

**AN ANALYSIS OF HOTS/LOTS IN THE READING QUESTIONS OF AN
ENGLISH WORKSHEET FOR ELEVENTH-GRADE STUDENTS**

THESIS

*Submitted in Partial Fulfilment of the Requirements for Undergraduate Program
English Education the Strata One (S1) Degree*



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DECLARATION PAGE

Hereby, I declare that this thesis entitled “**An Analysis of HOTS/LOTS in the Reading Questions of an English Worksheet for Eleventh-Grade Students.**”

Is my own work. I quoted some theories of this research from several references and sources. Moreover, if the following day proves that this thesis is not my own work, I will be ready to take a consequence.



APPROVAL PAGE

**ANALYSIS OF HOTS/LOTS IN THE QUESTION ACTIVITY IN READNG
TEXT ENGLISH WORSKHEET FOR ELEVEN GRADE
SENIOR HIGH SCHOOL**

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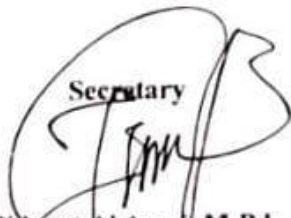
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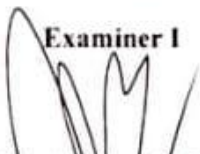
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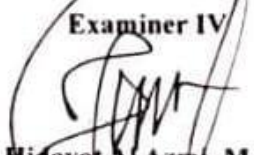

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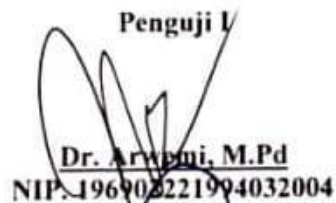
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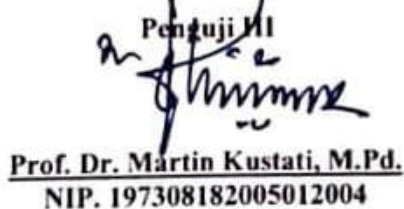
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ABSTRACT

Farhan Tsani MD, 2026: *An Analysis of HOTS/LOTS in the Reading Questions of an English Worksheet for Eleventh-Grade Students.*

Reading questions play an important role in developing students' thinking skills, yet many English learning materials in Indonesia still emphasize lower-level cognitive processes. This study aimed to determine the proportion of Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS) in the reading questions of an English worksheet for eleventh-grade senior high school students, based on the Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001). A descriptive qualitative content analysis was used to examine 105 questions from 12 reading tasks in Unit 4 (Environmental Awareness) and Unit 5 (Personal Money Management). Each question was classified into cognitive levels C1–C6 using a checklist, and the results were presented as percentages. The findings show that LOTS dominated the worksheet with 94 questions (89.52%), consisting of Remembering (C1) with 44 questions (41.90%), Understanding (C2) with 25 questions (23.81%), and Applying (C3) with 25 questions (23.81%). HOTS accounted for only 11 questions (10.48%), all at the Analyzing (C4) level, while Evaluating (C5) and Creating (C6) were absent. Although the worksheet's themes and texts are aligned with the Merdeka Curriculum, this imbalance offers students limited opportunities to develop critical and creative thinking. Therefore, worksheet developers and teachers are encouraged to include more HOTS questions, especially at the evaluating and creating levels.

Keywords: *HOTS and LOTS, Reading Questions, English Worksheet, Revised Bloom's Taxonomy*

ABSTRAK

Farhan Tsani MD, 2026: *Analisis HOTS/LOTS pada Soal-Soal Membaca dalam Lembar Kerja Bahasa Inggris untuk Siswa Kelas XI.*

Soal-soal bacaan memainkan peran penting dalam mengembangkan keterampilan berpikir siswa, namun banyak bahan pembelajaran bahasa Inggris di Indonesia yang masih menekankan pada proses kognitif tingkat rendah. Penelitian ini bertujuan untuk menentukan proporsi Keterampilan Berpikir Tingkat Rendah (LOTS) dan Keterampilan Berpikir Tingkat Tinggi (HOTS) dalam soal-soal bacaan pada lembar kerja bahasa Inggris untuk siswa kelas XI SMA, berdasarkan Taksonomi Bloom yang Direvisi (Anderson & Krathwohl, 2001). Analisis konten kualitatif deskriptif digunakan untuk mengkaji 105 soal dari 12 tugas membaca pada Unit 4 (Kesadaran Lingkungan) dan Unit 5 (Pengelolaan Keuangan Pribadi). Setiap soal diklasifikasikan ke dalam tingkat kognitif C1–C6 menggunakan daftar periksa, dan hasilnya disajikan dalam bentuk persentase. Temuan menunjukkan bahwa LOTS mendominasi lembar kerja dengan 94 soal (89,52%), yang terdiri dari Mengingat (C1) sebanyak 44 soal (41,90%), Memahami (C2) sebanyak 25 soal (23,81%), dan Menerapkan (C3) sebanyak 25 soal (23,81%). Pertanyaan HOTS hanya berjumlah 11 soal (10,48%), semuanya berada pada tingkat Analisis (C4), sedangkan tingkat Evaluasi (C5) dan Kreasi (C6) tidak terdapat sama sekali. Meskipun tema dan teks lembar kerja tersebut selaras dengan Kurikulum Merdeka, ketidakseimbangan ini membatasi kesempatan siswa untuk mengembangkan pemikiran kritis dan kreatif. Oleh karena itu, pengembang lembar kerja dan guru didorong untuk menyertakan lebih banyak soal HOTS, terutama pada tingkat mengevaluasi dan menciptakan.

Kata kunci: *HOTS dan LOTS, Soal Membaca, Lembar Kerja Bahasa Inggris, Taksonomi Bloom yang Direvisi.*

ACKNOWLEDGEMENT



“In the Name of Allah, the Most Gracious, the Most Merciful”

Alhamdulillahirabbil'alamin. Praise to Allah SWT who has given me the health, opportunity, knowledge, and strength to finish the thesis entitled "Analysis of HOTS/LOTS in the Question Activity in Reading Text English Worksheet for Eleven Grade" Peace is upon Prophet Muhammad SAW, the message; May Allah bless him and give him peace.

The author realizes that this thesis could be completed thanks to the support and assistance from various parties. Therefore, the author would like to thank all parties who directly and indirectly contributed so that the author could complete this thesis smoothly. On this occasion, the author would like to express his thanks to:

1. Prof. Dr. Martin Kustati, M.Pd., as the first supervisor, thank you for all forms of support given to me and for your willingness to take the time and patiently provide guidance, direction, and input so that the writer can complete the thesis on time.
2. Hidayat Al Azmi., M.Pd., as the second supervisor, thank you for patiently guiding, directing, supporting, and appreciating the writer so that the author is motivated to complete this thesis as soon as possible, so that the author can complete writing this thesis.
3. Dr. Melinda Roza, M.Pd., as Head of the English Literature Department; Dr. Ifkar Rasyid, M.Pd., as Secretary of the English Literature Department; and all employees of the English Literature Department.
4. Mr. and Mrs. Lecturers who teach at the English Tadris Department, Faculty of Tarbiyah and Teacher Training, UIN Imam Bonjol Padang.

A big thank you to my beloved father Marhasril and my beloved mother Defi Sulastri who always prayed and tried to provide the best for the author, both in the form of moral and material support, as well as faithfully and patiently encouraging the author so that it could deliver the author to the end of life. Furthermore, to friends who have provided motivation, encouragement, assistance, and have always accompanied the author in the process of preparing the thesis so that the author can complete this thesis.

Hopefully each of the oldest words in it can provide new insights and a deeper understanding of the topic discussed. This thesis should be useful for writers in particular and readers in general. Hopefully all the help and sincerity that has been given to the author will be an act of worship and be worth a reward in the sight of Allah SWT. Amen, Ya Rabbal 'Alamin.

Padang, 27 August 2026

A handwritten signature in black ink, appearing to be 'Farhan Tsani', with a stylized, cursive script.

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