

AN ANALYSIS OF READING EXERCISES IN THE SEVENTH GRADE OF THE BRIGHT BOOK FOR JUNIOR HIGH SCHOOL, PUBLISHED BY ERLANGGA FOR KURIKULUM MERDEKA IN 2022

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KEYWORDS

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ABSTRACT

This research aims to find out the composition and distribution of Higher Order Thinking Skill (HOTS) in the "Bright" an English Textbook for Grade Seven junior high school. This research used a descriptive quantitative method. The data were obtained through analysis of every reading exercises that follow essay question, based on Revised Bloom's Taxonomy. The instrument used is an analysis card and checklist table, the researcher collects and lists all of the reading exercises in a bright book, then separates all the reading exercises based on chapters. HOTS contained in the table form identified by the researcher. Analysis cards become guidelines to make questions into a well-balanced portion of HOTS capacity. Keywords utilized to identify the question to which it belongs either LOTS or HOTS in table form. The result showed that the composition of HOTS presented in the reading exercises is only 12% consisting of Analyze 7%, Evaluate 3%, and Create 2%, lower than LOTS which take almost half of the book take 88% with Remember (C1) the most dominant. As result shows, it is not enough if the teacher just only uses the English textbook as a teaching tool to improve students' HOTS ability.

KATA KUNCI

Latihan membaca, Higher Order Thinking, Taksonomi Bloom Revisi

ABSTRAK

Penelitian ini bertujuan untuk mengetahui komposisi dan distribusi Higher Order Thinking Skill (HOTS) dalam Buku Teks Bahasa Inggris "Bright" untuk kelas Tujuh SMP. Penelitian ini menggunakan metode deskriptif kuantitatif. Data diperoleh melalui analisis dari setiap latihan membaca yang mengikuti soal esai, berdasarkan Taksonomi Bloom yang Direvisi. Instrumen yang digunakan adalah kartu analisis dan tabel checklist, peneliti mengumpulkan dan mencatat semua latihan membaca dalam buku terang, kemudian memisahkan semua latihan membaca berdasarkan bab. HOTS yang terdapat dalam bentuk tabel diidentifikasi oleh peneliti. Kartu analisis menjadi pedoman untuk menyusun soal-soal menjadi porsi kemampuan HOTS yang seimbang. Kata kunci digunakan untuk mengidentifikasi soal yang termasuk kategori LOTS atau HOTS dalam bentuk tabel. Hasil penelitian menunjukkan komposisi HOTS yang disajikan dalam latihan membaca hanya 12% yang terdiri dari Analyze 7%, Evaluate 3%, dan Create 2%, lebih rendah dari LOTS yang mengambil hampir separuh buku ambil 88% dengan Remember (C1). yang paling dominan. Hasil menunjukkan, tidak cukup jika guru hanya menggunakan buku teks Bahasa Inggris sebagai alat pengajaran untuk meningkatkan kemampuan HOTS siswa.

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INTRODUCTION

Rapidly increasing technological advancements in the 21st century necessitate a variety of HOTS, including proficiency on the English language. Implementing Merdeka curriculum is a means of preparing pupils for globalization-era competition by emphasizing HOTS principles. One of the four components of the Merdeka curriculum is the incorporation of higher order reasoning skills into the learning

process. HOTS on learning process could enhance students' ability to evaluate information critically. Students must possess higher-order thinking abilities in order to be prepared to think independently when faced real world. Anderson and Krathwohl (2001) statement, that every category HOTS level are defined. Purpose of analyzing level is to evaluate students' ability to break down information or concepts within their section elements to comprehend their organisational structure. Second, evaluating level entails assessing students' ability to evaluate the worth of concepts or materials according to criteria and standards. Thirdly, the creating level evaluates students' ability to construct a structure or pattern from disparate elements and to constructing something fresh with combining concepts from numerous sources to create a new whole. In the sphere of education, Bloom's taxonomy is one of the most well-known taxonomies. It was developed by Benjamin S. Bloom. Bloom's taxonomy until now regarded an effective today teaching aid. In this research, however, researcher uses HOTS approach out from the revised version of Bloom's taxonomy by Anderson & Krathwohl, that includes, evaluate, create, and analyze. Krathwohl say, revised Bloom's taxonomy was constructed in a way that was very similar to the original 45 years later. It is an update for original Bloom taxonomy.

Students require higher order thinking skills, Paul and Elder (1997) say, "Whatever the circumstances or aspirations, where you are, or what issues you confront, you are better off if your thinking is competent." It implies HOTS required not only just academic topics, as well on all aspect the lives in order to give the perspective along with build rational decisions, regardless of whom we are or where we are. Also, in college, there is also a big focus on HOTS, which means capable to evaluate information and idea on your own. Because of this, HOTS is crucial to the process of learning because they can help students get better at using critical thinking skills to judge information. In addition, students who are in the seventh grade will get knowledge that will be beneficial to them not only in high school but also in college.

Textbooks are a crucial component of learning and teaching activities. Also coursebook contains materials and learning tasks that are likely acceptable for the majority in a class. So, it save some times for teacher, otherwise they had to create own lesson plans. Providing frameworks, texts, and assignments has shown to be of great assistance to both teacher and student at English learning as well teaching activity.

However, Regarding the usage of textbooks in education, there are critiques. Some critic state textbook itself includes lack information also insufficiently demanding considering both teacher and student. Before giving textbooks to students, teachers must assess and analyze the text book. Therefore, Cunningsworth (1995) stated, "No general-market coursebook will be absolutely ideal for your particular group of students,..." There upon, before textbook is used throughout the educational activity at classrooms, teachers must confirm and analyze the textbook's content to ensure that it relates with the educational goals, the students' current level and needs.

Textbooks play an essential part in both the learning and teaching processes. As one of the primary instructional tools, the textbook offers a number of advantages for learner also for teacher throughout the educating process at classrooms. Textbook gives clear structure for students and teachers to know what they will be doing and to review previously learned material. Textbooks may also be effective for achieving learning

goals since they provide learning assignments and exercises, additional materials, and clear instructions.

Although, there are benefits to using textbooks, and also drawbacks to this practice. Sometimes teachers take textbook value for granted omitting evaluating textbook's material. Actually, there isn't a single textbook that would be best for a classroom. So, it's important to go over course books to make teaching and learning better. The ability to analyze textbooks needs to be one of the most essential skills for teachers. Exercises are one of the aspects of the textbook that need assessment. Teachers and students should exercise as a part of their education. By completing tasks, instructors might assess their students' understanding of certain subject matter. The activities will assist students in becoming familiar with the format of the exam.

Furthermore, it is essential to evaluate the textbook's exercises to verify that is related on student demands, variety, and efficiently exercise four essential linguistic abilities: writing, reading, speaking, also listening, Reading is among the four fundamental language abilities. It regarded to be most difficult of the four skills because it requires the reader to use a lot of different skills. In addition, reading is sometimes hard for Indonesian students that speak English as a second language, as well as those who speak English as their native tongue, because it demands the reader to utilize their HOTS.

HOTS also connected to the scientific strategies of Merdeka curriculum, involving question, association, observation, networking, also experimentation, since they involve critical thinking and problem solving. HOTS is important establishing relevant learning in both learning also teaching processes since that provides a broad view of education which involves the information acquisition as well as the students' ability connect that knowledge on range different contexts. It assists students in not just remembering and comprehending the material or knowledge they have acquired, but also in applying it in more complicated ways. In HOTS, students not only thinks to remember, but also increase creativity and analysis in problem solving. In this case students are not only focused on memorizing the material, but how the memorized material can be used to solve problems creatively and critically.

Because HOTS is important in Merdeka curriculum, researcher believes examination of the HOTS in the reading exercises on "Bright" English textbook junior high school seven grade students is crucial. There is some of research that have a connection in this topic on exploring HOTS capabilities. The objective of the study undertaken by Diputera, Setyowati, and Susilaningsingh (2018) is to identify the HOTS of junior high school students that by a test. And Mahfuzah, Jufri, & Fitrawati (2019) conduct research utilizing reading exam to describe students' abilities to respond to reading problems requiring higher order thinking skills. Research above focused on assessing students' abilities using tests of higher order cognitive skills.

Febriyani, Yunita, & Damayanti (2020) conducted research with title "An Analysis on Higher Order Thinking Skill (HOTS) in Compulsory English Textbook for the Twelfth Grade of Indonesian Senior High Schools" also research by Nadia & Fitrawati (2020) with title "High Order Thinking Skill Questions in Reading Exercises (An Analysis of Reading Exercises in Bright an English CourseBook for the Grade IX of Junior High School, Published by Erlangga in 2018)". Have some corelation that

analyzing reading exercises textbook for Kurikulum 2013 and based on revised bloom's taxonomy.

Also Rahmawati & Prayogo (2016), analyze reading questions in English textbook with title "Interlanguage: English for Senior High School Students XI" based on RBT. And from Heriati (2017) about "The Relevance Analysis of "Think Globally Act Locally" book to 2013 English curriculum and Bloom's taxonomy." The gap that the research mention is that their research based on 2013 curriculum and different year published book.

Those mentions before just focus in students HOTS through some tests. For this research, researcher using Revised Bloom's taxonomy to analyze readings exercises in textbook. Also, Junior high school English Textbooks still need have an analysis of HOTS. Because the students still junior high school, they should be to think more complex when doing the reading exercises.

This study focus is to analyze the HOTS in reading exercise had on English textbook "Bright an English" for VII grade junior high school published by Erlangga in 2022. In this research, Concepts Revised Bloom's taxonomy is used for conduct an analysis levels of HOTS. The aims of this analysis is ensure textbook have aid the students to motivate level of analyzing, evaluating, and creating by providing HOTS on the reading exercises. This research is conducted to verify that the course book met its objective.

In summary, Regarding the significance of English course books and reading question on process of learning and teaching to read, this research aims to find out the composition and distribution of HOTS on reading exercises found on Erlangga's 2022 "Bright an English" English course book for grade 7 junior high school students. This research employs concepts of Revised Bloom's taxonomy to analyze the levels of HOTS in order to determine whether or not The course textbook's reading exercises have supported students' ability to analyze, evaluate, and create.

METHODS

Research Design

In this study, the researcher analyzes the data using a descriptive quantitative research design. According to Nanda (2019), quantitative analysis permits the reporting of numerical summary results with a specified level of confidence. The researcher calculated statistically the contribution of each level of Bloom's taxonomy, particularly the level of higher-order thinking abilities. The researcher analyzed the content of the textbook and the data are then interpreted quantitatively.

The researcher used inter-rater reliability because this research used two raters so the researcher get help from a co-researcher. And the method that is used is Holsti's Method. Holsti's system is a variation in the measurement of percentage agreement. Using Holsti's equation (1969), the frequency of agreement between two researchers was calculated, and the reliability coefficient was determined. Reliability means consistency and dependability. According to Brown & Abeywickrama (2010), the conditions of a reliable test are consistent across two or more administrations. If the same test is administered twice to the same student or matched students, the results should be comparable.

Instruments

This study's instruments consist of a table checklist adapted from Anasy (2016). A checklist is a form used for efficiently and quickly recording data or identifying actions or requirements. It is typically simple to extract relevant data from a listing, also useful for tracking the incidence of incidents, events, duties, and problems, and analysis Card. The analysis card contains indicators for determining the level of critical thinking incorporated in each reading question. Using the revised edition of Bloom's Taxonomy, the understanding of six levels of cognitive domain was combined and compiled to create the analysis card. It is an adaptation of Anderson & Krathwohl (2001) and Pohl (2000)

Data Analysis Procedures

After data had been collected, the checklist table was used to analyze the level of thinking skills based on Revised Bloom's taxonomy, the researcher counted the total of every cognitive skill from the reading questions after that calculated the percentage of each thinking level to know the distribution of the higher order thinking skill level in this course book. The formula of the percentage is :

$$P = \frac{n}{N} \times 100\%$$

P = The Percentage

n = Number of questions based on HOTS criterion found in questions

N = The total number of questions

After the data has been gathered, the data itself is analyzed by using Revised Bloom's Taxonomy to group according to their level, either its LOTS or HOTS, after that, the distribution will be classified based on LOTS or HOTS contained in each chapter, the keyword of Bloom's Taxonomy Cognitive Domain Operational Verbs (which Anderson revised), will help to understand which the question belongs either its LOTS or HOTS Lastly, the researcher interpret the result of the data analysis by descriptive quantitative.

FINDINGS

From all reading exercises that start with WH Questions, the founded questions are 60 questions. Those questions are classified according to the revised Bloom's taxonomy's based on six levels of thinking. Total number of questions for each level is 29 for the Remembering level (C1), 20 for the Understanding level (C2), 5 for the Applying level (C3), 3 for the Analyzing level (C4), 2 for the Evaluating level (C5), also 1 for the Creating level (C6). Therefore, categories HOTS level are level of analysis (C4), level of evaluation (C5), and level of creation (C6). As it show in table below:

Table: 1 The composition of the HOTS in reading exercises

Cognitive Dimension	The composition	Percentage

L O T S	C1	29	48%
	C2	20	33%
	C3	4	7%
	Sub Total	53	88%
H O T S	C4	4	7%
	C5	2	3%
	C6	1	2%
	Sub Total	7	12%
	Total	60	100%

Table 1 displays the distribution of HOTS (Higher Order Thinking Skill) in the imbalanced portion of this textbook. As displayed on previous chart, the compositional percentage difference between one and another is quite substantial. Remember (C1) take lot in space in this book, with an average of 48%. Follow by Understanding (C2) take 33% next, Apply (C3) take 7%, Analyze (C4) with 7% after that is Evaluate (C5) with 3%. The last is Create (C6) with 2%. Based on data above it show the composition of the HOTS in bright book and next, the researcher presented the results the distribution of HOTS based on revised Bloom's Taxonomy in each level in the table as follows :

Table : 3 The Distribution of HOTS

Level of Cognitive domain based on the taxonomy Bloom		Keyword	Total of Question	Percentage
LOTS	Remember (C1)	Memorize	16	48%
		Repeat	13	
	Understand (C2)	Describe	6	33%
		Explain	9	
		Relate	2	
		Identify	2	
		Recognize	1	
	Apply (C3)	Solve	3	7%
		Apply	1	
HOTS	Analyze (C4)	Analyze	1	7%
		Relate	1	

		Compare	1	
		Correlate	1	
	Evaluate (C5)	Appraise	1	3%
		Decide	1	
	Create (C6)	Formulate	1	2%

For Remember (C1) appear in every chapter of the book make C1 really dominant on the book, for Understand (C2) does not appear on Chapter 3 : They're New Band, and dominant appear on Chapter 6 : Where's the Monument ?, for Understanding (C3) absent in most chapter that is chapter 3 :They're a New Band chapter 4 : They are My Family Chapter 6 : Where's the Monument ? and Chapter 8 : It is Delicious!. As shown in the table above, the Analyzing level (C4) rated first among HOTS level applications on the reading question. Outcome demonstrated this book contains questions requiring analysis. This question motivates students deconstruct a concept or idea into its component element then demonstrate their connection. Brookhart (2010) says that, to examine something is to break it down into its parts and figure out how those parts connect to one another and to the whole. Attributing, organizing, and differentiating are required at this level.

This level's questions are distinguished by the presence of certain keywords. The identified key terms are analyze, relate, correlate, compare. Those findings correspond with Brookhart's (2010) assertion that analyze level questions demonstrate students capability to express concepts or problems that showing the ability to differentiate portions using logical arguments. It is evident in questioning prompts that emphasize query or core concept, Assess compare and contrast the claims or conclusions, and define text's aim. Evaluating (C5) become the second in application for HOTS level in the reading. Those questions requires students to evaluate using criteria and standards to provide evidence their statements and points of view, the value of ideas or materials. Pohl (2000) likewise described this form query requires students to evaluate what they have analysed and explain their evaluations. This level's queries are distinguished by the presence of certain keywords.

These questions contain the key phrases appraise, decide, and opinion. The questions highlight evaluating the credibility of a source of information, identifying its implicit hypothesis, and building arguments by evaluating something in the text. According to Widana's (2017) statements, assessing the capacity for evaluation, justification, or decision-making is essential. Students evaluate a subject based on factors that they themselves establish. Creating (C6) came in last for HOTS level applied in reading tasks. This level requires students to piece together knowledge by utilize creative thought and problem-solving to accomplish specific objective also make a fresh idea. Moreover encourages students to innovate by combining concept through various sources to create something new (Anderson & Krathwohl, 2001). In creating level (C6), students required to compose, compile, or write a passage or any information based on theme of the reading comprehension text. The existence of particular keywords point out that questions which come under this level.

The keywords that have been discovered are formulate. The keywords indicate that the question focus on problem-solving through the development of procedures or

the creation of something new. According to Brookhart (2010), the purpose of constructing a level is to evaluate a learner's problem-solving skills, which may include generating multiple solutions, designing a procedure to achieve specific objective, also creating something fresh.

In line with the analysis of HOTS on Bright English textbook reading task, distribution of analyze skills is greater than those of evaluate and create. Due to the low ratio between create, analyze, and evaluate skills, the analysis indicates that the author of the textbook did not emphasize HOTS. Moreover, according to the findings of the analysis, the HOTS distribution appears unbalanced and far apart. Concerning distribution of higher order reasoning on Bright English reading exercises, it is possible to conclude that level of higher order thinking is inferior to the level of lower order thinking. Also implies this textbook's Reading exercises place greater emphasis on lower-order thinking skills. Furthermore, by examining the instruction list table for each skill, it is possible to conclude that there is a lack of variance in create and evaluate instruction. Meantime, for the analyze skill instruction are quite varied.

DISCUSSION

This study reveals that there is an imbalance in the cognitive dimension of "Bright" English textbook's overall reading exercises. The outcome indicated Higher-Order Thinking Skill (HOTS) consists of fewer components than Lower Order Thinking Skills (LOTS). The research yields comparable outcome to Igbaria's (2013) ninth-grade textbook *Horizon*. Also, Anasy (2016) on textbook *Pathway to English* textbook for 11th grade. As well, Atiullah et al. (2019) in the textbook entitled *English Textbook for Year X* published by the Ministry of Education and Culture, together with Ilma (2018) in the textbook entitled *Bright* for 7th grade Which concluded that Higher Order Thinking Skill (HOTS) is distributed less frequently than Lower Order Thinking Skill (LOTS). This may occur cause problems requiring lower order thinking to be usual also occurs frequently on lesson plan, the students find it simplest to respond, and the instructors find it more difficult (Airasian & Russel, 2008).

In contrast, the Higher Order Thinking Skill (HOTS) issue may possess few inputs, as issues appear significantly more complex than the Lower Order Thinking Skill (LOTS) problem. In addition, the researcher contends the textbook authors take into account the time required to complete higher order thinking skill (HOTS) assignments. Higher order thinking skill (HOTS) tasks require significantly more time than lower-order thinking skill (LOTS) assignment, whereas class times are limited. According to Airasian and Russel (2008), the issue of HOTS often requires teachers to wait a significant amount of time for students to respond to these queries. The government expects students to acquire multiple competencies through implementation of HOTS. (Ariyana et al., 2018).

However, just Bright English textbook alone becoming teaching instrument to enhance HOTS ability on students is insufficient. Moreover, the composition of Analyze (C4) is the highest. This is consistent with the research conducted by Anasy (2016) in the textbook titled *Pathway to English* for 11th graders and Ilma (2018) in the textbook titled *Bright* for 7th graders, that Analyze (C4) gets the highest percentage of words compared to different levels. Can possible since this is the first level of HOTS,

students shouldn't have too much trouble finishing it. It is supported by Igbaria (2013), concurs this is the fact that all educators are aware of initial phase of higher-order thinking processes, make it would not be challenging for students to handle related problem. The composition of Create (C6) was the lowest.

And also consistent with another study conducted by Anasy (2016), which found that create (C6) is the lowest HOTS. From eight chapters in the text, Chapter 3: They're a New Band is presented. It possesses the highest concentration of HOTS. It is composed of 7% Analyze (C4). It may occur because there are numerous variations of the material or topics that students must master. And in Chapter 5 : I Hardly Ever Watch TV and Chapter 7 : They've Got Thick Eyebrows consist Evalute (C5) with 3%. And Create (C6) with only 2%.

According to one of this study's findings, the most cognitive dimension utilized in the Bright English textbook's reading exercises is remembered (C1). Remember that (C1) consists of nearly half of the composition-heavy assignments on the textbook. That indicates the textbook focuses in recapture information from long term memory. The research reaches the same conclusion as Zaiturrahmi (2017), on textbook titled Bahasa Inggris SMA/MA/SMK/Kelas 1 and Pratiwi (2015), on textbook titled Can Do: 2 Practice book, namely which the majority prominent cognitive dimension employed are remembering. Remember emphasized on LOTS. Despite the emphasis on LOTS, this does not imply that it is unimportant. It is corroborated by Soozandehfar and Adeli's (2016) statement.

They state that referring to knowledge and comprehension because lower order skills does not diminish their importance; rather, they are arguably the most crucial cognitive abilities because understanding and knowledge of a topic are necessary for ascending the taxonomy levels. Booker comes to the conclusion that the Taxonomy is utilized in the wrong way. Bloom not said that any of his cognitive levels were less important than others. He just said that they were organized in a hierarchy. The Bright textbook prioritized LOTS over HOTS, in conclusion. Remember (C1) that nearly half of this textbook consists of its composition.

Moreover, HOTS is applied in the Merdeka Curriculum but in "Bright" English textbook for grade VII junior high school, the composition of HOTS is lower that makes this book not usable in all schools in Indonesia, this book can be relevant for schools on rural area, because school on a rural area the infrastructure, environment, and technology is not as advanced as in urban areas, so this book can be used as an introduction about HOTS to make students learn and know what is Higher Order Thinking Skills, but in urban-focused areas the book with lower HOTS composition is not too good, because their infrastructure, environment, and technology are highly advanced, making students able to learn more quickly,

know and related with HOTS. And also Merdeka Curriculum frees teachers to be creative so that they can be accepted by students and can make lessons not boring and fun, that means teachers can explore and design their teaching style to adapt and be acceptable to students.

The findings of this study are on contrast to previous research from Nadia et al.'s (2020). The Bright an English Course Book for Grade IX of Junior High School

that they analyzed emphasized HOTS questions, according to their research. They discovered that it emphasized higher level material more than lower, level material.

CONCLUSIONS

This course book only partially includes HOTS questions because the HOTS level is not the dominant one. The majority of reading assignments in this textbook require students to remember the knowledge covered on the Remembering level (C1) also explain and describe it in the Applying level (C3). According to the findings of this study, the grade VII English course book Bright contains more questions require lower-order thinking skills (LOTS) than those that require higher-order thinking skills (HOTS). There are 60 reading practice questions in all. The complete count of questions for every HOTS level is then 4 for the Analyzing (C4) level, 2 for the Evaluating (C5) level, and 1 for the Creating (C6) level.

Furthermore, because 88% of the assignment in the textbook were simply focused in LOTS, the researcher found it challenging to get students in the urban-focused area to learn more about HOTS by using this book alone, but this book can be used in a rural area in Indonesian school, in conclusion, this book cant be used on all school on Indonesian. As we are aware, the Merdeka Curriculum implements HOTS to train students to think logically and critically.

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