
Development of Higher Order Thinking Skills (HOTS) Based Inferential Reading Module

Uyun Nafiah ¹

Wahyuni Fitria ²

Ayuliamita Abadi ²

¹ Corresponding author, UIN Sulthan Thaha Saifuddin Jambi, Indonesia;
uyunnafiah@uinjambi.ac.id

² UIN Sulthan Thaha Saifuddin Jambi, Indonesia.

Received: 26 July 2024

Accepted: 25 December 2024

Published: 18 January 2025

Abstract

Nowadays, literacy is very important and critical thinking should be added in the teaching and learning. Therefore, this research is aimed at developing Higher Order Thinking Skills (HOTS) Based Inferential Reading Module which is suitable and practical for students of English Education Study Program. This was developmental research which used ADDIE model that consisted of five stages: analyze, design, develop, implement, and evaluate. Based on the result of validity test by two expert validators, it gained mean percentage 84.24% categorized as very valid in term of content eligibility, linguistics, presentation, and graphics components. Besides, based on the result of students' practicality in terms of ease of use, efficiency of learning time and benefits, it was found percentage 81.13% categorized as very practical. It could be concluded that Higher Order Thinking Skills (HOTS) Based Inferential Reading Module is suitable, practical, and beneficial for the students of English Education Study Program UIN Sulthan Thaha Saifuddin Jambi.

Keywords: ADDIE model, Higher Order Thinking Skills (HOTS), inferential reading, practicality, validity

To cite this article: Nafiah, U., Fitria, W., & Abdai, A. (2025). Development of higher order thinking skills (HOTS) based inferential reading module. *SALEE: Study of Applied Linguistics and English Education*, 6(1), 22-38. <https://doi.org/10.35961/salee.v6i1.1577>

DOI: 10.35961/salee.v6i1.1577



1. Introduction

As part of the national education system, higher education has a strategic role in shaping the character of students who have creativity, innovation, responsiveness, independence, skills, and competitiveness. This is regulated in the 12th 1945 Constitution of the Republic of Indonesia concerning higher education in 2012. Article 5 states that the purpose of higher education is to develop the potential of students and become human beings who believe and fear God Almighty, having noble character, healthy, knowledgeable, capable, creative, independent, skilled, capable, and educated, for the benefit of the state (1945 Constitution, Article 5). An educational process that can develop human resources with skills, abilities, creativity, and independence is a prerequisite for the 21st century and the 4.0 Industrial Revolution.

However, the learning process has not been fully able to grow students who are capable, creative, and independent. Trilling and Fadel (2009) conducted research and found that high school and tertiary graduates were still lacking in competence in verbal and written communication, critical thinking, problem solving, work ethic and professionalism, teamwork, and use of technology. According to the survey, college graduates also lack project management and leadership skills (Trilling & Fadel, 2009). This condition is caused by the fact that learning in schools and colleges is generally still at the lower level of thinking (Putri & Komariah, 2018).

Based on the Semester Learning Plan (RPS) for the Inferential Reading course in the English Education Study Program, UIN STS Jambi, there are several learning outcomes that are assigned to students, namely knowledge gain, attitude achievement, and skills achievement. In terms of knowledge gain, at the end of this course, students are expected to be able to understand and analyze the topics and main ideas implied in the reading, identify, and apply strategies in reading, understand vocabulary in context, and analyze implied and explicit meanings in reading. Achievement of attitudes includes being critical of reading, being brave and polite in expressing opinions, as well as being independent and responsible for the tasks carried out. Meanwhile, in skills achievement, students are expected to have skills in reading, analyzing, and making inferences from reading, as well as being skilled in presenting their work.

To fulfill learning outcomes that are all oriented towards higher-order thinking skills, teaching materials, and learning resources are needed that fully support them. Based on the results of interviews with lecturers supporting the course as well as experience teaching Inferential Reading courses as well as in-class observations, there are no teaching materials in the form of HOTS-oriented modules. The material that has been used so far has come from several books and other sources related to the topic of discussion that are less oriented

towards higher-order thinking skills. So that not all students are actively involved in learning in class and learning outcomes have not been implemented optimally.

There are several studies related to the use of teaching materials associated with HOT (Indriyana & Kuswando, 2019; Margana & Widyantoro, 2017; Suad et al., 2022) which states the importance of thinking skills in learning, but not many researches about applying HOTS for reading comprehension, especially inferential reading. Therefore, based on the problems above, the researcher feels the need to develop teaching materials in the form of modules and incorporate a higher order thinking skills orientation into the Inferential Reading course module for English Education study program students.

1.1. Literature review

1.1.1. English module

The module is a form of teaching material that is systematically arranged and contains a set of learning objectives complemented by material and learning experiences as well as learning evaluations. The purpose of writing modules is to clarify and simplify the presentation of material so that it is not too verbal. In addition, the module is expected to motivate students to learn independently, according to their abilities and interests. At the end of the lesson, usually the module is also equipped with evaluation questions so that students can measure learning outcomes or evaluate themselves (Depdiknas, 2008). Learning using modules is considered more effective because it can encourage students to learn more independently without direct teacher assistance.

There are some characteristics of a good module (Depdiknas, 2008). First, Self-Instructional; that is by using module, a person or participant learns to be able to learn themselves, not dependent on other people. Second, Self-Contained; that is, all learning material from one competency unit or sub-competency learned is contained in one module as a whole. Third, Stand Alone; that is, the modules developed do not depend on other media or do not have to be used together with other learning media. By using a module, learners are not dependent and must use other media to learn and or do assignments on the module. Fourth, Adaptive; the module should have a high adaptive power to the development of science and technology. It is said to be adaptive if the module can adjust the development of science and technology, and is flexible to use. Fifth, User Friendly; the module should be friendly with the wearer. Each instruction and information exposure that appears is helpful and friendly to the wearer, including the user's ease in responding, accessing as desired. The use of simple language, easy to understand and uses terms that are commonly used are characterized as user friendly.

1.1.2. Higher Order Thinking Skills (HOTS)

People in the 21st century are starting to realize the importance of preparing young people who are creative, capable of critical thinking, able to make the right decisions, and skilled in

solving problems. Fadel (2008) in (Sani, 2019) describes the learning skills needed in the 21st century, which are shortened to 4C, namely creativity, critical thinking, collaboration, and communication. With creativity and the ability to innovate this makes human resources superior and able to compete in various sectors.

In addition, in the era of the industrial revolution 4.0, mastery of literacy and thinking skills is also needed. Hecklau et al (2016) stated that there are four competency categories that must be possessed by graduates to be able to compete globally, namely technical competence, methodology competence, social competence and personal competence. According to him, higher-order thinking skills are contained in the scope of methodological competencies which include creativity, analytical skills, problem solving, entrepreneurial thinking, making decisions, research skills, and being efficient and effective oriented (Hecklau et al., 2016). Regarding thinking skills, nowadays, basic skills have shifted from lower order thinking skills to higher order thinking skills. The term HOTS is part of the cognitive domain in Bloom's Taxonomy which aims to strengthen mental skills about knowledge. According to Anderson & Krathwohl (2001), the levels of cognitive domains according to Bloom's taxonomy that have been revised are: 1) remembering, 2) understanding, 3) applying, 4) analyzing, 5) evaluating (evaluating), 6) creating (creating). Levels 1 to 3 are categorized as low order thinking skills (LOTS), while levels 4 to 6 are categorized as high order thinking skills (HOTS) (Anderson et al., 2001).

Higher-order thinking skills include the ability to think critically, logically, reflectively, metacognitively, and think creatively (Lewis & Smith, 1993). HOTS is a thinking ability that does not only require the ability to remember, but requires other high abilities, such as creative thinking and critical thinking (Jaenudin et al., 2020). These skills are needed to solve problems and make decisions. Higher order thinking skills (HOTS) will be developed if someone faces a new problem, a challenging question or faces a dilemma, so that someone will think about finding a solution and solving the problem. According to Lewis and Smith (1993), higher order thinking skills (HOTS) include critical thinking, creative thinking, problem solving, and making decisions. Someone who applies HOTS, he needs to examine and analyze assumptions or values, identify and evaluate facts, synthesize or combine facts and ideas, generalize, so as to arrive at a conclusion or interpretation (Lewis & Smith, 1993).

1.1.3. HOTS in reading comprehension

Recently, reading ability has become a very important language skill for students studying English as a foreign language or as a second language in an academic context (Grabe, 2010). Reading comprehension, fluency and pleasure in reading must be built continuously through habit and practice. For students with low reading skills, it is certainly very difficult and difficult to understand reading, coupled with a lack of interest and an unsupportive environment. Therefore, the implementation of an extensive reading program has been a successful experience in directing and engaging students' interest in reading (Day &

Bamford, 2002). This activity helps students choose a positive approach to extensive reading. The fluency in reading a text is significantly related to reading comprehension and students who have more abilities show a very strong relationship (Grabe, 2010).

The ability to understand the content of a text is defined as reading comprehension through the use of critical thinking and critical reading (Sitorus et al., 2021). According to Grabe (2010) the ability to read is a critical language skill for students of English as a foreign language and English as a second language in an academic context. Reading is not just reading the text, but understanding the reading and thinking critically about the context of the reading. Reading comprehension includes several abilities, including making predictions, asking questions, making inferences, synthesizing information, determining the main ideas of reading, making summaries, and analyzing texts.

Reading texts with critical thinking can be done by interpreting, generalizing, analyzing, and synthesizing based on existing knowledge. HOTS has an important role in developing teaching materials for reading comprehension (Thamrin et al., 2019). In reading comprehension, applying critical thinking in reading activities is a very important aspect for developing students' ability to grasp the meaning of a text. Critical reading is not the same as other types of reading such as skimming or scanning, but rather uses higher-order thinking skills which include analysis, reflection, evaluation and making conclusions based on their opinions and life experiences needed in higher-order thinking (Thamrin et al., 2019). There are several strategies or learning activities in the classroom that can improve reading skills, namely predicting, making connections, visualizing, inferring, questioning and summarizing (Mckown & Barnett, 2007).

Within each HOTS category, there are keywords that are categorized into the HOTS level. The first is at the analyzing level, the keywords used are analyze, assume, classify, conclusion, deconstruct, discover, inference, outline, and so on. Then the second HOTS level is the evaluating level, the keywords used are assess, choose, conclude, opinion, evaluate, and so on. Whereas for the third HOTS level, namely creating, the keywords used are create, change, solve, modify, and others (Daniati & Fitriwati, 2020). Based on the findings of research conducted by Yoke et al., 2015 that students' perceptions of learning to use HOTS in English reading classes as a second language are very positive. The students were actively involved in the discussion and felt that their presence and opinions were influential in the discussion. Activities carried out in class help them develop thinking skills such as understanding topics, researching problems, analyzing and synthesizing issues and evaluating other people's opinions about a topic.

2. Method

2.1. Research design

This type of research is research and development (R&D). According to Sugiyono, 2010 "Research and Development is a research method used to produce certain products." In this study, the product produced was an Inferential Reading module based on Higher order thinking skills (HOTS) for students of English Education Study Program, Faculty of Tarbiyah and Teacher Training UIN STS Jambi. The development model used is the ADDIE model, which stands for analysis, design, development, implementation, and evaluation (Branch, 2009). The ADDIE model was used in this study because it is suitable for making teaching materials.

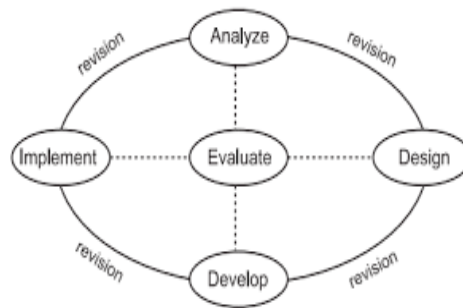


Figure 1. The ADDIE Model

2.2. Research instrument

For data collection used several instruments, interviews, observations, and questionnaires. This interview instrument is needed in the process of analyzing problems and needs, where interviews are intended for students and lecturers supporting the subject. Then observations are made to find out the problems that occur in the field and the implementation of learning in class. In addition, there are two assessment sheets used in this study, namely a validation questionnaire for the validator and a practicality questionnaire with a Likert scale with a score range of 1-4. Validation questionnaire was used after the module was finished. Two expert validators assessed its validity in terms of content eligibility, linguistic component, presentation component and graphic component in the validity questionnaire. While practicality questionnaire to know students' perception in term of aspects of ease of use, efficient use of time and benefits of the module.

2.3. Subject of the study

Subjects of this study were fifth (fifth) semester students of the English Education study program at UIN Sulthan Thaha Saifuddin Jambi. Meanwhile, the object of this research is the Higher Order Thinking Skills-based Inferential Reading Course module for students of English Education Study Program, UIN Sulthan Thaha Saifuddin Jambi.

2.4. Data analysis technique

The data obtained is analyzed in two ways, namely:

2.4.1. Analysis of module validity

The validation sheet was given to two experts in the field of material and media to be assessed based on the appropriateness of content, language, presentation and graphics. The Likert scale of 1-4 is used to assess it.

Table 1. Scoring of Likert scale

Score	Category
4	Very agree
3	Agree
2	Disagree
1	Very Disagree

(Sugiyono, 2010)

Maximum score = 4x total item

$$\text{Validity} = \frac{\text{gained score}}{\text{maximum score}} \times 100\%$$

Table 2. Criteria for validity

Interval Score	Validity category
76-100	<i>Very valid</i>
51-75	<i>Valid</i>
26-50	<i>Valid enough</i>
0-25	<i>Not valid</i>

(Purwanto, 2009)

2.4.2. Analysis of module practicality

Module practicality questionnaires were given to students to see their assessment of the modules that had been used in term of aspects of ease of use, efficient use of time and benefits. Likert scale ranged 1-4 was used to score it.

$$\text{Practicality} = \frac{\text{gained score}}{\text{maximum score}} \times 100\%$$

Table 3. Criteria for practicality

Interval Score	Practicality category
76-100	<i>Very practical</i>

51-75	<i>Practical</i>
26-50	<i>Practical enough</i>
0-25	<i>Not practical</i>

(Purwanto, 2009)

3. Results and Discussion

The module was developed for several steps, they were analyzed, designed, developed, implemented, and evaluated steps. The followings are the results of each step:

3.1. Analyze step

The purpose of this stage is to determine and define learning conditions in terms of various aspects. The researchers have conducted interviews with lecturers in the Inferential Reading course and students in semesters 5 and 3 of the English Education study program at UIN Sulthan Thaha Saifuddin Jambi to seek initial information about the learning process so far. Based on the results of interviews with the lecturer for this course in semester 3 last year, information was obtained that she used a book containing reading texts and photocopied comprehension questions in accordance with the material being taught and worked on by students. The teaching materials used are limited because they use old books that are less updated. The other learning activities carried out by students are looking for journal articles to be summarized and presented. Information obtained from students who had attended MK Inferential Reading found that students still had difficulty understanding the material being taught because of a lack of explanation of what material was being studied, only reading in general and monotonous assignments. Then, from the results of interviews with semester 3 students who will take this inferential reading course, they hope to be able to explain the learning objectives to be achieved and to use various sources and learning activities that encourage them to be more active in learning.

Furthermore, this campus applied KKN Curriculum and for the learning objectives of Inferential Reading Course are:

1. Implement a previewing strategy by examining parts of a book or text to make predictions about its contents, develop critical thinking skills, and discuss the results of the previewing strategy correctly.
2. Apply a predicting strategy by determining clues based on the reading context; associating prior knowledge with the text read; analyze clues and background knowledge to make predictions.
3. Find implied topics and main ideas from paragraphs or texts; analyze the meaning based on the context of its use and determine the correct topic and main idea individually or in groups.

1.	Content eligibility	6	24	1.	Ease of use	6	24
2.	Linguistic components	6	24	2.	Efficiency of learning time	3	12
3.	Presentation components	6	24	3.	Benefits	6	24
4.	Graphic components	5	20				
	Total	23	92			15	60

Validity instrument consisted of four aspects, they were: content eligibility (6 items); linguistic component (6 items); presentation component (6 items); and the graphic component (6 items); so the total statements in this instrument were 23 items. While the instrument of practicality perception consisted of 3 aspects, namely ease of use (6 items), efficiency of learning time (3 items), and benefits (6 items), so the total number of statements were 15 items. In addition, validity instrument would be filled by two experts and practicality instruments would be filled by the students.

3.3. Develop step

At this stage, the development of an Inferential Reading Course module based on high order thinking skills (HOTS) was carried out in some theme: previewing, predicting, analyzing topics and main ideas and making inferences. There are several activities in this development stage, namely module validation, one to one trials and small group trials.

3.3.1. Module validation

The modules that have been compiled are then validated by two expert lecturers to assess their feasibility before being used. The validators for this module are the permanent lecturers of the English Education study program, Faculty of Tarbiyah and Teacher Training, UIN STS Jambi. The validators were asked to provide feedback and suggestions for the modules being developed. There were several suggestions given by validators. Then, the researcher revised the English module based on the suggestions and input from the validators. After the module has been revised, the two validators filled in the questionnaire of the validity of the product in terms of content eligibility, linguistic component, presentation component and graphic component. The results of the two validators' assessment of the English module can be seen in the following table:

Table 5. The results of module validation

No	Aspects	Validator 1		Validator 2		Mean Percentage
1.	Content eligibility	20	83.33%	22	91.67%	89.50%
2.	Linguistic components	19	79.17%	21	87,50%	83.33%

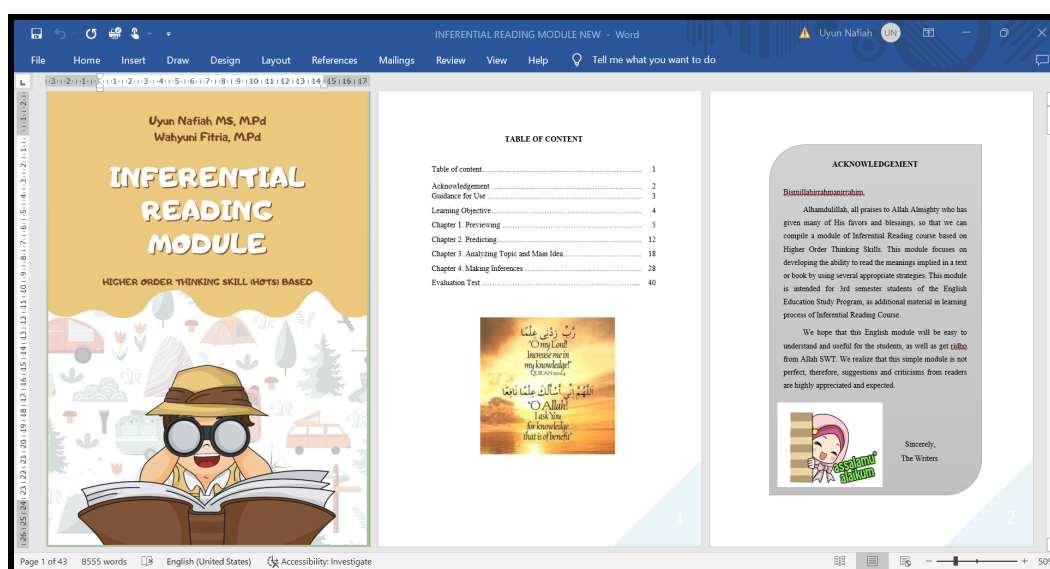
3.	Presentation components	18	75%	22	91.67%	83.33%
4.	Graphic components	15	75%	18	90%	82.50%
	Maximum score	92	100%	92	100%	
	Score	72	78.26%	83	90.22 %	84.24 %
	Category		Very Valid		Very Valid	Very Valid

Based on the figure above it can be seen that the mean percentage from two validators for content eligibility aspect is 89.50%, linguistic components is 83.33%, presentation components is 83.33%, and graphic components is 82.50%. Then the percentage value of validator 1 is 78.26% and of validator 2 is 90.22%. So, the average of the two validators is 84.24% which belongs to very valid category.

3.3.2. Product trial

Modules that have been validated and declared valid for use are then tested on three students with low, medium and high abilities to ask for their responses to the modules. After the module was tried out on three students, it was then tested again on a small group of 10 third semester English Education students from local 3A. They were asked to read the module and provide an assessment of the contents of the module through the Google form with the link <https://forms.gle/E32JGEpdaLY3H7SQ8> . The assessment includes ease of use, time efficiency and benefits. Based on the results of the questionnaire given to them, a percentage of 80.83% was obtained in the very practical category.

After getting input from students through one-to-one trial trials and small group trials, the module was revised again. The final display module is as shown below:



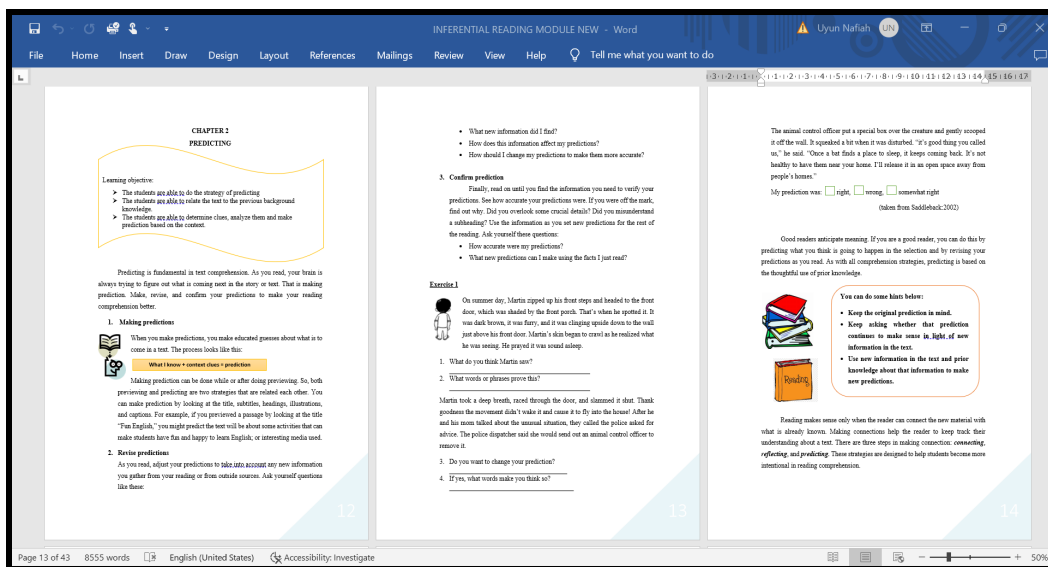


Figure 3. Final Draft of Module

Some of the pictures above are the final draft of the HOTS-based Inferential reading course module after several improvements based on input from validators and students. Module revisions are carried out to obtain modules that are suitable for use in class and according to student needs.

3.4. Implement step

At this stage, it was the time to conduct the implementation of teaching in the classroom by using HOTS Based Inferential Reading module that have been prepared. As for the subject of the study were students of third semester of English Education Study Program UIN Sulthan Thaha Saifuddin Jambi consisting of 28 students. The teaching and learning process was carried out during five meetings virtually. The researcher was also as the lecturer who taught English lessons directly to the students using this module. The materials contained were about the ability to analyze implied meaning of texts and apply HOTS approach.

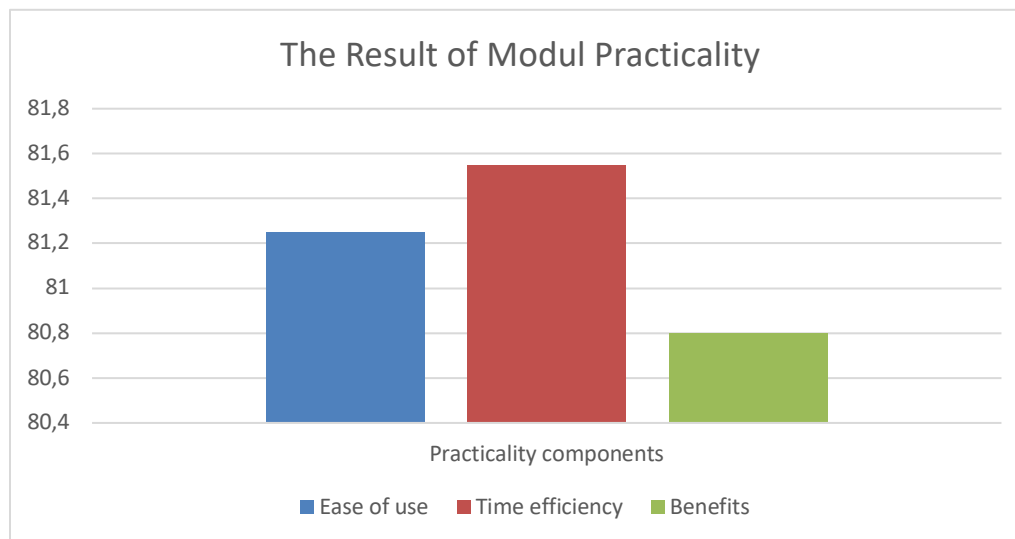
3.5. Evaluate step

After the module media was implemented in teaching process, the next stage was the evaluation to find out the perceptions of students regarding the practicality of the module. At the end of the lesson, students are given a practicality questionnaire to find out students' perceptions of aspects of ease of use, efficient use of time and benefits.

Table 6. The results of module practicality

No	Aspects	Percentage
1.	Ease of use	81.25%

2.	Efficiency of learning time	81.55%
3.	Benefits	80.80%
	Maximum score	100%
	Score	81.13%
	Category	Very Valid



The diagram above shows the percentage of practicality aspects assessed by students regarding the use of the HOTS-based Inferential Reading course module. The average rating for the aspect of ease of use is 81.25%, the efficiency of learning time is 81.55%, and the benefits are 80.80%. The average percentage of all students from all aspects is 81.13% in the very practical category. After knowing the perceptions of students, this module was still improved based on suggestions and input from students after their use in class so that it could be used with a wider range.

3.6. Discussion

The findings in this research regarding students' perceptions of the use of this module which was on very practical category (81.13%) are consistent with the findings of research conducted by Yoke et al., 2015 that students' perceptions of learning to use HOTS in English reading classes as a second language are very positive (Yoke et al., 2015). The students were actively involved in the discussion and felt that their presence and opinions were influential in the discussion. Activities carried out in class help them develop thinking skills such as understanding topics, researching problems, analyzing and synthesizing issues and evaluating other people's opinions about a topic.

The application of the use of the Inferential Reading Course module can improve students' reading skills because it focuses on high-level thinking skills. Learning that is oriented

towards thinking skills is very important to be implemented in language learning. This is consistent with the results of research conducted by Margana and Widyantoro (2017) that all respondents in Yogyakarta agreed on the issue of developing HOTS-oriented English teaching materials to stimulate students' thinking skills, creativity and independent learning (Margana & Widyantoro, 2017).

Furthermore, in implementing the HOTS module, there are questions that contain HOTS. Based on the results of research from Febrina, et al (2019), it was found that the teaching materials used support high-level thinking skills, especially at the analyzing, evaluating, and creating levels. Most questions in reading comprehension ask students to think more analytically and critically based on their opinions, the questions are not only remembering or understanding but also analyzing, evaluating and creating (Febrina et al., 2019). Besides, the skill of reading texts with critical thinking can be done by interpreting, making general, analyzing, and synthesizing based on existing knowledge. HOTS has an important role in developing teaching materials for reading comprehension (Indriyana & Kuswando, 2019; Margana & Widyantoro, 2017; Sitorus et al., 2021; Thamrin et al., 2019).

In reading comprehension, applying critical thinking in reading activities is a very important aspect for developing students' ability to grasp the meaning of a text. Critical reading is not the same as other types of reading such as skimming or scanning, but rather uses higher-order thinking skills which include analysis, reflection, evaluation and making conclusions based on their opinions and life experiences needed in higher-order thinking (Thamrin et al., 2019). There are several strategies or learning activities in the classroom that can improve reading skills, namely predicting, making connections, visualizing, inferring, questioning and summarizing (Anasy, 2016; Mckown & Barnett, 2007; Suad et al., 2022). Some of these activities are also carried out in learning MK Inferential Reading in class, namely predicting, previewing, and making inferences.

The assessment of reading comprehension includes asking students to understand a text and looking for explicit meaning and detailed information contained in the content of the reading. However, instead of asking about explicit information that contains facts in the text, students can be asked to answer the implied meaning of information that is not directly stated in the text (Singh & Shaari, 2019). Question items are of course adjusted to the level of complexity of their understanding. Questions that refer to higher-order thinking skills can be found in reading questions. Exercises for reading comprehension include a variety of types to train students in understanding texts and linguistic materials (Daniati & Fitrawati, 2020). Therefore, the introduction of HOTS is something that is important to overcome problems in reading because it can facilitate students to improve their understanding of a text (Aloqaili, 2012). In addition, students can also predict questions and prepare logical reasons related to texts and teaching materials, so that there are differences between students who are taught

with HOTS and those who are not taught using HOTS in learning outcomes and the way they think (Nurmaharaeni et al., 2022).

4. Conclusion

The HOTS-based Inferential Reading course module was developed according to the ADDIE development model which consists of five stages: analyze, design, develop, implement, and evaluate. Based on the validity test by two expert lecturers who assessed the feasibility of its use in terms of material content, language, presentation and graphics, an average result of 84.24% was obtained with a very valid category. This means that the content of the HOTS-based Inferential Reading course is in accordance with the curriculum of KKNI, the language used is according to student abilities, and the presentation of images in interesting modules.

Then at the end of the lesson, students are given a practical questionnaire to find out their perceptions from the aspects of ease of use, efficiency of learning time and benefits. After the overall value of the questionnaire is accumulated, a percentage value of 81.13% is obtained in the very practical category. So, it can be concluded that the HOTS-based Inferential Reading course module is acceptable, easy to use and useful for students.

Based on the research findings, there are several things recommended for students, lecturers, and other researchers. For students, this module can effectively improve their ability to understand reading implied meaning according to the correct instructions for use. For lecturers, this module can be used as an alternative practical and useful additional teaching material to add insight into implied reading strategies. The researcher hopes that this product can be developed for other types of reading skills and with a wider range of research subjects.

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