

**AN ANALYSIS OF HIGHER ORDER THINKING SKILLS IN READING
QUESTIONS AT SENIOR HIGH SCHOOL TEXTBOOK**

THESIS



**BY
ANNISA RIZQI ADI PUTRI
NIM. 932206519**

**ENGLISH DEPARTMENT
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE OF KEDIRI
JUNE 2023**

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THESIS

Presented to

State Islamic Institute of Kediri

In partial fulfillment of the requirements

for the Degree of Sarjana in English Language Education

By:

Annisa Rizqi Adi Putri

NIM. 932206519

**ENGLISH DEPARTMENT
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE OF KEDIRI**

JUNE 2023

DECLARATION OF AUTHENTICITY

Name : Annisa Rizqi Adi Putri
Student's ID Number : 932206519
Study Program : Department of English Language Education
Faculty : Tarbiyah
Title of Thesis : An Analysis of Higher Order Thinking Skills in
Reading Questions at Senior High School Textbook

I hereby declare that the thesis presented in it is my own creation and it has been generated by me as a result of my original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any subjection or claim from others.

This thesis is to fulfill the requirement for the degree of Sarjana (S1) in the English Study Program at the State Islamic Institute (IAIN) of Kediri.

Kediri, June 6th 2023

The Researcher,



Annisa Rizqi Adi Putri

NIM. 932206519

APPROVAL PAGE

This is to certify that the Sarjana's thesis of Annisa Rizqi Adi Putri has been approved by thesis advisors for further approval by the Board of Examiners.

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ANNISA RIZQI ADI PUTRI

NIM. 932206519

Approved by:

Advisor I



Erna Nurkholida M.Pd.

NIP. 197611252007102005

Advisor II



Dr. Fathor Rasvid, M.Pd.

NIP. 196908312000031001

RATIFICATION SHEET

**AN ANALYSIS OF HIGHER ORDER THINKING SKILLS IN READING
QUESTIONS AT SENIOR HIGH SCHOOL TEXTBOOK**

ANNISA RIZQI ADI PUTRI

NIM. 932206519

Has been examined by the Board of Examiners of State Islamic

Institute (IAIN) of Kediri on June 23rd 2023

1. Main Examiner

Mohammad Muhvidin, M.Pd.
NIP. 198012262009121004



2. Examiner I

Erna Nurkholida M.Pd.
NIP. 197611252007102005



3. Examiner II

Dr. Fathor Rasvid, M.Pd.
NIP. 196908312000031001



Kediri, July 5th, 2023

Acknowledge by Dean of Faculty of Tarbiyah

State Islamic Institute (IAIN) of Kediri



Prof. Dr. Hj. Munifah, M.Pd.
NIP.197004121994032006

MOTTO

“Life is worth living.”

-Justin Bieber-

DEDICATION SHEET

Bismillahirrahmanirrahim

Firstly, I would like to dedicate this thesis to Allah SWT, who gave me strength and knowledge for my daily life. The one who always hears my gripes through my pray.

Secondly, to our Prophet Muhammad, Peace be Upon Him, who has guided us from darkness to lightness.

To my dearest parents, Ir. Bambang Edi Sucipto and Husnul Khotimah, for their miraculous prayers, understanding, and their extraordinary moral and financial support to me, for their patience in educating me, and for all of my successes, of course, because of their day and night prayers.

To my dearest sister Tamara Fauziah Adi Putri and my two dearest brothers Mochammad Adi Putro, S.H. and Ahmad Baihaqi Adi Putro, who have never failed to understand me, inspire me, and support me when I feel powerless to complete my thesis.

To my advisors, Mrs. Erna Nurkholida, M.Pd. and Mr. Dr. Fathor Rasyid, M.Pd. who has been patient, passionate, and disciplined in their roles as advisors for my thesis.

To my validators, Mr. Bambang Yulianto, M.Pd. and Mrs. Yogi Rohana, M. Hum., who helped me in validating the research data analysis.

To all my friends that I cannot mention each of my English Department friends individually, who have always helped me get this far. You all gave a lot of life lessons.

To all the English Department lecturers who have taught so many valuable lessons. The researcher sincerely appreciates it.

Lastly, I would like to express my gratitude to myself, Annisa Rizqi Adi Putri who completed this thesis. I understand that the thunder and storms that brought you to this point were difficult for you. I just want to let you know that you are brave and deserve the best in life.

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim

Praise be to Allah SWT, the Most Gracious and the Most Merciful, praise the researcher gives to Allah SWT who has bestowed His grace and affection so that the researcher can finish this graduating paper. Sholawat are consistently presented to the Lord of the Prophet Muhammad SAW, who has guided people in the right direction and brought human beings from the darkness into the brightness as we behold today.

This thesis would not have been completed without the support and guidance of individuals and institutions. Therefore, the researcher would like to express her special thanks to:

1. Dr. Wahidul Anam, M.Ag. as a Rector of State Islamic Institute (IAIN) of Kediri.
2. Prof. Dr. Hj. Munifah, M.Pd. as the Dean of Tarbiyah Faculty, State Islamic Institute (IAIN) of Kediri.
3. Nur Afifi, M.App.Ling, Ph.D. and Annisa Aulia Saharani, M.Pd. as the Head and deputy of English Language Education Department, State Islamic Institute (IAIN) of Kediri.
4. Erna Nurkholida, M. Pd. as my advisor I, who has spent a significant amount of time and effort to support and provide input during the process of completing this thesis.
5. Dr. Fathor Rasyid, M.Pd. as my advisor II, for providing necessary suggestions, support, and motivation throughout the completion of this thesis.
6. Mohammad Muhyidin, M.Pd. as my main examiner, for giving necessary suggestions or corrections to improve this thesis.
7. Bambang Yulianto, M.Pd. and Yogi Rohana, M. Hum., who approved my data analysis.

8. All of the lectures at IAIN Kediri, especially those in the English Department, greatly helped helpful to my academic year at IAIN Kediri.
9. All the staff of IAIN Kediri for supplying the files required to complete this thesis.
10. The author who wrote the textbook I used for this thesis.
11. My dearest family, who had given their prayer, strength, motivation and their loves as long as time during my academic process.
12. My best friends who have helped me and encouraged me by accompanying me to hang out and chill while completing my thesis, your support is always appreciated.
13. All of my friend from English Education Department 2019, especially for TBI Translation Class, who have worked together to carry out the knowledge in higher education. Thanks for the friendship and togetherness.

The researcher realized that this research was still far from perfect and still needed many opportunities for improvement. As a result, the researcher will openly accept suggestions and criticisms from the readers and other researchers who were interested in learning more about this research in order to make this research better. May Allah SWT, the most almighty bless all of us.

Kediri, June 6th 2023

The Researcher,



Annisa Rizqi Adi Putri

NIM. 932206519

ABSTRACT

Putri, Annisa Rizqi Adi. (2023). *An Analysis of Higher Order Thinking Skills in Reading Questions at Senior High School Text Book*. Thesis, Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri. Advisors: (I) Erna Nurkholida M.Pd. (II) Dr. Fathor Rasyid, M.Pd.

Keywords: Higher Order Thinking Skill, Reading Questions, Textbook

A textbook is an instructional resource created to be utilized by both teachers and students that support the learning process. Teachers can use the textbook to evaluate their students through various questions and students can use the textbook to support their independent study. At this point, higher-order thinking skills are being emphasized in the 2013 curriculum. Since higher-order thinking skills are essential for academic achievement and in aspects of life. As a result, the English textbook should have a significant part in the implementation of higher-order thinking skills, specifically in the reading questions of the textbook.

The researcher's objective is to provide an explanation of the most dominant cognitive domain level of higher-order thinking skills level in the textbook using the updated Bloom's Taxonomy, which is applied to eleventh grade reading questions. This research utilized qualitative research, which used descriptive qualitative as the design of the research. The researcher gathered and listed the reading questions before calculating the percentage of each HOTS level. The researcher used investigator validation for checking the validity of the data.

After the steps were finished, the result confirmed that the most commonly used level in this textbook was Higher-Order Thinking Skills (HOTS). It was found that 70 out of 108 questions or 64,81% of the reading questions were classified as HOTS, while 38 out of 108, or 35,19% were classified as Lower-Order Thinking Skills (LOTS). Based on the data, most of the reading questions focused on HOTS, especially at the *Evaluate* level, with a percentage of 49,07%. At the *Evaluate* level, there are categories of questions included in the constructed response task. In the constructed response task, students are required to provide long responses and students have to come up with their own answers. At the *Evaluate* level, there were various categories of reading questions, 19 reading questions were categorized as short-answer comprehension questions (17,59%). 33 questions were categorized as free recall questions (30,55%) and 1 question was categorized as a summary and extended response (0,93%).

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