

**DEVELOPING HIGHER-ORDER THINKING SKILLS
(HOTS) READING COMPREHENSION QUESTIONS
FOR E PHASE OF MERDEKA CURRICULUM**

A THESIS



**By
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY
(July 2024)**

**Developing Higher-Order Thinking Skills (HOTS)
Reading Comprehension Questions for E Phase of
Merdeka Curriculum**

A THESIS

Presented to Teacher Education Faculty
Widya Mandala Surabaya Catholic University
In partial fulfillment of the requirement for the Degree of
Sarjana Pendidikan in English Language Education



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(July 2024)**

APPROVAL SHEET

(I)

This thesis entitled **Developing Higher-Order Thinking Skills (HOTS) Reading Comprehension Questions for E Phase of Merdeka Curriculum** prepared and submitted by Agatha Ade Kirani – 1213020009 has been approved to be examined by the Thesis Board of Examiners.



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APPROVAL SHEET

(II)

This thesis entitled **Developing Higher-Order Thinking Skills (HOTS) Reading Comprehension Questions for E Phase of Merdeka Curriculum** prepared and submitted by Agatha Ade Kirani – 1213020009 has been approved to be examined by the Thesis Board of Examiners.



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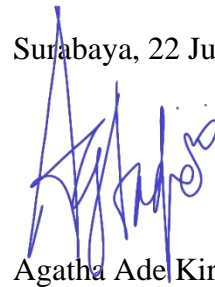
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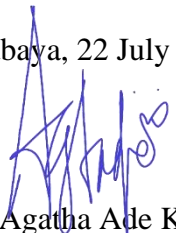
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ABSTRACT

Agatha Ade Kirani – 1213020009, Developing Higher-Order Thinking Skills (HOTS) Reading Comprehension Questions for E Phase of Merdeka Curriculum. This study utilized a developmental study that aims to produce a product that can be used effectively for school purposes. In this case, this study was made to aim as a contribution in improving HOTS reading comprehension questions for a specific book, "Work in Progress".

The "*Modul Pengembangan Soal Keterampilan Berfikir Tingkat Tinggi*" published by the Ditjen Dikdasmen was used as a guideline in developing the questions. The questions were focused on the book "Work in Progress" which is a book for grade X published by the Kemdikbudristek which is limited to only 4 chapters in the first semester. The questions developed for each chapter are three questions that represent three HOTS levels from Bloom's Taxonomy.

In the process of developing the questions, the answer model and scoring rubric are needed to help assess whether the questions are in accordance with the specified levels. Validation by expert was also conducted to determine whether the questions made were appropriate or not. There are several revisions needed so that finally the questions made can be better and in accordance with the provisions.

Keywords: development, HOTS, reading comprehension