content (Ary et al., 2010). The analysis of the contents can include textbooks, newspapers, websites, speeches, TV shows, ads, musical compositions, and a wide range of other types of documents. This current research focused on examining specific features of the textbook material, especially on the multiple-choice and essay questions provided after reading text contained in the review section at the end of each chapter in the "*Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X by Grafindo Media Pratama*."

3.2 Research Object

The reading assignments from the textbook served as the research's data source. An English textbook utilized by senior high school students in the tenth grade served as the source of the primary data for this study, namely "*Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X* by Grafindo Media Pratama." This book contains six chapters and a total of 208 pages, as follows:

Chapter I: Famous Athletes I Know Chapter II:

Sports Events I Went To Chapter III: How Sports

Keep Us Healthy Chapter IV: Healthy Foods

(Semester 1 Review)

Chapter V: Graffiti, A Beautiful Art

Chapter VI: Have You Read Fractured Stories?

(Semester 2 Review)

The reading exercises' multiple-choice and essay questions, provided after reading text contained in the review section at the end of each chapter, were the subjects of the researcher's attention because these questions might provide a deeper understanding of students' thinking and help them develop their higher- order thinking skills. The higher-order thinking levels in the cognitive domain of the revised Bloom's taxonomy —which includes the skills of analysis, evaluation, and creation—was used to analyze those questions. Windi Asariastika and Priscilia Evalita Meliala are the authors of the book. Meanwhile, Anisah Septiany and Alfi Ali Rsahim are the book's editors. The publisher stated that many Indonesian public high schools receive copies of this book. Tenth graders are the target audience for this specific book, though. The first edition came out in 2022. Additionally, the textbook was selected by the researcher because it references the Merdeka curriculum.

3.3 Research Subject

The population for this research consisted of 55 tenth-grade students from MA Muhammadiyah 1 Malang in the 2023/2024 academic year. According to Ary et al. (2010), a population refers to the large group about which generalizations are made, while a sample is the smaller group that is observed. The following provides an overview of the details of the population for this study:

a) X-IBS is made up of 18 students, comprising 10 females and 8 males.

b) X-IBK is composed of 18 students, with 11 females and 7 males.

c) X-IBB consists of 19 students, including 9 females and 10 males.

3.4 Sample of the Research

Purposive sampling and snowball sampling are two non-probability sampling strategies that were used in this investigation. Utilizing the purposive sampling technique, the author obtains data depending on the variable's indicators. Purposive sampling, also known as judgment sampling, is defined as the selection of sample elements from the population that are considered typical or representative Ary et al. (2010). Stated differently, a purposive sampling approach is a sampling strategy that chooses samples depending on the goals of the study and the population's knowledge.

Therefore, the subjects are carefully selected based on their insightfulness and the possession of necessary qualities, including the students' prior knowledge of the subject or language being studied in Grade X, as well as their ability to focus, engage, and participate in class activities. Using snowball sampling, the sample size was made up of 55 students who were purposefully selected as study participants.

In this strategy, initial participants with the desired qualities are identified using the purposive sampling technique (Walliman, 2001). Once the researcher has gathered the necessary number of cases, the few recognized individuals continue to refer others whom they know possess the required qualities. When additional information stops provides novel insight into the study issues, the concept of saturation is the basis for determining purposeful number of samples (Mack et al., 2005). Additionally, limiting the sample size is necessary to focus on fewer cases and gain a more comprehensive understanding of each participant's experiences and perspectives (Patton, 2002). A smaller sample allows for an in-depth analysis, rather than attempting to generalize across a broader population. Thus, the researcher has limited the sample size in this study to a maximum of 10 students.

3.5 The Technique of Collecting Data

In qualitative research, the most popular techniques for gathering data are document or artifact analysis, interviewing, and observation (Ary et al., 2010). In this research, the writer collected the data by using (1) a document checklist and (2) interviews as the techniques to collect the data:

a) Document Checklist

One tool for recording the data gathered by direct observation is the document checklist (Ary et al., 2010). This instrument was used to address the first research question. It was utilized to evaluate the existence of higher-order thinking skills on the gathered reading multiple-choice and essay questions provided after reading text contained in the review section at the end of each chapter in the Grafindo Media Pratama textbook, "*Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X*". The device is displayed in the following way:

Table 3.1: Checklist of Cognitive Domain of Reading Exercises

Chapter	No	Reading Exercises	Cognitive Domain (HOTS)		
			C4 (Analysing)	C5 (Evaluating)	C6 (Creating)
A. Multiple Choice Questions:					
I		……………	√		
	?	……………		√	
II					
III					
IV					
V					
VI					
Total					
∑HOTS in Multiple Choice Questions					
B. Essay Questions:					
I	1	……………	√		
	2	……………		√	
II					
III					
IV					
V					
VI					
Total					
∑HOTS in Essay Questions					

b) Interview

Interviews are one of the most popular and fundamental ways to gather qualitative data (Ary et al., 2010). People's opinions, convictions, and views on different situations are collected throughout interview in their personal words. An interview has the benefit

of supplying large volumes of in-depth data rapidly. In addition, to learn more about the students of the tenth grade of MA Muhammadiyah 1 Malang in the 2023/2024 academic year's challenges in answering the multiple-choice and essay questions that come after reading material contained in the review section at the end of each chapter, the researcher used semi-structured interviews because a series of open-ended questions depending on the subject areas the researcher wishes to address are part of semi-structured interviews.

3.6 The Technique of Analyzing the Data

Analysing data is crucial to every research project. There are three processes in the analysis of the study data: data condensation, data display, and conclusion or verification (Miles et al., 2014).

3.6.1 Data Condensation

Data condensation is the procedure for choosing, condensing, arranging, analyzing, and/or changing the data included in field notes, written reports, interview transcripts, documents, and other data gathering items. As a result, the amount of information collected for this research will be optimized, sorted, focused, eliminated, and arranged to allow for the final findings to be made and validated. The data that aligns with the research's focus will be selected.

a) To answer the first research question, the researcher involved analysing and comparing the distribution of higher-order thinking skills levels from C4 to C6 in the multiple-choice and essay activities provided after reading text contained in the review section at the end of each chapter according to the updated Bloom's taxonomy using data collection and document checklist preparation. The next step was to analyze and count each cognitive skill from the reading task, comparing the skill levels to accurately assess the distribution of higher-order thinking skills in the reading exercises of the text book.

b) The second research question was addressed through open-ended, semi- structured interviews, which were used to gather in-depth information from respondents. An interview guide served as a key instrument to identify students' difficulties in completing HOTS-based reading exercises. This guide was adapted from Rakhmyta &

Maulidiyah (2021) and has similar research questions. The researcher prepared a few questions for the interview and formulated relevant issues based on the research questions.

3.6.2 Data Display

The second major phase in the analysis process is data display. As (Miles et al., 2014) put it, a display is a condensed, well-organized collection of data that enables inference and action. This stage presented the data in a narrative format. In addition, there was an explanation of how the reading activities were distributed within the categories of HOTS that have been identified. The researcher then categorized the data pertaining to the difficulties encountered by students in completing HOTS-based reading exercises. Through the presentation of these data, they were organized and structured to make them easier to understand.

3.6.3 Drawing Conclusion

The outcome of the data analysis is presented in the final stage. This stage gave the proportion of each HOT talent, including analyse (C4), evaluate (C5), and create (C6), as well as the number of reading assignments based on that skill.

Table 3.2: The Distribution of the Higher Order Thinking Skill in Reading Exercises

No	Higher Order Thinking Level	Reading Multiple Choice Questions	Essay Questions	Total Domain	Percentage
1	Analyse				
2	Evaluate				
3	Create				
	Total				

Next, the researcher provided a narrative explanation of the higher-order thinking skills distribution in reading tasks, highlighting the dominant cognitive domain found in these activities. The conclusion was also drawn from the student questionnaire to identify the difficulties students face when completing HOTS- based reading exercises.

CHAPTER IV
RESULT OF THE STUDY

4.1 Research Findings

This section presents the results of data analysis concerning (1) the distribution of the Higher Order Thinking Skills in the reading exercises in *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X* by Grafindo Media Pratama and (2) the difficulties encountered by students when completing HOTS-based reading exercises.

4.1.1 The Distribution of The Higher Order Thinking Skills in The Reading Exercises in Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X by Grafindo Media Pratama

Using the updated Bloom's Taxonomy, students' exercises should promote higher-order thinking skills such as generating (C6), assessing (C5), and analyzing (C4). The Grafindo Media Pratama textbook provides a variety of exercises covering language components like grammar and vocabulary, as well as the four main language skills: writing, speaking, listening, and reading. This study, however, focused on the multiple-choice and essay questions found in the review section at the end of each chapter. The textbook contained 60 multiple-choice questions and 30 essay questions aimed at improving reading skills. A table was used to analyze how the HOTS levels were distributed in these reading activities. The researcher showed the number and percentage of each HOTS level, based on the updated Bloom's Taxonomy, for the activities in each chapter.

The following table outlines the percentage and distribution of higher-order thinking skills in the multiple-choice and essay questions from the Grafindo Media Pratama textbook. As shown in the table, the distribution of higher-order thinking levels included 30 out of 60 multiple-choice questions and 14 out of 30 essay questions following each reading text, totaling 44 higher-order thinking questions. However, an unexpected outcome revealed that none of the questions were related to the Creating skill (0%), while the Evaluating skill included 5 questions (11.4%), and the Analyzing skill accounted for 39 questions (88.6%). This finding supported previous research conducted

by Daniati & Fitrawati (2020), which mentioned that the percentage of the analyzing level (C4) had the largest distribution compared to other HOTS levels, with 11.9% for analysis, 5.8% for evaluation, and 1.2% for creation, in the Bright English coursebook for grade IX of junior high school. Another finding that supports the results of this study is research conducted by Damanik & Zainil (2019), which found that the most frequently used HOTS criteria in reading comprehension questions was the analyzing category. The English textbook used in their study was from grade X of SMAN 2 Padang.

Table 4.1: The Distribution of the Higher Order Thinking Skill in Reading Exercises

No	Higher Order Thinking Level	Reading Multiple Choice Questions	Essay Questions	Total Domain	Percentage
1	Analyse	28	11	39	88.6%
2	Evaluate	2	3	5	11.4%
3	Create	0	0	0	0%
	Total	**30**	**14**	**44**	**100%**

a) C-6 Creating (0%)

Creating is the ability of students to use their existing knowledge to develop new ideas or content. This level focuses on organizing information and producing something original. It involves coming up with solutions, planning ways to solve problems, or generating new logical ideas.

Surprisingly, the Creating skill, which is the most advanced thinking skill among the three in the higher-order thinking level, was not found in the textbook (0%). An example of a creating-level question is: "Imagine you are a character in the story you just read. Write an alternate ending to the story that changes the main conflict and its resolution. Explain how your new ending would impact the characters and the overall message of the story." However, it might happen because many textbooks aim to build students' foundational knowledge and understanding first before advancing to more complex skills. Textbooks might prioritize earlier levels to ensure students had the necessary knowledge before engaging in creation.

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b) C-5 Evaluating (11.4%)

Evaluating is the process of making judgments based on certain standards and criteria. When students are asked to assess a piece of work according to specific guidelines, it is considered evaluation-level thinking. Evaluations are accepted if they are supported by reliable evidence and valid reasoning.

The research findings revealed that there were 5 reading questions (11.4%) in the textbook that corresponded to the Evaluating cognitive level. These 5 questions included multiple-choice questions in Chapter 1, question 10, and Chapter 2, question 6, as well as essay questions in Chapter 1, question 30, Chapter 2, question 31, and Chapter 6, question 31. The examples of evaluating-level questions found in the book, such as: "We can conclude that Zahra Nemati is …", "What is the author's impression about the event in the text?," etc (see App. 2 & 4). In addition, the inclusion of these questions in the Evaluating domain was justified because each required students to make judgments based on evidence from the text. Whether it involved drawing conclusions, assessing the suitability of a title, forming opinions, interpreting the author's tone, or evaluating behavior, all these tasks demanded critical thinking and the ability to support decisions with reasoning and evidence. These are fundamental aspects of the Evaluating domain in Bloom's Taxonomy, highlighting the importance of analytical and evaluative skills in the learning process.

c) C-4 Analyzing (88.6%)

Analyzing is the ability to break down something into smaller parts and explain how those parts work together to form the whole. Tasks that involve analyzing include breaking down information, explaining its meaning, describing its components, and understanding how each part is connected to the others, or organizing parts to solve a problem before discussing their relationships. The distribution of HOTS in the analyzing cognitive domain had the largest share, with 39 questions (88.6%) out of the total 44 questions (see App. 2 & 3). These questions were spread across the chapters as follows: 5 in Chapter 1, 7 in Chapter 2, 8 in Chapter 3, 7 in Chapter 4, 9 in Chapter 5, and 3 in Chapter 6. These questions belonged to the Analyzing domain in the revised Bloom's Taxonomy because they required students to break down information, examine its components, and understand how these parts related to one another.

Many of the questions in this book asked students to understand meanings and implications by interpreting specific phrases or sentences, such as "It takes a lot" or "The underlined word means...". This required analyzing the meaning of individual words or phrases and their context. Some questions also involved inferring relationships. For example, questions like "It can be inferred from the dialog that Malik is…" or "It can be inferred from the dialog that Raffa…" asked students to analyze dialogue and infer deeper meanings or intentions.

Additionally, some questions focused on identifying main ideas and making comparisons, asking students to analyze the text's structure and how elements related to each other. Examples included "The main idea of the first paragraph is…" or "In the last paragraph, the writer compared Nemati to…". There were also questions about evaluating evidence and distinguishing between facts, such as "Based on the text, the incorrect statement about the tickets is…" and "The false statement mentioned by the writer is…". These required analyzing details to determine the accuracy of claims.

Other questions focused on examining the purpose, such as "What is the purpose of the text?" or "What is the purpose of the text in paragraph 2?". These asked students to analyze the text's overall intent and how its parts work together to convey a message. Finally, some questions asked students to recognize implied meanings, such as "It is implied that the writer…" or "It is implied in the text that the writer…". These required students to go beyond the surface and analyze implicit meanings, drawing conclusions from the text.

In summary, these questions engaged students in analyzing the structure, meaning, relationships, and implications within the text, which aligns with the Analyzing level of Bloom's Taxonomy.

4.1.2 The Difficulties Encountered by Students when Completing HOTS-Based Reading Exercises

This study presents interview results on the difficulties students faced while completing HOTS-based reading exercises. Five informants from MA Muhammadiyah 1 Malang were interviewed, with data collection concluding after the fifth student, as saturation was reached. The findings reveal that students struggled with understanding

vocabulary, identifying the main idea, mastering grammar, and maintaining focus.

a. Difficulties in Understanding Vocabulary

It is clear that a strong vocabulary is essential for students to become proficient in English, particularly in reading. Limited vocabulary can make it difficult for students to infer meaning and understand the text. According to the interview results, students faced challenges in reading comprehension due to a lack of vocabulary, as shown in the following excerpt:

Excerpt 1:

"The difficulty that I experienced is mainly a lack of vocabulary in English, Ma'am. Because to understand the text, we have to first understand the key words." **(Student 2; App.7)**

Moreover, Student 3 faced challenges when presented with new reading texts, especially when the content introduced unfamiliar themes and vocabulary. To overcome this, the student attempted to understand the topic first by looking up the definitions of new words. The difficulty was mainly due to the introduction of new terms and concepts that required additional effort to comprehend. As she told in the excerpt 2:

Excerpt 2:

"I usually find it difficult to understand reading texts when they are new, especially when there are words I've never encountered before." **(Student 3; App.8)**

Additionally, Student 4 found it difficult to understand reading materials due to a limited vocabulary. This became a particular challenge when answering questions that asked for key terms, synonyms, or references to words, as well as identifying the main idea of the text. Some examples of questions that students found difficult when asked to understand vocabulary include: "The stewards on duty in the area outside Anfield swiftly directed towards the exit. The underlined word can be replaced by …", "Simultaneously, I have also started consuming a healthy diet comprising dairy products. The underlined word means …" etc. Moreover, the students struggled especially when these tasks required a deeper understanding of specific words and concepts.

Excerpt 3:

"*When I read and encounter words that I've never seen before, it becomes hard for me to understand the text. This also affects my ability to answer questions from the reading, especially those related to identifying keywords, synonyms, word references, or finding the main idea.*" **(Student 4; App.9)**

While Student 5 told the researcher that when she was answering higher-order thinking skills (HOTS) questions that required analysis, evaluation, or creation, her main difficulty was again limited vocabulary. However, Student 5 felt capable of answering the questions once they understood the meaning of the words in the text. She believed that improving vocabulary—particularly unfamiliar words—would help them handle such questions more effectively. As she claimed in Excerpt 4:

Excerpt 4:

"*I have difficulty understanding new vocabulary that is unfamiliar to me. So, to better understand the text, I usually use a digital dictionary to look up the meanings of the words first.*" **(Student 5; App.10)**

In conclusion, the findings from the interviews highlighted a common challenge among the students, which was a limited vocabulary that affected their ability to fully understand reading materials and answer related questions. Students 2 and 4 struggled with tasks requiring the identification of key terms, synonyms, and the main idea, especially when deeper understanding of specific words and concepts was necessary. Student 3 faced difficulty when encountering new themes and unfamiliar vocabulary in texts, often resorting to looking up word definitions to help with comprehension. Similarly, Student 5 reported that while answering higher-order thinking skills (HOTS) questions was challenging due to vocabulary limitations, understanding the meaning of words in the text enabled her to tackle such questions effectively.

a. Difficulties in Determining Main Idea

The data analysis revealed that identifying the main idea is a key difficulty for students. In interviews with five students, two mentioned they still struggled to determine the main idea of a reading text, as shown in the following excerpt.

Excerpt 1:

"So far, I haven't had any problems answering those types of questions, except for questions about finding the main idea of the text. I don't know how to do that." **(Student 1; App. 6)**

In addition, Student 2 faced difficulty in identifying the main idea of a reading comprehension text. The students struggled to determine where the main idea was located in the text—whether it appeared at the beginning, middle, or end of the paragraph. The students expressed uncertainty about how to find the main idea and acknowledged that they needed to improve their ability to do so.

Excerpt 2:

"Sometimes I find it hard to determine which sentence is the main idea and which is the supporting sentence in a reading. Because the main idea can be at the beginning, in the middle, or at the end of the paragraph. That's what I find difficult sometimes" **(Student 2; App. 7)**

In conclusion, the students expressed difficulty in identifying the main idea of a reading comprehension text, particularly in determining its location within the paragraph. This challenge stemmed from uncertainty about how to locate the main idea, whether it appeared at the beginning, middle, or end of the text. Some examples of questions asking students to determine the main idea of the reading passages in the book were: "The main idea of the first paragraph is …", "What is the main idea of paragraph 2?," etc.

b. Difficulty in Mastering Grammar

Reading comprehension and grammar mastery were closely linked. Students with strong grammar skills were better at understanding texts and avoiding misinterpretations. Conversely, difficulties in grammar often lead to struggles in comprehending reading material, as shown in the following excerpts:

Excerpt 1:

"*I found some difficulties in reading comprehension especially with grammar*". **(Student 1; App. 6)**

Examples of questions that students found difficult due to limited grammar knowledge were: "Based on the picture, which athlete do you think is the greater? Explain your reason", "Support your answer with evidence from the text", etc. This challenge made it harder for them to fully comprehend the content, as they were unable to connect the grammar used in the text to its meaning. The grammar referred to here was complex grammar other than that used for simple present and simple past tense. Even more, Student 3 & 4 identified grammar as a significant challenge when reading English texts. They explained that difficulties with grammar not only hindered their overall understanding of the text, but also affected their ability to answer questions accurately. This was particularly problematic when questions required responses using correct grammatical structures. As shown in the following excerpts:

Excerpt 2:

"There are two things that sometimes make it difficult for me to create my own answer, Mam. The first is my limited vocabulary, and the second is my limited grammar skills. To create a good and correct answer, a sufficient vocabulary and proper grammar are necessary, so that the answer can be clearly expressed." **(Student 3; App. 8)**

Excerpt 3:

"Besides the vocabulary limitations, I also struggle with grammar." **(Student 4; App. 9)**

These challenges demonstrated that mastering grammar is crucial for both interpreting the content of texts and providing grammatically correct responses. Ultimately, the students' struggles underlined the importance of improving grammatical proficiency to enhance both reading comprehension and the ability to respond effectively.

c. Difficulty in Maintaining Focus

Students 3 and 4 mentioned that focus is crucial when completing HOTS- based reading exercises. They found it especially challenging to analyze content when they couldn't concentrate. Here's what they said:

Excerpt 1:
*"My problem is sometimes I struggle to focus when reading a text, especially long texts. When I can't focus, I have difficulty understanding the content, making it hard to answer questions that require analysis. As a result, I get confused". (***Student 3; App. 8***)*

This excerpt highlights the student's struggle with maintaining focus while reading. They acknowledged that good focus is essential for understanding a text, but they often found it difficult to concentrate, particularly when the text was lengthy. As a result, their inability to stay focused made it challenging to fully comprehend the content, which ultimately impacted their ability to answer analytical questions. Some examples of questions that require students to focus on reading in order to answer correctly include: "We can conclude that Zahra Nemati is …", "Based on the text, the false statement mentioned by the writer is …", etc. Student 4 further explained that this lack of focus led to confusion, indicating that concentration is a key factor in both understanding the material and responding accurately to questions. As she told in this following excerpt:

Excerpt 2:
"In addition to difficulties with grammar rules and mastery, I   sometimes find it challenging to maintain focus while reading a   text. This not only makes it hard for me to understand the content   of the reading but also makes it difficult to answer higher-level questions related to analyzing or evaluating accurately."
*(***Student 4; App. 9***)*

On the whole, the students' difficulties with maintaining focus while reading underline the crucial role that concentration plays in comprehension. They recognized that focus is necessary for understanding texts, but they often struggled to stay engaged, especially with longer readings. This lack of focus not only hampered their ability to grasp the content but also affected their capacity to answer analytical questions. The confusion they experienced highlights the interconnectedness of focus, comprehension, and analytical thinking. In conclusion, the students' challenges suggested that improving focus is essential for better understanding and responding accurately to complex texts.

4.2 Discussion of the Findings

This section discusses the findings in relation to relevant theories and previous studies, focusing on (1) the distribution of HOTS in the reading exercises of Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X by Grafindo Media Pratama, and (2) the difficulties students faced when completing HOTS-based reading exercises in the same textbook.

4.2.1 The Distribution of the Higher Order Thinking Skills in The Reading Exercises

After presenting the findings, the researcher discussed them, supported by relevant theories. This study focused on Bloom's taxonomy, specifically HOTS distribution in *Bahasa Inggris* reading exercises for *SMA/MA/SMK/MAK Kelas X* by Grafindo Media Pratama. To address the research objective, the researcher used a document checklist to assess the distribution of higher-order thinking skills (C4, C5, and C6) in the multiple-choice and essay questions in the review part that came after the reading texts at the end of each chapter. In total, there were 90 reading test items: 60 multiple-choice and 30 essay questions.

Multiple-choice tasks were efficient in evaluating critical thinking abilities and complicated learning, making them ideal for evaluating the distribution of these skills in reading exercises. Additionally, essay items were well-suited for assessing critical thinking, as they allowed students to provide unique, constructed answers. Unlike short-answer questions, essays gave students more freedom in formulating responses, allowing for greater individuality. For instance, students could choose their vocabulary, writing style, or even use visuals to support their answers. They might also select specific content or examples to strengthen their response (Musial et al., 2009).

The allocation of higher-order cognitive abilities in the review section after each chapter included 39 items (88.6%) for analyzing, 5 items (11.4%) for evaluating, and nothing (%) for creating. Thus, out of the 44 higher-order thinking skill items found in the reading exercises of the textbook, the majority focused on analyzing. The findings of previous studies supported this research, including those by Damanik & Zainil (2019), and

Daniati & Fitrawati (2020). Damanik & Zainil (2019) analyzed and evaluated an English textbook for first-year students at SMAN 2 Padang based on HOTS criteria and Bloom's criteria. The result of their study found that mostly-used HOTS criteria in the reading comprehension questions were the analyzing category. Moreover, Daniati & Fitrawati (2020) analyzed the HOTS questions in reading exercises from Bright an English course book for grade IX of junior high school. The result showed that the total of HOTS questions was 78 questions, while the percentage of each HOTS category was 11.9% for analyzing level, 5.8% evaluating level, and 1.2% creating level. This indicates that analyzing is the most emphasized cognitive skill among the higher-order thinking skills.

In conclusion, the findings of this study revealed that the distribution of higher-order thinking skill items in the reading exercises of the textbook aligns with Tomlinson's (2011) perspective that a well-designed learning material should provide a variety of question types, including those that encourage critical thinking and the application of higher-order cognitive skills (HOTS). However, Tomlinson (2011) also emphasized that learning materials should offer a balance, enabling students to engage in not only analyzing but also evaluating and creating. Thus, while the textbook in this study provides opportunities for analysis, there is a need for a more balanced inclusion of questions that foster the full spectrum of higher-order thinking.

4.2.1 The Difficulties Encountered by Students when Completing HOTS-Based Reading Exercises

Based on the literature review in Chapter Two and the interview results, the researcher identified several factors that contribute to students' difficulties in completing HOTS-based reading exercises, including vocabulary comprehension, identifying the main idea, understanding grammar, and maintaining focus.

The most common difficulty among students at MA Muhammadiyah 1 Malang was a lack of vocabulary. The study revealed that 4 out of 5 students struggled to understand unfamiliar words, making it difficult to comprehend the text or answer related questions in English. Similarly, Hamma et al. (2023) found that 16.63% of students had trouble understanding word meanings (C4). Moreover, reading success is positively linked to vocabulary knowledge (Gedik & Akyol, 2022). Rakhmyta & Maulidiyah (2021)

also reported that 8% of students faced challenges with new vocabulary. These findings align with McCarthy et al. (2010), who noted that learning all the words familiar to native speakers is a significant challenge for English language learners.

The next topic is determining the main idea. Students struggled to identify the author's point about the topic, making it hard to extract the main idea from the text. This difficulty was especially evident when the text was long, which made locating the main idea more challenging. According to the interview results, 3 out of 5 students had trouble determining the main idea. This aligns with Rakhmyta & Maulidiyah (2021) finding that 26% of students at SMAN 1 Takengo faced similar challenges. Hamma et al. (2023) also reported that 28.81% of twelfth-grade students at SMA Pesantren IMMIM Makassar struggled with identifying the main idea when answering HOTS questions.

Another factor affecting reading comprehension is students' difficulty with grammar. Three out of five students reported struggling to understand the grammar used in the reading text, as well as when answering related questions in English. This finding aligns with research by Choi & Zhang (2021), which shows a positive correlation between grammar awareness and reading comprehension. Similarly, ebriantika & Aristia (2021) confirmed that grammar issues are a challenge for students in reading. Students often encounter problems with language structure, which affects their ability to extract information and answer questions accurately. In conclusion, grammar awareness plays a key role in reading comprehension, as it helps students understand the meaning and function of sentences.

To highlight the differences between this study and previous research, the researcher referred to Rakhmyta & Maulidiyah (2021), who identified four challenges students face when answering HOTS questions in reading comprehension: (1) understanding vocabulary, (2) understanding detailed information, (3) determining the main idea, and (4) making inferences. In contrast, this study found two additional difficulties beyond vocabulary and main idea identification: mastering grammar and maintaining focus. Interviews revealed that students struggled to stay focused, especially with long texts. Two out of five students mentioned that losing focus made it harder to answer questions, as it affected their ability to understand and analyze the text.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions about the allocation of the HOT skills in the reading exercises in "*Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X*" by Grafindo Media Pratama and the difficulties encountered by students when completing HOTS-based reading exercises. In addition, it also offers some recommendations for EFL teachers and next researchers.

5.1   Conclusions

The research findings are summarized and discussed in relation to the principles outlined by Tomlinson (2011) for designing effective and engaging textbooks. Tomlinson emphasizes the importance of creating materials that support learners in a holistic way, catering to their comfort, confidence, and individual needs. His approach advocates for the inclusion of real-world language use, allowing time for learners to absorb content, and incorporating diverse ways to engage both the intellectual and emotional aspects of learning. However, the results of this study indicate a significant gap in the textbooks analyzed, where the focus is primarily on developing analytical skills, while higher-order thinking skills such as evaluation and creation are less emphasized. This chapter will interpret these findings in the context of Tomlinson's principles, highlighting the implications for textbook design and providing recommendations for improving the balance of cognitive skill development. Additionally, the chapter will explore the limitations of the study and suggest areas for future research to further explore how textbooks can better support the development of a broader range of higher-order thinking skills in learners.

Additionally, the findings from the second research question, obtained through interviews, revealed that students at MA Muhammadiyah 1 Malang for the 2023/2024 academic year faced several challenges when attempting to answer reading comprehension tests. The difficulties identified by the students included: (1) understanding vocabulary, which often hindered their ability to grasp the meaning of the text; (2) identifying the main idea, which was challenging for many students, leading to confusion about the overall

message of the reading passage; (3) mastering grammar, which impacted their ability to accurately interpret sentence structures and the meaning conveyed by the text; and (4) maintaining focus, as some students struggled to stay engaged and concentrated throughout the reading, affecting their comprehension performance. These challenges highlight the areas where additional support and strategies are needed to improve reading comprehension skills among students.

5.2 Recommendation

Based on the conclusion above, the writer offers the following recommendations for teachers, students, and future researchers:

1. For students: Regular practice in reading and taking comprehension tests will help improve their understanding and make them more familiar with the test format, reducing difficulties and enhancing their higher-order thinking skills.

2. For teachers: English teachers should assess the relevance of textbook content to students' needs and are recommended to adapt exercises and content rather than directly adopting them.

3. For future researchers: It is hoped that they will explore further aspects of reading that were not covered in this study, leading to new insights that can benefit both teachers and students.

4. For publisher: Recommend the authors to revise the multiple-choice and essay questions in the review sections to better balance higher-order thinking skills, particularly in the area of creating in the next edition of the textbook

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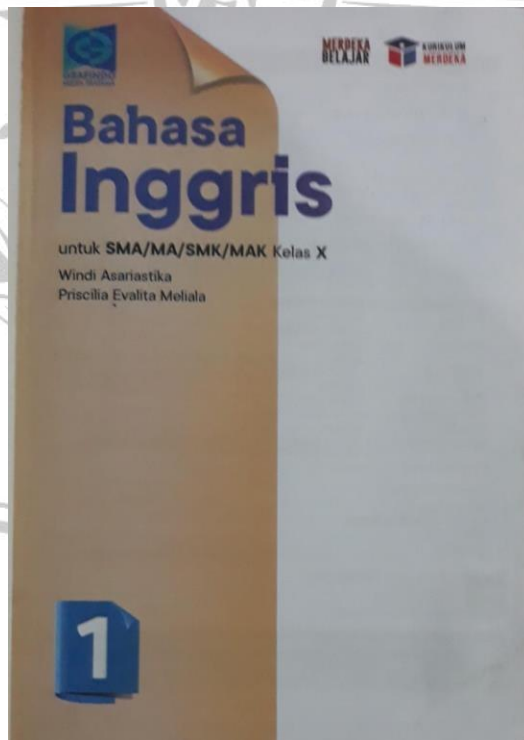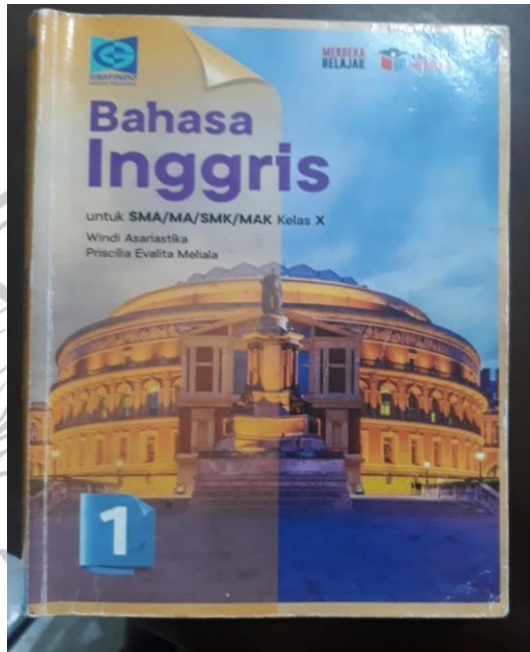
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APPENDICES

Appendix 1: Cover of English Textbook Entitled "Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X" by Grafindo Media Pratama

Daftar Isi

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Appendix 2: Checklist of Cognitive Domain of Reading Exercises

Chapter	No	Reading Exercises	Cognitive Domain (HOTS)		
			C4 (Analy sing)	C5 (Evalu ating)	C6 (Crea ting)
A. Multiple Choice Questions:					
I	3	"It takes a lot to even enter a major competition like the Olympics …" 'It takes a lot' means …	√		
	5	It can be inferred from the dialog that Malik is …	√		
	6	The main idea of the first paragraph is …	√		
	7	In the last paragraph, the writer compared Nemati to …	√		
	10	We can conclude that Zahra Nemati is …		√	
II	3	'… turned into chaos' This statement means …	√		
	5	It can be inferred from the dialog that Raffa …	√		
	6	The most suitable title for the text is …			√
	7	Based on the text, the incorrect statement about the tickets is …	√		
	9	It is implied that the writer …	√		
	10	"The stewards on duty in the area outside Anfield <u>swiftly</u> directed towards the exit." The underlined word can be replaced by …	√		
III	3	'It will cost a lot of money' means …	√		
	5	It can be inferred from the dialog that Vega will …	√		
	6	The most suitable title for the text is …	√		
	8	Based on the text, the false statement mentioned by the writer is …	√		

IV	9	"Simultaneously, I have also started consuming a healthy diet comprising dairy products …" The underlined word means …	√		
	10	It is implied in the text that the writer …	√		
IV	2	The nutrient that is NOT mentioned on the conversation is …	√		
	3	"… can strengthen the immune system" The underlined word means …	√		
	5	It can be inferred from the dialog that yoghurt …	√		
	7	The purpose of the text is …	√		
	9	Ginger can also be added with other spices, *except* …	√		
V	2	The word that doesn't describe vandalism is …	√		
	3	"Is there a distinction between street art and vandalism?" The underlined word means …	√		
	5	It can be inferred from the dialog that Fahmi …	√		
	6	The main idea of the first paragraph is …	√		
	7	The purpose of the text is …	√		
	9	The following is the benefit of art therapy, *except* …	√		
VI	3	'But the story ending was predictable' means …	√		
	5	It can be inferred from the conversation that the movie …	√		
Total			**28**	**1**	**1**
∑HOTS in Multiple Choice Questions			**30**		

B. Essay Questions:

I	28	Who are the target readers of the infographic?	√		
	30	Which athlete do you think is the greater? Explain your reason.		√	
II	27	What is the main idea of paragraph 2?	√		
	28	What is the purpose of the text?	√		

	31	What is the author's impression about the event in the text?		√	
III	27	What is the main idea of the text?	√		
	28	What is the purpose of the text?	√		
IV	27	What is the main idea of paragraph 2?	√		
	28	What is the purpose of the text?	√		
V	27	What is the main idea of paragraph 1?	√		
	28	What is the purpose of the text?	√		
	29	What does 'graffiti is motivated by their hot-bloodedness' in paragraph 2 mean?	√		
VI	28	What is the purpose of the text?	√		
	31	Think about how Mother Duck's treatment to her ducklings. Do you agree with how Mother Duck treated her ducklings? Support your answer with evidence from the text.		√	
Total			**11**	**3**	**0**
∑HOTS in Essay Questions				**14**	

Appendix 3: Data Distribution of Level 4 (Analyze)

No	Chapter	Question
1	1	"It takes a lot to even enter a major competition like the Olympics …" 'It takes a lot' means …
2	1	It can be inferred from the dialog that Malik is …
3	1	The main idea of the first paragraph is …
4	1	In the last paragraph, the writer compared Nemati to …
5	1	Who are the target readers of the infographic?
6	2	'… *turned into chaos'* This statement means …
7	2	It can be inferred from the dialog that Raffa …
8	2	Based on the text, the incorrect statement about the tickets is …
9	2	It is implied that the writer …
10	2	"The stewards on duty in the area outside Anfield <u>swiftly</u> directed towards the exit." The underlined word can be replaced by …
11	2	What is the main idea of paragraph 2?
12	2	What is the purpose of the text?
13	3	'It will cost a lot of money' means ….
14	3	It can be inferred from the dialog that Vega will …
15	3	The most suitable title for the text is …
16	3	Based on the text, the false statement mentioned by the writer is …
17	3	"<u>Simultaneously</u>, I have also started consuming a healthy diet comprising dairy products …" The underlined word means …
18	3	It is implied in the text that the writer …
19	3	What is the main idea of the text?
20	3	What is the purpose of the text?
21	4	The nutrient that is NOT mentioned on the conversation is …
22	4	"… can <u>strengthen</u> the immune system" The underlined word means …
23	4	It can be inferred from the dialog that yoghurt …
24	4	The purpose of the text is …
25	4	Ginger can also be added with other spices, *except* …
26	4	What is the main idea of paragraph 2?
27	4	What is the purpose of the text?
28	5	The word that doesn't describe vandalism is …
29	5	"Is there a <u>distinction</u> between street art and vandalism?" The underlined word means …
30	5	It can be inferred from the dialog that Fahmi …
31	5	The main idea of the first paragraph is …
32	5	The purpose of the text is …
33	5	The following is the benefit of art therapy, *except* …

34	5	What is the main idea of paragraph 1?
35	5	What is the purpose of the text?
36	5	What does 'graffiti is motivated by their hot-bloodedness' in paragraph 2 mean?
37	6	'But the story ending was predictable' means …
38	6	It can be inferred from the conversation that the movie …
39	6	What is the purpose of the text?

Appendix 4: Data Distribution of Level 5 (Evaluate)

No	Chapter	Question
1	1	We can conclude that Zahra Nemati is …
2	1	Which athlete do you think is the greater? Explain your reason.
3	2	What is the author's impression about the event in the text?
4	2	The most suitable title for the text is …
5	6	Think about how Mother Duck's treatment to her ducklings. Do you agree with how Mother Duck treated her ducklings? Support your answer with evidence from the text.

Appendix 5: Interview Guide for Students

<u>INTERVIEW GUIDE FOR STUDENTS</u>

Nama Siswa   :
Jenis Kelamin : L / P

1. Apa yang kamu ketahui tentang materi membaca (*Reading Comprehension*)?
2. Apa saja kesulitan kamu dalam memahami isi bacaan berbahasa Inggris?
3. Apa saja kesulitan kamu dalam menjawab pertanyaan dari teks berbahasa Inggris?
4. Apakah kamu merasa kesulitan saat menghadapi soal-soal HOTS dalam reading text?
5. Apakah kamu merasa soal HOTS membutuhkan pemikiran kritis dan kreatif? Mengapa?
6. Apa kesulitanmu dalam menjawab pertanyaan terkait menemukan ide pokok bacaan dari teks bahasa Inggris (Menganalisis/C4)?
7. Apa kesulitanmu dalam menjawab pertanyaan terkait menyimpulkan informasi (*making inference*) dari teks bahasa Inggris (Mengevaluasi/C5)?
8. Apa kesulitanmu dalam membuat kesimpulan dengan menggunakan kata-kata sendiri dari isi bacaan berbahasa Inggris (Mengkreasi/C6)?
9. Langkah apa saja yang sebaiknya dilakukan untuk membantu kamu dalam menyelesaikan soal berpikir tngkat tinggi (HOTS Questions/C4-C6) diatas?

Appendix 6 : The Result of Interview 1

Transkrip Wawancara

Kesulitan yang dihadapi siswa saat menyelesaikan soal latihan membaca berbasis HOTS
pada buku "Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X" dari penerbit Grafindo
Media Pratama

Day/Date   : Monday/16 December 2024
Subject   : Student 1 (AGZ)
Time/Place   : 13.00 – 14.00 / School Hall

Peneliti   **:** Assalamu'alaikum warohmatullahi wabaraokatuh. Sebelumnya
Mam mengucapkan terimakasih kamu sudah mau meluangkan waktu untuk
membantu dalam sesi wawancara pada penelitian Mam tentang kesullitan yang
dialami siswa selama menyelesaikan soal *Reading* berbasis *HOTS* dari buku
paket
Grafindo yang telah kita gunakan pada saat pembelajaran dikelas X lalu.

Siswa 1   **:** Wa'alaikumussalam warohmatullahi wabarokatuh, iya Mam sama-
sama… saya juga merasa senang bisa membantu penelitian Mam..

Peneliti: Baik, kita mulai saya ya... Pertama-tama Mam mau bertanya,
apakah kamu sudah tau apa yang dimaksud dengan R*eading Comprehension*

Siswa 1: Iya, sudah tahu *Reading Comprehension* itu adalah salah satu
kemampuan untuk mengasah otak dengan cara memahami suatu isi dalam sebuah
bacaan.

Peneliti: OK, berarti tentang memahami isi bacaan ya.. Nah, apakah ada
kesulitan yang kamu rasakan dalam memahami isi bacaan
berbahasa Inggris?

Siswa 1: Kesulitan ada Mam, yaitu dalam hal *grammar*. Selain tentang
grammar, seperti kosakata saya sudah paham.

Peneliti: Bagaimana dengan saat kamu menjawab soal-soal dari *Reading*
text, misalnya soal yang berbentuk *multiple-choice* atau *essay*.
Apakah ada kesulitan?

Siswa 1: Sejauh ini saya tidak menemukan kesulitan dalam menjawab soal
soal itu, kecuali pertanyaan tentang mencari ide pokok bacaan.
Saya belum tahu caranya.

Peneliti: Hmm, bukan karena artinya ya?

Siswa 1: Bukan.

Peneliti: Baik, nanti Mam akan tanyakan lagi tentang hal tersebut ya.
Sekarang Mam mau menanyakan tentang kesulitan yang kamu
alami saat menjawab soal-soal dari *Reading text* yang berlevel
tinggi, dimana jawabannya biasanya tidak ada didalam teks tetapi
harus mampu menganalisa sendiri jawabannya, ini ada dilevel C4.
Pertanyaan lain tingkat tinggi misalnya diminta untuk
menyimpulkan isi bacaan, ini ada dilevel C5. Dan tingkat yang
paling tinggi yaitu C6, siswa diminta untuk menciptakan solusi
atau mengkreasikan sendiri jawabannya.

Siswa 1: Jujur saya justru merasa tertantang & senang ketika saya harus
menjawab soal-soal yang seperti itu daripada saya harus mencari
jawabannya dengan melihat kedalam isi teks bacaan terus menerus.

Saya merasa pusing kalau harus melihat teks terus.

Peneliti: Oh oke, berarti kamu justru tertantang dengan soal-soal berlevel tinggi ya. Nah, pertanyaan selanjutnya adalah tentang kesulitan mencari ide pokok yang tadi kamu sebutkan. Mencari ide pokok termasuk kedalam level C4 yaitu tentang menganalisa isi teks, faktor apakah yang membuat kamu mengalami kesulitan dalam mencari ide pokok?

Siswa 1: Saya rasa faktor lain termasuk kosakata bukan menjadi masalah buat saya, hanya saja saya masih belum bisa mengetahui cara mencari ide pokok suatu teks bacaan itu saja. Untuk pertanyaan pertanyaan dilevel tinggi lainnya juga tidak ada masalah buat saya.

Peneliti: Bagimana dengan level tertinggi dalam klasifikasi pertanyaan berbasis *HOT*, yaitu C6? Disini adalah level tersulit karena siswa diminta untuk membuat solusi atau mengkreasikan jawaban sendiri.

Siswa 1: Saya tidak merasakan kesulitan, justru level ini yang paling saya sukai.

Peneliti: Dari kesulitan yang kamu alami terutama tentang *grammar* & mencari ide pokok, apakah hal yang sebaiknya dilakukan untuk mengatasinya?

Siswa 1: Saya perlu bertanya pada guru atau lingkungan sekitar saya yang bisa membantu saya meningkatkan pemahaman saya & belajar lebih giat lagi.

Peneliti: Wah, jawaban yang sangat bagus sekali. Terimakasih banyak bantuannya…

**Siswa 1**: Hehehee… Iya, Mam… sama-sama…

Interview Transcript

The difficulties encountered by students when completing HOTS-based reading exercises in "*Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X*" by Grafindo Media Pratama

Day/Date   : Monday / 16 December 2024
Subject   : Student 1 (AGZ)
Time/Place   : 13.00 – 14.00 / School Hall

Researcher   : Assalamu'alaikum warahmatullahi wabarakatuh. First of all, I'd like to thank you for taking the time to help with the interview for my research on the difficulties students face when solving HOTS based reading questions from the Grafindo textbook we used in our 10th-grade class.

Student 1   : Wa'alaikumussalam warahmatullahi wabarakatuh. You're welcome, Mam. I'm happy to help with your research.

Researcher   : Alright, let's begin. First, do you know what "reading? comprehension" means?

Student 1   : Yes, I know. Reading comprehension is a skill used to train the brain by understanding the content of a reading passage.

Researcher   : Okay, so it's about understanding the content of a text. Now, do you have any difficulties when it comes to understanding reading passages?

Student 1   : Yes, I do, Mam, especially with grammar. Other than that, I'm okay.

Researcher   : How about when you answer questions based on the reading text, like multiple-choice or essay questions? Do you face any difficulties?

Student 1   : So far, I haven't had any problems answering those types of questions, except for questions about finding the main idea of the text. I don't know how to do that.

Researcher   : Hmm, so it's not about the meaning of the text, right?

Student 1   : No, it's not.

Researcher   : Okay, I'll ask you more about that later. Now, I'd like to ask about the difficulties you experience when answering high-level reading questions, where the answers are usually not directly in the text, and you need to analyse the answer yourself. These are typically at the C4 level. Another high-level question might ask you to summarize the text, which is at the C5 level. And the highest level, C6, asks students to create solutions or generate their own answers.

Student 1   : Honestly, I feel challenged and enjoy answering these kinds of questions more than having to look back at the text repeatedly to find the answer. I get dizzy if I have to keep looking at the text.

Researcher   : Oh, I see! So you actually find high-level questions more challenging in a positive way. Next, let's go back to the difficulty you mentioned earlier about finding the main idea. Finding the main idea is part of the C4 level, which involves analysing the text. What factors make it difficult for you to identify the main idea?

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Student 1   : I think vocabulary is not an issue for me, I just still don't know how to find the main idea of a text. For other high-level questions, I don't really have any problems.

Researcher   : How about the highest level in the HOTS question classification, which is C6? This is the hardest level because students are asked to create solutions or generate their own answers.

Student 1   : I don't have any difficulties with that. In fact, this is the level I enjoy the most.

Researcher   : Given the difficulties you've faced, especially with grammar and identifying the main idea, what do you think should be done to overcome them?

Student 1   : I think I need to ask my teacher or people around me who can help me improve my understanding and study harder.

Researcher   : Wow, that's a great answer! Thank you so much for your help.

Student 1   : Hehehe… You're welcome, Mam.
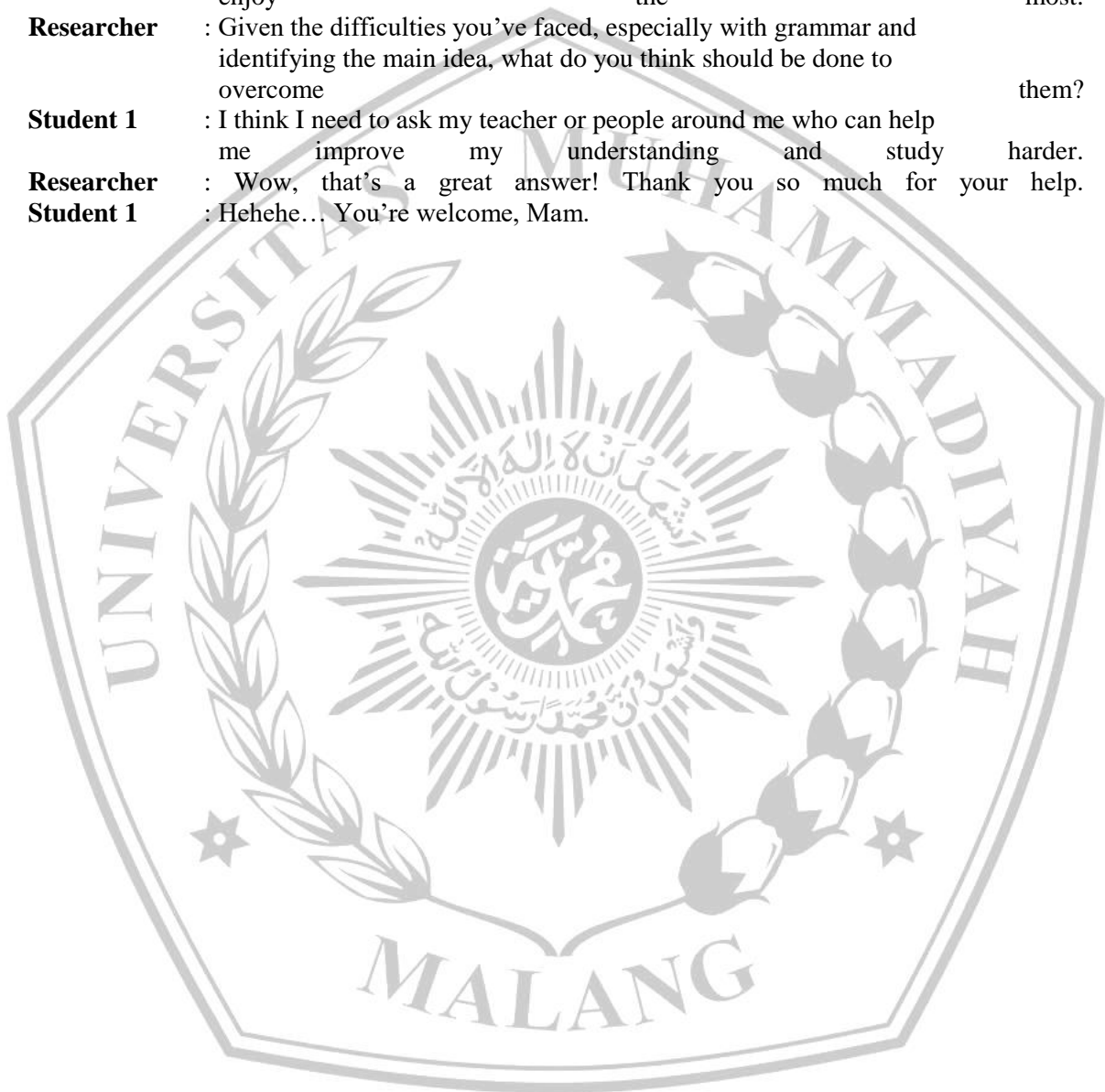
Appendix 7 : The Result of Interview 2

Transkrip Wawancara
Kesulitan yang dihadapi siswa saat menyelesaikan soal latihan membaca berbasis HOTS pada buku "Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X" dari penerbit Grafindo Media Pratama

Day/Date   : Monday/16 December 2024
Subject   : Student 2 (WF)
Time/Place   : 13.00 – 14.00 / School Hall

Peneliti : Assalamu'alaikum warohmatullahi wabaraokatuh. Sebelumnya Mam mengucapkan terimakasih karena sudah bersedia membantu penelitian Mam yang ada kaitannya dengan soal-soal *Reading Comprehension* berbentuk *multiple choice* dan *essay* yang berlevel *HOTS*.

Siswa 2 : Wa'alaikumussalam warohmatullahi wabarokatuh, Hehehee… iya, Mam… sama-sama. Sebenarnya justru saya yang ingin bertanya ke Mam sih... Saya sangat penasaran, Mam itu kok bisa menjalankan semuanya dalam waktu yang bersamaan. Ya kita kan tahu, Mam itu kerja, trus harus mengurus anak 3 & rumah, tapi juga masih bisa kulliah S2 begini. Saya saja membayangkan itu bingung sendiri, Mam (sambil tersenyum tulus).

Peneliti: MasyaAllah.. baru ini murid saya perhatian sekali dengan bertanya pertanyaan seperti itu kesaya (terharu). Terimakasih atas perhatiannya ya, nak... Doakan saja Mam sehat & lancar semua urusannya yaa...

Siswa 2: Iya, Mam…Aamiin…

Peneliti: Ok, kita mulai saja ya, biar wawancaranya bisa cepat selesai & kamu bisa segera melanjutkan aktivitas lain. Soal yang berlevel *HOTS* adalah soal tingkat tinggi yang ada dilevel C4, C5 dan C6. Kamu sudah paham ya tentang soal-soal berlevel *HOTS*?

Siswa 2: Iya, Mam, sudah paham.

Peneliti: *Good*! Nah, kalau tentang *Reading Comprehension*, apakah kamu tahu apa itu *Reading Comprehension*?

Siswa 2: R*eading Comprehension* itu adalah kemampuan kita untuk bisa memahami, menganalisi dan menarik kesimpulan dari suatu bacaan.

Peneliti: Baik, berupa bacaan ya.. Lalu dalam memahami isi bacaan, kesulitan apa yang kamu alami?

Siswa 2: Kekurangan kosakata dalam bahasa Inggris sih, Mam. Karena untuk bisa memahami isi text, maka harus paham dulu dengan kata-kata kuncinya.

Peneliti: Bagaimana dengan kesulitan kamu saat menjawab soal-soal Reading berbentuk *multiple-choice* atau *essay* yang membutuhkan pemikiran tingkat tinggi, apa yang membuat sulit?

Siswa 2 : Masih sama dengan jawaban saya tadi, yang pertama yaitu kesulitan pada kosakata yang belum saya ketahui artinya. Yang kedua, saya kesulitan untuk menemukan jawaban yang tepat dari teks yang panjang.

Peneliti: Okay.. Lalu bagaiman pendapatmu tentang soal-soal yang berlevel *HOT?*

Siswa 1: Soal-soal *HOT* membutuhkan pemahaman yang lebih mendalam untuk menjawabnya. Kita harus benar-benar bisa menganalisa isi bacaan supaya bisa menjawab dengan tepat. Makanya saya merasa bingung dan takut salah kalau menjawab soal tingkat tinggi hehehe…

Peneliti: Wah, kalau begitu bagaimana nanti kalau bertemu dengan soal tingkat tinggi lagi?

Siswa 2: Masih mau dong, Mam. Karena bisa melatih kemampuan saya untuk berfikir kritis. Untuk itu saya merasa harus menambah kosakata bahasa Inggris saya, lebih sering latihan menjawab soal soal *HOT*, dan juga lebih banyak membaca teks. Sehingga saya bisa melatih kemampuan saya dalam menganalisis dan menarik kesimpulan dari isi bacaan.

Peneliti: Kembali kepada pertanyaan tentang kesulitan kamu dalam menjawab pertanyaan tentang menganalisa isi bacaan. Apakah ada soal tentang menganalisa yang kamu rasa sulit?

Siswa 2: Kadang saya merasa sulit untuk menentukan kalimat mana yang merupakan ide pokok dan kalimat pendukung dalam suatu bacaan. Karena ide pokok bisa terletak diawal, ditengah, atau diakhir paragraf. Na, itu yang saya rasa terkadang masih sulit.

Peneliti: Hmm. Okay.. Bagaimana dengan soal tentang mengevaluasi suatu bacaan. Kesulitan apa yang kamu alami?

Siswa 2: Soal mengevaluasi memerlukan jawaban dari pendapat kita sendiri kan, Mam.. Jadi kesulitan saya adalah ketika diminta untuk menjawab tentang makna tersirat dari isi teks.

Peneliti: Nice, answer. Nah, pertanyaan terakhir adalah tentang C6 tentang mengkreasi atau menciptakan. Tipe ini merupakan tingkat tertinggi dimana siswa diminta untuk mengkreasi jawannya sendiri yang tidak ditemukan didalam teks bacaan, atau siswa diminta untuk membuat solusi dari suatu masalah menggunakan kata-kata sendiri. Menurut kamu kesulitan apa yang kamu hadapi ketika menemui soal level C6 ini?

Siswa 2: Sepertinya hanya dari segi keterbatasan kosakatanya saja sih, Mam. Karena untuk bisa memahami isi bacaan maka kita perlu mengerti makna katanya, begitu juga sebaliknya saat kita akan mengkreasikan jawaban maka kita perlu perbendaharaan kata yang cukup untuk menyusunnya dalam bahasa Inggris yang baik.

Peneliti: Wow, Good job..! Terimakasih banyak atas bantuannya…

Siswa 2: Oke, Mam… sama-sama…

Interview Transcript

The difficulties encountered by students when completing HOTS-based reading exercises in "*Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X* " by Grafindo Media Pratama

Day/Date   : Monday / 16 December 2024
Subject   : Student 2 (WF)
Time/Place   : 13.00 – 14.00 / School Hall

Researcher : Assalamu'alaikum warahmatullahi wabarokatuh. First of all, I want to express my appreciation to you for helping me with my research on multiple-choice and essay questions involving higher order thinking skills (HOTS) in reading comprehension.

Student 2 : Wa'alaikumussalam warahmatullahi wabarokatuh. Hehehe... Yes, Ma'am... you're welcome. Actually, I have a question for you... I'm really curious how you manage to do everything at the same time. We know that you work, take care of 3 children, and manage the household, yet you're still able to pursue your Master's degree. I can't even imagine how you do it, Ma'am (smiling sincerely).

Researcher : MasyaAllah... this is the first time a student has asked such a thoughtful question like that (feeling touched). Thank you for your concern, dear... just pray that I stay healthy and that everything goes smoothly, okay?

Student 2 : Yes, Ma'am... Aamiin...

Researcher : Alright, let's get started so that the interview can finish quickly and you can move on to other activities. HOTS-level questions are high-level questions that belong to levels C4, C5, and C6. Do you understand what HOTS-level questions are?

Student 2 : Yes, Ma'am, I understand.

Researcher : Good! Now, what about Reading Comprehension? Do you know what Reading Comprehension is?

Student 2 : Reading Comprehension is our ability to understand, analyze, and draw conclusions from a reading text.

Researcher : Okay, it's about reading texts. Then, what difficulties do you experience in understanding the content of the text?

Student 2 : It's mainly a lack of vocabulary in English, Ma'am. Because to understand the text, we have to first understand the key words.

Researcher : What about difficulties in answering Reading questions in the form of multiple choice or essays that require higher-order thinking? What makes it difficult?

Student 2 : It's still the same. The first difficulty is with vocabulary that I don't know the meaning of. The second difficulty is finding the right answer from a long text.

Researcher : Okay... What do you think about HOTS-level questions?

Student 2 : HOTS questions require a deeper understanding to answer. We really have to be able to analyze the content of the text to answer correctly. That's why I get confused and afraid of making

	mistakes when answering high-level questions, hehe…
Researcher	: Oh, so what will you do when you encounter a high-level question again?
Student 2	: I'd still want to try, Ma'am. Because it can train my ability to think critically. That's why I feel I need to expand my English vocabulary, practice answering HOTS questions more often, and read more texts. So I can train my ability to analyze and draw conclusions from reading materials.
Researcher	: Going back to the question about your difficulty in answering questions about analyzing the content of the text. Are there any questions about analysis that you find difficult?
Student 2	: Sometimes I it hard to determine which sentence is the main idea and which is the supporting sentence in a reading. Because the main idea can be at the beginning, in the middle, or at the end of the paragraph. That's what I find difficult sometimes.
Researcher	: Hmm. Okay... How about questions about evaluating a text? What difficulties do you face?
Student 2	: Evaluation questions require us to answer based on our own opinion, right, Ma'am? So my difficulty is when I'm asked to answer about the implied meaning of a text.
Researcher	: Nice answer. Now, the last question is about C6, which involves creating or generating. This is the highest level, where students are asked to create their own answers, which are not found in the text, or to come up with solutions to a problem using their own words. What difficulties do you face when encountering a C6 level question?
Student 2	: I think it's just the limitation of vocabulary, Ma'am. Because to understand the content of the text, we need to understand the meaning of the words, and likewise, when we are asked to create an answer, we need a sufficient vocabulary to put it into good English.
Researcher	: Wow, good job! Thank you so much for your help…
Student 2	: Okay, Ma'am... you're welcome…

Appendix 8 : The Result of Interview 3

Transkrip Wawancara
Kesulitan yang dihadapi siswa saat menyelesaikan soal latihan membaca berbasis HOTS
pada buku "Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X" dari penerbit Grafindo
Media Pratama

Day/Date   : Monday/16 December 2024
Subject   : Student 3 (UB)
Time/Place   : 13.00 – 14.00 / School Hall

Peneliti: Assalamu'alaikum warohmatullahi wabaraokatuh. Alhamdulillah,
siang ini kamu bisa meluangkan waktu untuk sesi wawancara
terkait kesulitan mengerjakan soal-soal Reading text yang
membutuhkan pemikiran tingkat tinggi dalam bentuk multiple
choice dan essay pada buku cetak dari penerbit Grafindo yang kita
gunakan.

Siswa 3   : Wa'alaikumussalam warohmatullahi wabarokatuh. Iya, Mam..
sama-sama. Saya juga merasa senang bisa membantu Mam.

Peneliti: Baik, kita mulai sesi wawancaranya ya.. Pertanyaan pertama,
apakah kamu mengetahui apa itu *Reading Comprehension*?

Siswa 3   : Iya, Mam. *Reading Comprehension* adalah kemampuan kita
memahami isi teks melalui membaca. Disamping kita memahami
isi bacaan dari membaca, kita juga bisa menghubungkan dengan
pengetahuan awal kita untuk mendapatkan pemahaman yang lebih
baik tentang isi bacaan tersebut.

Peneliti: Wahh, jawaban yang sangat bagus sekali… pertanyaan berikutnya,
apakah kamu mempunyai kesulitan dalam memahami isi bacaan?
Apabila ada, tentang apa itu?

Siswa 3   : Biasanya kesulitan saya dalam memahami isi bacaan baru muncul
ketika saya membaca teks-teks baru yang tentu saja didalamnya
terdapat kata-kata baru yang belum pernah saya ketahui
sebelumnya.

Peneliti: Lalu bagaimana saat kau harus menjawab soal-soal Reading text
yang membutuhkan pemikiran tingkat tinggi dalam bentuk
multiple-choice dan essay?

Siswa 3   : Nah, kembali lagi pada jawaban saya tadi, Mam. Kesulitan dalam
menyelesaikan soal pada teks bacaan, saya temukan ketika
diberikan teks baru yang isi bacaannya mengandung tema baru, dan
tentunya juga terdapat beberapa kosa kata baru yang belum pernah
saya ketahui sebelumnya. Hal ini memaksa saya untuk mencari definisi kata kata
asingnya terlebih dahulu supaya saya bisa meahami isi bacaannya, setelah itu
baru saya bisa mencoba untuk menjawab pertanyaan-pertanyaannya. Ketika
sudah menjawabnya, terkadang saya juga masih ragu apakah jawaban saya benar
atau tidak.

Peneliti: Kenapa kamu merasa ragu dengan jawabanmu? Apakah selain kosakata,
kamu juga punya kesulitan lain dalam menjawab soal soal tingkat tinggi?

Siswa 3   : Jujur saya merasa tertantang untuk berfikir kritis, tidak hanya
sekedar menjawab Yes or No atau True or False, Mam. Saya bisa

| | | melatih kemampuan saya dengan bekal kosakata & grammar yang saya telah kuasai sebelumnya. |

Peneliti: Jawaban yang memerlukan analisa termasuk jawaban yang memerlukan pemikiran tingkat tinggi. Bagaimana pengalamanmu ketika menghadapi soal berlevel C4 ini?

Siswa 3 : Masalah saya terkadang saya kesulitan untuk fokus ketika membaca sebuah teks, terutama teks-teks yang panjang. Pada saat saya tidak bisa fokus, maka saya menjadi kesulitan memahami isi bacaannya, sehingga sulit menjawab pertanyaan yang memerlukan untuk menganalisa isi bacaan. Akibatnya, saya jadi merasa bingung sendiri. Selain itu, kendala grammar juga bisa menghambat saya dalam memahami isi bacaan.

Peneliti: Level C5 adalah tingkatan yang lebih tinggi dari menganalisa, yaitu mengevaluasi isi bacaan. Apakah kamu juga mengalami kendala untuk menjawab pertanyaan tentang mengevaluasi isi bacaan, seperti misalnya membuat kesimpulan sendiri berdasarkan kejadian yang terdapat dalam teks?

Siswa 3 : Sejauh ini, saya tidak merasa kesulitan dalam menjawab pertanyaan dari mengevaluasi isi bacaan.

Peneliti: Oh, itu artinya buat kamu justru lebih sulit level menganalisis ya berarti? Karena kamu merasa ketika tidak bisa fokus dengan baik saat membaca, maka kamu merasa kesulitan untuk bisa menjawab soal tentang menganalisa isi bacaan.

Siswa 3 : Iya, Mam. Betul

Peneliti: Bagaimana dengan kesulitan pada saat menghadapi soal Reading Comprehension tentang mengkreasi suatu jawaban, seperti misalnya kamu diminta untuk membuat solusi secara mandiri terkait masalah yang ada didalam bacaan. Level ini merupakan tingkatan paling tinggi, biasa disebut dengan C6.

Siswa 3 : Ada 2 hal yang membuat saya terkadang merasa kesulitan dalam membuat atau menciptakan jawaban saya sendiri, Mam. Yang pertama adalah terkait keterbatasan kosakata dan yang kedua adalah tentang keterbatasan grammar. Karena untuk dapat mengkreasi jawaban yang baik & benar, maka sangat diperlukan penguasaan kosakata yang cukup dan juga tata bahasa yang baik. Sehingga jawaban yang dibuat bisa tersampaikan dengan baik.

Peneliti: Bisa kita garis bawahi kesulitan-kesulitan yang kamu hadapi dalam menjawab pertanyaan Reading Comprehension tingkat tinggi yang telah kamu sampaikan tadi antara lain adalah kurangnya perbendaharaan kosakata, keterbatasan grammar, dan juga kurangnya konsentrasi atau fokus saat membaca.

Siswa 3 : Iya, Mam.

Peneliti: Baik, saya rasa sudah cukup untuk sesi wawancaranya. Terimakasih banyak atas bantuan & jawaban yang kamu berikan.

**Siswa 3** : Dengan senang hati, Mam.

Interview Transcript

The difficulties encountered by students when completing HOTS-based reading exercises in "*Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X*" by Grafindo Media Pratama

Day/Date : Monday / 16 December 2024
Subject : Student 3 (UB)
Time/Place : 13.00 – 14.00 / School Hall

Researcher : Assalamu'alaikum warahmatullahi wabarakatuh. Alhamdulillah, thank you for taking the time this afternoon to participate in this interview about the difficulties you face when answering reading comprehension questions that require higher-order thinking skills, in both multiple-choice and essay formats, from the printed textbook published by Grafindo that we are using.

Student 3 : Wa'alaikumussalam warahmatullahi wabarokatuh. You're welcome, Mam. I'm happy to help.

Researcher : Alright, let's start the interview. The first question, do you know what reading comprehension is?

Student 3 : Yes, Mam. Reading comprehension is our ability to understand the content of a text through reading. In addition to understanding the content of the reading, we can also connect it with our prior knowledge to gain a better understanding of the text.

Researcher : That's a great answer… The next question, do you have any difficulties in understanding the content of reading texts? If so, what are they?

Student 3 : I usually find it difficult to understand reading texts when they are new, especially when there are words I've never encountered before.

Researcher : How about when you have to answer reading comprehension questions that require higher-order thinking skills in both multiple-choice and essay formats?

Student 3 : Well, as I mentioned earlier, Mam, my difficulty in answering reading comprehension questions usually arises when I'm given a new text with a new theme and unfamiliar vocabulary. This forces me to first try to understand the content by looking up the meanings of the unfamiliar words, then I can attempt to answer the questions. Even after answering, I sometimes still feel uncertain about whether my answers are correct.

Researcher : Why do you feel uncertain about your answers? Apart from vocabulary, do you face other difficulties in answering higher-order thinking questions?

Student 3 : Honestly, I find it challenging to think critically, not just answering Yes or No or True or False, Mam. I can train myself using the vocabulary and grammar I've already mastered.

Researcher : Answers that require analysis fall under higher-order thinking. How do you find answering C4-level questions?

Student 3 : My problem is sometimes I struggle to focus when reading a text, especially long texts. When I can't focus, I have difficulty understanding the content, making it hard to answer questions that require analysis. As a result, I get confused. Also, grammar issues can hinder my comprehension of the text.

Researcher	:	C5 level is a higher level than analysis, which involves evaluating the content. Do you also face difficulties in answering questions that evaluate the content, such as making conclusions based on the events in the text?
Student 3	:	So far, I haven't had any difficulties in answering evaluation questions.
Researcher	:	Oh, so for you, analysis seems more difficult? You feel that when you can't focus well while reading, you struggle to answer analysis related questions.
Student 3	:	Yes, Mam. That's correct.
Researcher	:	How about when facing reading comprehension questions that require you to create an answer, such as when you are asked to come up with a solution to a problem presented in the text? This is considered the highest level, typically called C6.
Student 3	:	There are two things that sometimes make it difficult for me to create my own answer, Mam. The first is my limited vocabulary, and the second is my limited grammar skills. To create a good and correct answer, a sufficient vocabulary and proper grammar are necessary, so that the answer can be clearly expressed.
Researcher	:	So, to summarize the difficulties you've mentioned in answering high-level reading comprehension questions, they include a limited vocabulary, limited grammar, and a lack of concentration or focus while reading.
Student 3	:	Yes, Mam.
Researcher	:	Alright, I think that concludes our interview. Thank you so much for your help and the answers you've provided.
Student 3	:	It's my pleasure, Mam.
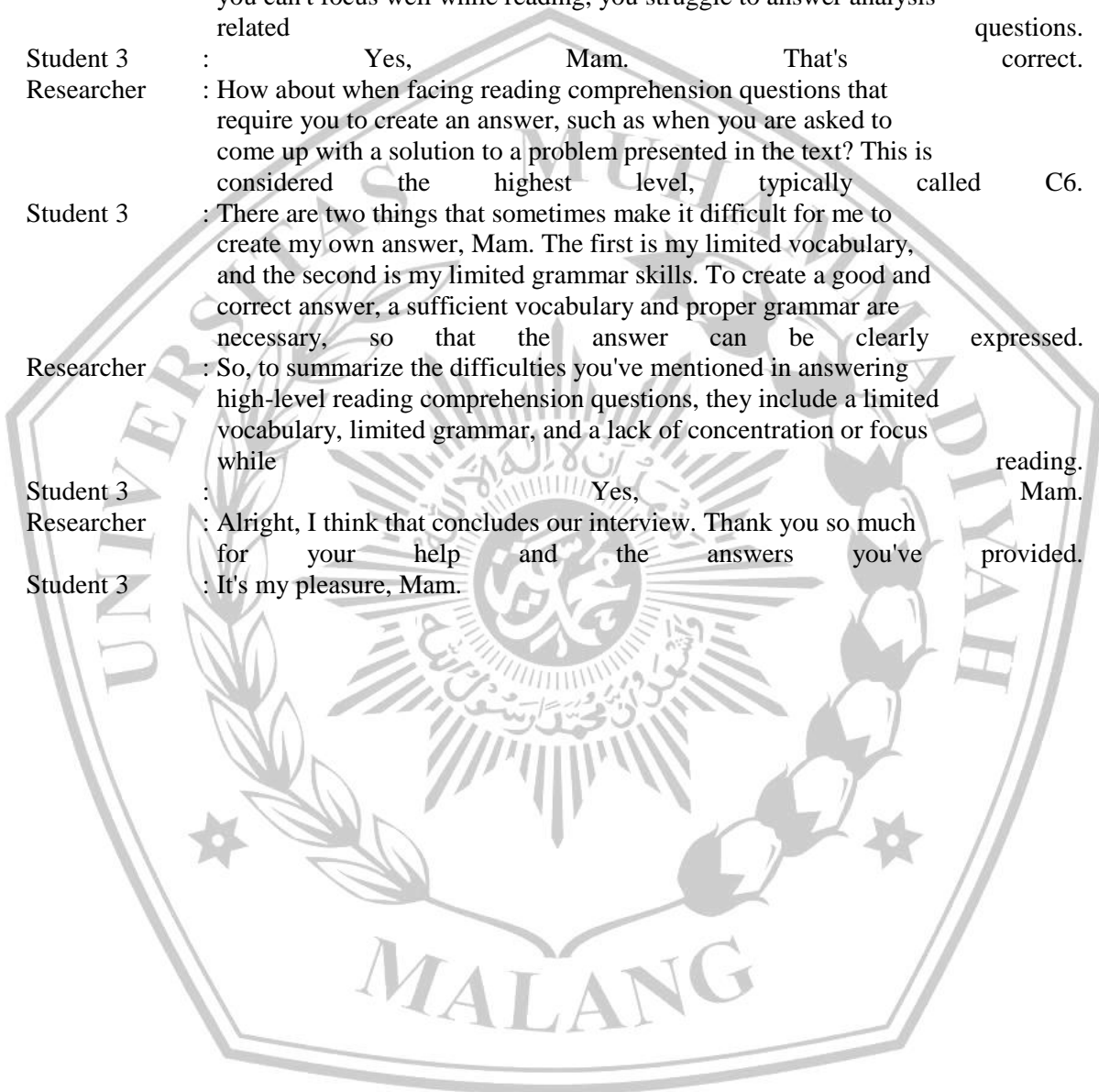
Appendix 9 : The Result of Interview 4

Transkrip Wawancara
Kesulitan yang dihadapi siswa saat menyelesaikan soal latihan membaca berbasis HOTS
pada buku "Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X" dari penerbit Grafindo
Media Pratama

Day/Date   : Monday/16 December 2024
Subject   : Student 4 (SFR)
Time/Place   : 13.00 – 14.00 / School Hall

Peneliti: Assalamu'alaikum warohmatullahi wabaraokatuh. Terimakasih
sekali kamu sudah bersedia meluangkan waktu & pikiran untuk membantu
penelitian Mam lewat wawancara ini. Disini nanti mam akan bertanya tentang
soal-soal pada Reading text yang berlevel HOTS. Apakah kamu sudah siap?

Siswa 4   **:** Wa'alaikumussalam warohmatullahi wabarokatuh. Iya Mam,
insayAllah saya siap.

Researcher   **:** Apakah kamu tahu tentang *Reading Comprehension*?

Student 4   : Iya Mam, *Reading Comprehension* adalah memahami isi bacaan
dengan baik.

Researcher   **:** Apakah kamu mengalami kesulitan dalam memahami isi suatu
bacaan berbahasa Inggris?

Student 4   : Saya kesulitan menangkap makna kata-kata yang ada didalam
bahan bacaan karena keterbatasan perbendaharaan kata saya. Ketika saya sudah
bisa mengetahui makna katanya, maka saya baru bisa paham isi bacaan dengan
lebih baik.

Researcher   **:** Dengan kendala pada keterbatasan kosakata yang telah kamu
utarakan tadi, lalu bagaimana ketika kamu diminta untuk menjawab soal-soal
yang mengikuti Reading text tersebut? Khususnya kesulitan kamu untuk
menjawab soal-soal yang membutuhkan pemikiran tingkat tinggi berbentuk
pilihan ganda atau isian.

Student 4   : Kesulitan saya masih dalam hal kosakata, Mam. Ketika saya
membaca dan menemui kata-kata baru yang tidak pernah saya ketahui
sebelumnya, maka saya akan terkendala untuk memahami isi bacaannya. Hal ini
akan membuat saya terkendala juga pada saat saya diminta untuk menjawab
pertanyaan dari bacaan, terutama pertanyaan yang berkaitan dengan
mengidentifikasi kata kunci, sinonim, referensi kata, serta mencari/menemukan
gagasan utama.

Researcher   **:** Apakah berarti jika kamu sudah menguasai kosakata dalam bacaan
maka tidak ada kesulitan lagi yang kamu rasakan dalam menjawab soal-soal?

Student 4   : Iya, tidak ada masalah. Tetapi tetap harus berfikir kritis & kreatif
untuk menjawab petanyaan karena jawabannya tidak tertulis secara tersurat
didalam teks bacaan.

Researcher   **:** Menganalisa isi teks bacaan adalah salah satu tingkatan dalam
berfikir kritis dan kreatif. Kesulitan apakah yang kamu temui ketika diminta
untuk menjawab pertanyaan terkait menganalisa isi teks bacaan?

Student 4   : Kesulitan yang saya hadapi selain tentang keterbatasan dalam hal
kosakata, saya juga masih terkendala dengan penggunaan *grammar*. Misalnya,
ketika tata bahasa yang digunakan dalam teks bacaan adalah *past tense*, maka

saya juga harus menuliskan jawabannya menggunakan kalimat saya sendiri dalam bentuk *past tense* yang baik & benar. Hal tersebut yang masih saya rasakan sulit. Terutama ketika saya sedang tidak bisa focus membaca dengan maksimal.

Researcher : Bagaimana dengan kesulitan pada level diatasnya, yaitu mengevaluasi? Pada level C5 ini, siswa diminta untuk menarik kesimpulan dari teks yang dibaca.

Student 4 : Selain kesulitan dalam keterbatasan kosakata & penguasaan grammar, terkadang saya juga merasa sulit untuk bisa fokus dalam membaca teks. Hal ini membuat saya tidak hanya menjadi kesulitan dalam memahami isi teks bacaan saja, tetapi juga merasa sulit untuk menjawab dengan tepat soal-soal tingkat tinggi tentang menanalisis atau mengevaluasi.

Researcher : Level pertanyaan tingkat tinggi berikutnya adalah C6, pada level ini siswa diminta untuk menciptakan atau mengkreasikan jawaban sendiri. Apakah ada lagi kesulitan dalam menjawab pertanyaan seperti ini, selain dari kesulitan-kesulitan yang telah kamu sebutkan tadi?

Student 4 : Kesulitan saya dalam menjawab pertanyaan dari teks bacaan tetap sama seperti level-level sebelumnya, yaitu kesulitan pada adanya kosakata asing dan penggunaan tata bahasa. Jadi karena memang kekurangan saya pada 2 hal tersebut, maka saya memang perlu mencari artinya dulu untuk dapat memahami isi bacaan dan menjawab pertanyaannya dengan baik, bisa melalui bantuan kamus atau bertanya pada teman & guru.

Researcher : Baik, kalau begitu saya kira sudah cukup untuk sesi wawancara kali ini. Terimakasih banyak…

Student 4 : Oke, Mam. Sam-sama….

Interview Transcript

The difficulties encountered by students when completing HOTS-based reading exercises in "*Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X*" by Grafindo Media Pratama

Day/Date   : Monday / 16 December 2024
Subject   : Student 4 (SFR)
Time/Place   : 13.00 – 14.00 / School Hall

Researcher   : Assalamu'alaikum warahmatullahi wabarakatuh. Thank you so much for taking the time and sharing your thoughts to assist with my research through this interview. I will be asking questions related to the Reading texts at a HOTS level. Are you ready?

Student 4   : Wa'alaikumussalam warahmatullahi wabarakatuh. Yes, Mam, InshaAllah I am ready.

Researcher   : Do you know what Reading Comprehension is?

Student 4   : Yes, Mam, Reading Comprehension means understanding the content of the reading well.

Researcher   : Have you experienced any difficulties in understanding the content of an English reading passage?

Student 4   : I have difficulty understanding the meaning of words in the reading material because of my limited vocabulary. Once I can figure out the meanings of the words, I can understand the content of the reading better.

Researcher   : Given the vocabulary limitations you just mentioned, how do you handle answering questions that follow the Reading text? Specifically, the challenges you face with answering questions that require higher-order thinking, such as multiple-choice or fill-in-the-blank questions?

Student 4   : My difficulty still lies with vocabulary, Mam. When I read and encounter words that I've never seen before, it becomes hard for me to understand the text. This also affects my ability to answer questions from the reading, especially those related to identifying keywords, synonyms, word references, or finding the main idea.

Researcher   : So, does that mean if you already know the vocabulary in the reading, there would be no difficulty for you in answering the questions?

Student 4   : Yes, if I know the vocabulary, there's no problem. But I still need to think critically and creatively to answer the questions because the answers are not explicitly stated in the text.

Researcher   : Analyzing the content of the text is part of critical and creative thinking. What difficulties do you face when asked to analyze the content of the reading?

Student 4   : Besides the vocabulary limitations, I also struggle with grammar. For example, if the text uses past tense, I need to write my nswers in past tense correctly as well. That's still difficult for me. Especially when I can't focus on reading optimally.

Researcher   : How about the difficulty at the next level, which is evaluation? At level C5, students are asked to draw conclusions from the text.

Student 4   : In addition to difficulties with grammar rules and mastery, I sometimes find it challenging to maintain focus while reading a text. This not only makes it hard for me to understand the content of the reading but also makes it difficult to answer higher-level

	questions related to analyzing or evaluating accurately..
Researcher	: The next higher-order question level is C6, where students are asked to create or generate their own answers. Do you face any other challenges in answering questions like these, apart from the difficulties you've mentioned earlier?
Student 4	: My difficulty in answering questions from the reading remains the same as at the previous levels, which is with unfamiliar vocabulary and grammar. Because of these two weaknesses, I really need to look up the meanings of words to understand the content and answer the questions properly, either by using a dictionary or asking friends and teachers.
Researcher	: Alright, I think that's enough for this interview session. Thank you so much…
Student 4	: Okay, Mam. You're welcome…

Appendix 10 : The Result of Interview 5

Transkrip Wawancara
Kesulitan yang dihadapi siswa saat menyelesaikan soal latihan membaca berbasis HOTS
pada buku "Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X" dari penerbit Grafindo
Media Pratama

Day/Date   : Monday/16 December 2024
Subject   : Student 5 (NDN)
Time/Place   : 13.00 – 14.00 / School Hall

Peneliti: Assalamu'alaikum warohmatullahi wabaraokatuh.. Mam ucapkan
terimakasih karena kamu sudah bersedia membantu penelitian Mam, apakah
kamu sudah siap untuk diwawancara?
Siswa 5   **:** Wa'alaikumussalam warohmatullahi wabarokatuh. Iya Mam,
dengan senang hati.Saya sudah siap untuk diwawancara, Mam.
Peneliti: Baik, Mam ingin bertanya seputar soal-soal *HOTS* berbentuk
multiple-choice dan *Essay* yang mengikuti materi *Reading Comprehension*.
Apakah kamu tahu tentang *Reading Comprehension*?
Siswa 5: *Reading Comprehension* merupakan kemampuan untuk
memahami isi bacaan.
Peneliti: Apakah sejauh ini ada kesulitan kamu dalam memahami isi teks
bacaan?
Siswa 5: Ada, Mam. Saya kesulitan memahami kosakata baru yang belum
familiar buat saya. Jadi untuk bisa memahami isi teks bacaan, saya biasanya
menggunakan kamus digital untuk mengetahui makna katanya terlebih dahulu.
Peneliti: Setelah kamu mencoba untuk memahami isi teks bacaan,
bagaimana kamu menyelesaikan soal-soal yang terkait dengan teks? Terutama
pada soal-soal dengan level berfikir tingkat tinggi dalam bentuk pilihan ganda
dan isian.
Siswa 5: Saat saya menjawab soal-soal dengan level berfikir tingkat tinggi,
saya tidak mengalami kesulitan lain selain keterbatasan kosakata saya. Saya
merasa masih harus meningkatkan kosa kata saya, terutama ketika menyangkut
kata-kata baru yang belum pernah saya dengar.
Peneliti: Soal-soal berlevel tingkat tinggi yang pertama adalah C4, apa saja
kesulitan yang kamu hadapi ketika diminta untuk menjawab pertanyaan yang
membutuhkan analisa?
Siswa 5: Karena soal berlevel HOTS membutuhkan pola berfikir kritis dan
kreatif, maka dengan keterbatasan kosakata yang saya miliki, saya akan
menggunakan logika saya untuk menjawab pertanyaan tentang menganalisa.
Peneliti: Bagaimana dengan kesulitan pada level kedua yaitu C5? Pada level
ini siswa diminta menjawab pertanyaan terkait mengevaluasi isi teks bacaan.
Siswa 5: Kembali lagi pada jawaban saya sebelumnya, yaitu tentang
keterbatasan kosakata saya. Jadi selama saya memahami maksud kata-kata dalam
teks bacaan, maka saya merasa bisa menjawab semua pertanyaan berikutnya.
Peneliti: Wow, hebat sekali. Alhamdulillah…
Pertanyaan terakhir yaitu tentang kesulitan menjawab pertanyaan yang
membutuhkan siswa untuk mengkreasikan atau menciptakan sendiri jawabannya.
Level ini merupakan level tertinggi pada tataran berfikir kritis dan kreatif, biasa

disebut dengan C6. Apakah terdapat kendala lain yang kamu alami selain dengan kesulitan mengetahui makna kosakata asing?

Siswa 5: Alhamdulillah, tidak ada. Kesulitan saya hanya terkait dengan keterbatasan kosakata saya saja, apalagi pada level C6 ini jawabannya dihasilkan dari kreasi kata-kata sendiri. Contohnya adalah ketika saya telah mampu memikirkan & mendapatkan jawabannya dalam versi bahasa Indonesia, saya merasa sedikit kesulitan ketika akan merjemahkannya kedalam bahasa Inggris.

Peneliti: Hmm, berarti tidak ada kendala lain selama kamu mengetahui makna kosakata asing yang terdapat didalam teks bacaan maupun ketika kamu menjawab soal-soal dari hasil menganalisa, mengevaluasi, maupun mengkreasi ya?

Siswa 5: Betul, Mam. Hanya kendala kosakata saja.

Peneliti: Baiklah kalau begitu, terimakasih banyak atas jawaban-jawaban kamu.

Siswa 5: Iya, sama-sama Mam…

Interview Transcript

The difficulties encountered by students when completing HOTS-based reading exercises in *"Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X"* by Grafindo Media Pratama

Day/Date   : Monday / 16 December 2024
Subject   : Student 5 (NDN)
Time/Place   : 13.00 – 14.00 / School Hall

Researcher   : Assalamu'alaikum warahmatullahi wabarakatuh. Thank you for agreeing to assist with my research. Are you ready for the interview?

Student 5   : Wa'alaikumussalam warahmatullahi wabarakatuh. Yes, Mam, I'm happy to help. I'm ready for the interview.

Researcher   : Great, I'd like to ask you some questions about HOTS-level questions in the form of multiple-choice and essay questions that follow a Reading Comprehension text. Do you know what Reading Comprehension is?

Student 5   : Reading Comprehension is the ability to understand the content of a text.

Researcher   : Have you encountered any difficulties in understanding the content of a text so far?

Student 5   : Yes, Mam. I have difficulty understanding new vocabulary that is unfamiliar to me. So, to better understand the text, I usually use a digital dictionary to look up the meanings of the words first.

Researcher   : After you try to understand the text, how do you approach answering the questions related to the text, especially the ones with higher-order thinking, such as multiple-choice and fill-in-the-blank questions?

Student 5   : When answering higher-order thinking questions, I don't face any difficulties other than my limited vocabulary. I feel that I need to improve my vocabulary, especially when it comes to new words I've never encountered before.

Researcher   : The first level of high-order thinking questions is C4. What difficulties do you face when asked to answer questions that require analysis?

Student 5   : Since HOTS questions require critical and creative thinking, I rely on my logic to answer analysis questions, given my limited vocabulary.

Researcher   : How about the difficulties at the second level, C5? At this level, students are asked to answer questions that involve evaluating the content of the text.

Student 5   : It's the same issue with my vocabulary limitation. As long as I understand the meanings of the words in the text, I feel confident in answering all the subsequent questions.

Researcher   : Wow, that's great. Alhamdulillah... The last question is about answering questions that require students to create or generate their own answers. This is the highest level of critical and creative thinking, known as C6. Are there any other difficulties you face, apart from understanding unfamiliar vocabulary?

Student 5   : Alhamdulillah, no. My only difficulty is related to my limited vocabulary, especially at the C6 level, where the answer is created from your own words. For example, when I can think of and come up with an answer in Indonesian, I struggle a bit when trying to translate it into English.

Researcher   : Hmm, so there are no other difficulties as long as you understand the meanings of the unfamiliar vocabulary in the text or when answering

questions based on analysis, evaluation, or creation?

Student 5 : That's correct, Mam. The only issue is with vocabulary.
Researcher : Alright, then. Thank you so much for your answers.
Student 5 : You're welcome, Mam…

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