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JURNAL PENDIDIKAN BAHASA DAN SASTRA

THE INTEGRATION OF HOTS IN THE LESSON OBJECTIVES OF ENGLISH TEXTBOOK FOR SECOND GRADERS

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ABSTRACT

High Order Thinking Skills have a major influence on the pupils because they must be able to analyze, evaluate, and create their knowledge appropriately. Furthermore, Bloom's taxonomy verbs usually are attached in the lesson objectives of the English textbook. They appear to indicate and to determine what pupils have to achieve by the end of the lesson. This research purposes to explore the integration of HOTS in the lesson objectives of the English textbook which is being used by second graders of elementary school at SDN Pegangsaan Dua 07 Pagi. This research employed content analysis which refers to document analysis and the data came from the English textbook entitled "I Love Jakarta' by Tiga Serangkai for second graders. It was analyzed by employing Anderson and Krathwohl's taxonomy descriptors. The result revealed that the integration of high order thinking skill in English textbook "I Love Jakarta" for second graders is limited. It is suggested that the English teacher and the editor of the English textbook collaborate and cooperate by conducting open discussions to novelize

Keywords: *High Order Thinking Skills; Lesson Objectives; English Textbook; Second Graders*

INTRODUCTION

High Order Thinking Skills have a major influence on the pupils because they must be able to analyze, evaluate, and create their knowledge appropriately. It also forces the pupils for distinguishing between the facts, concepts, opinions, and truth. Saradifa & Suwandi (2020) claims high order thinking skills are thinking levels that assert the application of knowledge received, reflect reasoning, problem-solving, decision-making, and further formulating on something new. In addition, Sulistyaningrum & Putri (2021) mention critical thinking, creativity, innovation, and problem-solving are parts of higher-order thinking skills. It can be seen that high order thinking skills have several stages to step up by the pupils. Accordingly, high order thinking skills must be carried through the English lesson objectives from the English textbook and the pupils can practice the English lesson

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objectives based on the 21st-century skills by selecting appropriate verbs from Bloom's Taxonomy.

Based on Bloom's Taxonomy revised by Krathwohl (2002) there are six levels of the way of thinking skills; 1) (C1) remember, 2) (C2) understand, 3) (C3) apply, 4) (C4) analyze, 5) (C5) evaluate and 6) (C6) create. The highest level of Bloom's Taxonomy revision is on create level yet the lowest level is on remember level.   Bloom's Taxonomy categorizes two dimensions; knowledge dimension and cognitive dimension. On the other hand, the knowledge dimension focuses on factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge. Therefore, Bloom's Taxonomy revision helps the teachers

and the learners to their level of thinking either is on LOTS level or HOTS level by indicating Bloom's Taxonomy Verbs.

Furthermore, Bloom's taxonomy verbs usually are attached to the lesson objectives. They appear to indicate what pupils have to achieve by the end of the lesson. Bloom's taxonomy verbs are also integrated into critical thinking skills and their levels' range is six levels. In Bloom's Taxonomy verbs, the more verbs represent in the create stage; the higher level of critical thinking can be practiced. In addition, Bloom's taxonomy verbs are also known as the operational verbs. Thus, Bloom's taxonomy verbs have an important role to determine the level of the critical thinking and measurable lesson objectives.
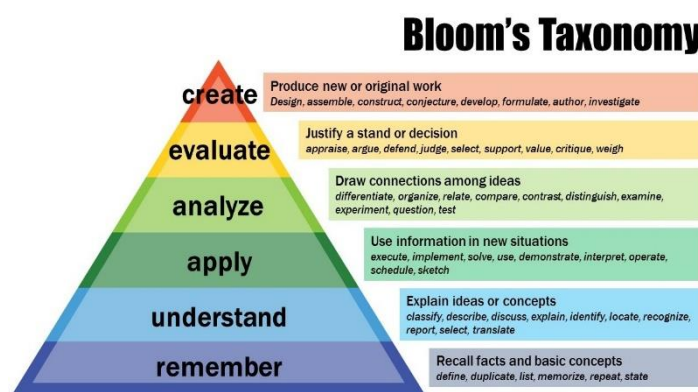

Figure 1. Bloom's Taxonomy Revision Pyramid by Anderson and Krathwohl (2001)

In addition, the structure of the cognitive process dimension highly engenders the critical thinking level. The structure cognitive process dimension is also developed by

Anderson and Krathwohl (2002) after revising the original ones by Bloom. There are six stages of the structure, besides; the several stages of the structure should be attached on the lesson objective to the extent of what kinds of knowledge and cognitive processes are involved in teaching and learning. First, the stage of remembering should be retrieved by the learners' long term-memory from the relevant knowledge either they read, listen, speak or write something. Second, the stage of understanding has to determine the learners' understanding to interpreting, inferring, or summarizing the meaning of information. Third, the stage of applying brings out the procedure for the

learners to be practiced for a particular situation during the learning, by the end of the learning. Then, the stage of analyzing is supposed to break down and discover the material parts which relate to one another and to a whole structure or goal. It reinforces the learner either to distinguish or to organize knowledge. Next, the stage of evaluation forces the learners to judge the knowledge or information which they acquired by having a critique and suggestion. Finally, the stage of creating is the most difficult stage which the learners have to achieve because it requires the learners to produce the original product, and this stage is rarely attached and accomplished in the lesson objectives. It can be concluded that the structure of the cognitive process dimension has to be composed within the lesson objectives on the English textbook as well.

Table 1. Structure of the Cognitive Process Dimension of the Revised Taxonomy

1.0 Remember – Retrieving relevant knowledge from long-term memory.
   1.1 Recognizing
   1.2 Recalling
2.0 Understand – Determining the meaning of instructional messages, including oral, written, and graphic communication.
   2.1 Interpreting
   2.2 Exemplifying
   2.3 Classifying
   2.4 Summarizing
   2.5 Inferring
   2.6 Comparing
   2.7 Explaining
3.0 Apply – Carrying out or using a procedure in a given situation.
   3.1 Executing
   3.2 Implementing
4.0 Analyze – Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose.
   4.1 Differentiating
   4.2 Organizing
   4.3 Attributing
5.0 Evaluate – Making judgments based on criteria and standards.
   5.1 Checking
   5.2 Critiquing
6.0 Create – Putting elements together to form a novel, coherent whole or make an original product.
   6.1 Generating
   6.2 Planning
   6.3 Producing

The English textbook is very important for the learners in learning English because it offers well-planned materials and skills which had set in the curriculum. It must be integrated with HOTS which will be useful for the pupils in facing the 21st-century skills situation. The English textbook which the pupils use as the main material is entitled I Love Jakarta for second graders of elementary school by *Tiga Serangkai*. It carries thirty-two materials which are presented in sixteen chapters for the whole semester and its materials consist of basic grammar and vocabulary. It also presents two to four objectives in one chapter; thus, the pupils must be able to practice the lesson objectives from the particular topic or skill by applying the knowledge or by creating new knowledge to be successful in the global workplace.

Moreover, second graders of *SDN Pengangsaan Dua 07 Pagi* elementary school have been learning English for two years; they began learning English from the basic level when they were in their first year. They think learning English is complicated because they learn English as a foreign language, and they are required to fulfill the English lesson objectives in every chapter which they have learnt. They have no chance to learn English at school due to the Covid-19 pandemic for more than a year, and they only rely on their English teacher and English textbook for achieving the English lesson objectives. Consequently, the best English lesson objectives which they have to master must contain High Order Thinking Skills for the 21st- century skills in an English textbook.

There are four studies which had directed in high order thinking skills, first Sulistyaningrum & Putri (2021) had led research in fostering ways of thinking in learning activities of English teaching lesson plans and the result revealed the insufficient incorporation of the ways of thinking in learning activities throughout the lesson plans. Second, Sulistyaningrum & Tyatira (2021) had researched on high order thinking skills integrated into reading activities of *modul PJJ Bahasa Inggris* for ninth-grade students in Indonesia, and they found that the lower-order thinking skills surpassed the higher-order thinking skills inside the module which needs improvement. Third, Cahyaningtyas, Sari, & Pradana (2020) had researched on high order thinking skills based on cognitive assessment

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instruments for third graders of elementary school, they employed R&D with the Four-D model; define, design, develop, and disseminate, and they ran three stages to show minor revisions as a result. Another research had established by Sukmawijaya, Yunita, & Sofyan (2020), they analyzed the higher-order thinking skills on the compulsory English textbook for tenth graders in senior high schools. They described that the proportion of HOTS in language skills is integrated well and relevant to the 2013 curriculum.

Therefore this research purposes to explore the integration of HOTS in the lesson objectives of the English textbook entitled "I Love Jakarta" by *Tiga Serangka*¸ which is being used by second graders of elementary school at *SDN Pegangsaan Dua 07 Pagi*. Then, it is expected to answer; to what extent is the integration of HOTS contained in the English textbook for second graders?

METHOD

This research employed a content analysis which refers to document analysis. This method was used to analyze a wide range of documents, such as lesson objectives in the English textbook. In addition, the data came from the English textbook entitled "I Love Jakarta' by *Tiga Serangkai* for second graders. It is composed of sixteen chapters, and its chapters have two to four lesson objectives. The data was from the list of verbs which represent the goal of the lesson.

Moreover, the data was analyzed employing Anderson and Krathwohl's taxonomy descriptors. To begin with, the researcher read and analyzed the sixteen chapters which contain lesson objectives from the English textbook. Then, the researcher listed the verbs which lie on the lesson objectives in every chapter. Afterward, all the verbs from the lesson objectives are matched to the descriptors of high-order thinking skills. Lastly, the data were interpreted and presented in a table format.

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Table 2. Anderson and Krathwohl's Taxonomy Descriptors and Keywords

Verbs					
• Choose	• Classify	• Apply	• Analyze	• Agree	• Adapt
• Define	• Compare	• Build	• Assume	• Appraise	• Build
• Find	• Contrast	• Choose	• Categorize	• Assess	• Change
• How	• Demonstrate	• Construct	• Classify	• Award	• Choose
• Label	• Explain	• Develop	• Compare	• Choose	• Combine
• List	• Extend	• Experiment with	• Conclusion	• Compare	• Compile
• Match	• Illustrate	• Identify	• Contrast	• Conclude	• Compose
• Name	• Infer	• Interview	• Discover	• Criteria	• Construct
• Omit	• Interpret	• Make use of	• Dissect	• Criticize	• Create
• Recall	• Outline	• Model	• Distinguish	• Decide	• Delete
• Relate	• Relate	• Organize	• Divide	• Deduct	• Design
• Select	• Rephrase	• Plan	• Examine	• Defend	• Develop
• Show	• Show	• Select	• Function	• Determine	• Discuss
• Spell	• Summarize	• Solve	• Inference	• Disprove	• Elaborate
• Tell	• Translate	• Utilize	• Inspect	• Estimate	• Estimate
• What			• List	• Evaluate	• Formulate
• When			• Motive	• Explain	• Happen
• Where			• Relationships	• Importance	• Imagine
• Which			• Simplify	• Influence	• Improve
• Who			• Survey	• Interpret	• Invent
• Why			• Take part in	• Judge	• Make up
			• Test for	• Justify	• Maximize
			• Theme	• Mark	• Minimize
				• Measure	• Modify
				• Opinion	• Original
				• Perceive	• Originate
				• Prioritize	• Plan
				• Prove	• Predict
				• Rate	• Propose
				• Recommend	• Solution
				• Rule on	• Solve
				• Select	• Suppose
				• Support	• Test
				• Value	• Theory

RESULTS AND DISCUSSION

The analysis resulted from the learning objectives in the sixteen chapters of the English textbook for second graders. Besides, table 3 presented the sixteen chapters, topics, learning goals, and contents. There are several verbs which are being used

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

several times, e.g. to describe, to express, to identify, to learn, to make, to mention, to perform, to play, to practice, to pronounce, to sing, to use. In addition, the verb "to use" is the most used in the learning goals on this English textbook, and it is followed by verbs "to describe",
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"to make", and "to identify". It can be concluded that the verb "to use" represents lower-order thinking skills because "to use" is categorized in the stage of apply on this English textbook entitled "I Love Jakarta" which is being used by second graders

Table 3. The Lesson Objectives in "I Love Jakarta" English Textbook

CHAPTER	TOPIC	GOALS	CONTENTS
1	Do You Like Music?	1. The students are able **to sing** *"Lenggang Kangkung"* aloud, 2. The students are able **to express** like or dislike, 3. The students are able **to use** yes or no questions.	1. Song *"Lenggang Kangkung"*. 2. Expressions of like or dislike, 3. Yes or no questions
2	The Shape is Round	1. The students are able **to use** the vocabulary of shape and measurement, 2. The students are able **to describe** *Ondel-ondel*	1. Shape and Measurement, 2. Ondel-ondel
3	The First Step is …	1. The students are able **to use** ordinal number $1^{st} - 10^{th}$, 2. The students are able **to perform** dance of *Lenggang Kangkung.*	1. Ordinal number $1^{st} - 10^{th}$, 2. Dance of *Lenggang Kangkung*

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BAHTERA: Jurnal Pendidikan Bahasa dan Sastra, Volume 21 Nomor 2 Juli 2022
http://journal.unj.ac.id/unj/index.php/bahtera/
P-ISSN 0853-2710
E-ISSN : 2540-8968

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4	There Are Eleven Sticks	1. The students are able **to use** cardinal numbers 11 – 20, 2. The students are able **to make** *Kembang Kelape*	1. Cardinal numbers 11 – 20, 2. *Kembang Kelape*
5	I Like *Doger* Ice	1. The students are able **to express** like and dislike, 2. The students are able **to describe** typical Betawi drinks	1. Expressing like and dislike, 2. Typical Betawi drinks
6	What is the colour?	1. The students are able **to identify** the names of colors, 2. The students are able **to pronounce** the names of colors, 3. The students are able **to make** some sentences using names of colors	1. Names of colors, 2. *Langkan* (Betawi's house ornament)
7	Let's Begin Our Games	1. The students are able **to use** imperatives, 2. The students are able **to play** game *Serundeng Kacang Tanah*	1. Imperatives, 2. Traditional game *Serundeng Kacang Tanah*
8	Let's Play Dampu Bulan	1. The students are able **to use** expressions of giving and following instruction,	1. Giving and following instruction,

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		2. The students are **to practice** *Dampu Bulan* game	2. Dampu Bulan game
9	Parts of Body	1. The students are able **to mention** parts of body and their functions, 2. The students are able **to perform** *Pencak Silat* movements	1. Parts of body and their functions, 2. Pencak Silat movement
10	There Are Twenty People in the Bus	1. The students are able **to use** singular and plural nouns, 2. The students are able **to use** 11 – 20, 3. The students are able **to use** vocabularies related to *Transjakarta*	1. Singular and plural nouns, 2. Vocabularies related to *Transjakarta*
11	Communication Devices	1. The students are able **to identify** communication devices, 2. The students are able **to pronounce** names of communication devices, 3. The students are able **to make** some sentences using vocabulary of	1. Communication devices, 2. Possessive adjectives

BAHTERA: Jurnal Pendidikan Bahasa dan Sastra, Volume 21 Nomor 2 Juli 2022
http://journal.unj.ac.id/unj/index.php/bahtera/
P-ISSN 0853-2710
E-ISSN : 2540-8968

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			communication devices
12	The Dangerous Fire	1. The students are able **to use** imperatives, 2. The students are able **to describe** the dangers of fire	1. Imperatives, 2. The dangers of fire
13	Healthy Environment	1. The students are able **to learn** how to build healthy environment, 2. The students are able **to identify** the use of imperative sentences, 3. The students are able **to mention** things to do to build healthy environment	1. Imperative sentences, 2. Building healthy environment
14	Let's Go to the *Posyandu*	1. The students are able **to use** preposition, 2. The students are able **to describe** the position of things, 3. The students are able **to use** vocabulary of things in *Posyandu*	1. Prepositions, 2. Things in *Posyandu*
15	Do You Know the City Park?	1. The students are able **to make** expressions using here is/ are, 2. The students are able **to describe** things in the city park	1. Learning about there is/are, 2. Things in the city park

| **16** | You Must turn Right | 1. The students are able **to make** expressions using must/must not, 2. The students are able **to describe** basic traffic rules | 1. Learning about must/must not, 2. Basic traffic rules |

Table 4. Matching the Verbs on the Lesson Objectives based on LOTS/ HOTS Classification and Bloom's Taxonomy Revision

Number	Frequency of Action Verbs	Action Verbs	LOTS/ HOTS Classification	LOTS/HOTS Level	Level
1.	6	Describe	LOTS	Remember	C1
2.	2	Express	LOTS	Understand	C2
3.	3	Identify	LOTS	Apply	C3
4.	1	Learn	LOTS	Remember	C1
5.	4	**Make**	**HOTS**	**Create**	**C6**
6.	2	Mention	LOTS	Remember	C1
7.	2	**Perform**	**HOTS**	**Create**	**C6**
8.	1	Play	LOTS	Apply	C3
9.	1	**Practice**	**HOTS**	**Analyze**	**C4**
10.	2	Pronounce	LOTS	Remember	C1
11.	1	Sing	LOTS	Apply	C3
12.	11	Use	LOTS	Apply	C3

Based on table 4, it is found eight action verbs which represent high-order thinking skills between C4 and C6. Although the verb "describe" appears six times, it does not affect other high order thinking skill action verbs. Those action verbs which represent HOTS in levels C4 and C6 are integrated within seven chapters but eight action verbs which are attached to the lesson objectives are not

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attached independently. On the other hand, they are joined with LOTS action verbs inside the lesson objectives. Thus, second graders of *SDN Pegangsaan Dua 07* have practiced HOTS between levels C4 and C6 on several chapters even though they don't practice HOTS sufficiently from the lesson objectives from the English textbook entitled "I Love Jakarta".

Therefore, the answer to the question of this research, which is to what extent is the integration of HOTS contained in the English textbook for second graders? The integration of high-order thinking skills in the English textbook "I Love Jakarta" for second graders is limited. It can be seen that there are only two higher-order thinking skills between C4 and C6 found on the lesson objectives from thirty-two materials within sixteen chapters, and they are found in chapters 3, 4, 6, 8, 9, 11, 15, and 16.

CONCLUSION

In brief, this study purposes to explore the integration of HOTS in the lesson objectives of the English textbook which is being used by second graders of elementary school at *SDN Pegangsaan Dua 07 Pagi*. After listing the action verbs, the data was analyzed employing Anderson and Krathwohl's taxonomy descriptors. The result revealed that the integration of high order thinking skills in the English textbook "I Love Jakarta" for second graders is limited, and only two levels of HOTS are found in the English textbook; level C4 and C6. Those two levels of HOTS are attached in chapters 3, 4, 6, 8, 9, 11, 15, and 16 although they are not attached independently on the lesson objectives. However, the lack of high-order thinking skills in the "I Love Jakarta" English textbook should be added more and the abundance of low- order thinking skills should dwindle in every lesson objective of the textbook. The researcher suggests that the English teacher and the editor of the English textbook collaborate to substitute several action verbs which indicate the low-order thinking skills on the lesson objectives. They can cooperate by conducting open discussions to novelize the high-order thinking skills which the learners have to be accomplished in the 21st- century.

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