Developing HOTS-Based Supplementary Reading Material for EFL Learners

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Abstract. The objectives of this study were (1) to describe the students' needs of Grade XI of SMK Negeri 1 Karanganyar for HOTS-based supplementary reading material and (2) to develop the material in search of its appropriateness. The method of the research is Educational Research and Development (R&D) proposed by Borg and Gall's model. The data were collected through questionnaires, interviews, and observation, and analyzed using descriptive statistics and descriptive qualitative methods. The subject of the research was 36 students selected in purposive sampling. The need analysis showed that the majority of students were eager to have HOTS-based reading material. Presented with the scientific approach, the developed material can facilitate HOTS students. The appropriateness of the product was achieved with a score of 3,78 meant appropriate.

Keywords: Accounting students, Higher-order thinking skills, Supplementary reading materials

1. Introduction

Reading is not only uttering the words, comprehending the sentences, and understanding the paragraph but reading is the activities to get the goal of the text and understand the author's purpose[1]. To do so, the reader should have the ability to access, understand, analyze, and evaluate the text carefully; those efforts are critical thinking similar to higher-order thinking skills (HOTS) [2]. The connection between critical reading and critical thinking is that critical thinking can activate the schema which can relate to the prior knowledge and the new one [3]. The reader stresses prior knowledge, to be applied in the new situation, be a decision-maker, and find out a novel solution[4]. That is why HOTS is embroiled in taking part in learning to capitalize the student to be problem-solver in their lives[5]. HOTS must be habituated in students learning environments to ensure that the students have the capability of analyzing, evaluating, and creating[6].

Since reading is considered a compulsory subject at any level to get new knowledge or so reading becomes the measurement of the language target acquired [7], [8]. As the basis of language input, material teaching has been deemed the prominent learning source for students that they actively explore and experience using material teaching in the classroom. Therefore, the teacher must examine the material content whether it has accommodated the student's level and need. Put simply, the teacher may match the textbook with the learning objective to know the compliance between them. The main reason is not all teaching materials do not fulfill the users' expectations. For example, the emphasis on HOTS in 2013 is still far from the hope. The essay reading questions still consists of lower higher-order thinking skill [9]. Besides, reading should have relied on the macro skill component, it turns out that most reading materials are featured micro-skills that bring the student unsuccessful in critical thinking[10].

The previous study about textbook analisis has been conducted to find the effectiveness in English Learning Teaching (ELT)[11]–[13] and to find the strategies how to convey the message successfully[14]–[16]. The others was to observe between the students' motivation and students' achievement [17]–[20]. The review of the objective syllabus which stimulates students' participation has set by some researchers [21]–[23].

The writer analyzed textbooks as the main source of English learning and the objective of learning as stated in the syllabus. The reading activity of the textbook does not reflect on critical thinking skills since the average question type used in the textbook still lays out contextual meaning word

understanding, grasping the structure of the text, recognizing an explicit meaning, and taking a glimpse of facts specifically. Whereas, the analysis result of syllabus and learning goal stresses the analyzing, evaluating, and creating that those three indicators include higher order thinking skills. Teacher interviews also voice that the lack of reading books that promote HOTS makes the student difficult to answer such types of HOT questions. Seeing those realities and the result of students' needs of eleventh graders in SMK Negeri 1 Karanganyar it is very urgent to produce HOTS-based supplementary reading material.

Some studies have done various research on developing HOTS-based supplementary reading materials that are relevant to this present research such as *Designing English learning worksheets for reading and writing skills qualifying on HOTS for tenth-grade students* (Destianingsih, 2016), *Developing reading learning materials for grade X students of SMAN 1* (Fitrianingsih, 2014), and *Evaluating the higher order thinking skills in reading exercises of English for Palestine grade eight* (Keshta and Seif, 2013). As far as the writer is concerned, there has been hardly any study that aims to design or develop materials that suit t/the learners' and the teachers' needs and endorse HOTS to be used as English learning materials in Vocational High Schools.

2. Literature Review

Reading Theory

The goal of reading is extracting the meaning from the passage whether it is in written form or printed text [24]. The students should comprehend the context to grasp the text's meaning [25]. Since reading is getting through phonics, letters, sentences, and paragraphs then connecting them to get the intended meaning[26]. Decoding, interactional, and cognitive skill function for identifying language knowledge to infer and recognize the author's purpose[27]. the previous definitions describe that to get the meaning from the passage requires some knowledge of the context, language, conclusion, and interpretation.

Developing Reading Skills Principle

The mixture between knowledge and certain techniques of reading is primarily reading activities [28], [29]. Besides, the reading process also involves interaction between the author's intention and the reader which the meaning is created by the reader [30]. In other terms the principle of developing skill includes interaction between the writer, and the reader. To get the meaning successfully, the reader must step into some procedure of reading: pre-, while-, and post-reading stages [31].

Needs Analysis

The process of collecting information on what the student needs is called needs analysis (1) learners' language skills' need;(2) the course of the students' need compliance; (3) certain language skills of student need observation; (4) direction change identification for particular students; (5) students obligation and students ability identification, and (6) problem students identification [32].

Supplementary Reading Material

Any materials that refer to the additional coursebook are supplementary materials[33]. The more course does not develop, the more supplementary is needed. This is normal for the teacher to develop the material. Receptive skills such as listening and reading are frequently developed [34]. Therefore, material development is still prevalent around teaching and learning for certain purposes and various problem-solvers.

Higher Order Thinking Skills

What is defined by HOTS is complicated problems and solving them by exploring critical and creative thinking skills [35]. Still, some teachers do not recognize the critical thinking skills concept and its goal and some countries such as Hongkong formalized critical thinking for their education reform by providing open-ended questions to push the students to make justification, comparison, and discovery [36]. This policy has assisted the students in fostering their critical thinking skills and becomes the particular technique to have learning done successfully [37]. To assess the HOTS, The revised Bloom's Taxonomy consists of analyzing, evaluating, and creating [38].

Materials Development Definition

The input as the intake of teaching and learning which is produced to be sources of learning is materials development [39]. In language learning, the consideration of developing material provided is based on the necessary students' needs and the function of material development to increase language learning. to select, adapt, and create sources of learning is the process of material development [40]. Material development also can be done to change based on certain conditions and to fulfill the student's needs and expectations.

Scientific approach

Having suggested the 2013 Curriculum teaching and learning is a scientific approach that stands in five steps; observe, question, experiment, associate, and communicate [41]. The explanation flows as follows; observing, The use of the five senses and descriptive skills is to explore a real object or social phenomenon to be contextualized for the classroom in the deliberate and systematic learning activity involving descriptive skills. Some language materials probably are proposed in this stage such as observing texts, videos, artifacts, and realia; questioning, the constructing knowledge process by a social function of the text concepts in a discussion can be done. posing the question of what has been observed in the previous step is what is probably finished; experimenting, several ways can be conducted such as interviews, observation, text reading or books, and other sources to collect information on certain things; associating, analyzing, identifying, and evaluating the previously collected information to solve the problem; communicating/networking, demonstrating what students have found using written or spoken form. Characters such as respect, responsibility, honesty, and self-efficacy can be fostered in this stage.

Evaluation Material

To investigate whether the material is appropriate for meeting students' needs or not. Evaluating the fitness of material based on specific learning goals and material measurement value to get further information on whether the material can be used effectively [42].

3. Methodology

The objective of research and development is to develop appropriate products including in an educational program which is why the writer uses this method to develop validated and appropriate products. Ten steps are supposed to be met [43]. However, the writer adopted and simplified those steps into six ones because of the time limitation of research as illustrated in the following charts.
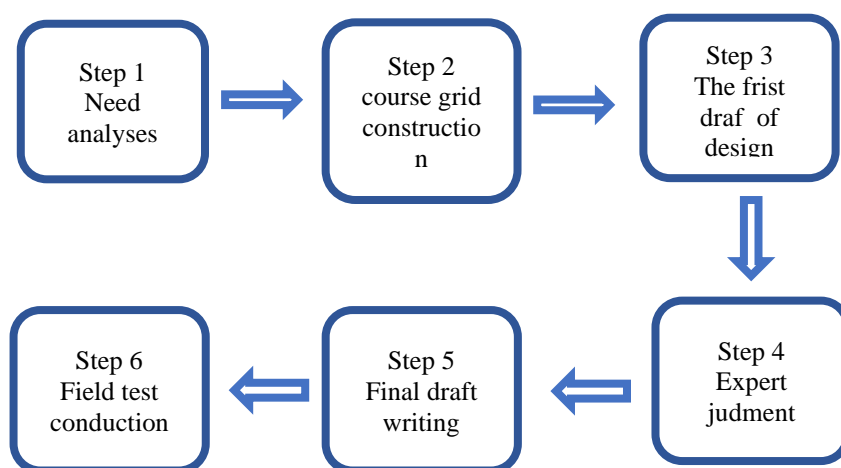

Figure 1. The adopted and simplified steps of the R & D Cycle (Borg and Gall, 2003)

1. Research and Information Collecting: to collect necessary kinds of literature, textbook, interview result, classroom observation, and student need analysis to investigate the urgency of providing the product.

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2. Planning and drafting; to put the results of the analysis above then are framed into a course grid that accommodates students' need analysis, integrated into HOTS bassed supplementary reading materials.
3. Developing a Preliminary Form of Product: to create the course grid to be developed for the first draft.
4. Main Product Revision; to assess the product validity, the experts observed and engaged with the first draft.
5. Writing the final draft of the materials; to make the final product much better after experts' revision.
6. Field testing; to know the appropriate product that must be tried in the field test.

The participants of the research involved 35 students of grade XI of Accountant major and an English teacher of SMK N 1 Karanganyar in the academic year 2021//2022. The distribution of questionnaires and interviews is conducted to reveal the students' backgrounds, target needs, and learning needs as described in the following table.

Table 1. The Aspects of the Questionnaire for Needs Analysis Purposes

No	Aspects	Item number	Aim of question	References
1	Students 'Profile	1	to profile students' background	Graves (2000)
2			to know students' goals for learning English	Graves (2000)
Target Needs				
3	Necessities	2 – 5	to find out the target situation demand	Hutchinson and Waters (1987
4	Lacks	6 – 7	to identify the gap between present students' level and the level of the target	Hutchinson and Waters (1987)
5	Wants	8	to categorize the wants of students in reading goal	Hutchinson and Waters (1987)
Learning needs				
6	Input	9 – 12	to know the must-have content in designing HOTS-based reading material	Graves (2000) Nunan (2004)
7	Procedure	13 – 16	to identify the steps of doing the developed product	Nunan (2004)
8	Setting	17	to determine how the developed materials are executed	Nunan (2004)
9	Teacher's	18	to identify the teacher's role in presenting the developed materials	Nunan (2004)
Role				
10	Learners' Role	19	to find out the learner's role in doing the task	Nunan (2004)

To assess the product validity, two experts take part in the questionnaire sheet. The content, presentation, language, and graphics are the main components validated as illustrated in table 2

Table 2. Components of Material Validity Expert Judgment

No	Components of evaluation	Item number	Aspects	References
1	Content	1-9	Depth Completeness Life skill development Accuracy Relevance	BSNP (2014)

No	Aspect	Item Number		Source
2	Presentation	12-21	The balance between the Units Systematic Autonomous Students 'Centre Self-Evaluation The appropriateness level of Student's	BSNP (2014)
3	Language	22-27	The unity of Ideas Language Accuracy Illustration	BSNP (2014)
4	Graphics	28-31	Arrangement Typography	BSNP (2014)

Meanwhile, the writer uses the guideline for teacher interviews. The purposes are to identify the input, procedure, setting, and teacher role that will be poured into the developed reading material.

Table 3. The Aspects of Teacher Interview Guideline

No	Aspect	Item Number		Aim of Questions
1	Input	1-3	to recognize the input of HOTS-based supplementary reading	Nunan (2004)
2	Procedure	4	to determine the student's procedure for inputs	Nunan (2004)
3	Setting	5	to identify the material carried out	Nunan (2004)
4	Teacher Role	6	to know the teachers' role in the developed material	Nunan (2004)

The results of the questionnaires above are measured using the Likert-scale model which has four options: 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. The highest is 4 and the lowest is 2 then the results are converted descriptively [44] as illustrated in table 4

Table 4. Result Conversion

Category	Equivalent	Interval
Very Good	Strongly Agree	$3.25 < x \leq 4$
Good	Agree	$2.25 < x \leq 3.25$
Fair	Disagree	$1.75 < x \leq 2.25$
Poor	Strongly Disagree	$1.0 \leq x \leq 1.75$

4. Finding and Discussion

Finding

These findings underwent several processes based on Borg and Gall's model in developing supplementary reading materials. It consists of six steps (research and collecting information, planning and drafting, revision by the expert, field testing, revision, and final product. Those steps are elaborated as follows.

1. Research and Collecting Information
   a) Result of Document Analysis

   The textbook used in SMK Negeri 1 Karanganyar is published by the Ministry of Education and Culture and revised in 2017. It is ‖Bahasa Inggris‖as the title of the textbook. The authors are Utami Widiati, Zuliati Rohmah, and Raden Safrina. Based on the analysis, the writer revealed some lacks within the textbook. The textbook comprises 16 chapters divided into two semesters in the teaching process consists of 6 chapters in semester three while 9 chapters are in semester four. This study focused on semester two focusing on report text and a short biography. The report text in the 7th chapter discusses "Tornadoes". Unfortunately, the material is in the 5th semester which is for the third grade. It does comply with the 2013 syllabus

that the report text should be on the second grade in the third semester. Consequently, the presented text does not accommodate the student's cognitive development, because the text should be presented for the second grade and the student's cognitive development is different from the third grade. The short biography material is in the 10th chapter which discusses B.J. Habibie. However, the material is for 1st graders against the 2013 syllabus that the short biography should be in the third semester in the second grade. As result, the presented text does not fit because the language use and questions posed are arranged for the first grader.

    b) Both texts present lower-order thinking skill questions. The students answer just by simply remembering or by reading the information "verbatim" from the text.

    c) Based on the class observation and teacher interview, the students have less activity, exercise, limited resources, and a time-limiting environment in developing critical thinking skills.

    d) It is urgently needed to provide the appropriate module that suits the student's environment to foster their critical thinking skills.

2. Need analyses result

    1) Students condition

A needs analysis was conducted on April 6th, 2022 by sharing a google form link containing the item of the questionnaires to 36 students of the SMK Negeri 1 Karanganyar of Grade XI of Accountant 2 in the academic year of 2021/2022. The need analysis results are categorized into the following subsection: 1) Target needs; 2) learning needs; 3) students' and teacher's role; 4) setting. The findings of this analysis were used as a benchmark to develop the HOTS-based supplementary reading materials. From the result of the student's need analysis, it can be concluded that students were difficult to:

    a. recognize the organization of the text
    b. find topic
    c. find main ideas
    d. identify unstated information
    e. generate inference
    f. identify reference pronoun
    g. reasoning arguments

3. The course grid

The next step of the material development was writing the course grid. The course grid was used as a guideline to design the units of the materials. When creating the course grid, the writer considered some aspects such as the results of needs analysis, Core competence, and Basic Competence. For the results of the need analysis, the course grid was developed by picking the highest percentage of the respondent in need analysis. It was developed by following the core competence, and basic competence for an eleventh-grade. This study would develop a supplementary product that provided supplementary HOTS-based English materials for learning reading. For illustration, in unit 1 The Natural and Man-Made Phenomena", the module has a specific goal to (1) determine the social function and language features of the report text and the implied information in each part of the presented report text; (2) interpreting the meaning utterances in a certain context; (3) analyzing the organization of report text (4) produce the report text. Thus, they can help students improve their critical thinking. The materials are sequenced based on the steps of the scientific approach from observing, questioning, experimenting, associating, and communicating. The product consists of two chapters of reading text; factual report text and short biography text. The titles of each chapter are "The Natural and Man-Made Phenomena" and "The Famous People". Each chapter contains less than 10-12 tasks to do individually, in pairs, in small groups, and in whole classes discussion. The general description of the main parts of the developed materials in each unit is covered, objective of learning, warm-up, observing, questioning, experimenting, associating, and communicating.

4. Draft Revision by Expert

Some revisions on the elements of the materials commented on by the expert were the correction of punctuations, capital letters, vocabulary items, grammar, instructions, tasks, illustrations, text length, and the like as illustrated in table 6.

Table 6. Suggestions' Expert Review

No	Expert	Suggestion	Follow-up
1	Mrs. SS	a. to select the appropriate text topic which closely related to the students' realm. b. to reduce the length of text on account of students' level.	Selecting the current issue around students' realm and shortening the text length without emitting their essence.
2	Mrs. PD	a. to accommodate the students' wants as assessment indicators b. to correct some grammatical mistakes, use readable and communicative sentences in question form to avoid biased meaning.	Sticking assessment indicators that underpin students wants in need analyses and correct the grammatical mistakes, select the appropriate word in sentences to make much clearer-cut meaning.

Table 4 described that the researcher had to accommodate the student's needs and analyses relating to the topics chosen, reducing the text length, and organizing the sentence to get the clear-cut meaning. Besides, the reading material on HOTS was supposed to be carefully paid attention to measure the students' HOTS. The results then were used to make the product much better. The experts also observed the developed material to assess the contents, presentation, language, and layout as product appropriateness described in table 7.

Table 6. Appropriateness of All Units in the Developed Materials

No	Components	Mean	Description
1	Appropriateness of the Content		
	a. Unit 1	3.61	Good
	b. Unit 2	4.73	Good
2	Appropriateness of the Presentation		
	a. Unit 1	3.68	good
	b. Unit 2	3.67	good
3	Language appropriateness		
	b. Unit 1	3,76	good
	b. Unit 2	3,76	good
4	The Appropriateness of the Layout		
	a. Unit 1	3.78	good
	b. Unit 2	3,79	good

5. The Field Testing

The field test was held on May 27th, 2022, and May 31st, 2022 that the results can be summarized as follow:

a) The contents of the developed materials are in line with the student's needs. The contents of the developed materials are conceptualized within the students' necessities in constructing higher-order thinking skills.

b) The supplementary reading material is sequenced using a scientific approach that energizes critical thinking skills.

c) Collaborative activities came prominently since most activities push the discussion in pairs and groups.

d) The developed reading material was structured with HOTS indicators. A Series of activities are centralized to drive HOTS students.

After conducting the second meeting, fifteen minutes before the learning activities ended, the writer spread the questionnaires to the students. The gathered data during the product implementation were elaborated as follows.

Table 7. The Students' Feedback on the Material

	The Students' Feedback on the Materials	Mean score
1	Contents Appropriateness	3,20
2	Task Appropriateness	3,29
3	Language Appropriateness	3,29
4	Presentation Appropriateness	3,10
5	Graphic and Lay-Out Appropriateness	3,22
	Mea	**3,21**
	Category	**Good**

Based on the table above, shows that the developed product is appropriate with good category. After the main field testing was carried out, the revision of this product was reviewed to know the things that should be revised. For instance, too long sentences, improper word choices, unclear instructions, mistyping, grammatical mistakes, and minor rewording to enhance understanding. Each chapter was revised based on the result of the try-out and the experts' judgment. It means, then, the final product of supplementary English reading materials qualified on HOTS of this product can be used.

Discussion

Going through research and development, the HOTS-based supplementary reading materials aim at meeting the student's needs and filling out the sources learning lacks. Some findings are worthy needing to be discussed as follows:

Target Needs, The exposure of students' target needs analysis reveals that students have certain goals when they do reading activities. Most of them want to succeed in exam school or university. They also are eager to succeed in doing Minimum Competency Assessments in the second grader that are held by the government. Those exams and assessments greatly deal with higher-order thinking skills since the test needs analyzing, evaluating, and creating. Classroom observation reports that the students are still having difficulty answering the HOTS questions type. As confirmed in the teacher interview, the lack of HOTS reading material is the main problem leading the students not used to doing such HOTS questions. Content textbook analysis shows that there are some gaps between the syllabus which stimulate the HOTS to be learning objective, whilst most of the reading exercises are loaded with lower-order thinking skills. In contrast, the most effective way to promote HOTS students is by providing that support for the learning goal [45].

The result of questionnaires concerning students analysis discovers that most students want to recognize the organization of the text, find main ideas, identify unstated information, generate inference, identify reference pronouns, and reason arguments. The current issues which are closely related to the student's realm are the most wanted topic they propose. This implies that the interesting and contextual topic in reading makes the students excited and pushes student curiosity to support their HOTS skills [46]. The level of HOTS depends on how one responds to contexts in the real world that challenges the thought process. One's success in thinking at a high level depends on one's ability to apply, develop, and update knowledge according to contexts and situations [47]. Hence, updating the material which meets the student's expectation to gain objectives of learning is necessarily needed.

Learning Needs, The inputs are the text of the report and short biography 200-200 in length, the current issue as the main topic, presented in a scientific approach, and the exercises tailored to the HOTS. The text is authentic material retrieved from the internet to make the students more familiar with the current-used languages. The topics are intended to attract the students' interest such as current technology, sciences, and interesting social phenomenon. This implies students' curiosity and urges them to pose questions actively to build HOTS students.

The series of activities are sequenced using a scientific approach; observing, questioning, experimenting, associating, and communicating/networking. Most activities are arranged to trigger the student's work in pairs and groups meanwhile the teacher motives, delivers the learning objectives, assesses, monitors, and gives feedback. Those activities can improve HOTS skills [48], [49].

The Developed Supplementary Reading Materials Efficacy, the field testing narrated that the developed HOTS-reading materials can assist students to achieve higher-order thinking skills. The students can identify the main topic, recognize implied information, generate inferences, interpret the statements, and analyze text social functions that bring the students' HOTS improved.

Materials Appropriateness, the developed materials have been revised to make the product much better. Two experts are actively participating in observing and examining the material to investigate the appropriateness of the developed materials. The experts narrated that the material had to be met with HOTS indicators, make the command task unbiased, correct some minor grammatical errors, and shorten the texts based on the students' level. The appropriateness of the product has been scored 3,78 that shows appropriate. Besides, after the field test, the students filled out the questionnaire related to the product's appropriateness. The result is 3.21 which shows appropriate.

6. Conclusion

Adapting Borg and Galls' (2003) R&D model, this research contains HOTs-based supplementary reading materials for grade XI students of accounting 2 based on the students' needs (target and learning needs). The majority of students expect the developed product The highest percentage of the student's need analysis was considered to be used as input in developing materials. About the findings and discussion, a great number of the students seemed to suggest that the materials developers should embed HOTs-based reading questions and tasks since they wanted to master reading sub-skills that require the utilization of HOTs.

Based on the expert judgments' results, the materials developed in this study are considered to be appropriate. In addition, according to the field test and students' results of the HOTs-based supplementary reading material, it helps students to foster their critical thinking ability and make the product a suitable additional learning resource for students. The students can complete the learning process using HOTs Based Supplementary Reading materials well.

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