ANALYZING HIGHER ORDER THINKING SKILLS (HOTS) QUESTIONS OF READING ESSAY TASK IN SENIOR HIGH SCHOOL ENGLISH TEXTBOOK

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Abstract

English textbook especially senior high school must consist of qualified English reading tasks in order to boost students' english skills by being trained with reading and vocabulary mastery at once. This drives the researcher to do a qualitative with one research questions to fiugure out; "how is Higher Order Thinking Skills (HOTS) in essay reading exercises distributed in English SMK/ MAK textbook for X, XI, and XII grades?". The researcher selected senior high school English textbook for X, XI, and XII grades by BUMI AKSARA. Analysis steps were sequentially completed started from textbook observation, question selection, data reduction, and finally analyzing the HOTS data collected. From the data analysis, there obtained 9% with 6 HOTS reading essay questions (C4:2, C5:4) in English textbook of X grade, 6% with 7 HOTS reading essay questions (C4:5, C5:2) in English textbook of XI grade, and 10% with 12 HOTS reading essay questions (C5:12) in English textbook of XII grade. These factual results recommend all English teachers to be selective in utilizing English textbook due to improving students' critical thoughts. Also, the researcher suggests the further researcher to investigate HOTS effects on students' achievement.

Keywords: Reading, Essay Task, HOTS

INTRODUCTION

In recent global educational system, cognitive skill is a priority to be taught to individuals because it plays a crucial role in every domain of life to make people think critically, more focus, and attentive about the problem around them. Historically in the 21st century, Education is identically related with thinking ability called as higher-order thinking skills (HOTS) (Mursyid & Kurniawati, 2019). Higher Order Thinking Skill (HOTS) refers to playing on ideas on mind by telling something back to someone (Fakhomah & Utami, 2019). Curriculum 2013 upgrades its content by attracting more on students' needs of analytical and critical thinking which appropriate to International Standard. Additionally, Anderson and Krathwohl (2001) revised the Bloom's Taxonomy into six categories to suit and sipport the change of curriculum 2013, those are; remembering, understanding, applying, analyzing, evaluating and creating. The first three (remembering, understanding, applying) are regarded as Lower Order Thinking Skills (LOTS), while the second three (analyzing, evaluating, creating) are Higher Order Thinking Skills (HOTS).

As the fact, there are three main elements that correlate one another in the classroom, those are; teachers, students, and textbook. Yussof & Seman (2018) assumed that teachers as facilitator have essential role in encouraging students to implement their higher order thinking skills (HOTS). It means that, teachers have to give more HOTS questions whether orally or contextually. Contextual question could be from English textbook used by students and teachers in the learning process in which it can be one of instructional material that develop students' higher order thinking skills. Furthermore, in the teaching and learning process, text book has a significant role for teachers and students' development in understanding the materials. However, criticism for English textbook occurs in educational matter

because of the low quality of the content itself. Some of those critics insist on the limited material exist in the English textbook in which the content is not sufficiently challenging for the students and the teacher. In line with Anasy (2016) claims that many textbooks still become problematic in the implementation of HOTS caused by some of exercise in the textbook contain only few of higher order thinking skills (HOTS) exercises. For this reason, the researcher needs to analyze the contribution of higher order thinking skills specifically in essay reading exercises of "English SMK/ MAK edisi revisi 2017" textbook for all grades (X, XI, XII) of Senior High School students which one of numerous English textbooks based on curriculum 2013.

METHODS

Descriptive qualitative is the research design of this study. The aim of the researcher is to investigate the source of data directly. Besides, in analyzing the content of the textbook, the researcher applies content analysis method. This method is used to analyze the essay reading exercises in "English SMK/ MAK" textbook for X, XI, and XII grades published by Bumi Aksara.

The object of study in this qualitative research is English SMK/ MAK textbook for the eleventh grade of senior high school. English textbook entitled "English SMK/ MAK edisi revisi 2017" is an English textbook published by Bumi Aksara. This English textbook published by Bumi Aksara the third edition of the English textbook. More specifically, the researcher observed deeply about the distribution of higher order thinking skill in each reading essay exercises.

Data collection technique is the essential point in this research. This is because the main goal of the study is to collect the data. In this study, the researcher uses observation and documentation for collecting the data. Here's the detail procedure of getting the data; observing the English textbook and collecting essay reading exercises. Furthermore, the supporting instruments include the following: table distribution, analysis card, and content analysis checklist. The data analyses of qualitative research are data reduction, data display, and conclusion drawing.

FINDINGS

After sorting all the reading essay tasks and questions from English textbook of grade X, XI, and XII, the researcher started to analyze about the cognitive dimension based on revised bloom taxonomy which comprises six hierarchies; C1 (Remembering), C2 (Understanding), C3 (Applying), C4 (Analyzing), C5 (Evaluating), and C6 (Creating).

- **Grade X**

Only a few chapters of English textbook of X grade which consists of reading essay task. From those reading essay tasks, only some of tasks consist of HOTS questions while the least questions are LOTS. In general, this English textbook of X grade has 67 total questions of reading essay; 61 (91%) LOTS and 6 (9%) HOTS. In detailed, chapter II has 9 LOTS (6 C1, 3 C2), and 1 HOTS (1 C4), chapter IV has 14 LOTS (6 C1, 8 C2) and 3 HOTS (3 C5), chapter V has 15 LOTS (14 C1, 1 C2) and 1 HOTS (1 C5), chapter VII has 15 LOTS (10 C1, 5 C2), chapter VIII has 4 LOTS (1 C1, 3 C2) and 1 HOTS (1 C4), and chapter IX 4 LOTS (4 C2). The elaboration of LOTS/HOTS total questions in every chapter of X grade, the percentage is illustrated with a pie chart below;

Domain Percentage X Grade

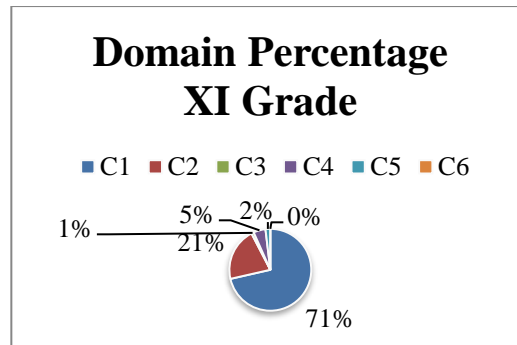C1 C2 C3 C4 C5 C6

3% 0% 6% 0%
36% 55%
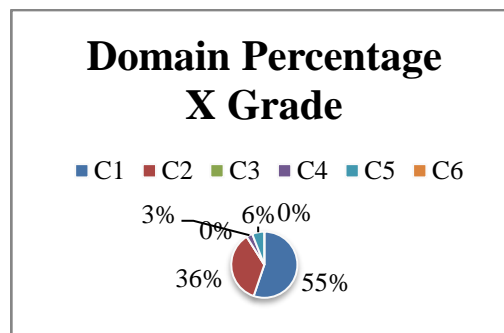
Figure 1

- **Grade XI**

Only a few chapters of English textbook of XI grade which consists of reading essay task. From those reading essay tasks, only some of tasks consist of HOTS questions while the least questions are LOTS. In general, this English textbook of XI grade has 110 total questions of reading essay; 103 (94%) LOTS and 7 (6%) HOTS. In detailed, chapter II has 7 LOTS (3 C1, 3 C2, 1 C3) and 3 HOTS (3 C4), chapter III has 20 LOTS (18 C1, 2 C2), chapter IV has 24 LOTS (24 C1) and 1 HOTS (1 C4), chapter V has 20 LOTS (16 C1, 4 C2), chapter VI has 15 LOTS (10 C1, 5 C2), and chapter VII has 17 LOTS (7 C1, 10 C2) and 3 HOTS (1 C4, 2 C5). The elaboration of LOTS/HOTS total

questions in every chapter of XI grade, the percentage is illustrated with a pie chart below;

Domain Percentage XI Grade

C1 C2 C3 C4 C5 C6

1% 5% 2% 0%
21%
71%

Figure 2

Grade XII

Only a few chapters of English textbook of XII grade which consists of reading essay task. From those reading essay tasks, only some of tasks consist of HOTS questions while the least questions are LOTS. In general, this English textbook of XII grade has 115 total questions of reading essay; 103 (90%) LOTS and 12 (10%) HOTS. In detailed, chapter I has 45 LOTS (45 C1), chapter II has 8 LOTS (4 C1, 3 C2, 1 C3) and 7 HOTS (7 C5), chapter 3 has 5 HOTS (5 C5), chapter IV has 5 LOTS (5 C1), chapter V has 30 LOTS (29 C1, 1 C2), and chapter VII has 15 LOTS (15 C1). The elaboration of LOTS/HOTS total questions in every chapter of XI grade, the percentage is illustrated with a pie chart below;

Domain Percentage XII Grade

C1 C2 C3 C4 C5 C6

1% 0% 10% 0%
4%
85%
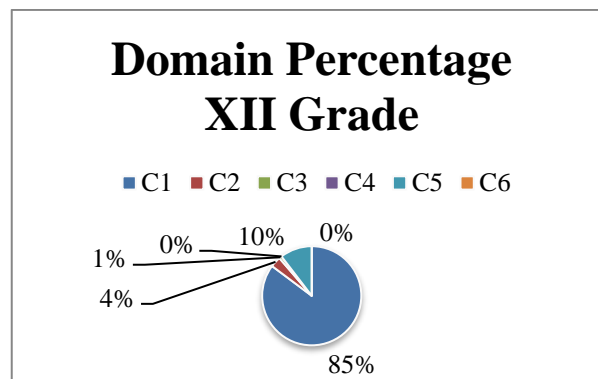
Figure 3

Breaking down those analyses of LOTS and HOTS percentages, in this session would like to focus on HOTS question percentage containing C4, C5, and C6 of grade X, XI, XII. The detail total of every domain is stated below;

Table 1

HOTS	X	XI	XII
C4	2 (33.3%)	5 (71.4%)	-
C5	4 (66.7%)	2 (28.6%)	12 (100%)
C6	-	-	-

DISCUSSION

From those elaborated percentage findings of reading essay tasks of X, XI, and XII grades can be inferred that **C1 (Remembering)** gained the highest percentage 55.2%. Reviewing what has been established about cognitive skills by Anderson and Krathwohl (2001) in revised bloom taxonomy, "Remember" is recalling relevant knowledge from long term memory while this domain is less challenging for the students to upgrade their higher thinking level since they do not struggle to understand the passages unless just recalling a certain point being questioned (Airasian and Russel, 2008). Furthermore, C6 becomes the lowest domain while it is one of HOTS indicator which can help students to improve their thinking skill.**C6 "Creating"** means to generate several aspects together to form coherent whole or make an original product Anderson and Krathwohl (2001). This domain is one of best ways to create critical students while they can improve their imagination and ideas.

Having discovered about the amount of LOTS/HOTS in the textbook of X, XI, XII grade, it is also a need to know the kinds of HOTS question forms, why is it included into HOTS and the analyses. Starting from X grade which obtained 6 HOTS

questions concluding from appendix 3.A, there has been summarized HOTS questions in the table attached in appendix 7.A. There are 6 questions which have been evaluated in detail with the complete explanations and reasons elaborated below;

- **According to you, what is the suitable title of Budi's research?**

This question is distributed in chapter II competency task about *"Congratulations".* This question is determined as HOTS question C4 *(Analyzing)* since this question asked the students = to dissect and segment information by finding reasons or causes, then develop assumptions and gather evidence to back up generalizations about Budi's research title which is not stated clearly in the text. Based on the revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Assume"* is an instruction used in this question.

- **What are the proofs that the writer's father concerned about his appearance?**

This question is distributed in chapter IV task 6 about *"My father is a postman".* This question is determined as HOTS question C5 *(Evaluate)* since this question asked the students to make judgments about information, the validity of ideas, or the quality of work based on a set of criteria in order to express and defend opinions about the writer's appearance which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Conclude"* is an instruction used in this question.

- **According to you is it true that the flood of tourism can threaten Balinese culture? Why?**

This question is distributed in chapter IV exercise about *"My father is a postman".* This question is determined as HOTS question C5 *(Evaluate)* since this

question asked the students students to make judgments about information, the validity of ideas, or the quality of work based on a set of criteria in order to express and defend opinions about whether or not the flood of tourism can threaten Balinese culture which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Determine"* and *"Explain"* are the instruction used in this question.

- **From the text above, what lesson can be taken in relation with reserving Indonesian cultural heritage?**

This question is distributed in chapter IV exercise about *"My father is a postman"*. This question is determined as HOTS question C5 *(Evaluate)* since this question asked the students students to make judgments about information, the validity of ideas, or the quality of work based on a set of criteria in order to express and defend opinions about whether or not the flood of tourism can threaten Balinese culture which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Explain"* is an instruction used in this question.

- **What is your proposal to solve those problems above? Write it at least five paragraphs!**

This question is distributed in chapter V exercise about *"I would like to announce that"*. This question is determined as HOTS question C5 *(Evaluate)* since this question asked the students to make judgments about information, the validity of ideas, or the quality of work based on a set of criteria in order to express and defend opinions about the solution 2 problems of which is implicitly stated in the text. Based on the revised bloom taxonomy, action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Conclude"* and *"Evaluate* are the instruction used in this question.

- **What do you think of Joko Seger's characteristic?**

This question is distributed in chapter VIII competency task about *"Once Upon a Time"*. This question is determined as HOTS question C4 *(Analyzing)* since this question asked the students to dissect and segment information by finding reasons or causes, then develop assumptions and gather evidence to back up generalizations about Joko Segere's characteristic which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Discover"* is an instruction used in this question.

XI grade which obtained 7 HOTS questions concluding from appendix 3.B, there has been summarized HOTS questions in appendix 7.B. There are 7 questions which have been evaluated in detail with the complete explanations and reasons elaborated below;

- **What must we do in the winter to avoid using heater?**

This question is distributed in chapter II competency task about *"In my opinion we must preserve the nature"*. This question is determined as HOTS question C4 *(Analyzing)* since this question asked the students to dissect and segment information by finding reasons or causes, then develop assumptions and gather evidence to back up generalizations about the tips of avoiding using heater in the winter which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Discover"* is an instruction used in this question.

- **What is the writer's recommendation to prevent global warming in terms of consumption?**

This question is distributed in chapter IV competency task about *"In my opinion we must preserve the nature"*. This question is determined as HOTS question C4 *(Analyzing)* since this question asked the students to dissect and segment information by finding reasons or causes, then develop assumptions and gather evidence to back up generalizations about writer's recommendation to prevent global warming which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Discover"* is an instruction used in this question.

- **What is the fact about SUV based on the text above?**

This question is distributed in chapter II competency task about *"In my opinion we must preserve the nature"*. This question is determined as HOTS question C4 *(Analyzing)* since this question asked the students to dissect and segment information by finding reasons or causes, then develop assumptions and gather evidence to back up generalizations about the fact of SUV which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Analyze"* is an instruction used in this question.

- **What is the characteristic of Kathryn Gomez?**

This question is distributed in chapter IV competency task about *"Writing letters"*. This question is determined as HOTS question C4 *(Analyzing)* since this question asked the students to dissect and segment information by finding reasons or causes, then develop assumptions and gather evidence to back up generalizations about the characteristic of Kathryn Gomez which is implicitly stated in the text. Based on the

revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Discover"* is an instruction used in this question.

- **What is the writer's persuasion to the readers?**

This question is distributed in chapter VII task 15 about *"Exposition Text"*. This question is determined as HOTS question C4 *(Analyzing)* since this question asked the students to dissect and segment information by finding reasons or causes, then develop assumptions and gather evidence to back up generalizations about writer's persuasion which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Analyze"* is an instruction used in this question.

- **What is writer's argument on a sufficient number of dustbins?**

This question is distributed in chapter VII competency task about *"Exposition Text"*. This question is determined as HOTS question C4 *(Analyzing)* since this question asked the students to dissect and segment information by finding reasons or causes, then develop assumptions and gather evidence to back up generalizations about the writer's argument on a sufficient number of dustbins which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Analyze"* is an instruction used in this question.

- **What is writer's suggestion?**

This question is distributed in chapter VII competency task about *"Exposition Text"*. This question is determined as HOTS question C5 *(Evaluate)* since this question asked the students to make judgments about information, the validity of ideas, or the quality of work based on a set of criteria in order to express and defend opinions about the writer's suggestion on a sufficient number of dustbins which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs attached in

appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Evaluate"* is an instruction used in this question.

XII grade which obtained 12 HOTS questions concluding from appendix 3.B, there has been summarized HOTS questions in appendix 7.C. There are 12 questions which have been evaluated in detail with the complete explanations and reasons elaborated below;

According too, what is one of the important finding of research on measles?

This question is distributed in chapter II task 2 about *"Because of the bad weather".* This question is determined as HOTS question C5 *(Evaluate)* since this question asked the students to make judgments about information, the validity of ideas, or the quality of work based on a set of criteria in order to express and defend opinions about the important finding of research on measles which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Select"* is an instruction used in this question.

- **Why are we prohibited using ammonia too much in agriculture?**

This question is distributed in chapter II task 7 about *"Because of the bad weather".* This question is determined as HOTS question C5 *(Evaluate)* since this question asked the students to make judgments about information, the validity of ideas, or the quality of work based on a set of criteria in order to express and defend opinions about the important finding of research on measles which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Select"* is an instruction used in this question.

- **How does alcohol damage human's brain?**

This question is distributed in chapter II competency task about *"Because of the bad weather".* This question is determined as HOTS question C5 *(Evaluate)* since this question asked the students to make judgments about information, the validity of ideas, or the quality of work based on a set of criteria in order to express and defend opinions about how alcohol damage human's brain which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Explain"* is an instruction used in this question.

- **What do you think will happen to human's liver when too much consuming alcohol?**

This question is distributed in chapter II competency task about *"Because of the bad weather".* This question is determined as HOTS question C5 *(Evaluate)* since this question asked the students to make judgments about information, the validity of ideas, or the quality of work based on a set of criteria in order to express and defend opinions about happen to human's liver when too much consuming alcohol which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Opinion"* is an instruction used in this question.

- **Why are pregnant women prohibited to drink alcohol?**

This question is distributed in chapter II competency task about *"Because of the bad weather".* This question is determined as HOTS question C5 *(Evaluate)* since this question asked the students to make judgments about information, the validity of ideas, or the quality of work based on a set of criteria in order to express and defend opinions about why pregnant women are prohibited to drink alcohol which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs

attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Explain"* is an instruction used in this question.

- **What is your opinion about the increasing of alcohol consumer in Indonesia?**

    This question is distributed in chapter II competency task about *"Because of the bad weather".* This question is determined as HOTS question C5 *(Evaluate)* since this question asked the to make judgments about information, the validity of ideas, or the quality of work based on a set of criteria in order to express and defend opinions about the increasing of alcohol consumer in Indonesia which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Opinion"* is an instruction used in this question.

- **What judgment would you make about alcoholic?**

    This question is distributed in chapter II competency task about *"Because of the bad weather".* This question is determined as HOTS question C5 *(Evaluate)* since this question asked the students to make judgments about information, the validity of ideas, or the quality of work based on a set of criteria in order to express and defend opinions about judgment alcoholic which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Judge"* is an instruction used in this question.

- **What should you do before presenting your report?**

    This question is distributed in chapter II competency task about *"I want to present a report".* This question is determined as HOTS question C5 *(Evaluate)* since this question asked the students to make judgments about information, the validity of ideas, or the quality of work based on a set of criteria in order to express and defend opinions a about things to do before presenting your report which is

implicitly stated in the text. Based on the revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Explain"* is an instruction used in this question.

- **What should you do if you have chance to do the rehearsal in the room you are going to present your report formally?**

This question is distributed in chapter II competency task about *"I want to present a report"*. This question is determined as HOTS question C5 *(Evaluate)* since this question asked the students to make judgments about information, the validity of ideas, or the quality of work based on a set of criteria in order to express and defend opinions things to do the rehearsal which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Explain"* is an instruction used in this question.

- **What should you do to overcome nervousness during the presentation?**

This question is distributed in chapter II competency task about *"I want to present a report"*. This question is determined as HOTS question C5 *(Evaluate)* since this question asked the students to make judgments about information, the validity of ideas, or the quality of work based on a set of criteria in order to express and defend opinions things to overcome nervousness during the presentation which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Explain"* is an instruction used in this question.

- **If English is your native language, what should you do to avoid awkward English hyper nervousness?**

This question is distributed in chapter II competency task about *"I want to present a report"*. This question is determined as HOTS question C5 *(Evaluate)* since this questions asked the students to make judgments about information, the validity

of ideas, or the quality of work based on a set of criteria in order to express and defend opinions things about to avoid awkward English hyper nervousness which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Explain"* is an instruction used in this question.

- **Why should you memorize presentation like a play script?**

    This question is distributed in chapter II competency task about *"I want to present a report".* This question is determined as HOTS question C5 *(Evaluate)* since this question asked the students to make judgments about information, the validity of ideas, or the quality of work based on a set of criteria in order to express and defend opinions things about reasons to memorize presentation like a play script which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs attached in appendix 6 by Anderson, L. W., & Krathwohl, D. R. (2001), *"Explain"* is an instruction used in this question.

    From those analyses of cognitive domains questions in every chapter of all grades gained more LOTS than HOTS, this finding has similarities with the previous study by Febriyani, Yunita, & Damayanti (2020) who analyzed HOTS in all tasks of English textbook *Bahasa Inggris SMA/SMK/MA kelas XII Edisi Revisi 2018,* there discovered more LOTS than HOTS. Following the previous study suggestion to use various books, the researcher analyzed *"English SMK/ MAK"* for X, XI, and XII grades published by Bumi Aksara; however, LOTS questions are still more than HOTS questions.

    Second previous study by Febriana, Usman, & Muslem (2019) also discovered the same findings that LOTS appeared more frequently than HOTS questions. This also happened to this study, LOTS are more frequently encountered in *"English SMK/ MAK"* for X, XI, and XII grades published by Bumi Aksara. Next similarities also

happened in Febriana, Usman, & Muslem (2019) research that did the same analyses on English textbook *"Bahasa Inggris SMA/MA/SMK/MAK"* semester 1. They also found more LOTS than HOTS questions. Differently, a research by Sucipto & Cahyo (2019) who did an analysis on *English text book Bright an English,* they discovered more HOTS in term of C4 *(Analyze)* which gained the highest numbers of total question and C3 *(Apply)* placed the lowest rank.

From those explanations about LOTS/HOTS analyses, some of English textbooks which have been analyzed by several researchers have a very slight numbers of HOTS in the reading tasks; whereas, reading is one of the keys to enhance students' other skills and components. It is in line with Tinto (1993) cited by Hermida (2009) points out that At the university level, success is mostly determined by pre-college characteristics, such as mastery of some key academic skills. Reading, writing, critical thinking, oral presentation, and media literacy are among these abilities. Reading is also the most significant acquired talent for everyone, as it has an impact on all other accomplishments. Reading skill is very important in academic achievement (Halloway,1999 cited by Kirsch et al, 2009). Gupta & Ahuja (2015) mentioned that the ability to read has a close link to a student's academic success. Furthermore, Harmer (2007) pointed out that reading can help you learn a new language. Besides, Reading has a positive impact on pupils' vocabulary, spelling, and writing skills.

CONCLUSION

This research shows that there are many handouts of English textbook of senior high school either X, XI, and XII grade still implementing LOTS questions more than HOTS. These results implicate that mostly English textbooks are not effective in improving students' cognitive skills and critical thinking; otherwise, it might be additionally facilitated by teachers made questions which implements HOTS domain systems. Thus, All the English teachers are recommended to be more selective to pick an English textbook reversed to the importance of reading skill toward other skills improvement and the benefits of HOTS questions and the next researcher to

investigate HOTS effects on students' achievement by comparing those students who got more HOTS question treatments with those students who
got more LOTS question treatment.

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