

THE IMPLEMENTATION OF HIGHER ORDER THINKING SKILLS IN THE TEXTBOOK "WHEN ENGLISH RINGS A BELL"

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Abstract: This study is qualitative particularly the content analysis. Analysis of the documentation was employed as the method of data gathering in this study. Higher Order Thinking Skills in the English Textbook "When English Rings a Bell" for SMP/MTS Class VII is the subject of this study. Data reduction, data display, and data drawing conclusions are all part of the interactive paradigm for data analysis that Miles and Huberman suggested. These findings demonstrate that the textbook's activities include tasks that vary in their reliance on LOTS and HOTS. The three activities with the highest percentages in LOTS are C1 (remembering), C2 (understanding), and C3 (applying). The percentage of HOTS is 48%, of which 10,8% are C4 (Analysis), 9,3% are C6 (Evaluation), and 27,9% are C6 (Creating). We might therefore say that Activities based on LOTS and HOTS with varying percentages are included in the textbook activities. With a percentage of 52%, LOTS activity predominates, with 29.7% C1 (remembering), 9.3% C2 (understanding), and 13.0% C3 (applying). While HOTS make up 48% of the total, comprising 10.8% C4 (analysis), 9.3% C5 (evaluation), and 27.9% C6 (creation). When English Rings a Bell for SMP/MTS Class VII 2017 Published by KEMENDIKBUD, it can be inferred that LOTS dominate the activities in the book.

Keywords: Higher Order Thinking Skills (HOTS) , When English Rings a Bell.

Abstrak: Penelitian ini bersifat kualitatif khususnya analisis isi. Analisis dokumentasi digunakan sebagai metode pengumpulan data dalam penelitian ini. Keterampilan Berpikir Tingkat Tinggi dalam Buku Teks Bahasa Inggris "When English Rings a Bell" untuk SMP/MTS Kelas VII adalah subjek dari penelitian ini. Reduksi data, penyajian data, dan penarikan kesimpulan merupakan bagian dari paradigma interaktif untuk analisis data yang disarankan oleh Miles dan Huberman. Temuan ini menunjukkan bahwa kegiatan dalam buku teks mencakup tugas-tugas yang bervariasi dalam ketergantungannya pada LOTS dan HOTS. Tiga kegiatan dengan persentase tertinggi dalam LOTS adalah C1 (mengingat), C2 (memahami), dan C3 (menerapkan), sedangkan persentase HOTS adalah 48%, di mana 10,8% di antaranya adalah C4 (Analisis), 9,3% C6 (Evaluasi), dan 27,9% C6 (Mencipta). Oleh karena itu, dapat dikatakan bahwa kegiatan berdasarkan LOTS dan HOTS dengan

persentase yang bervariasi termasuk dalam kegiatan buku teks. Dengan persentase 52%, aktivitas LOTS mendominasi, dengan 29,7% C1 (mengingat), 9,3% C2 (memahami), dan 13,0% C3 (menerapkan). Sementara HOTS mencapai 48% dari total keseluruhan, yang terdiri dari 10,8% C4 (analisis), 9,3% C5 (evaluasi), dan 27,9% C6 (kreasi). Berdasarkan buku Bahasa Inggris *When English Rings a Bell* untuk SMP/MTS Kelas VII Terbitan KEMENDIKBUD tahun 2017, dapat disimpulkan bahwa HOTS mendominasi kegiatan dalam buku tersebut.

Kata kunci: Keterampilan Berpikir Tingkat Tinggi (HOTS), *When English Rings a Bell*.

INTRODUCTION

English needs to be taught in formal education to early childhood students in particular because it is a foreign and new language. English is required in order to study global knowledge and offers excellent prospects for success in the global marketplace. argues that learning English is crucial because it enables you to interact productively with individuals from all over the world¹.

English also needs to be taught in formal education. Teaching good English skills in formal education, using textbook media as a medium for learning English is very important because it helps students to acquire new concepts, language skills and competencies. Textbooks that are formally compiled by the educators themselves are the reason why these textbooks are included in the standard curriculum. Educators have to be really careful to establish which textbooks meet the requirements of ESL (English Second Language). Stated that textbooks can be used by teachers and students as a resource throughout the learning process, especially while learning a language ².

The 2013 curriculum is an excellent curriculum that emphasizes character development. This includes course content (syllabus), methods used (strategy), as well as other aspects, such as rules and grades, that relate to the way schools are organized. the implementation of the 2013 curriculum is independent so that

¹ Rajathurai Nishanthi, 'The Importance of Learning English in Today World', *International Journal of Trend in Scientific Research and Development*, Volume-3.Issue-1 (2018), 871–74 <<https://doi.org/10.31142/ijtsrd19061>>.

² Febrina, Bustami Usman, and Asnawi Muslem, 'Analysis of Reading Comprehension Questions By Using Revised Bloom's Taxonomy on Higher Order Thinking Skill (HOTS)', *English Education Journal*, 10.1 (2019), 1–15.

students can add and use their knowledge, assess good moral values so that they can show positive behavior in everyday behavior³.

In implementing the 2013 curriculum, some experts argue that the application of HOTS to the 2013 curriculum can help improve student learning outcomes and can also making kids more engaged in their studies will help the learning process.⁴This is because higher-order thinking skills will develop when students encounter new problems. or a new phenomenon.

Responding to the needs of teachers to find good textbooks The government released a number of textbooks that were created based on the Core Competencies, Basic Competencies, and learning methodologies specified in the 2013: 2017 Curriculum, which has been amended. originates from all the published textbooks, one of which focuses on teaching seventh-grade students at the junior high school level English. "When English Rings a Bell (revised version 2017)" is the name of the textbook. Thereafter, this book was released in two editions: student books and instructor books. The teacher's book contains comprehensive instructions on how to use student books, while student books contain all the material that will be studied by students. One is textbooks of the most effective learning resources to use in the classroom. based on the narrative of the manual learning resource teacher "When English Rings A Bell" means all (people, material, data, messages) contained in the environment around students which functions to optimize learning processes and outcomes to achieve predetermined competencies (behavior, knowledge, and skills). There are a number of reasons for evaluating textbooks⁵.

In the application of the 2013 curriculum contained employing educational tools for pupils that promote Higher Order Thinking Skills in the book "When English Rings a Bell." The widespread application of the mind to produce or discover anything original is referred to as higher order thinking skills. Higher-order

³ Suyanta and others, 'Implementation of Curticulum 2013 on Primary and Secondary Education Level in The Yogyakarta', 2013, 1–10.

⁴ Dyah Ismayanti, 'Salinan Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 20 Tahun 2016', *Angewandte Chemie International Edition*, 6(11), 951–952., 2016, 1–11; Bhawani Prasad Mainali, 'Higher Order Thinking in Education', *Academic Voices: A Multidisciplinary Journal*, 2 (2013), 5–10 <<https://doi.org/10.3126/av.v2i1.8277>>.

⁵ Montasser Mohamed, 'Developing an English Language Textbook Evaluative Checklist', *IOSR Journal of Research & Method in Education (IOSRJRME)*, 1.3 (2013), 55–70 <<https://doi.org/10.9790/7388-0135570>>.

thinking abilities allow one to use new information and use it in novel contexts to come up with potential solutions ⁶. Higher-order thinking abilities need more than just memorization and the ability to explain something to someone verbatim. Schools implement Higher Order Thinking skills (HOTS) to help students apply, analyze, evaluate, and think creatively. The three components of HOTS are transfer, critical thinking, and problem solving ⁷.

Many people can benefit from higher-order cognitive abilities people and they mean something teachers can help develop their students from an early stage. These skills help thinkers understand, analyze, and critically evaluate knowledge or information. These skills are very important in educational roles because they help encourage and develop students' abilities to exercise their minds and make their own conclusions, opinions and unique solutions to complex problems.

From the explanation above, it can be concluded that in the 2013 curriculum the government has created textbooks that are in accordance with the curriculum, which has begun to apply Higher Order Thinking Skills to textbooks that focus on seventh grade SMP/MTs called "When English Rings a Bell" in the textbook.

METHOD

To assess the data, a descriptive qualitative research design was employed. According to ⁸, one of the numerous research techniques used to examine text data is content analysis. Additionally, he said that content analysis is a study methodology that employs a number of techniques to assess the value and themes drawn from texts such as documents, discourses, or books.

The class seven "When English Rings a Bell" is an English textbook. Focus of this research, which was conducted in 2018. It was released in 2018 by the Ministry of Education and Culture's Center for Curriculum and Books and Research and Development. The textbook has been updated in this version. This textbook is intended for MTS/SMP class VII. The language component their grammar and

⁶ Tajularipin Sulaiman and others, 'Implementation of Higher Order Thinking Skills in Teaching of Science: A Case Study in Malaysia', *International Research Journal of Education and Sciences (IRJES)*, 1.1 (2017), 2158–2550.

⁷ Susan M Brookhart, *How to Assess Higher-Order Thinking Skills in Your Classroom*. (Ascd, 2010).

⁸ Wahyuni (2012)

vocabulary as well as the four fundamental English skills listening, reading, speaking, and writing are all covered. The method of gathering data used in this study is document review. Data collection happens in three steps: The researcher reads the textbook chapter by chapter, then the researcher makes a schedule for reading the textbook every one week 3-4 times. The researcher sorts each page of the HOTS textbook and the checklist table, and the researcher sorts the activities on each page then makes a checklist table. The researcher describes the implementation of HOTS in textbooks.

The researchers claimed that qualitative data analysis activities were conducted in an interactive and continuous way continually at each level of the research so that it was comprehensive and the data was saturated. The researchers used the data analysis as supplied. data reduction, data display, and conclusions/verification are all data analysis tasks. Using these steps in order to facilitate researchers in developing a research material⁹.

FINDING AND DISCUSSION

A. The Design of The English textbook's Higher Order Thinking Skills (HOTS) “When English Rings a Bell”.

No	Chapter	Cognitive Domain						Total
		C1	C2	C3	C4	C5	C6	
1.	Chapter I Good Morning, How are You?	6	1	4	4	0	4	17
2.	Chapter II This is Me!	6	2	5	5	2	8	28
3.	Chapter III What Time is It?	12	5	5	3	4	5	34
4.	Chapter IV This is My World	15	1	1	2	4	5	48
5.	Chapter V It's a beautiful day	18	0	7	6	4	10	48
6.	Chapter VI We love what we do	9	3	5	4	3	9	32
7.	Chapter VII I'm Proud of Indonesia	12	10	8	5	4	12	52

⁹ Matthew B. Miles, A. Michael Huberman, and Saldana Johnny, *Qualitative Data Analysis: A Methods Sourcebook* (H. Salmon (Ed.); 3rd Ed.). (Sage Publications, Inc., 2014).

8.	Chapter VIII That's what friends are support to do	3	1	0	0	3	2	9
		80	25	35	29	25	75	269

According to the data presented in the table, it appears that all cognitive capabilities of the updated The practice book includes a section on Taxonomy of Bloom. The assignments specified in the books integrate all cognitive domain levels.

For example C1 (Remembering) is presented in Chapter 1 page 4. In this section students are asked to listen and repeat material about the greetings spoken by the teacher. This activity is classified as C1 (Remembering) because it directs students to remember the material. remember is one key C1. C2 (understanding) can be reviewed in chapter 2 page 23. In this section students are asked to understand examples of learning derived from the material discussed using the understanding method which can be classified as C2. C3 (Application) can be reviewed in chapter two page 25 students are asked to apply synchronous roles using the conversations that have been presented, this is included in C3. C4 (Analysis) can be reviewed in chapter 3 page 40 students are asked to write while eating each group member, each of which is classified as C4. C5 (Evaluate) can be reviewed in chapter 4 page 69 students are asked to go around the city or village and then identify the facilities and their number can be classified as C5. C6 (forming) in chapter 4 page 69 students are asked to report the results of their work with the group and then report it orally this can be classified as C6. The percentage of LOTS and HOTS exercises is presented in the following table.

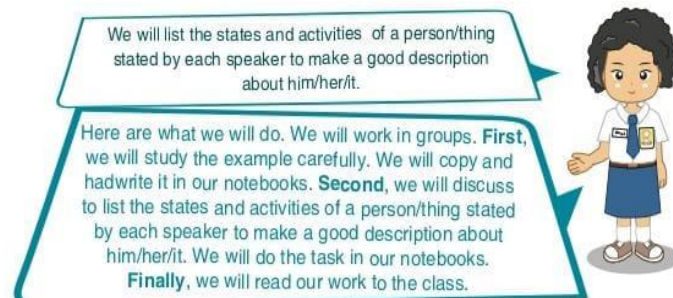
No	Cognitive Domain	Total	Percentage	
1.	C1 (Remember)	80	29,7%	52%
2.	C2 (Understand)	25	9,3%	
3.	C3 (Apply)	35	13,0%	
4.	C4 (Analyze)	29	10,8%	48%
5.	C5 (Evaluate)	25	9,3%	
6.	C6 (Create)	75	27,9%	
				100%

The findings of LOTS and HOTS in the textbook "When English rings a bell" are the most prevalent, according to the percentage figures above category C1 (Remembering) with a percentage of 29.7%, then C2 (Understanding) occupies the third level of LOTS with yield percentage of 9.3% , C3 (applying) occupies the second level with a yield percentage of 13.0%. Then for HOTS the first position is occupied by C6 (Creating) with a percentage result of 27.9%, C4 (Analyzing) with a percentage result of 10.8% being the second level after C6 (Creating) , and C5 (Assessing) with a percentage result of 9.3% .

B. The kinds of The English textbook's Higher Order Thinking Skills (HOTS) "When English Rings a Bell".

Higher order thinking talents fall into three categories: C4 (Analyze), C5 (Assess), and C6 (Create). book for grade seventh. For example C4(Analyze) has 29 Pages withThe practice questions included various types of questions; One of them is discussing exercises about the information that has been presented. which can be seen on page 162 as presented in the following figure.

Gambar I

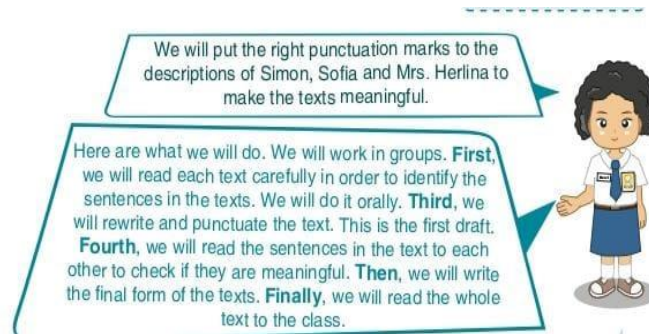


C4 is embodied in the process of Discussion of appropriate information. This exercise is considered C4 because it leads students to analyze the information listed on the textbook. In the discussion process, students can review and ask each other.

The next example is C5(Evaluate). These exercises fall into different types of exercises; One way is to practice discussing together and

complementing the information that has been learned. which can be seen on page 156 as presented in the following figure.

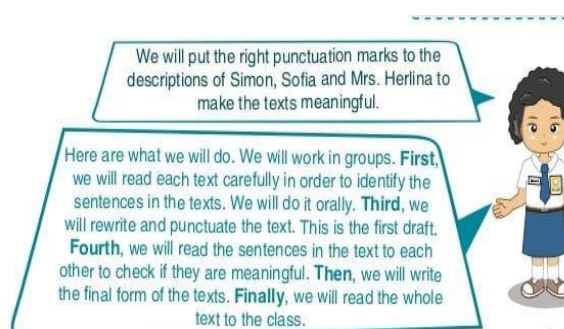
Gambar II



As seen in the picture, there are instructions for reflection or discussion about what has been learned. Reflection is actually concerned with looking back at what has been done. In this case students are led to review the previous process with details such as the material that has been learned and the extent to which students take the material. This process requires students to make an evaluation or assessment, therefore it belongs to C5.

The next example is C6(Create). These exercises are included in various types of exercises; One of them is the handwriting exercise resulting from the discussion which can be seen on page 159 as presented in the following figure.

Gambar III



Level C6 on this page is presented through handwriting activities resulting from discussions conducted by students. This exercise is considered as C6 because students are instructed to create work in the form of written products based on their previous discussions. In fact, creating an activity belongs to C6.

C. Discussion

It was found that the revised bloom taxonomy Anderson and Krathwohl had established applied to the C1, C2, C3, C4, C5, and C6 blooms. Based on data analysis, it can be said that remembering is the most common cognitive domain in the seventh-grade textbook "When English Rings a Bell" according to Bloom's Revised Taxonomy. This demonstrates that recalling previously taught material dominates the teaching and learning process in this textbook. According to the analysis table, there were 269 total recall activities, amounting to 80. The majority of activities (29.7%) contain it. This assertion is backed, who evaluated SMA/MA/SMK/MAK textbooks using the recently revised Bloom's Taxonomy¹⁰.

This outcome is in line with, analysis of English textbooks for of the 269 activities or 27.9% covered into creating¹¹. This suggests that 27.9% of activities are anticipated of students to supply new or original work. It was found that 27.9% of the exercises required students to design, assemble, build, surmise, increase, formulate, compose, inspect. creating student material is at its highest degree at this factor. this is the best degree of creating student fabric. This declaration is supported by means of ¹², who discovered differences in the percentage of HOTS in grade XII excessive faculty English textbooks in the course of Indonesia. He found that C6 (creating) is the best cognitive stage inside the HOTS.

On this examine, better Order questioning capabilities (HOTS) has a percentage difference in which the best stage after plenty is the extent of creating (27.9%), the extent of reading (10.8%) then the level of assessment (9.3%). not like the announcement of, she confirmed that the most dominant degree of cognitive area is targeted on the level of reading (11.1%) and the extent of evaluation (eight.2%), then the extent of making (2.9%).

¹⁰ Rezita Ayu Febriyani, Wisma Yunita, and Indah Damayanti, 'An Analysis on Higher Order Thinking Skill (HOTS) in Compulsory English Textbook for the Twelfth Grade of Indonesian Senior High Schools', *Journal of English Education and Teaching*, 4.2 (2020), 170–83 <<https://doi.org/10.33369/jeet.4.2.170-183>>.

¹¹ Febriyani, Yunita, and Damayanti.

¹² Febriyani et al. (2020)

The Researcher in this observe concludes that in higher-order thinking skills, the extent emphasized by way of textbook authors is the extent of creating. this is evidenced by using the very best percentage obtained by the level of creating at the same time as the opposite two levels get smaller numbers¹³, believes that the life of differentiation sports along with developing, classifying followed via concept fixing will encourage various knowledge of better order thinking competencies.

The general language talents obligations analyzed inside the textbook "whilst English rings a Bell" had an imbalance inside the part of the cognitive measurement. most people language capabilities tasks Speaking, reading, and listening skills were emphasized very differently from writing-related duties. That highlights HOTS. The findings demonstrated that the makeup of higher order thinking skills (HOTS) was different from that of lower level thinking skills (lots). This could occur due to difficulties with low-level thinking are already febellion and regularly arise in lesson plans, students are simplest to reply to, and much less difficult to make by means of instructors¹⁴.

Conversely, a small percentage of high-level interest are possible because the activity look a great deal greater complicated than low-level wondering. therefore, primarily based in this thinking, the author argues that textbook authors can also pay attention to restricted time in magnificence due to the fact in answering high-degree questions, students can waste time within the teaching and studying method. this is supported by Airasian and Russel's assertion which states that excessive-stage questions often require teachers to attend a long time so that students can answer the questions.

Those consequences recommend that textbook authors place more emphasis on students' ability to recognize and remember statistics from their lengthy-term reminiscence than to train them to be vital thinkers. these effects

¹³ Phawani Vijayaratnam, 'Developing Higher Order Thinking Skills and Team Commitment via Group Problem Solving: A Bridge to the Real World', *Procedia - Social and Behavioral Sciences*, 66 (2012), 53–63 <<https://doi.org/10.1016/j.sbspro.2012.11.247>>.

¹⁴ Michael K Russell and Peter W Airasian, *Classroom Assessment: Concepts and Applications* (ERIC, 2001).

contradict ¹⁵ announcement that HOTS-primarily based questions ought to preferably be used extra frequently, particularly to develop vital questioning as one of the critical talents of the twenty first century.

CONCLUSION

According to the results of this study, it can be said that the activities Both lower order and higher order thinking skills are required in the English textbook "When English Rings a Bell" for seventh grade. In this research, "When English Rings a Bell " is the more prevalent textbook. However, there is an unfair disparity in its sports. 269 sports provide evidence for that. the following probabilities; The first stage is C1 (Remembering) with a percentage of 29.7%, followed by C6 (Growing) with a percentage of 27.9%, C4 (Analyzing) with a percentage of 10.8%, and C2 and C5 with a percentage of 9.3%. that represents 52% of the entire hobby. at some point in each, they're distributed evenly distributed at some point in each chapter. In addition, only 48% are classified as HOTS. Greater attention is placed on many no longer HOTS, entirely based on the announcement above. Although unbalanced, the author at least made an effort to list HOTS-related activities. In actuality, we can live with that imbalance. Then this textbook also does a good job of representing HOTS.

There are three levels of higher order thinking competencies. According to the findings of the aforementioned studies, C6 (creating), which has a total of 75 activities out of 269, is the highest level or the most dominant, followed by C4 (occupying the second degree) and C5 (evaluating), which has a total of 29 activities.

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¹⁵ Yidi Wu and Zhengwei Pei, 'An Investigation of Critical Thinking Manifested in the Questions of EFL Textbooks for Tertiary-Level English Majors of China', *American Journal of Education and Learning*, 3.2 (2018), 72–84 <<https://doi.org/10.20448/804.3.2.72.84>>.

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