

## HIGHER ORDER THINKING SKILL (HOTS) IN ENGLISH LANGUAGE TEXTBOOK IN SENIOR HIGH SCHOOL

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### Abstract

The level of reading comprehension questions in the textbook, particularly essay items, is thought to be important because previous research has shown that they can improve students' critical thinking skills in reading and help students learn English. The goal of this study was to look at the level of questions in an English course reading for high school seniors' reading comprehension questions. Anderson's taxonomy, which was used to analyze the level of reading comprehension questions, divides thinking skills into two categories: low order thinking skills (remembering, understanding, and applying) and high order thinking skills (remembering, understanding, and applying) (analyzing, evaluating, creating). The data were gathered and then calculated into percentages and frequencies that corresponded to each level of thinking within the questions. It appears that 77% of questions emphasize low-level questions, while 23% emphasize high-level questions (high order thinking skills). Furthermore, one of the low order thinking skills, comprehension, dominates the questions in the English reading material. As a result, the reading comprehension questions in the *Bahasa Inggris* English reading material for senior high school grade twelfth are generally classified as low level questions. As a result, teachers must devise questions that elicit students' higher order thinking skills.

**Keyword:** critical thinking

## INTRODUCTION

In the Indonesian context, English textbooks have been used as the primary materials for English teaching and learning. It is widely acknowledged that textbooks are critical sources in the teaching and learning management all over the world, particularly in Indonesia. In addition, textbooks also help the teacher to develop a test for assessing the learning materials that have been instructed because textbooks consist of not only learning materials but also various kinds of tests that are valuable for teachers to measure students' abilities.

Besides, the textbook encourages the students to be more focused on the learning materials taught by the teacher. Students who don't utilize textbooks will be out of focus (Richards, 2001). As a result, an effective English textbook must include learning materials that are relevant to the needs of the students, such as good learning materials, exercises, or questions. However, there are numerous criticisms and recommendations regarding the use of English textbooks, particularly the exercises or questions contained within the textbook. According to Cunningsworth, no textbook designed for each level of learners will be perfect for the specific group of learners (Cunningsworth, 1995). It means that confirmation and evaluation are required for the English textbook to determine whether or not the textbook is appropriate with regard to learning objectives, student level, and student need before it is used by teachers and students in the teaching and learning process.

Assignments in textbooks are extremely important in the learning process, particularly in English learning. As a result, the assignments allow students to practice their skills and achieve good results in the teaching and learning process. By practicing, the activities in language learning skills are solidified and completely mastered. One of the exercises in practice for students is to complete exercises or assignments from the textbook (Ur, 1996). The researcher chose the textbook *Bahasa Inggris* because it is a concept book that emphasizes the ability to develop knowledge, skills, and attitudes as a complement and companion to learning English. As part of

the refined 2013 curriculum, this textbook encourages students to be active and think in accordance with their level of development and ability until the creation stage. Listening, speaking, reading, and writing are the four basic language skills in learning English. Reading is one of the most difficult skills to master. Furthermore, Indonesian students studying English as a foreign language report that reading is difficult, as it is for people who speak English as their first language (Harmer, 2007).

The higher order thinking abilities are comprised of three levels of cognitive abilities based on Anderson and Krathwohl's taxonomy: analyzing, evaluating, and creating. Anderson and Krathwohl's taxonomy, first introduced by Benjamin Samuel Bloom in 1950, is one of the most well-known taxonomies in education. Taxonomy has been used for more than 50 years and is essential in education (Musial, 2009:69). The essay system is one method for testing higher level thinking skills. The essay questions in the textbook, particularly in the English textbook, are a valuable tool for assessing higher-level thinking.

It implies that essay items may enable students to construct more inhabited logical answers in their thinking and learning because students use their own words to answer questions from the essays (Ilma, 2013:7). Many previous studies, however, found that the number of high order thinking skills in the textbook is low. The textbook's thinking levels are mostly found in the low order thinking skills.

The lower level of questions are much easier to find in the textbook because they are familiar and easy to answer by the students, and they are much easier to make by the teachers or the author of the textbook, whereas the higher level of questions are rarely found in the textbook because they frequently require the teachers to wait for a significant amount of time for the students to answer those types of questions (Ilma, 2013:13). According to the preliminary study, several teachers interviewed said they were unsure whether the textbooks they use in the classroom learning process are sufficient in evaluating students' critical thinking skills. According to the teacher, most students struggle to answer questions that require higher-order thinking skills. When a high-level question was submitted to the national exam simulation, only a few students correctly answered it. The teacher also stated that if a question is posed to students at a high level, students will need a long time to answer the question, and learning takes time (Bassham, 2011:80).

The English textbook for senior high school, specifically twelfth grade, was chosen because the emphasis in college life is on higher order thinking skills to be active in evaluating ideas and information. As a result, higher order thinking skills are important throughout the learning process because they can improve students' ability to evaluate information in their daily lives. Furthermore, higher order thinking skills are essential for senior high school students in the twelfth grade who plan to continue their education in college. The Indonesian Ministry of Education and Culture's national review, on the other hand, necessitates higher-order thinking skills. Because the majority of the questions are at a high level of difficulty, students' critical thinking skills were required. Not only do the questions assess the student's memorization, but they also assess the student's critical thinking. As a result, if students are only accustomed to dealing with questions at a low level, it can have an impact on their thinking ability. They will not be used to answer questions at a high level. Although low-level questions are not necessarily bad questions, students will struggle to deal with higher-level questions if they only focus on low-level questions.

To summarize, an analysis of the level of reading comprehension questions in the textbook, particularly essay items, is thought to be important because the study's findings can improve students' critical thinking skills in reading and help students learn English. This book was written by Indonesian authors and published by the Ministry of Education and Culture. It is a textbook that schools must use and was revised based on the 2013 curriculum. As a result, the researcher intends to analyze the distribution of the thinking level existing in the reading comprehension questions, particularly essay items, in the English textbook for senior high school students in grade twelfth to ensure that the textbook supports students in becoming competent in English

language learning by including both low and high level questions in the English textbook. Therefore, it was necessary to conduct this research.

According to Nancy (2005), thinking happens in human brain. It refers to the process of creating a logical series of connective facets between items of information in human brain. When someone can treat the brain as unknown quantity that he cannot manage, then their untrained thinking is likely to consist of all or some of following: 1) Doubts, fears and catastrophe: the phenomenon of letting the rest of our thinking be colored by one bad thought. 2) Fantasizing: it is possible to imagine the worst and guide all of our thinking to plan for it. 3) Self-deprecating: allowing errors and failures lead us to think that we are not good enough. 4) Remembering the worst: worrying about something that we have done in the past that we cannot alter. 5) Confusion: not having clear objectives or plans.

A cognitive development expert, Jean Piaget, has examined many studies on the phases of human cognitive development that are keys to the development of the mind. At the age of children from 0 births to school age, it begins with cognitive development; from adolescents, operational skills of thought stages develop the logical and systematic manipulation of symbol symbols. People begin to develop mind skills such as logical processes after adolescence, then adulthood, starting from symbols that have a relationship with the concept of complex and abstract thoughts. Scientific thinking, reasoning and hypothesis testing at an adult age. This stage of development is the basis for solutions to problems in life and work, self-reflection, and the critical reasoning process, etc (Crowl., et. al., 1997)

The three taxonomies of Bloom, cognitive, affective, and psychomotor, address the hierarchical level of basic thinking in learning areas from low to higher complexity (Bloom, 1956). Students can take operational information meaning from very abstract things, formula models, symbolic equations, or algorithms applied in new ways in new situations from this understanding of Bloom, the link in its application and the skills of the lower level of mind to the highest level; then from here. High-level mind skills including problem analysis, the synthesis of studies always requires the achievement of initial levels, such as the ability to use routine rules for new problems (McDavitt, 1994). Complex material in many parts, correlations detected data and information grouped and most abstractly creative within the boundaries previously determined by context and content. In this case it appears that each taxonomic entity has many relationships.

The taxonomy of Anderson is a model of thought developed by Benjamin S. 1956's Bloom. Thinking was divided into six cognitive levels by this model. Then in the 1990s, Bloom's former student Lorin Anderson created a draft to update the taxonomy of Bloom. Anderson divides thinking abilities into two levels, such as lower-order thinking abilities (remembering, understanding and applying) and higher-order thinking abilities (analyzing, evaluating, and creating). The keywords of the revision of Bloom taxonomy as:

- a. Remembering means the students can mention the definition, imitate the pronunciation, state the structure, pronounce, and repeat
- b. Understanding means the students can explain the concept, principle, law or procedure. The keywords are classified, describe, explain the identification, place, report, explain, translate, and paraphrased
- c. Applying means the students can apply their understanding in a new situation. The keywords are choosing, demonstrating, acting, using, illustrating, interpreting, arranging schedule, making sketch, solving problem and writing.
- d. Analyzing means the students can classify the sections based on their difference and similarity. The keywords are examining, comparing, contrasting, distinguish, doing discrimination, separating, test, doing an experiment, asking
- e. Evaluating means the students can state either good or bad towards a phenomenon or certain object. The keywords are giving argumentation, defining, stating, choosing, giving support, giving assessment, and doing the evaluation.

- f. Creating means the students can create a thing or opinion. The keywords for creating are assembling, change, build, create, design, establish, formulate, and write.

The indicators in this study are based on the theories of Anderson's taxonomy (2001)

### Low Order Thinking Skills

The Low Order Thinking Skills Indicators are split into three levels:

#### Remembering

Table 1. Indicators of remembering level

Categories and Cognitive Processes	Alternative Names	Indicators
Remember		Retrieve knowledge from long term memory
Recognizing	Identifying	Locating knowledge in long term memory consistent with presented material
Recalling	Retrieving	Retrieving relevant knowledge from long term memory

#### Understanding

Table 2. Indicators of Understanding Level

Categories and Cognitive Processes	Alternative Names	Indicators
Understand		Construct meaning from instructional messages, including oral, written, and graphic communication
Interpreting	Clarifying Paraphrasing Representing Translating	Changing from one form of representation to another
Exemplifying	Illustrating Instantiating	Finding a specific example or illustration of a concept or principle
Classifying	Categorizing Subsuming	Determining that something belongs to a category
Summarizing	Abstracting Generalizing	Abstracting a general theme or major point
Inferring	Concluding Extrapolating Interpolating Predicting	Drawing a logical conclusion from presented information
Comparing	Contrasting Mapping Matching	Detecting correspondence between two ideas, objects, and the table
Explaining	Constructing models	Constructing a cause and effect model of a system

#### Applying

Table 3. Indicators of Applying Level

Categories and Cognitive Processes	Alternative Names	Indicators
Apply		Applying a procedure to a familiar task
Executing	Carrying out	Applying a procedure to a familiar task
Implementing	Using	Applying a procedure to an unfamiliar task

## High Order Thinking Skills

The High Order Thinking Skills Indicators are split into three levels:

### Analyzing

Table 4. Indicators of Analyzing Level

Categories and Cognitive Processes	Alternative Names	Indicators
Analyze		Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purposes
Differentiating	Discriminating Distinguishing Focusing Selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material
Organizing	Finding coherence Integrating Outlining Parsing Structuring	Determining how elements fit or function within a structure
Attributing	Deconstructing	Determine a point of view, bias, values, underlying presented material

### Evaluating

Table 5. Indicators of Evaluating Level

Categories and Cognitive Processes	Alternative Names	Indicators
Evaluate		Make judgments based on criteria and standards
Checking	Coordinating Detecting Monitoring Testing	Detecting inconsistencies or fallacies within a process or product, determining whether a process or product has internal consistency, detecting the effectiveness of a procedure as it is being implemented
Critiquing	Judging	Detecting inconsistencies between a product and external criteria; determining whether a product has external consistency, detecting the appropriateness of a produce for a given problem

### Creating

Table 6. Indicators of Creating Level

Categories and Cognitive Processes	Alternative Names	Indicators
Creating		Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure
Generating	Hypothesizing	Coming up with alternative hypothesis based on criteria
Planning	Designing	Devising a procedure for accomplishing some task
Producing	Constructing	Inventing a product

## METHODS

The subject of this study is an English textbook for senior high school twelfth grade students published in 2018 by the Indonesian Ministry of Education and Culture. The emphasis of this study is on the reading comprehension issues presented in the textbook, particularly the essay items. The questions from the textbooks were then chosen, listed, and analyzed.

In order to conduct this study, the researcher organized some procedural steps in an orderly manner, which included preparing the study, analyzing the textbook, and writing the report. The process of collecting data has been one of the most important aspects of research. Data collection techniques include testing, observation, and documentation. The data are then analyzed by content analysis technique. This study relied on a textbook for documentation.

The researcher created a checklist based on Anderson's Taxonomy for the cognitive domain. The checklist is composed of an eight-column table. The first column contained the question's serial number; the second column contained the question; and the following six columns contained one of Anderson's Taxonomy's six cognitive levels, ordered from low to high.

Table 7. The Anderson's Taxonomy Checklist

No	Activities (Instructional Verbs or Questioning Stems)	Cognitive Level					
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
The number of question	The reading questions in the English textbook	The level of reading comprehension questions based on Anderson's Taxonomy					

The researcher collected the data focusing on the reading comprehension issues contained in the textbook, particularly the essay items. Then the questions were selected, listed, and analyzed. The researcher made a checklist on the basis of the cognitive domain's Anderson Taxonomy. Then, the researcher collects data with a focus on the reading comprehension issues in the textbook, particularly the essay items.

The results of the English textbook analysis are descriptively explained using Anderson's taxonomy (2001) checklist, which covers the level of low order thinking skills and the level of high order thinking skills. To analyze the data, four major steps were taken: Analyzing reading comprehension questions from an English textbook. Using Anderson's taxonomy (2001), divide the questions into low and high level. Using percentages to interpret the analysis results based on level suitability.

$$\text{Suitability} = \frac{\text{Number of criteria fulfilled}}{\text{Total number of evaluation}} \times 100$$

The Indonesian Ministry of Education and Culture distributes the English reading material Bahasa Inggris in order to advance the 2013 Curriculum for senior high school students in grade twelfth.

It has 176 pages and eleven chapters, which are as follows:

Table 8. The Chapters in the Textbook

Chapters	Title
Chapter 1	May I help You?
Chapter 2	Why Don't You Visit Seattle?
Chapter 3	Creating Captions
Chapter 4	Do you Know How to Apply a Job?
Chapter 5	Who was Involved?
Chapter 6	Online School Registration?
Chapter 7	It's Garbage In, Arts Work Out
Chapter 8	How to Make
Chapter 9	Do it Carefully!
Chapter 10	How to Use Photoshop?
Chapter 11	Let's Make a Better World for All

Each chapter includes subtitles that help students understand what skills they are learning, for example, Reading Comprehension, Listening Skill, Writing, Pronunciation Practice, Vocabulary Builder, and Grammar Review. The questions in the Reading Comprehension tasks were the focus of this study.

## **FINDINGS AND DISCUSSION**

### **The Analysis of Reading Comprehension Level in the English Textbook**

#### ***Levels of Reading Comprehension Questions in Chapter 1***

Book Chapter 1 titled "May I Help You?" contains subtitles that help understudies recognize what skills they are progressing to learn, for example, Warmer: word Finding, Vocabulary Builder, Pronunciation Practice, Dialog: Offering Help/Service, Vocabulary Exercise, Grammar Review, Speaking and Reflection.

The findings revealed that the result of reading comprehension questions in the remembering level is 8 questions, understanding level is 3 questions, and applying level is 2 questions from 13 questions in the book chapter 1. So, remembering, understanding, and applying levels are all included in Low Order Thinking Skill (LOTS). Remembering means that students can recall the definition, imitate the pronunciation, state the structure, pronounce, and repeat.

Understanding implies that students can articulate the concept, principle, law, or product. The keywords are classified as describe, explain the identification, place, report, explain, translate, and paraphrased, and applying means that the students can apply their knowledge in a new situation. Choosing, demonstrating, acting, using, illustrating, interpreting, arranging schedule, making sketch, solving problem, and writing are the keywords.

#### ***Levels of Reading Comprehension Questions in Chapter 2***

"Why Don't You Visit Seattle?" is the title of Chapter 2 of the book.

Warmer: Pair Work, Vocabulary Builder, Pronunciation Practice, Reading Comprehension, Grammar Review, Writing, Speaking Practice, and Reflection, for example, contain subtitles that help understudies recognize what skills they are progressing to learn.

The findings revealed that the result of the reading comprehension question in the remembering level is two questions, the analyzing level is one question, the applying level is one question, and the creating level is one question out of five questions in the book chapter 2. So, remembering level and applying level, both of which are included in Low Order Thinking Skill, must be highlighted (LOTS). Remembering means that students can recall the definition, imitate the pronunciation, state the structure, pronounce, and repeat, while applying means that students can apply their knowledge in a new situation. Choosing, demonstrating, acting, using, illustrating, interpreting, arranging schedule, making sketch, solving problem, and writing are the keywords.

High Order Thinking Skills include levels of analysis and creation (HOTS). Analyzing means that the students can categorize the sections based on their similarities and differences. Examining, comparing, contrasting, distinguishing, discriminating, separating, testing, conducting an experiment, and asking are the keywords. The term "creating" refers to the students' ability to create a thing or an opinion. Assembling, changing, building, creating, designing, establishing, formulating, and writing are the keywords for creating.

#### ***Levels of Reading Comprehension Questions in Chapter 3***

Warmer: Video Watching, Reading Captions, Writing and Describing Captions, and Reflection, for example, are subtitles in Book Chapter 3 entitled "Creating Caption." These subtitles help understudies recognize what skills they are progressing to learn. From 17 questions in the book chapter, the finding revealed that the result of reading comprehension questions in the remembering level is 3 questions, understanding level is 6 questions, analyzing level is 4 questions, applying level is 3 questions, and evaluating level is 1 question.

As a result, remembering level, understanding level, and applying level are all included in Low Order Thinking Skill (LOTS). High Order Thinking Skill includes the levels of analyzing and evaluating (HOTS). Students can argue about a phenomenon or a specific object when they evaluate it. The keywords are providing argumentation, defining, stating, selecting, providing support, providing assessment, and performing evaluation.

#### ***Levels of Reading Comprehension Questions in Chapter 4***

Warmer: Board Game (Mind Map), Vocabulary Builder, Pronunciation Practice, Reading Comprehension, Vocabulary Exercises, Grammar Review, Text Structure, Writing and Reflection are some of the subtitles in Book Chapter 4 titled "Do You Know How to Apply for a Job?"

From 26 questions in the book chapter 4, the finding revealed that the result of reading comprehension questions in the remembering level is 9 questions, understanding level is 11 questions, analyzing level is 1 question, and evaluating level is 5 questions. So, remembering level, understanding level, and Low Order Thinking Skill must be highlighted (LOTS). High Order Thinking Skill includes the levels of analyzing and evaluating (HOTS).

#### ***Levels of Reading Comprehension Questions in Chapter 5***

Book Chapter 5 titled "Who was Involved?" contains subtitles that help students recognize what skills they are learning, for example, Warmer: Listening, Reading, Vocabulary Exercise, Grammar Review, Text Structure, Writing (Enrichment), Communicating, and Reflection

The finding showed that result of reading comprehension question in the remembering level is 17 questions, understanding level is 15 questions, analyzing level is 2 questions, and evaluating level is 4 questions from 38 questions in the book chapter 5. So, what must be underlined is remembering level, Understanding level included in Low Order Thinking Skill (LOTS). Analyzing level and evaluating level included in High Order Thinking Skill (HOTS).

#### ***Levels of Reading Comprehension Questions in Chapter 6***

Warmer: Pair Work, Vocabulary Builder, Pronunciation Practice, Reading Comprehension, Text Structure, Grammar Review, Text Structure, Writing, Speaking, and Reflection, for example, are subtitles in Book Chapter 6 entitled "Online School Registration" that help understudies recognize what skills they are progressing to learn.

The findings revealed that the result of reading comprehension questions in the remembering level is three questions, understanding level three questions, analyzing level one question, evaluating level one question, and creating level two questions out of ten questions in the book chapter six. So, remembering level, understanding level, and Low Order Thinking Skill must be highlighted (LOTS). High Order Thinking Skill includes the levels of analyzing, evaluating, and creating (HOTS).

#### ***Levels of Reading Comprehension Questions in Chapter 7***

Warmer: Pair Work, Vocabulary Builder, Pronunciation Practice, Listening Comprehension, Reading Comprehension, Text Structure, Vocabulary Exercise, Grammar Review, Writing/Speaking, and Reflection are some of the subtitles in Book Chapter 7 titled "It's Garbage In, Art Works Out."

The findings revealed that from 9 questions in the book chapter 7, the result of reading comprehension questions in the remembering level is 3 questions, understanding level is 5 questions, and analyzing level is 1 question. So, remembering level and understanding level are both included in Low Order Thinking Skill (LOTS). The level of analysis is included in the High Order Thinking Skill (HOTS).



### ***Levels of Reading Comprehension Questions in Chapter 8***

Warmer: Board Race, Listening, Vocabulary Builder, Pronunciation Practice, Text Structure, Speaking, and Reflection are some of the subtitles in Book Chapter 4's "How to Make." However, there are no reading comprehension questions in this chapter.

### ***Levels of Reading Comprehension Questions in Chapter 9***

Book Chapter 9 titled "Do It Carefully!" contains subtitles that help students recognize what skills they are learning, for example, Warmer: Reading, Vocabulary Builder, Pronunciation Practice, Grammar Review, Text Structure, Speaking, Writing, Vocabulary Exercise, and Reflection are all part of the process.

From 17 questions in the book chapter 9, the finding revealed that the result of reading comprehension questions in the remembering level is 7 questions, understanding level is 8 questions, and evaluating level is 2 questions. So, remembering level and understanding level are both included in Low Order Thinking Skill (LOTS). Evaluating is a level of thinking that is included in High Order Thinking Skill (HOTS).

### ***Levels of Reading Comprehension Questions in Chapter 10***

Book Chapter 10 titled "How to Use Photoshop?" contains subtitles that help students recognize what skills they are learning, for example, Warmer: Wall Race, Vocabulary Builder, Pronunciation Practice, Listening, Reading Comprehension, Text Structure, Speaking, and Reflection are some of the activities available.

The findings revealed that the result of reading comprehension questions in the remembering level is 2 questions, understanding level is 5 questions, analyzing level is 2 questions, and evaluating level is 1 question from 10 questions in the book chapter 10. So, remembering level and understanding level, both of which are included in Low Order Thinking Skill, must be highlighted (LOTS). The levels of analysis and evaluation are included in the High Order Thinking Skill (HOTS).

### ***Levels of Reading Comprehension Questions in Chapter 11***

Warmer, Listening, Vocabulary Builder, Pronunciation, Vocabulary Exercise, Writing, Speaking, and Reflection are just a few of the subtitles in Book Chapter 11 titled "Let's Make a Better World for All."

According to the findings, the result of the reading comprehension question in the understanding level is 2 questions, and the result of the analyzing level is 5 questions out of 7 questions in the book chapter 11. What must be emphasized is the level of understanding included in Low Order Thinking Skill (LOTS). The level of analysis is included in the High Order Thinking Skill (HOTS).

### ***Some Examples of Reading Comprehension Questions in the Textbook***

Table 9. The Level of Reading Comprehension Questions

No.	Question	Level of Questions
1.	What are the relationships between the speakers?	U
2.	What are the functions of the underlined words?	U
3.	What are the functions of the italicized words?	U
4.	In Dialog 1, what does dr. Nahda say to help Fafa?	R
5.	What will dr. Nahda do to help Fafa?	R
6.	Look at Dialog 2. What does Tania offer to the stranger?	R
7.	Does the stranger accept Tania's offer? What does she say?	R
8.	Who is offering a help in Dialog 3?	R
9.	Is the offer accepted?	R
10.	In Dialog 4, what does Diana say to offer a help?	R
11.	Does Hamada accept or refuse the help? What does she say?	R
12.	Write the patterns of offering help/service	A
13.	Write possible responses for offering help/service	A

14.	Have you ever heard about Seattle?	R
15.	Do you know what and where Seattle is?	R
16.	Write down your plan on a price of paper	A1
17.	What do you expect to see and enjoy there?	A2
18.	If you have an opportunity to visit Seattle, what will you do?	C
19.	Can you mention some attitude problems?	R
20.	What kind of personality is difficult to handle?	U
21.	What kind of caption is it?	U
22.	Make some quotes about nature!	A1
23.	Explain your quotes to your friends!	U
24.	What are captions?	R
25.	What is the importance of captions?	U
26.	Why do people use caption?	U
27.	What messages are sent by the writers?	U
28.	Where can you find these captions?	R
29.	Write a sentence or phrase under the word "friendship" in the caption	A1
30.	Write your own caption inside this photo	A1
31.	Compare your quotes and the quote in the caption	E
32.	What does friendship mean to you?	A2
33.	What do you think about the quote in this caption?	A2
34.	What do you think about the picture?	A2
35.	Is the man happy? What does this man symbolize?	A2

Note: R:Remembering, U:Understanding, A1: Applying, A2:Analyzing, E:Evaluating,C: Creating

## CONCLUSION

The study's main goal was to see if the reading comprehension questions in an English textbook for senior high school students in grade twelfth were classified as Low Order Thinking Skills (LOTS) or High Order Thinking Skills (HOTS) according to Anderson's taxonomy.

The following are some of the data analysis's conclusions.

The majority of reading comprehension questions are found to be in the understanding level (38%) followed by the remembering level (35%), and the applying level (4%).

In other words, the reading comprehension question percentage is 77 percent, indicating a low level of thinking skills.

On the contrary, the results show that the analyzing level dominates the majority of reading comprehension questions in high order thinking skills with a percentage of 11%, followed by the evaluating level with a percentage of 9% and the creating level with a percentage of 3%. It is possible to say that the percentage of reading comprehension questions is only 23%, which is in the high order thinking skills level.

As a result of the findings, it is possible to conclude that low level questions dominate the reading comprehension questions in the English textbook for senior high school students in grade twelfth, accounting for 77 percent of the total.

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