



## The Classification of Reading Text Questions in English Class at Tenth Grade of MAS Taman Raya Balingka

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### Abstract

The research was triggered by several problems. First, Some sources book are not presenting HOTS model in several part of the book. Second, students have difficulty understanding questions in textbook. Third, The teacher does not provide teaching of Higher Order Thinking Skill (HOTS) while teaching process in order to maximize students higher order thinking skills. This research used quantitative research method. The subject was the questions in the textbook Bahasa Inggris X grade curriculum 2013 revisi 2017 written by Utami Widiati, Zuliati Rahmah, and Furaidah, which published Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud. The researcher used items questions as the observation sheet of document for collecting and analyzing the data to find out the result of the research. This research found that the questions in the textbook did not include create of the cognitive process, based on bloom taxonomy revision. After doing analysis of the data, the researcher finds that the higher order thinking level only obtains 15 out of 74 items questions (20,25%). while the lower order thinking level 60 out of 74 items questions (79,20%). Results from this study show that the percentage of questions for each cognitive level is analyzing C4 (9,45%), evaluating C5 (6,75%), and creating C6(4,05%). This proportion does not meet the ideal proportion that supports the achievement of Basic Analysis Competence, the proportion questions that support are 30% for levels C1 and C2, 40% for levels C3 and C4, and 30% for levels C5 and C6.

Keywords : class, hots, reading

### Abstrak

Penelitian ini dilatar belakangi oleh permasalahan pertama terdapat indikasi buku yang digunakan oleh MAS Taman Raya Balingka sangat sedikit level berfikir tingkat tinggi. Kedua, siswa kesulitan memahami pertanyaan dalam buku bahasa inggris, siswa belum dapat membedakan antara pertanyaan level berfikir tingkat rendah dengan level berfikir tingkat tinggi. Ketiga, guru tidak memberikan pembelajaran tentang HOTS ketika seharusnya pembelajaran HOTS diberikan kepada siswa. Desain penelitian ini adalah kuantitatif deskriptif. Subjek penelitian ini adalah soal-soal dalam buku bahasa inggris kelas X kurikulum 2013 edisi revisi 2017, yang ditulis oleh Utami Widiati, Zuliati Rahmah, dan Furaidah, yang diterbitkan pusat kurikulum dan perbukuan, Balitbang, Kemendikbud. Peneliti menggunakan item pertanyaan sebagai

*lembar observasi dari analisis dokumen untuk mengumpulkan dan menganalisis data untuk mengetahui hasil riset. Penelitian ini menemukan bahwa soal-soal dalam buku tidak mencakup proses kognitif. Setelah melakukan analisis data, peneliti menemukan bahwa tingkat berfikir tinggi hanya memperoleh 15 dari 74 butir soal (20,25%), sedangkan tingkat berfikir bawah memperoleh 60 dari 74 butir soal (79,72%). Hasil dari penelitian ini adalah persentase soal untuk kemampuan berfikir tingkat tinggi adalah: C4 (9,45%), C5 (6,75%), C6 (4,05%). Hasil tersebut belum memenuhi proposi soal yang mendukung ketercapaian Kompetensi Dasar, yaitu 30% untuk level C1 dan C2, 40% untuk level C3 dan C4, dan 30% untuk level C5 and C6.*

*Kata Kunci: hots, kelas, membaca*

## **INTRODUCTION**

Textbook and learning materials have the ability to transfer knowledge, construct skills and shape the way learners interact with the world. In the textbook teacher not only needs to know how to use it, but also how it is (Pasaribu et al., 2021). Textbook is defined as a comprehensive learning resource that it in print or electronic form, or that consist of any combination of print, electronic, and non-print material collectively. From the above explanation, it can point out the textbook are tool for learning resources provide knowledge, skill, value, attitude, activities, and motivate learners to achieve educational ability (Collins & Stone, 2019).

Meanwhile, in process of learning English textbook, it will measure students cognitive ability relate to taxonomy bloom's. The teacher use the cognitive domain to determine the level of questions and formulated learning objectives (Collingwood, 2015). The cognitive realm have six levels in Revised Blooms Taxonomy, namely; remember, understanding, apply, analyze, evaluate and create (Nafiati, 2021). Bloom taxonomy is one theory that is very helpful for teachers in the process of preparing questions and measurement of students abilities. Bloom Taxonomy is use as the basic for setting educational goals, preparing tests, and curriculum (Ibnus, 2018).

Furthermore according to Brookhart Higher Order Thinking Skill (HOTS) can be interpreted into three meanings namely transfer, critical thinking, and problem solving (Anderson, 2003). Higher Order Thinking Skill (HOTS) is the ability

of students to apply knowledge and skill that have been learned and used to solve the problem (Krathwohl, 2002). HOTS is developed to fulfill the needs of students to education (Sujatmiko, 2020). Therefore, Higher Order Thinking Skills relate to how students can transfer one concept to another, processing and applying information, looking the connection of the different information, using information for problem solving and examining the idea critically. It is important for students to have higher order thinking skills as a solution to increase their thinking ability to solve the problem faced (Wilson et al., 2017).

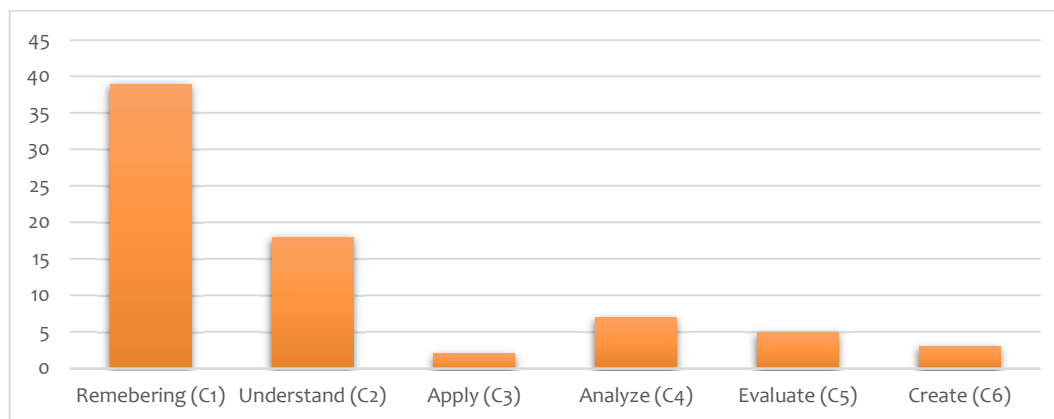
HOTS questions exercises are suitable to be discussed in learning English textbook, eventhough they also can be applied in many learning materials. Based on the percentage of the proportion of questions from Taxonomy Bloom. On the achievement of basic competencies, the proportion questions that support are 30% for levels C1 and C2, 40% for levels C3 and C4, and 30% for levels C5 and C6 .

### **METHOD**

In this study the writer used descriptive quantitative research, because the writer want to classification of reading text questions (Arikunto, 2010). The informant of study is a reading text questions at tenth grade students of Mas Taman Raya Balingka. Te writer collects the questions that has been developed by English textbook. In this study the writer used documentation as an instrument and editing, coding, tabulating and the writer calculated the percentage in groupet the textbook questions by considering the three level of HOTS (Ardianto, 2016).

### **FINDINGS AND DISCUSSION**

Based on the classifications of reading text questions in English subject at the tenth grade of Mas Taman Raya Balingka is obtained the result as follow:



**Picture 1.** The classification of Reading Text Questions in English Class at Tenth Grade of Mas Taman Raya Balingka

The diagram above shows that there are questions of six level cognitive process dimension from 74 questions in the textbook. The remember skill gets 39 questions, the understand skill gets 18 questions, and the apply skill gets 2 questions, the analyze skill gets 7 questions while the evaluate skill gets 5 questions and create skill gets 3 questions. In addition, to explain more about the questions in the textbook will explain in the analysis data below.

No.	Higher Order Thinking Level	Item Question	Percentage
1	Analyze	7 (11, 7, 9, 12, 16, 8, 9)	9,45%
2	Evaluate	5 (12, 13, 11, 13, 10)	6,75%
3	Create	3 (4, 2, 10)	4,05%
<b>Total</b>		<b>15</b>	<b>20,25%</b>

**Table 1.** The Questions Higher Order Thinking Skills in English Textbook

The result of classification is found the total distribution of higher order thinking skill in the table above, it obtain 20,25% so it gets lower distribution than the lower order thinking level that obtain 79,72%. Then the ratio between the evaluate skill and analyze is not too far 4:1.

In this research, the researcher used documentation as the instrumentation. The documentation shaped of items in English textbook the tenth grade students of MAS Taman Raya Balingka. The researcher asked the questions to the teacher. Then, after analyzed the data from the questions in the book, it was important know good the questions. The higher order thinking skill for the students because, as the tenth grade students who soon will be the colleges, it was better to train their critical thinking so that they could easily go along with the different atmosphere in the teaching and learning process at the university life which is more challenging. Therefore, the researcher wants to know the percentage of each bloom taxonomy level of higher order thinking level at tenth grade English textbooks (Febrina et al., 2019).

Based on all levels of Higher Order Thinking Skills (HOTS) in English textbook used cognitive process. According to Bloom, "Cognitive process contained six major classes, they are remembering, understanding, understanding, applying, analyzing, evaluating and creating. This section only discusses the top three levels. Remind that note that HOTS is very important in learning at this time (Atiullah et al., 2019). To know kind of Higher Order Thinking Skills (HOTS) questions of English textbook at MAS Taman Raya Balingka, According to Anderson , there are three category of HOTS : analyze, evaluate, create (Pratiwi, 2021).

### **Analyze**

The researcher found that questions which can be classified as higher order thinking skill. The questions is "Did the Indonesian lose or win the battle? Why do you think so?." this question is clarified as analyze because it involves breaking down the material into parts of compiler to determine relevant or important message pieces. Although learning to analyze can be seen as an end in itself, it may be more retained as an extension of understanding. In this question students are asked to organize which identifies the elements of a situation into a coherent structure. Students can give opinion about the question from reading texts about

The Battle of Surabaya. Thus the assessment can be based on the responses found in the reading text (Assaly & Smadi, 2015).

### **Evaluate**

The researcher found that there was only one questions which can be classified as higher order thinking skill. The question is *“Have you heard or read a text about a similar event?.”* This questions is clarified as evaluate because it is an assessment made by students who use performance standards with clear criteria. This involves assessing the product externally (critiquing). Criticism is assessing the benefits of certain solutions to certain problems. A students objectives to be achieved (Putra & Abdullah, 2019).

### **Create**

The researcher found that there was only one questions which can be classified as higher order thinking skill. The question was *”What cause the Battle? Draw a diagram that shows chronologically the events that led to the battle?.”* This questions is clarified as create because it involves the uniting of elements to form a coherent and functional whole. Objectives are categorized as create so that students can create new structures that did not exist before. Create requires cognitive processes such as the representation of problems (understanding tasks and producing solutions), planning solutions (checking and compiling plans to be implemented) and executing (executing plans). In this instruction students are asked to plan. This involves designing a solution method that meets the criteria of developing a plan to solve the problem. In this case the assessment task asks students to draw diagram (Limbach & Waugh, 2010).

Based on Standard Competence Graduate number 22 of 2006 described the operational words in the basic competence are analyzing, evaluating and creating. The ideal proportion that supports the achievement of Basic Analysis Competence. On the achievement of basic competencies, the proportion questions that support are 30% for levels C1 and C2, 40% for levels C3 and C4, and

30% for levels C5 and C6. Based on research result obtained by researcher found that questions at the (C1) remember cognitive level dominate with a much larger percentage than other cognitive levels 52,70%. While the percentage of the number of questions at the (C2) understand cognitive level is only 24,32%, (C3) apply is only 2,70%, for the percentage of the (C4) analyze 9,45%, while the percentage of the number of the questions at the cognitive level (C5) evaluate is only 6,75% and the last the percentage of the cognitive level (C6) create just 4,05%.

### CONCLUSION

Based on the finding and discussion of this research, the higher order thinking skill in English textbook questions at tenth grade of MAS Taman Raya Balingka were : The analyze level in that there are 7 questions belong to the analyze(C4) skill from 74 item questions in the English textbook The questions that belong to the analyze skill was from the English textbook questions. Based on the result above the percentage of analyze skill was 9,45%. The evaluate(C5) level that there are 5 questions belong to the evaluate skill from 74 item questions in the English textbook . The questions that belong to the evaluate skill was from the English textbook questions. Based on the result above the percentage of evaluate skill was 6,75%, and the create (C6) level that there are 3 questions belong to the evaluate skill from 74 item questions in the English textbook . The questions that belong to the evaluate skill was from the English textbook questions. Based on the result above the percentage of evaluate skill was 4,05%.

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