



Premise : Journal of English Education and Applied Linguistics

e-ISSN: 2442-482x, p-ISSN: 2089-3345

<https://fkip.ummetro.ac.id/journal/index.php/english>

DOI:10.24127/pj.v%vi%i.6140

---

## STUDENTS' HOTS THROUGH EXTENSIVE READING: A CONTENT ANALYSIS IN READING CLASS DISCUSSIONS

by

Niken Reti Indriastuti\*

English Education, Universitas Muhammadiyah Ponorogo

[nikenreti@gmail.com](mailto:nikenreti@gmail.com)

Diyah Atiek Mustikawati,

English Education, Universitas Muhammadiyah Ponorogo

[diyah\\_mustitikawati08@yahoo.co.id](mailto:diyah_mustitikawati08@yahoo.co.id)

Siti Asiyah

English Education, Universitas Muhammadiyah Ponorogo

[asiyahsiti685@gmail.com](mailto:asiyahsiti685@gmail.com)

### \*corresponding author

(Article History: Received: 2022-09-20; Revised1: 2022-05-11; Revised2: 2023-05-16; Accepted: 2023-05-28; Published: 2023-06 -20)

### Abstract:

This research investigates students' higher-order thinking skills in the English Department of Universitas Muhammadiyah Ponorogo while learning reading through extensive reading (ER) approach. The class discussion in a chatting group (WhatsApp) was chosen since the learning process was conducted online; the data was chatting texts of class discussion when the intermediate and advanced reading class students presented their selected material. There were sixteen texts presented in the intermediate reading class. The texts could generate one hundred and six questions, one hundred and six answers, and twelve texts presented in the advanced class, creating seventy-seven questions and sixty-eight answers. The questions and answers were then analyzed based on the top three levels of Bloom's cognitive taxonomy. The results show that all questions could present their skill of higher thinking order. Meanwhile, most of the answers could reflect HOTS too, although there were few considered as LOTS (low-order thinking skill).

**Keywords:** *extensive reading; HOTS,*

### Abstrak:

Penelitian ini menyelidiki kemampuan berpikir tingkat tinggi siswa di Departemen Bahasa Inggris Universitas Muhammadiyah Ponorogo sambil belajar membaca melalui pendekatan membaca ekstensif (ER). Diskusi kelas dalam grup chatting (WhatsApp) dipilih karena proses pembelajaran dilakukan secara daring; Data tersebut adalah teks obrolan diskusi kelas ketika siswa kelas membaca menengah dan lanjutan mempresentasikan materi pilihan mereka. Ada enam belas teks yang disajikan di kelas membaca menengah. Teks-teks tersebut dapat menghasilkan seratus enam pertanyaan, seratus enam jawaban, dan dua belas teks yang disajikan di kelas lanjutan, menciptakan tujuh puluh tujuh pertanyaan dan enam puluh delapan jawaban. Pertanyaan dan jawaban kemudian dianalisis berdasarkan tiga tingkat teratas taksonomi kognitif Bloom. Hasilnya menunjukkan bahwa semua pertanyaan dapat menyajikan keterampilan mereka dalam urutan berpikir yang lebih tinggi. Sementara

---

### How to cite this article

Indriastuti, N. R., Mustikawati, D. A., & Asiyah, S. (2023). Students' hots through extensive reading : a content analysis in reading class discussions. *Premise; Journal of English Education and Applied Linguistics*, 12(2), 507–521. <https://doi.org/10.24127/pj.v%vi%i.6140>

**Indriastuti, Mustikawati, & Asiyah (2023)**

*itu, sebagian besar jawaban mampu mencerminkan HOTS juga, meskipun ada beberapa yang dianggap sebagai LOTS (keterampilan berpikir tingkat rendah).*

**Kata kunci:** *bacaan ekstensif; HOTS*

## INTRODUCTION

HOTS is believed to be able to elevate the learners' competence, and EFL is included. There are many studies to promote HOTS roles in achieving students' language competence. Sianturi et al. 1 (2019) proved that HOTS was able to increase the students' writing skills; moreover, some following studies showed that students' reading comprehension was better when they were taught through HOTS (Nourdad et al., 2018; Sianturi et al., 2020; Sitorus et al., 2021; Thamrin et al., 2019). Kuswandono and Indriayana (2019) described some teachers' strategies to promote HOTS during reading learning, including different questions, group discussion, informing the learning goals, giving feedback, and motivating to think critically (Indriyana & Kuswandono, 2019). The same strategies are also suggested in the next researches, they suggested the use of ICT to develop HOTS in reading comprehension (Miterianifa et al., 2021; Turidho et al., 2019). These some findings show how HOTS is believed by English teachers to increase their students' language competence.

Many schools have tried to implement HOTS and the teachers have been trained but many problems were found. Mursyid and Kurniawati (2019) state that teachers of all generations were aware of HOTS and were implementing it in classroom learning however they still faced some obstacles. Meanwhile, Pratiwi, Dewi, and Paramartha (2019) found that many summative tests were not given HOTS, and not all teachers could arrange HOTS tests (Mursyid & Kurniawati, 2019; Pratiwi et al., 2019). Feronica et al. (2021) also found some weaknesses in HOTS implementation in SMPN 1 Rejang Lebong, such as the facilities, learning duration, teachers' knowledge, training, and motivation (Feronica et al., 2021). Furthermore, Febriyanti (2020) revealed that the twelve-grade English textbook published by the National Education Ministry contains only 42% of materials related to HOTS (Febriyani et al., 2020). When the students learned critical reading explicit instructions of critical reading strategies were needed by students (Larking, 2017) further more Rohmah (2018) met the students' linguistic and non linguistic problems in critical reading (Rohmah, 2018). The implementation of HOTS in school learning based on the previous studies indicate less maximum both the process and the result.

***Indriastuti, Mustikawati, &Asiyah (2023)***

Implementing HOTS in EFL classes is not different from other subjects. The students' thinking skill refers to the top three levels of Bloom's revised Anderson taxonomy: analyzing, evaluating and creating. Usually, these orders can be distinguished by using action verbs (Muslihah, 2016).

Table 1 Top three levels of Bloom taxonomy

<b>Level</b>	<b>Skill</b>	<b>Action Verbs</b>
<b>Analysis</b>	Students are able to break down information into parts by identifying motives or causes. Students can make inferences and find evidence to support generalizations. In addition, they can decide whether the information is fact or opinion.	Analyze, assume, categorize, classify, compare, contrast, discover, dissect, distinguish, divide, examine, inspect, simplify, and participate.
<b>Evaluation</b>	Students can make judgments and examine information that they gained so that they can present and defend opinions	agree, appraise, assess, choose, conclude, criticize, decide, deduct, defend, determine, disprove, evaluate, explain, influence, interpret, judge, justify, mark, measure, perceive, prioritize, prove, recommend, rule on, select, support, value.
<b>Creation</b>	Students can combine the parts or information they reviewed to create/produce something new or propose alternative solutions.	Adapt, Build, Change, Choose, Combine, Compile, Compose, Construct, Create, Design, Develop, Discuss, Elaborate, Estimate, Formulate, Improve, Invent, Makeup, Maximize, Minimize, Modify, Originate, Plan, Propose, Solve.

Source: (Muslihah, 2016)

Meanwhile the principles of ER in reading as many as possible to implement and selecting the reading material by the learners are believed to increase the learners' reading skills and knowledge of real-life experiences (Day, 2015). According to Grossman (2019) and Ferdila (2014), the learners' motivation is depended on their material selection(Ferdila, 2014; Grossman, 2019), when the students are motivated to read and comprehend, the goal of reading is achieved as independent and critical readers. Sugita found that the learners can develop their metacognitive strategy and Aliponga reveals that in ER journals, the learners can develop their critical thinking by writing summaries (Aliponga, 2013; Sugita, 2018). This study strengthened this finding; that English teacher trainee in Japan increased their writing skill through ER (Arai, 2019). It can be concluded that the implementation of ER, based on those studies, can develop students critical thinking (HOTS).

**Indriastuti, Mustikawati, &Asiyah (2023)**

Students of English teacher training at Universitas Muhammadiyah Ponorogomust develop their HOTS, especially those considered English teachers to be. One of the courses that can promote their HOTS is reading because it can improve their knowledge of both linguistics and the world. Reading courses in this institution are conducted in an integrated approach: intensive reading (IR) and extensive reading (ER), but to achieve independent reading, ER is more concerned with developing. Additionally the ER implementation has a purpose to develop the students' critical thinking especially in reading comprehension they should master the ability to analyze, to interpret, and to evaluate. Based on previous discussion , there were questions:(1) *whether the English teacher training students of Universitas Muhammadiyah Ponorogo could promote their critical thinking (HOTS) trough ER class discussions and (2) what kinds of HOTS they could generate based on Bloom's taxonomy when they were participating in ER class discussions.*

## **METHOD**

### ***Design***

The research was conducted in a content analysis study of reading class discussion since the research data observed were chatting texts in ER class discussions conducted online. The content analysis is a research method which uses analysis of written or visual materials and describes the characteristics of the materials(Ary et al., 2010). In this research it was applied to investigate whether the discussions ( in the form of WA chattings ) which were questions and answers, could present students' HOTS based on the characteristics of top three levels in Bloom's taxonomy.

### **Participant and setting**

The participants of this study were the students of intermediate and advanced reading courses in the English teacher training program of Universitas Muhammadiyah Ponorogo. The selection of the participants was based on the same academic periode when they attended in the courses and their readiness in joining reading class discussions extensively since the discussions were held through chatting in WhattsApp. All students were taken as the participant due to their number were possible to observe consisting of sixteen intermediate students and twenty advanced students.

**Indriastuti, Mustikawati, & Asiyah (2023)**

The setting was natural setting which was the process of teaching learning in reading class. The time and place of the research are in the even semester of the 2022 academic year, during June and July 2022.

***Instrument***

The instrument of this study is the researchers themselves since the data gathered are chatting texts of ER class discussions which were observed their contents based Bloom taxonomy of top three levels. One researcher as the facilitator of discussion and there were two others conducted as the data collector. Three researchers examined the content of chatting texts (questions and answers) parallelly to keep the objectivity.

***Data collection***

The data is chatting texts of WhatsApp, which were questions and answers generated by the students during a class discussion with their selected material. There were sixteen reading materials in the intermediate reading class, and they were able to generate one hundred and six questions and the same number of answers, meanwhile advanced reading class had seventy-seven questions and sixty-eight answers generated from twelve reading materials.

The content data was collected from WA chatting group during the class discussions by copying each question and answer into a table made based on the date, text titles, and the presenters.

***Data analysis technique***

The data was analyzed using content analysis with the following steps: first, collecting the chatting texts (WhatsApp chatting group) of questions and answers in class discussion, then grouping them into intermediate and advanced. Using taxonomy Bloom of the top three levels, they were then analyzed to classify these questions and answers into C4, C5, and C6, LOTS, and unanswered for the questions which were not answered. The previous steps are the process of coding and reducing. The result is presented in the table, which shows the number of each order. The last step was interpreting and presenting.

The concept analysis was applied and the result was the quantity table. It is used in order to present HOTS characteristics based on Bloom taxonomy found but the numbers themselves are not used to conclude the study result. The data themselves were content data that more examination were requested to get the conclusion whether the principles of ER is in

**Indriastuti, Mustikawati, &Asiyah (2023)**

accordance with HOTS. According to Cohen et al. (2007) the content analysis can be started from statistic analysis and quantitative methods to lead to interpretation of the results(Cohen et al., 2007).

## RESULT AND DISCUSSION

### **Result**

The first table shows the reading materials of the intermediate reading class discussion consisting of sixteen titles.

Table 2 shows the list of text titles presented in the intermediate reading class discussion

No.	Text Titles	Text Code
1.	Rainbow	IR 1
2.	Acne	IR 2
3.	Sumatra Tiger	IR 3
4.	Watch our Kids while Browsing the Internet	IR 4
5.	Breakfast	IR 5
6.	Kuta	IR 6
7.	Positive & Negative Impacts Of Internet 5G	IR 7
8.	Mental health	IR 8
9.	Skin	IR 9
10.	Komodo Dragon	IR 10
11.	Making Candle	IR 11
12.	Implementing Health Protocols amid Pandemic	IR 12
13.	WhyPeopleShouldExercise	IR 13
14.	The Importance of Drinking Enough Water	IR 14
15.	Music is Fun for Learning English	IR 15
16.	Smart tech is helping to save China's giant Panda	IR 16

Table 2 shows the title of texts selected by the students, they present various kinds of topics. "Acne, Breakfast, Mental Health, Skin, Implementing Health Protocols amid Pandemic, Why Should People Exercise", and "The Importance of Drinking Enough Water" are articles which can be classified into "health topics," and the most of them are close to the student's life experiences. For example, "Acne" and "Skin" are now up to date for the girls.

Since the class member consisting fifteen females and only one male, it makes them very interesting to discuss. ICT topics and natural phenomena are also chosen to discuss and to get much attention to; meanwhile, the topic of learning English and the procedure of making candles are other kinds the students are interested in presenting. See table 4 for the analysis result.

***Indriastuti, Mustikawati, &Asiyah (2023)***

Table 3 shows the list of text titles presented in the advanced reading class discussion

No.	Text Titles	Text Code
1.	Pubs And Their Signs	AR 1
2.	Fast Food	AR 2
3.	Drinking Coffee Daily May Lower the Risk Of Acute Kidney Injury	AR 3
4.	Tea and The British	AR 4
5.	Psychological Effects of Watching Movies	AR 5
6.	Why People Start Smoking and Why It is Hard to Stop	AR 6
7.	Why KPOP Is Profitable, But White-Washed	AR 7
8.	All you need is Love - A (true) Celtic Fairy Story	AR 8
9.	Omicron Could Be the Beginning of the End of the COVID-19 Pandemic	AR 9
10.	McDonald	AR 10
11.	Genetic Link between Brain and Face Shape Discovered	AR 11
12.	A long and healthy life?	AR 12

Table 3 shows that social phenomenon and health topics are considered attractive to this advanced reading class, consisting of nine articles and the other three discussing food and science. Many questions are delivered to "Why People Start Smoking and Why It is Hard to Stop". The subject matter of this cause-and-effect text exists in our life, and even it is one of the significant problems faced by our society. The students had the curiosity of it because they faced the same situation. The other example of an exciting topic is K-Pop. It is now a prevalent issue among predominantly female youngsters; it is to know that female students delivered all the questions and that the presenter was female too. It is not surprising that there were few responses to the science topic. See table 5 for the analysis result.

Table 4 result of analyzed chatting texts in intermediate reading class discussion

Text	Question				Answer				ΣNo answer
	ΣC4	ΣC5	ΣC6	LOTS	ΣC4	ΣC5	ΣC6	ΣLOTS	
IR 1	2	2	-	-	2	2	-	-	-
IR 2	-	1	4	-	-	1	4	-	-
IR 3	3	2	5	-	3	2	5	-	-
IR 4	-	-	4	-	-	-	4	-	-
IR 5	-	-	6	-	-	-	6	-	-
IR 6	4	1	2	-	5	0	2	-	-
IR 7	4	2	2	-	4	2	2	-	-
IR 8	-	1	10	-	-	1	9	1	-
IR 9	-	1	10	-	-	1	9	1	-
IR 10	-	7	5	-	1	-	10	1	-
IR 11	-	4	5	-	-	4	5	-	-
IR 12	2	2	-	-	1	2	-	1	-
IR 13	1	4	3	-	1	4	3	-	-
IR 14	1	2	2	-	1	2	2	-	-
IR 15	3	1	2	-	3	1	2	-	-
IR 16	2	2	-	-	2	2	-	-	-
Σ / %	22 / 21	29 / 27	55 / 52	0	23 / 22	25 / 23	55 / 52	3 / 3	0

***Indriastuti, Mustikawati, &Asiyah (2023)***

Table 5 result of analyzed chatting texts in the Advanced Reading class discussion

Text	Question				Answer				
	ΣC4	ΣC5	ΣC6	LOTS	ΣC4	ΣC5	ΣC6	ΣLOTS	ΣNo answer
AR 1	4	1	1	-	4	1	1	-	-
AR 2	5	3	-	-	3	-	-	1	3
AR 3	3	4	-	--	1	3	-	--	3
AR 4	1	3	1	-	1	3	1	-	-
AR 5	-	-	6	-	-	-	6	-	-
AR 6	3	5	4	-	1	2	4	-	5
AR 7	1	5	1	-	1	5	1	-	-
AR 8	1	3	1	-	1	3	1	-	-
AR 9	-	3	1	-	-	3	1	-	-
AR 10	3	-	1	-	3	-	1	-	-
AR 11	-	4	1	-	-	4	1	-	-
AR 12	2	4	2	-	2	4	2	-	-
Σ / %	23 / 30	35 / 45	19 / 25	0	17 / 23	28 / 37	19 / 25	1 / 1	11 / 14

\*AR 2 C4 consists of 4 questions and one response

The presentation duration of each text took less than fifty minutes and could generate at least four questions for both intermediate reading and advanced reading; meanwhile, most were eleven in intermediate reading and eight in advanced reading.

***Discussion***

The following samples give a clear description of how the selected reading materials by the learners worked out, generating critical thinking or HOTS among them. The choice of the material presented their interest because they related to their life as it is; suggested by Watkins (2018) that one of the ER principles that the learners choose what they want to read usually related to their pleasure, information and general understanding; therefore, ER does elevate not only the learners' linguistics knowledge but also their world knowledge. According to Jacobs (2015), when learners read to understand the text language, they will give their other cognitive resources for other activities, such as finding out the idea and information from the text connected to their own life (Jacobs, 2014).

Let us see each group's text sample to get a more detailed description of the data result, to know how far the students' HOTS competence when they were discussing their own selected text in ER session. The first sample,"Komodo," was presented in an intermediate reading class and generated eleven questions. Nobody does not know the komodo as one of

**Indriastuti, Mustikawati, & Asiyah (2023)**

Indonesia's iconic animals; curiosity about it occurred because most learners have not yet seen Komodo lively they only know it from pictures or videos. The text itself described Komodo physically no more. Two similar questions were asked about its habitat of it: "*Why is the Komodo dragon only in Indonesia and not exploring other areas or moving places?*", and the answer is :

*"Okay, I think for @Rizki Auliya Azhari, And @+62 857-9451-7469, Questions are the same too. So, according to several articles I read, it is not that Komodo dragons cannot explore other areas, but they do not want to do it. Komodo dragons are animals that do not want to take risks. A group of experts who observed Komodo dragons on four islands for a decade revealed that they never left their homeland in their entire life. Komodo dragons feel more secure and comfortable in the zone near their home; they do not want anything anymore. In addition, in their natural habitat in East Nusa Tenggara, they can know exactly where to find prey." ( IR 10 )*

The presenter took time to answer since she had to browse the other references because it was not delivered in the text, and her ability to compile some information from different sources can be categorized as the highest level of HOTS or C6.

The following sample, which had many questions, is "Skin". It is a descriptive text describing human skin structures. Based on the learners' responses, it is fascinating that all participants were females with a topic related to one of their daily concerns. One question and answer with HOTS characteristic are "*What causes a person's skin to become dry, and what is the best way to cope with dry skin?*" It has the answer as the following:

*"What caused it? The skin can be dry because it does not match the chemical content of soap that is too harsh, clothes that make it itchy, use the wrong moisturizer, or because you take a long shower using hot water. In addition, the side effects of the drugs consumed can also cause dry skin. Addendum: age can affect.*

*The solution? Live healthily and regularly maintain sleep patterns and eating patterns. Oh yes, try to find a skin care that is suitable but does not contain many ingredients that are so harsh on the skin." (IR9 )*

In this case, the presenter must act as an expert because she had unpredictable questions forcing her to have more knowledge than she had delivered from her text.

The following text is a simple argumentative text persuading the students to have breakfast before going to school for several health reasons. A question appeared to ensure whether the argument was correct since this learner had an opposite experience as follows:

*"I want to ask. When I was in junior high school, I had a friend. One day she told me that she had never had breakfast before going to school since he was in elementary school. She said her stomach felt bad when she ate breakfast and would be sleepy.*

**Indriastuti, Mustikawati, & Asiyah (2023)**

*Once before she went to school, she had breakfast, and I noticed she was asleep during class. What do you think about that dharma?" (IR5)*

The presenter did not answer immediately, and he should search for a while to give a convincing answer:

*"Here are some of the possible answers:*

- *Serotonin hormone. When our body goes through the digestion process, our body releases some hormone-like serotonin that makes us sleepy*
- *Blood flow that usually goes to the brain will be focused on our digestive organ*
- *Lack of Sleep*
- *Lack of exercise*
- *Symptoms of severe health problems like sleep apnea and hyperthyroid." (IR 5)*

Although all questions with HOTS characteristics can be answered, not all of them were answered equally. In other words, there were questions categorized as a lower level than the answer level or vice versa, the higher level categorized question than the answer. For example, the following question and answer from "Komodo" have a C4 answer, but the answer is C5:

*"I saw a picture of a Komodo dragon similar to a monitor lizard. Moreover, I have also seen a real monitor lizard, which looks the same. What is the difference between komodo dragons and monitor lizards, and how to classify komodo dragons?" (IR10).*

The question compares and contrasts the komodo and monitor lizard based on the picture she had. The answer given described not only the physical performance of both but also their relationship:

*"Komodo dragons and monitor lizards are still one species, but the difference between Komodo dragons and monitor lizards can be seen from their slightly different habitat and shape; Komodo dragons only live around the island of NTT, while the monitor lizard habitat is in rivers or swamps in Asia and Australia. The lizard can be said to be another species of smaller Komodo dragon. While the Komodo dragon is still the largest monitor lizard of its species." (IR10).*

The data of tables 4 and 5 show that the advanced reading class, which is higher level than the intermediate reading class, did not generate higher level questions and answers than the intermediate reading class. However, advanced' texts presented more complex than intermediate in their structures and topics.

For example, the text with the most responses, "Why People Start Smoking and Why It is Hard to Stop", though it had the most responses, only seven were answered and the rest five questions were not answered. The presenter was failed to answer all the questions; however,

**Indriastuti, Mustikawati, & Asiyah (2023)**

he was capable of giving adequate answers: *"Even knowing all the risks of smoking, why are there still many smokers?"* and his reply was:

*"The sensation of smoking is why many people are reluctant to stop smoking. According to them, every cigarette has a delicious beginning, a pretty interesting middle, and a satisfying ending. They often feel that one stick is insufficient, so they must add more."(AR6 ).*

In this case, the reader and the presenter were quite critical in proposing their arguments

The wave of K-Pop also hit these students, the presence of K-Pop text with the title "Why KPOP Is Profitable, But White-Washed" attracted them to give many critical responses, one of them is: *"What advantages can we take as non-Korean citizens in the development of pop?"* The presenter could deduce the following:

*We can take many advantages of K-pop development(1) Korea is famous for its beauty and fashion industry. From that, we can adopt their industry to develop our fashion and beauty industry (2) K-pop artist is not only focused on music. They also joined hands with world organizations such as UNICEF to promote their programs better.(AR7).*

The following sample is not a trending topic among the learners, but it made the readers and its critical presenter readers. "All you need is Love - A (true) Celtic Fairy Story" is a true story with family values contained which had some questions, and one of them is:

*"I added @L: endeavour opinion, mam. In the past, the view of many children with multiple livelihoods may still be relevant because the community's main livelihood is farming. Child labour is needed to work on their parents' agricultural land because the more children there are, the more parents will be helped."( AR8 ).*

L. Endeavor was the presenter answering the following:

*"In my opinion, working children is a sensitive matter. I mean to provide for them, feeding children is the duty of parents, and a child can work if he is old enough or has the skills to work if he reads additional text from Usama; I think that the ancients had the mindset of "many children, lots of sustenance" is a thought to cover the financial shortcomings of parents, while in Islam the family is a universal principle of peace, friendship, sustainability, diversity, harmony, beauty, success, and cooperation. Cooperation. Family is no less important and where we are first appreciated, adored and respected. Rasulallah SAW said, "My house is my paradise,". He has indicated how important and strategic the family is in human society. According to the Prophet, the family, in the view of Islam, is the "Labinatul-ulaa" (first stone) in the building of Muslim society and is a small paradise that brings love, tranquillity, peace, and*

**Indriastuti, Mustikawati, & Asiyah (2023)**

*harmony. So do not make children as assets to increase parents' income; in my opinion, it is a vile thing, too sad for the child."*( AR8 ).

From his answer, it can be seen what a critical reader he was, not only replying more less information but he added more for family values taken from Islam principles; besides, it shows increased writing skill as well.

In accordance with the description above, many other studies reveal that ER can improve learners' reading comprehension and other skills, such as writing, when they propose an answer in a discussion chat. Arai states (2019) that ER could improve both the reading and writing skills of English teacher trainees students in Japan (Arai, 2019). According to Umam (2018), it is more crucial that ER make the learners fluent and able to connect reading and their life while in its process: they construct new information into parts of their background knowledge or schemata (Umam, 2013). Further, Tasmini (2021) highlights that when the readers can move the printed words in the text to interpret, evaluate, and synthesize, the learners gradually learn to accept the truth and to reject the false or distorted they are reading critically. This idea is the ultimate purpose of reading.

## CONCLUSION

### ***Conclusion***

Higher-order thinking skills could develop well when the English department's students of Universitas Muhammadiyah Ponorogo participated in a discussion of ER class. Most questions and answers delivered can be categorized as HOTS characteristics. They can reflect the top three levels of Bloom taxonomy which can be cited as C4 means that the students were able to infer the information and decide whether it is correct or fake, and C5 means that the students were able to present and defend opinions. The highest level, C6, means the students could propose an alternative solution. ER allows the reading material selected by the students; therefore, they had many varied topics related to their life or trending issues. Such topics moved them to respond to the texts critically and vice versa. The presenters were able to reply equally.

### ***Limitation***

The research result can answer what the students's responses on the text presented in class discussion only, it has not yet able to describe the process of how they were interested

**Indriastuti, Mustikawati, & Asiyah (2023)**

in certain topics so that they could give such responses and it is quite curious about the presenters' strategies selecting the material due to their readiness to anticipate all responses. All are needed to investigate the relationship of ER for developing HOTS' students. The researchers realized that more improved research design is needed to answer such questions.

***Implication***

Based on the research result, it is suggested that reading instructors with obstacles to motivating learners in reading learning can implement extensive reading in their classes. ER let us give more chances for the learners to find out their necessity and interest in their selected material. They can develop their critical reading and thinking when they have good motivation.

**ACKNOWLEDGEMENT**

We appreciate the financial support given by the University of Muhammadiyah Ponorogo. Therefore, this research was able to be accomplished. The second gratitude is given to our English education program, which always motivates the lecturers to research and continues developing their profession and the institution. All the students of the English Department who had engaged in ER class discussion actively, without you, it is impossible to get fair data.

**BIO-PROFILE:**

**Niken Reti Indriastuti** holds her Bachelor of Arts in English Literature from Universitas Airlangga and master's degree in ELT from Universitas Sebelas Maret. Her expertise is in Reading and Literature. Corresponding email: [nikenreti@gmail.com](mailto:nikenreti@gmail.com).

**Diyah Atiek Mustikawati** holds her bachelor of Art, ELT, from Universitas Muhammadiyah Malang, master's degree in Linguistics from Universitas Sebelas Maret, and doctoral degree in Linguistics from Universitas Sebelas Maret; her expertise is in Linguistics. Corresponding email: [diyah\\_mustitikawati08@yahoo.co.id](mailto:diyah_mustitikawati08@yahoo.co.id)

**Siti Asiyah** holds her Bachelor of Arts in ELT from Universitas Negeri Surabaya and her master's degree in ELT from Universitas Sebelas Maret. Her expertise is in speaking and listening. Corresponding email: [asiyahsiti685@gmail.com](mailto:asiyahsiti685@gmail.com)

**REFERENCES**

- Aliponga, J. (2013). Reading journal : Its benefits for extensive reading. *International Journal of Humanities and Social Science*, 3(12), 73–80.
- Arai, Y. (2019). Extensive reading definitions, effectiveness, and issues concerning practice in the EFL classroom: Japanese teacher trainees' perceptions. In *Journal of Extensive Reading* (Vol. 7).
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Introduction to research in education (eight). *Belmont: wadsworth Cengage Learning*.
- Cohen, L., Manion, L., & Morrison, K. (2007). Observation. *Research methods in education*, 6, 396-412.
- Febriyani, R. A., Yunita, W., & Damayanti, I. (2020). 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), 170–183. <https://doi.org/10.33369/jeet.4.2.170-183>
- Ferdila, R. (2014). The Use of extensive reading in teaching reading. *Journal of English and Education*, 2014(2), 68–80.
- Feronica, R. A., Apriani, E., & Edy, S. (2021). The Implementation of higher order thinking skill (HOTS) in junior high school: Teaching practice and problems. *ENGLISH FRANCA : Academic Journal of English Language and Education*, 5(2), 185. <https://doi.org/10.29240/ef.v5i2.2589>
- Grossman, B. H. (2019). Measuring engagement in ER: Individual vs. group activities. *Urnal of Extensive Reading*, 7(3), 33–48.
- Indriyana, B. S., & Kuswandono, P. (2019). Developing students higher order thinking skills (HOTS) in reading: English teachers strategies in selected junior high schools. *JET (Journal of English Teaching)*, 5(3), 204. <https://doi.org/10.33541/jet.v5i3.1313>
- Jacobs, G. M. (2014). Selecting extensive reading materials. *Beyond Words*, 2(1), 112–127.
- Larking, M. (2017). Critical reading strategies in the advanced English classroom. *APU journal of language research*, 2, 50.
- Miterianifa, M., Ashadi, A., Saputro, S., & Suciati, S. (2021). Higher order thinking skills in the 21st century: Critical thinking. *Proceedings of the 1st International Conference on Social Science, Humanities, Education and Society Development, ICONS 2020, 30 November, Tegal, Indonesia., January*. <https://doi.org/10.4108/eai.30-11-2020.2303766>
- Mursyid, M., & Kurniawati, N. (2019). Higher order thinking skills among English teachers across generation in EFL classroom. *English Review: Journal of English Education*, 7(2), 119. <https://doi.org/10.25134/erjee.v7i2.1775>
- Muslihah, N. N. (2016). Society's attitudes toward indonesia and perspective in facing the ASEAN Economic Community. In *International Conference on Education and Language (ICEL)*, May, 131.

**Indriastuti, Mustikawati, &Asiyah (2023)**

- Nourdad, N., Masoudi, S., &Rahimali, P. (2018). The effect of higher order thinking skill instruction on EFL reading ability. *International Journal of Applied Linguistics and English Literature*, 7(3), 231. <https://doi.org/10.7575/aiac.ijalel.v.7n.3p.231>
- Pratiwi, N. P. W., Dewi, N. L. P. E. S., &Paramartha, A. A. G. Y. (2019). The reflection of HOTS in EFL teachers' summative assessment. *Journal of Education Research and Evaluation*, 3(3), 127. <https://doi.org/10.23887/jere.v3i3.21853>
- Rohmah, G. N. (2018). *Critical reading: students' problems, strategies, and reflections*. 2.
- Sianturi, L. P. D., Silalahi, D. E., &Purba, C. N. (2020). Improving students' writing ability based on igher order thinking skills (hots) questions at 8th grade in SMP Swasta Kartika 1-4 Pematangsiantar. *JETAFL (Journal of English Teaching as a Foreign Language)*, 6(2), 1–17.
- Sitorus, M. M., Silalahi, L. H., Rajagukguk, H., Panggabean, N., &Nasution, J. (2021). The effect of higher-order thinking skill (HOTS) in reading comprehension. *IDEAS Journal of Language Teaching and Learning, Linguistics and Literature*, 9(1), 455–463.
- Sugita, M. (2018). Changes in metacognitive knowledge through extensive reading. *Journal of Extensive Reading*, 6.
- Thamrin, N. R., Widodo, P., &Margana. (2019). Developing higher order thinking skills (HOTs) for reading comprehension enhancement. *Journal of Physics: Conference Series*, 1179(1). <https://doi.org/10.1088/1742-6596/1179/1/012073>
- Turidho, A., Oktalidiasari, D., & Wahyu, N. (2019). Reading assessment: higher-order thinking skills (hots) through iict. *LINGUA: Jurnal Bahasa Dan Sastra*, 20(1), 50–57.
- Umam, C. (2013). Extensive reading: What, why, and how? *Al Hikmah: JurnalStudiKeislaman*, 3(1), 3.