

## **APPENDICES**

*Appendix 1 Research Schedule*

**RESEARCH SCHEDULE**

| No. | Activity                           | 2024 |     | 2025 |     |     |     |     |
|-----|------------------------------------|------|-----|------|-----|-----|-----|-----|
|     |                                    | Nov  | Dec | Jan  | Feb | Mar | Apr | May |
| 1   | Research Proposal Writing          |      |     |      |     |     |     |     |
| 2   | Research Proposal Seminar Approval |      |     |      |     |     |     |     |
| 3   | Research Proposal Seminar          |      |     |      |     |     |     |     |
| 4   | Data Collection                    |      |     |      |     |     |     |     |
| 5   | Data Analysis                      |      |     |      |     |     |     |     |
| 6   | Undergraduate Thesis Approval      |      |     |      |     |     |     |     |
| 7   | Thesis Examination                 |      |     |      |     |     |     |     |

*Appendix 2 Research Instrument*

**RESEARCH INSTRUMENT**

| Chp | Page | No | Reading Exercises                                                                                          | Bloom's Taxonomy Levels of Thinking |      |    |      |    |    |
|-----|------|----|------------------------------------------------------------------------------------------------------------|-------------------------------------|------|----|------|----|----|
|     |      |    |                                                                                                            | LOTS                                | MOTS |    | HOTS |    |    |
|     |      |    |                                                                                                            | C1                                  | C2   | C3 | C4   | C5 | C6 |
| 1   | 43   | 1  | Why did Andre always wait for Independence Day?                                                            |                                     |      |    |      |    |    |
|     |      | 2  | What did the people do during the parade?                                                                  |                                     |      |    |      |    |    |
|     |      | 3  | What did the people wear in the parade?                                                                    |                                     |      |    |      |    |    |
|     |      | 4  | What musical instruments did they use during the parade?                                                   |                                     |      |    |      |    |    |
|     |      | 5  | Why did not Andre join the parade?                                                                         |                                     |      |    |      |    |    |
| 1   | 50   | 1  | How did Monita celebrate her Independence Day?                                                             |                                     |      |    |      |    |    |
|     |      | 2  | What did Monita do before the parade?                                                                      |                                     |      |    |      |    |    |
|     |      | 3  | Why did they run back to their class in the middle of the parade?                                          |                                     |      |    |      |    |    |
|     |      | 4  | Who won the best costume in the parade?                                                                    |                                     |      |    |      |    |    |
|     |      | 5  | Why did Monita not wear red and white clothes?                                                             |                                     |      |    |      |    |    |
|     |      | 6  | Can you identify the time connectives in the text? Highlight them.                                         |                                     |      |    |      |    |    |
|     | 51   | 7  | In a costume competition, what are the possible criteria for scoring the contestants? Explain your reason. |                                     |      |    |      |    |    |
| 1   | 55   | 1  | What was the story about?                                                                                  |                                     |      |    |      |    |    |
|     |      | 2  | Who could be the participant in the fun games?                                                             |                                     |      |    |      |    |    |
|     |      | 3  | How many fun games were being competed in the event?                                                       |                                     |      |    |      |    |    |
|     |      | 4  | Who was the winner of the marble-in-spoon race?                                                            |                                     |      |    |      |    |    |
|     |      | 5  | Who was the winner of the last game?                                                                       |                                     |      |    |      |    |    |
|     |      | 6  | How did Monita feel about the event?                                                                       |                                     |      |    |      |    |    |
| 2   | 95   | 1  | What did the Mother Duck feel when five ducklings came out of the eggs?                                    |                                     |      |    |      |    |    |
|     |      | 2  | What did the yellow ducklings feel when they walked gracefully?                                            |                                     |      |    |      |    |    |
|     |      | 3  | What was Mother Duck's feeling when she said, "Oh, dear! I should have six ducklings!"?                    |                                     |      |    |      |    |    |

| Chp | Page | No | Reading Exercises                                                                            | Bloom's Taxonomy Levels of Thinking |      |    |      |    |    |
|-----|------|----|----------------------------------------------------------------------------------------------|-------------------------------------|------|----|------|----|----|
|     |      |    |                                                                                              | LOTS                                | MOTS |    | HOTS |    |    |
|     |      |    |                                                                                              | C1                                  | C2   | C3 | C4   | C5 | C6 |
|     |      | 4  | What was the sixth duckling's feeling when he came out of the egg?                           |                                     |      |    |      |    |    |
| 2   | 95   | 1  | What was the yellow ducklings' feeling when the Ugly Duckling wanted to play with them?      |                                     |      |    |      |    |    |
|     |      | 2  | What was the Mother Duck's feeling when the yellow ducklings were rude to the ugly duckling? |                                     |      |    |      |    |    |
|     |      | 3  | What was the Ugly Duckling's feeling when the yellow ducklings asked him to go away?         |                                     |      |    |      |    |    |
|     |      | 4  | What was the Ugly Duckling's feeling when his mother said he was different and brave?        |                                     |      |    |      |    |    |
| 2   | 96   | 1  | What was the chicken's feeling when the Ugly Duckling landed on their side of the river?     |                                     |      |    |      |    |    |
|     |      | 2  | What was the Ugly Duckling's feeling when the dog chased him?                                |                                     |      |    |      |    |    |
|     |      | 3  | What was the Ugly Duckling's feeling when he saw some big white birds?                       |                                     |      |    |      |    |    |
|     |      | 4  | What was the big white bird's feeling when they saw the Ugly Duckling?                       |                                     |      |    |      |    |    |
| 2   | 111  | 1  | What did the elephant do in the forest?                                                      |                                     |      |    |      |    |    |
|     |      | 2  | How many animals did the elephant meet in the forest on the first day?                       |                                     |      |    |      |    |    |
|     |      | 3  | How did the animals treat the elephant during that first day?                                |                                     |      |    |      |    |    |
|     |      | 4  | What did the elephant feel when he could not make any friends on the first day?              |                                     |      |    |      |    |    |
|     |      | 5  | Why did the animals in the forest run away on the second day?                                |                                     |      |    |      |    |    |
|     |      | 6  | Did the elephant run with the other animals?                                                 |                                     |      |    |      |    |    |
|     |      | 7  | Was the elephant afraid of the tiger?                                                        |                                     |      |    |      |    |    |
|     |      | 8  | What did the elephant do?                                                                    |                                     |      |    |      |    |    |
|     |      | 9  | What happened to the elephant in the end?                                                    |                                     |      |    |      |    |    |
|     |      | 10 | What do you think the elephant felt at the end of the story?                                 |                                     |      |    |      |    |    |
| 2   | 125  | 1  | What is the best possible title for the story? Why?                                          |                                     |      |    |      |    |    |
|     |      | 2  | What was the man's occupation?                                                               |                                     |      |    |      |    |    |



| Chp | Page | No | Reading Exercises                                                         | Bloom's Taxonomy Levels of Thinking |      |    |      |    |    |
|-----|------|----|---------------------------------------------------------------------------|-------------------------------------|------|----|------|----|----|
|     |      |    |                                                                           | LOTS                                | MOTS |    | HOTS |    |    |
|     |      |    |                                                                           | C1                                  | C2   | C3 | C4   | C5 | C6 |
|     |      | 3  | Why did the man curse when something was entangled in his net?            |                                     |      |    |      |    |    |
|     |      | 4  | What kind of man do you think the man is? Tell the reason/s.              |                                     |      |    |      |    |    |
|     |      | 5  | What made the boat capsize?                                               |                                     |      |    |      |    |    |
|     |      | 6  | Which moral lesson can you take from the story?                           |                                     |      |    |      |    |    |
|     |      | 7  | If you were the man, what would you do?                                   |                                     |      |    |      |    |    |
| 3   | 153  | 1  | What is the content about?                                                |                                     |      |    |      |    |    |
|     |      | 2  | What does "sort the trash" mean?                                          |                                     |      |    |      |    |    |
|     |      | 3  | What trash is recyclable?                                                 |                                     |      |    |      |    |    |
|     |      | 4  | Who will start to sort trash?                                             |                                     |      |    |      |    |    |
|     |      | 5  | In your opinion, what makes some people like the post?                    |                                     |      |    |      |    |    |
| 3   | 160  | 1  | What is the main problem of the sender's post?                            |                                     |      |    |      |    |    |
|     |      | 2  | How many people give their ideas to the problem?                          |                                     |      |    |      |    |    |
|     |      | 3  | Which idea needs equipment to store the old books?                        |                                     |      |    |      |    |    |
|     |      | 4  | What is the first step when you donate books to the Bina Karya orphanage? |                                     |      |    |      |    |    |
|     |      | 5  | How can old books make money?                                             |                                     |      |    |      |    |    |
|     |      | 6  | Which comments are not related to the content?                            |                                     |      |    |      |    |    |
|     |      | 7  | Which idea do you recommend to a content sender?                          |                                     |      |    |      |    |    |
| 3   | 167  | 1  | What is the poster about?                                                 |                                     |      |    |      |    |    |
|     |      | 2  | What is the purpose of the poster?                                        |                                     |      |    |      |    |    |
|     |      | 3  | Where do you usually find the poster?                                     |                                     |      |    |      |    |    |
|     |      | 4  | Who are the target audience of the poster?                                |                                     |      |    |      |    |    |
|     |      | 5  | Based on the poster, what should we do before applying the hand soap?     |                                     |      |    |      |    |    |
|     |      | 6  | Do you like the poster?                                                   |                                     |      |    |      |    |    |
|     |      | 7  | Do you think people will be interested in the poster? Why? Why not?       |                                     |      |    |      |    |    |
| 4   | 211  | 1  | What is the best title for this story?                                    |                                     |      |    |      |    |    |
|     |      | 2  | Where did the group of scientists sail?                                   |                                     |      |    |      |    |    |
|     |      | 3  | Why did the scientists sail there?                                        |                                     |      |    |      |    |    |
|     |      | 4  | When did they know the turtle was injured?                                |                                     |      |    |      |    |    |

| Chp | Page | No | Reading Exercises                                                                        | Bloom's Taxonomy Levels of Thinking |      |    |      |    |    |
|-----|------|----|------------------------------------------------------------------------------------------|-------------------------------------|------|----|------|----|----|
|     |      |    |                                                                                          | LOTS                                | MOTS |    | HOTS |    |    |
|     |      |    |                                                                                          | C1                                  | C2   | C3 | C4   | C5 | C6 |
|     |      | 5  | Where did the scientists decide to remove the plastic?                                   |                                     |      |    |      |    |    |
| 4   | 217  | 1  | When did the anti-littering campaigns start in NSW, Australia?                           |                                     |      |    |      |    |    |
|     |      | 2  | How much did the NSW government invest in the campaigns?                                 |                                     |      |    |      |    |    |
|     |      | 3  | How did the campaigns help reduce litter in NSW?                                         |                                     |      |    |      |    |    |
|     |      | 4  | Why did the NSW government change the campaigns to Don't be a Tosser!?                   |                                     |      |    |      |    |    |
|     |      | 5  | Do you think the Don't be a Tosser! posters in Picture 4.10 were effective? Why/Why not? |                                     |      |    |      |    |    |
|     |      | 6  | What is the best title for this story?                                                   |                                     |      |    |      |    |    |
| 4   | 223  | 1  | How did Melati and Isabel spend their teenage years?                                     |                                     |      |    |      |    |    |
|     |      | 2  | Why did the two sisters decide to help clean up Bali?                                    |                                     |      |    |      |    |    |
|     |      | 3  | What did they do to start the annual island clean up?                                    |                                     |      |    |      |    |    |
|     |      | 4  | Who mostly joined the sisters in cleaning up the island?                                 |                                     |      |    |      |    |    |
|     |      | 5  | Where did they do the island clean up movement?                                          |                                     |      |    |      |    |    |
| 5   | 258  | 1  | Who drew the soccer field?                                                               |                                     |      |    |      |    |    |
|     |      | 2  | Write the names based on the teams.                                                      |                                     |      |    |      |    |    |
|     |      | 3  | What did Mirza do to guard the goal area?                                                |                                     |      |    |      |    |    |
|     |      | 4  | Why did Mirza keep silent after the game?                                                |                                     |      |    |      |    |    |
|     |      | 5  | Tick what word in the story means minimum skill.                                         |                                     |      |    |      |    |    |
|     |      | 6  | What do you think would happen to Mirza?                                                 |                                     |      |    |      |    |    |
| 5   | 259  | 1  | What day did Mirza stay in his house after school?                                       |                                     |      |    |      |    |    |
|     |      | 2  | Why did Mother go to Mirza's room?                                                       |                                     |      |    |      |    |    |
|     |      | 3  | Draw Mirza's plastic soccer ball.                                                        |                                     |      |    |      |    |    |
|     |      | 4  | Can you guess why Mirza wished his dad was with him?                                     |                                     |      |    |      |    |    |
|     |      | 5  | Which soccer club would Mirza join?                                                      |                                     |      |    |      |    |    |
| 5   | 262  | 1  | Draw a picture of the setting in each part of the story.                                 |                                     |      |    |      |    |    |
|     |      | 2  | Who are the characters in each part?                                                     |                                     |      |    |      |    |    |

| Chp        | Page | No | Reading Exercises                                                                                                     | Bloom's Taxonomy Levels of Thinking |      |    |      |    |    |
|------------|------|----|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------|------|----|------|----|----|
|            |      |    |                                                                                                                       | LOTS                                | MOTS |    | HOTS |    |    |
|            |      |    |                                                                                                                       | C1                                  | C2   | C3 | C4   | C5 | C6 |
|            | 263  | 3  | Circle the words that could describe how Mirza was feeling in each part.                                              |                                     |      |    |      |    |    |
|            | 264  | 4  | Each part of the story has been summarized below. Put the summaries in order by writing 1-7 in the boxes on the left. |                                     |      |    |      |    |    |
|            |      | 5  | What do you learn from the story?                                                                                     |                                     |      |    |      |    |    |
|            |      | 6  | What is the best title for the story?                                                                                 |                                     |      |    |      |    |    |
| 5          | 268  | 1  | What subject did Mumtaz have for the semester exam in the story?                                                      |                                     |      |    |      |    |    |
|            |      | 2  | The subject was ... for Mumtaz.                                                                                       |                                     |      |    |      |    |    |
|            |      | 3  | How did Mumtaz prepare for the exam?                                                                                  |                                     |      |    |      |    |    |
|            | 269  | 4  | Mumtaz reviewed the subject ... before the exam.                                                                      |                                     |      |    |      |    |    |
|            |      | 5  | What does the word separately mean in the second paragraph?                                                           |                                     |      |    |      |    |    |
|            |      | 6  | Could Mumtaz answer all the questions? Explain your answer.                                                           |                                     |      |    |      |    |    |
|            |      | 7  | Why did Radit often look down when doing the exam?                                                                    |                                     |      |    |      |    |    |
|            |      | 8  | What did Mumtaz feel when she saw Radit?                                                                              |                                     |      |    |      |    |    |
|            |      | 9  | Draw a picture where Radit held his handphone.                                                                        |                                     |      |    |      |    |    |
| 5          | 274  | 1  | Where did the band practice?                                                                                          |                                     |      |    |      |    |    |
|            | 275  | 2  | What did my friends put into the plastic bottles?                                                                     |                                     |      |    |      |    |    |
|            |      | 3  | How did my friends and I make noises at the beach?                                                                    |                                     |      |    |      |    |    |
|            |      | 4  | Who helped me practice at home?                                                                                       |                                     |      |    |      |    |    |
|            |      | 5  | Which audition did I feel very nervous about?                                                                         |                                     |      |    |      |    |    |
|            |      | 6  | What did the leader tell me to do in the first audition?                                                              |                                     |      |    |      |    |    |
|            |      | 7  | What day did the leader accept me in the band?                                                                        |                                     |      |    |      |    |    |
|            |      | 8  | What did I wear to play in the band?                                                                                  |                                     |      |    |      |    |    |
| Total      |      |    |                                                                                                                       |                                     |      |    |      |    |    |
| Percentage |      |    |                                                                                                                       |                                     |      |    |      |    |    |

*Appendix 3 Validation Sheet of Research Instrument*

**VALIDATION SHEET OF RESEARCH INSTRUMENT**

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Researcher</b>                 | : Feliks Rejeki Sotani Zebua                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Research Title</b>             | : An Analysis of Higher Order Thinking Skills in the Reading Exercises of the Textbook " <i>English for Nusantara</i> " for the Eighth Grade of Junior High School Based on Bloom's Taxonomy                                                                                                                                                                                                                                                         |
| <b>Focus of the Research</b>      | : Analyzing the Higher Order Thinking Skills (HOTS) of the textbook " <i>English for Nusantara</i> " in the part of its reading exercises based on Bloom's Taxonomy.                                                                                                                                                                                                                                                                                 |
| <b>Formulation of the Problem</b> | : <ol style="list-style-type: none"><li>1. How does the distribution of Higher Order Thinking Skills (HOTS) in the reading exercises of the textbook "<i>English for Nusantara</i>" for the eighth grade of Junior High School?</li><li>2. What is the most commonly skill of Higher Order Thinking Skills (HOTS) used in the reading exercises of the textbook "<i>English for Nusantara</i>" for the eighth grade of Junior High School?</li></ol> |
| <b>Objective of the Research</b>  | : Analyze Higher Order Thinking Skills (HOTS) of the textbook " <i>English for Nusantara</i> " in the part of its reading exercises based on Bloom's Taxonomy                                                                                                                                                                                                                                                                                        |
| <b>Setting of the Research</b>    | : SMP Negeri 1 Gunungsitoli Barat                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Source of Data</b>             | : Textbook " <i>English for Nusantara</i> " for the eighth grade of junior high school composed by Ministry of Education and Culture of Indonesia in 2022.                                                                                                                                                                                                                                                                                           |
| <b>Validator</b>                  | : Dr. Yaredi Waruwu, S.S., M.S.                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Direction</b>                  | : Give a checkmark in the valid or invalid column.                                                                                                                                                                                                                                                                                                                                                                                                   |

| Chp | Page | No | Reading Exercises                                                                                          | Bloom's Taxonomy Levels of Thinking |    |      |    |      |    | Valid | Invalid |
|-----|------|----|------------------------------------------------------------------------------------------------------------|-------------------------------------|----|------|----|------|----|-------|---------|
|     |      |    |                                                                                                            | LOTS                                |    | MOTS |    | HOTS |    |       |         |
|     |      |    |                                                                                                            | C1                                  | C2 | C3   | C4 | C5   | C6 |       |         |
| 1   | 43   | 1  | Why did Andre always wait for Independence Day?                                                            |                                     |    |      |    |      |    | ✓     |         |
|     |      | 2  | What did the people do during the parade?                                                                  |                                     |    |      |    |      |    | ✓     |         |
|     |      | 3  | What did the people wear in the parade?                                                                    |                                     |    |      |    |      |    | ✓     |         |
|     |      | 4  | What musical instruments did they use during the parade?                                                   |                                     |    |      |    |      |    | ✓     |         |
|     |      | 5  | Why did not Andre join the parade?                                                                         |                                     |    |      |    |      |    | ✓     |         |
| 1   | 50   | 1  | How did Monita celebrate her Independence Day?                                                             |                                     |    |      |    |      |    | ✓     |         |
|     |      | 2  | What did Monita do before the parade?                                                                      |                                     |    |      |    |      |    | ✓     |         |
|     |      | 3  | Why did they run back to their class in the middle of the parade?                                          |                                     |    |      |    |      |    | ✓     |         |
|     |      | 4  | Who won the best costume in the parade?                                                                    |                                     |    |      |    |      |    | ✓     |         |
|     |      | 5  | Why did Monita not wear red and white clothes?                                                             |                                     |    |      |    |      |    | ✓     |         |
|     |      | 6  | Can you identify the time connectives in the text? Highlight them.                                         |                                     |    |      |    |      |    | ✓     |         |
|     | 51   | 7  | In a costume competition, what are the possible criteria for scoring the contestants? Explain your reason. |                                     |    |      |    |      |    | ✓     |         |



| Chp | Page | No | Reading Exercises                                                                       | Bloom's Taxonomy Levels of Thinking |    |      |    |      |    | Valid | Invalid |
|-----|------|----|-----------------------------------------------------------------------------------------|-------------------------------------|----|------|----|------|----|-------|---------|
|     |      |    |                                                                                         | LOTS                                |    | MOTS |    | HOTS |    |       |         |
|     |      |    |                                                                                         | C1                                  | C2 | C3   | C4 | C5   | C6 |       |         |
| 1   | 55   | 1  | What was the story about?                                                               |                                     |    |      |    |      |    | ✓     |         |
|     |      | 2  | Who could be the participant in the fun games?                                          |                                     |    |      |    |      |    | ✓     |         |
|     |      | 3  | How many fun games were being competed in the event?                                    |                                     |    |      |    |      |    | ✓     |         |
|     |      | 4  | Who was the winner of the marble-in-spoon race?                                         |                                     |    |      |    |      |    | ✓     |         |
|     |      | 5  | Who was the winner of the last game?                                                    |                                     |    |      |    |      |    | ✓     |         |
|     |      | 6  | How did Monita feel about the event?                                                    |                                     |    |      |    |      |    | ✓     |         |
| 2   | 95   | 1  | What did the Mother Duck feel when five ducklings came out of the eggs?                 |                                     |    |      |    |      |    | ✓     |         |
|     |      | 2  | What did the yellow ducklings feel when they walked gracefully?                         |                                     |    |      |    |      |    | ✓     |         |
|     |      | 3  | What was Mother Duck's feeling when she said, "Oh, dear! I should have six ducklings!"? |                                     |    |      |    |      |    | ✓     |         |
|     |      | 4  | What was the sixth duckling's feeling when he came out of the egg?                      |                                     |    |      |    |      |    | ✓     |         |
| 2   | 95   | 1  | What was the yellow ducklings' feeling when the Ugly Duckling wanted to play with them? |                                     |    |      |    |      |    | ✓     |         |

| Chp | Page | No | Reading Exercises                                                                            | Bloom's Taxonomy Levels of Thinking |    |      |    |      |    | Valid                                                                                 | Invalid |
|-----|------|----|----------------------------------------------------------------------------------------------|-------------------------------------|----|------|----|------|----|---------------------------------------------------------------------------------------|---------|
|     |      |    |                                                                                              | LOTS                                |    | MOTS |    | HOTS |    |                                                                                       |         |
|     |      |    |                                                                                              | C1                                  | C2 | C3   | C4 | C5   | C6 |                                                                                       |         |
|     |      | 2  | What was the Mother Duck's feeling when the yellow ducklings were rude to the ugly duckling? |                                     |    |      |    |      |    |    |         |
|     |      | 3  | What was the Ugly Duckling's feeling when the yellow ducklings asked him to go away?         |                                     |    |      |    |      |    |    |         |
|     |      | 4  | What was the Ugly Duckling's feeling when his mother said he was different and brave?        |                                     |    |      |    |      |    |    |         |
| 2   | 96   | 1  | What was the chicken's feeling when the Ugly Duckling landed on their side of the river?     |                                     |    |      |    |      |    |  |         |
|     |      | 2  | What was the Ugly Duckling's feeling when the dog chased him?                                |                                     |    |      |    |      |    |  |         |
|     |      | 3  | What was the Ugly Duckling's feeling when he saw some big white birds?                       |                                     |    |      |    |      |    |  |         |
|     |      | 4  | What was the big white bird's feeling when they saw the Ugly Duckling?                       |                                     |    |      |    |      |    |  |         |
| 2   | 111  | 1  | What did the elephant do in the forest?                                                      |                                     |    |      |    |      |    |  |         |
|     |      | 2  | How many animals did the elephant meet in the forest on the first day?                       |                                     |    |      |    |      |    |  |         |



| Chp | Page | No | Reading Exercises                                                               | Bloom's Taxonomy Levels of Thinking |      |    |      |    |    | Valid | Invalid |
|-----|------|----|---------------------------------------------------------------------------------|-------------------------------------|------|----|------|----|----|-------|---------|
|     |      |    |                                                                                 | LOTS                                | MOTS |    | HOTS |    |    |       |         |
|     |      |    |                                                                                 | C1                                  | C2   | C3 | C4   | C5 | C6 |       |         |
|     |      | 3  | How did the animals treat the elephant during that first day?                   |                                     |      |    |      |    |    | ✓     |         |
|     |      | 4  | What did the elephant feel when he could not make any friends on the first day? |                                     |      |    |      |    |    | ✓     |         |
|     |      | 5  | Why did the animals in the forest run away on the second day?                   |                                     |      |    |      |    |    | ✓     |         |
|     |      | 6  | Did the elephant run with the other animals?                                    |                                     |      |    |      |    |    | ✓     |         |
|     |      | 7  | Was the elephant afraid of the tiger?                                           |                                     |      |    |      |    |    | ✓     |         |
|     |      | 8  | What did the elephant do?                                                       |                                     |      |    |      |    |    | ✓     |         |
|     |      | 9  | What happened to the elephant in the end?                                       |                                     |      |    |      |    |    | ✓     |         |
|     |      | 10 | What do you think the elephant felt at the end of the story?                    |                                     |      |    |      |    |    | ✓     |         |
| 2   | 125  | 1  | What is the best possible title for the story? Why?                             |                                     |      |    |      |    |    | ✓     |         |
|     |      | 2  | What was the man's occupation?                                                  |                                     |      |    |      |    |    | ✓     |         |
|     |      | 3  | Why did the man curse when something was entangled in his net?                  |                                     |      |    |      |    |    | ✓     |         |
|     |      | 4  | What kind of man do you think the man is? Tell the reason/s.                    |                                     |      |    |      |    |    | ✓     |         |
|     |      | 5  | What made the boat capsize?                                                     |                                     |      |    |      |    |    | ✓     |         |
|     |      | 6  | Which moral lesson can you                                                      |                                     |      |    |      |    |    | ✓     |         |



| Chp | Page | No | Reading Exercises                                                         | Bloom's Taxonomy Levels of Thinking |      |    |      |    |    | Valid | Invalid |
|-----|------|----|---------------------------------------------------------------------------|-------------------------------------|------|----|------|----|----|-------|---------|
|     |      |    |                                                                           | LOTS                                | MOTS |    | HOTS |    |    |       |         |
|     |      |    |                                                                           | C1                                  | C2   | C3 | C4   | C5 | C6 |       |         |
|     |      |    | take from the story?                                                      |                                     |      |    |      |    |    |       |         |
|     |      | 7  | If you were the man, what would you do?                                   |                                     |      |    |      |    |    | ✓     |         |
| 3   | 153  | 1  | What is the content about?                                                |                                     |      |    |      |    |    | ✓     |         |
|     |      | 2  | What does "sort the trash" mean?                                          |                                     |      |    |      |    |    | ✓     |         |
|     |      | 3  | What trash is recyclable?                                                 |                                     |      |    |      |    |    | ✓     |         |
|     |      | 4  | Who will start to sort trash?                                             |                                     |      |    |      |    |    | ✓     |         |
|     |      | 5  | In your opinion, what makes some people like the post?                    |                                     |      |    |      |    |    | ✓     |         |
| 3   | 160  | 1  | What is the main problem of the sender's post?                            |                                     |      |    |      |    |    | ✓     |         |
|     |      | 2  | How many people give their ideas to the problem?                          |                                     |      |    |      |    |    | ✓     |         |
|     |      | 3  | Which idea needs equipment to store the old books?                        |                                     |      |    |      |    |    | ✓     |         |
|     |      | 4  | What is the first step when you donate books to the Bina Karya orphanage? |                                     |      |    |      |    |    | ✓     |         |
|     |      | 5  | How can old books make money?                                             |                                     |      |    |      |    |    | ✓     |         |
|     |      | 6  | Which comments are not related to the content?                            |                                     |      |    |      |    |    | ✓     |         |
|     |      | 7  | Which idea do you recommend to a content sender?                          |                                     |      |    |      |    |    | ✓     |         |
| 3   | 167  | 1  | What is the poster about?                                                 |                                     |      |    |      |    |    | ✓     |         |
|     |      | 2  | What is the purpose of the poster?                                        |                                     |      |    |      |    |    | ✓     |         |

| Chp | Page | No | Reading Exercises                                                     | Bloom's Taxonomy Levels of Thinking |      |    |      |    |    | Valid | Invalid |
|-----|------|----|-----------------------------------------------------------------------|-------------------------------------|------|----|------|----|----|-------|---------|
|     |      |    |                                                                       | LOTS                                | MOTS |    | HOTS |    |    |       |         |
|     |      |    |                                                                       | C1                                  | C2   | C3 | C4   | C5 | C6 |       |         |
|     |      | 3  | Where do you usually find the poster?                                 |                                     |      |    |      |    |    | ✓     |         |
|     |      | 4  | Who are the target audience of the poster?                            |                                     |      |    |      |    |    | ✓     |         |
|     |      | 5  | Based on the poster, what should we do before applying the hand soap? |                                     |      |    |      |    |    | ✓     |         |
|     |      | 6  | Do you like the poster?                                               |                                     |      |    |      |    |    | ✓     |         |
|     |      | 7  | Do you think people will be interested in the poster? Why? Why not?   |                                     |      |    |      |    |    | ✓     |         |
| 4   | 211  | 1  | What is the best title for this story?                                |                                     |      |    |      |    |    | ✓     |         |
|     |      | 2  | Where did the group of scientists sail?                               |                                     |      |    |      |    |    | ✓     |         |
|     |      | 3  | Why did the scientists sail there?                                    |                                     |      |    |      |    |    | ✓     |         |
|     |      | 4  | When did they know the turtle was injured?                            |                                     |      |    |      |    |    | ✓     |         |
|     |      | 5  | Where did the scientists decide to remove the plastic?                |                                     |      |    |      |    |    | ✓     |         |
| 4   | 217  | 1  | When did the anti-littering campaigns start in NSW, Australia?        |                                     |      |    |      |    |    | ✓     |         |
|     |      | 2  | How much did the NSW government invest in the campaigns?              |                                     |      |    |      |    |    | ✓     |         |
|     |      | 3  | How did the campaigns help reduce litter in NSW?                      |                                     |      |    |      |    |    | ✓     |         |



| Chp | Page | No | Reading Exercises                                                                        | Bloom's Taxonomy Levels of Thinking |    |      |    |      |    | Valid | Invalid |
|-----|------|----|------------------------------------------------------------------------------------------|-------------------------------------|----|------|----|------|----|-------|---------|
|     |      |    |                                                                                          | LOTS                                |    | MOTS |    | HOTS |    |       |         |
|     |      |    |                                                                                          | C1                                  | C2 | C3   | C4 | C5   | C6 |       |         |
|     |      | 4  | Why did the NSW government change the campaigns to Don't be a Tosser!?                   |                                     |    |      |    |      |    |       |         |
|     |      | 5  | Do you think the Don't be a Tosser! posters in Picture 4.10 were effective? Why/Why not? |                                     |    |      |    |      |    |       |         |
|     |      | 6  | What is the best title for this story?                                                   |                                     |    |      |    |      |    |       |         |
| 4   | 223  | 1  | How did Melati and Isabel spend their teenage years?                                     |                                     |    |      |    |      |    |       |         |
|     |      | 2  | Why did the two sisters decide to help clean up Bali?                                    |                                     |    |      |    |      |    |       |         |
|     |      | 3  | What did they do to start the annual island clean up?                                    |                                     |    |      |    |      |    |       |         |
|     |      | 4  | Who mostly joined the sisters in cleaning up the island?                                 |                                     |    |      |    |      |    |       |         |
|     |      | 5  | Where did they do the island clean up movement?                                          |                                     |    |      |    |      |    |       |         |
| 5   | 258  | 1  | Who drew the soccer field?                                                               |                                     |    |      |    |      |    |       |         |
|     |      | 2  | Write the names based on the teams.                                                      |                                     |    |      |    |      |    |       |         |
|     |      | 3  | What did Mirza do to guard the goal area?                                                |                                     |    |      |    |      |    |       |         |
|     |      | 4  | Why did Mirza keep silent after the game?                                                |                                     |    |      |    |      |    |       |         |
|     |      | 5  | Tick what word in the story means minimum skill.                                         |                                     |    |      |    |      |    |       |         |

| Chp | Page | No | Reading Exercises                                                                                                     | Bloom's Taxonomy Levels of Thinking |      |    |      |    |    | Valid | Invalid |
|-----|------|----|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------|------|----|------|----|----|-------|---------|
|     |      |    |                                                                                                                       | LOTS                                | MOTS |    | HOTS |    |    |       |         |
|     |      |    |                                                                                                                       | C1                                  | C2   | C3 | C4   | C5 | C6 |       |         |
|     |      | 6  | What do you think would happen to Mirza?                                                                              |                                     |      |    |      |    |    | ✓     |         |
| 5   | 259  | 1  | What day did Mirza stay in his house after school?                                                                    |                                     |      |    |      |    |    | ✓     |         |
|     |      | 2  | Why did Mother go to Mirza's room?                                                                                    |                                     |      |    |      |    |    | ✓     |         |
|     |      | 3  | Draw Mirza's plastic soccer ball.                                                                                     |                                     |      |    |      |    |    | ✓     |         |
|     |      | 4  | Can you guess why Mirza wished his dad was with him?                                                                  |                                     |      |    |      |    |    | ✓     |         |
|     |      | 5  | Which soccer club would Mirza join?                                                                                   |                                     |      |    |      |    |    | ✓     |         |
| 5   | 262  | 1  | Draw a picture of the setting in each part of the story.                                                              |                                     |      |    |      |    |    | ✓     |         |
|     |      | 2  | Who are the characters in each part?                                                                                  |                                     |      |    |      |    |    | ✓     |         |
|     | 263  | 3  | Circle the words that could describe how Mirza was feeling in each part.                                              |                                     |      |    |      |    |    | ✓     |         |
|     | 264  | 4  | Each part of the story has been summarized below. Put the summaries in order by writing 1-7 in the boxes on the left. |                                     |      |    |      |    |    | ✓     |         |
|     |      | 5  | What do you learn from the story?                                                                                     |                                     |      |    |      |    |    | ✓     |         |
|     |      | 6  | What is the best title for the story?                                                                                 |                                     |      |    |      |    |    | ✓     |         |
| 5   | 268  | 1  | What subject did Mumtaz have for the semester exam in the story?                                                      |                                     |      |    |      |    |    | ✓     |         |



| Chp | Page | No | Reading Exercises                                           | Bloom's Taxonomy Levels of Thinking |      |    |      |    |    | Valid | Invalid |
|-----|------|----|-------------------------------------------------------------|-------------------------------------|------|----|------|----|----|-------|---------|
|     |      |    |                                                             | LOTS                                | MOTS |    | HOTS |    |    |       |         |
|     |      |    |                                                             | C1                                  | C2   | C3 | C4   | C5 | C6 |       |         |
|     | 269  | 2  | The subject was ... for Mumtaz.                             |                                     |      |    |      |    |    | ✓     |         |
|     |      | 3  | How did Mumtaz prepare for the exam?                        |                                     |      |    |      |    |    | ✓     |         |
|     |      | 4  | Mumtaz reviewed the subject ... before the exam.            |                                     |      |    |      |    |    | ✓     |         |
|     |      | 5  | What does the word separately mean in the second paragraph? |                                     |      |    |      |    |    | ✓     |         |
|     |      | 6  | Could Mumtaz answer all the questions? Explain your answer. |                                     |      |    |      |    |    | ✓     |         |
|     |      | 7  | Why did Radit often look down when doing the exam?          |                                     |      |    |      |    |    | ✓     |         |
|     |      | 8  | What did Mumtaz feel when she saw Radit?                    |                                     |      |    |      |    |    | ✓     |         |
|     |      | 9  | Draw a picture where Radit held his handphone.              |                                     |      |    |      |    |    | ✓     |         |
| 5   | 274  | 1  | Where did the band practice?                                |                                     |      |    |      |    |    | ✓     |         |
|     | 275  | 2  | What did my friends put into the plastic bottles?           |                                     |      |    |      |    |    | ✓     |         |
|     |      | 3  | How did my friends and I make noises at the beach?          |                                     |      |    |      |    |    | ✓     |         |
|     |      | 4  | Who helped me practice at home?                             |                                     |      |    |      |    |    | ✓     |         |
|     |      | 5  | Which audition did I feel very nervous about?               |                                     |      |    |      |    |    | ✓     |         |
|     |      | 6  | What did the leader tell me to do in the first audition?    |                                     |      |    |      |    |    | ✓     |         |

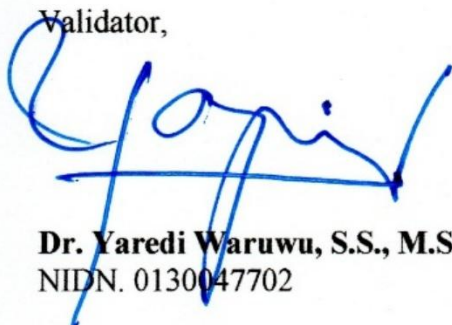


| Chp        | Page | No | Reading Exercises                              | Bloom's Taxonomy Levels of Thinking |    |      |    |      |    | Valid                                                                               | Invalid |
|------------|------|----|------------------------------------------------|-------------------------------------|----|------|----|------|----|-------------------------------------------------------------------------------------|---------|
|            |      |    |                                                | LOTS                                |    | MOTS |    | HOTS |    |                                                                                     |         |
|            |      |    |                                                | C1                                  | C2 | C3   | C4 | C5   | C6 |                                                                                     |         |
|            |      | 7  | What day did the leader accept me in the band? |                                     |    |      |    |      |    |  |         |
|            |      | 8  | What did I wear to play in the band?           |                                     |    |      |    |      |    |  |         |
| Total      |      |    |                                                |                                     |    |      |    |      |    |                                                                                     |         |
| Percentage |      |    |                                                |                                     |    |      |    |      |    |                                                                                     |         |

**Description:**

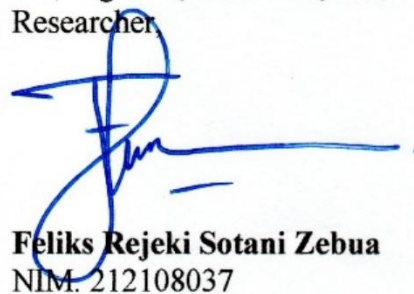
C1: Remember      C4: Analyze  
C2: Understand    C5: Evaluate  
C3: Apply          C6: Create

Validator,



**Dr. Yaredi Waruwu, S.S., M.S.**  
NIDN. 0130047702

Gunungsitoli, March 9<sup>th</sup>, 2025  
Researcher,



**Feliks Rejeki Sotani Zebua**  
NIM. 212108037

## Appendix 4 Data from the Textbook “English for Nusantara”

### DATA FROM THE TEXTBOOK “ENGLISH FOR NUSANTARA”

- b. Read Andre's story about his experiences in watching a parade.

**A Parade in My Hometown**

When I was a child, I always waited for Independence Day. My father used to ask me to watch a parade together. We saw it from our front yard. I remember how attractive the parade was.

In the first line of the parade, I saw the people **dressed up** uniquely. Some people wore Indonesian heroes' costumes. Some others dressed like local ghosts. They were scary but they were funny, too.

Next, I remembered that a lot of people **marched in** the second line. They waved a mini Indonesian flag. They walked around the village and sang the 'Hari Merdeka' song. Their singing was accompanied by traditional instruments like *angklung*, *stuling*, and *rebana*.

At last, I also saw that many children rode their bicycles in the parade. They decorated their bicycles creatively.

I always wanted to join the parade but I was too shy. Luckily, I have the chance to join a parade at my school next week. I am really looking forward to it.

- c. Work in pairs. Write people's activities in the parade based on Andre's story. You may add the bubble.

People's activities in the parade

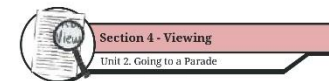
|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

Worksheet 1.9

- d. Based on the text from the previous page, answer the following questions.

1. Why did Andre always wait for Independence Day?
2. What did the people do during the parade?
3. What did the people wear in the parade?
4. What musical instruments did they use during the parade?
5. Why did not Andre join the parade?

Worksheet 1.10



- a. Read the text below.

#### SMP Merdeka's School Parade

On August 17th, SMP Merdeka held a school parade to celebrate Independence Day. All students joined the event and so did Galang and his friends. They dressed up like the Indonesian freedom fighters during the Independence war. Some of them brought guns, spiked bamboos, swords, and many more. They also wore many red and white attributes making the event more patriotic.

In the beginning, as instructed, all participants lined up and started to march. Then, they marched along the decided route passing some villages near SMP Merdeka. The villagers were very excited to watch the parade pass their houses. Many of them stood along the street welcoming and cheering the parade.

Not so long after, the parade reached the rest post. It was the place for participants to draw a door prize coupon and have some drinks. After drawing a coupon, they continued to parade to their school as the final destination.

After returning to school, all participants took some rest while waiting for the door prize announcement. Finally, the headmaster announced the winner. There were ten students who got the door prize and Galang was one of them. Everyone felt happy with the events.



### Section 7 - Your Turn: Reading

Unit 2. Going to a Parade

- a. Read Monita's Blog below and answer the questions.

**Blog Book** Home Profile Discover **M**

#### A School Parade

Hi, readers.

How did you celebrate your Independence Day? I celebrated it by joining a school parade. We had so much fun before and during the parade. Let me tell you how it went.

In the beginning, we prepared our costumes. Every class had to choose one student to dress as an Indonesian hero. I was chosen as the class representative. I dressed as Cut Nyak Dien. Other students wore red and white clothes.

After I dressed up, I went around the school with all the students. During the parade, we sang the 'Hari Merdeka' song. There was a marching band following us. Suddenly, it started to rain. We ran back to our classroom.

Finally, after the rain stopped, we gathered back at the schoolyard. The headmaster announced the winner of the best costume. A student from the other class won. He dressed up as Tuanku Imam Bonjol.

The school parade was fun and made us remember our national heroes. I was so proud. I could not wait to join this again next year.

- b. Answer the following questions based on the text.

1. How did Monita celebrate her Independence Day?
2. What did Monita do before the parade?
3. Why did they run back to their class in the middle of the parade?
4. Who won the best costume in the parade?
5. Why did Monita not wear red and white clothes?
6. Can you identify the time connectives in the text? Highlight them.

7. In a costume competition, what are the possible criteria for scoring the contestants? Explain your reasons.

Worksheet 1.14

- c. Complete the table by finding the time connectives in the text. After finding a connective, write the sentence that follows it. Number 1 has been done for you.

| Parts     | Time connectives | Sentences in the paragraph                  |
|-----------|------------------|---------------------------------------------|
| Beginning | In the beginning | In the beginning, we prepared our costumes. |
| Middle    |                  |                                             |
| Ending    |                  |                                             |

Worksheet 1.15



### Section 8 - Enrichment

Unit 2. Going to a Parade

Find a video of a unique parade celebrating a country's independence day. Retell the activities in that parade. Don't forget to use time connectives that you have learned in this unit to retell the story.

You may post it on your social media.





## Section 2 - Reading

Unit 3. Independence Day at SMP Merdeka

- a. Read Monita's story about the Independence Day celebration in SMP Merdeka.



### Word Box

feel (base form )/felt (past form): terjatuh  
lead (base form)/led (past form): memimpin, posisi terdepan  
beat (base form)/beat (past form): mengalahkan

delighted: senang sekali, puas  
tight: ketat  
steady: tidak goyah, stabil  
hilarious: sangat lucu/lucu sekali



Today, my school held an Independence Day celebration event. It welcomed students from every grade to participate in many fun games, such as tug of war, *krupuk* race, sack race, tandem race, and the marble in spoon race. Many students participated, which made all the games so exciting.

In the beginning, I participated in the marble-in-spoon race. It was a very tight game between me and Galang. I almost beat him at the beginning of the race, but he was so fast and steady. He could even run with it. He came first and I came second. It was hard to beat Galang in this game.

The next game was a tug of war, sack race, and tandem race. All the games were held at the same time. I saw Andre participate in the sack race. At first, he led the race, but suddenly he fell in the middle of the race. But finally, he came second. It was so sad that he couldn't finish first. Meanwhile, Pipit participated in a tandem race with our friends. Her team came third. It was not too bad.

The last game was the *krupuk* race. Once again I met Galang in the final. The fun part was I finished first and he finished after me. I finished my *krupuk* with three or four bites.

It was a joyful day at my school. Everyone put a smile on their faces. I was delighted. At the end of the event, my class was announced as the grand champion of the whole competition.

- b. Choose the best answer for the following questions based on the text. Number one has been done for you.

- What was the story about?
  - Independence Day celebration in Indonesia.
  - Independence Day celebration in Monita's school. ✓
  - Independence Day celebration in Monita's hometown.
- Who could be the participant in the fun games?
  - The whole students
  - The teachers
  - 7 graders
- How many fun games were being competed in the event?
  - 3
  - 4
  - 5
- Who was the winner of the marble-in-spoon race?
  - Andre
  - Monita
  - Galang
- Who was the winner of the last game?
  - Andre
  - Monita
  - Galang
- How did Monita feel about the event?
  - She felt excited.
  - She felt delighted.
  - She felt embarrassed.

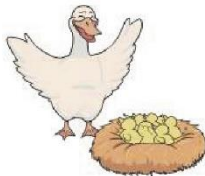




- Once upon a time on a big farm, a Mother Duck sit/sat on her nest. She had to keep her six eggs warm until they hatched/hatch.



- At last, the eggs begin/began to crack. One by one, five yellow ducklings came/come out of the eggs. They shake/shook their wings and said, "Quack, quack". Then, they walked/walk gracefully.



- "Look at all of you!" say/said Mother Duck with joy. "You are all so cute!"



- She count/counted one, two, three, four, five. "Oh, dear! I should have six ducklings!" Mother Duck is/was worried.



- But one large egg was still in the nest. It was/is a little stubborn. So, Mother Duck sat/sit on her nest again and wait/waited some more.



- The next day, the big egg crack/cracked open. A shy duckling came/come out. He was not yellow! He was gray and bigger than others. But he was weak and it walk/walked with a funny wobble.

Worksheet 2.2



Each yellow duckling jumped/jump into the river and swam behind Mother Duck. The Ugly Duckling jumped in and start/started to paddle, too.

"I can swim, Mother!"  
said the Ugly Duckling. He was proud.

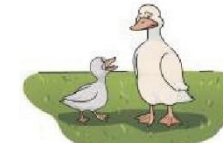


After swimming, the yellow ducklings started to play. They jumped and splash/splashed in muddy puddles. They shook their muddy wings and they laughed and laughed. The Ugly Duckling tried/try to play with his brothers and sisters, too.

"I can jump and shake my wings!"  
exclaimed/exclaim the Ugly Duckling. He was so happy. But, the yellow ducklings yelled, "Go away!"



The Ugly Duckling walk/walked with his head down. He was sad.



The Ugly Duckling went/go to his mum and said, "Mom, they don't want to play with me. Am I too ugly?"



"You're different. You are not yellow but gray and brave."  
Mother Duck tried to calm him down. But, he was/is not very pleased to hear it.

(Retelling of The Ugly Duckling by Hans Christian Andersen)  
Worksheet 2.4

- d. Work with a classmate. Talk about the Ugly Duckling's feelings based on the story Part 2.

- a. What did the characters in the story feel? Work with a classmate and use an Adjective to complete the characters' feelings. Number one has been done for you.

#### Part 1

1. What did the Mother Duck feel when five ducklings came out of the eggs?  
She felt happy.
2. What did the yellow ducklings feel when they walked gracefully?  
They were \_\_\_\_\_.
3. What was Mother Duck's feeling when she said, "Oh, dear! I should have six ducklings!"?  
She became \_\_\_\_\_.
4. What was the sixth duckling's feeling when he came out of the egg?  
He was \_\_\_\_\_.

#### Part 2

1. What was the yellow ducklings' feeling when the Ugly Duckling wanted to play with them?  
They \_\_\_\_\_.
2. What was the Mother Duck's feeling when the yellow ducklings were rude to the ugly duckling?  
She \_\_\_\_\_.
3. What was the Ugly Duckling's feeling when the yellow ducklings asked him to go away?  
He \_\_\_\_\_.
4. What was the Ugly Duckling's feeling when his mother said he was different and brave?  
He \_\_\_\_\_.

That night, the Ugly Duckling flew away. He landed on the other side of the river. There he met two grown-up chickens.

"Can I please stay here?" asked the Ugly Duckling politely.

"Why do we care?" said one of the chickens.

"Go away," exclaimed the other. (Line 5)

The Ugly Duckling walked with his head down in shame. He was sad.

The next morning, the Ugly Duckling flew away. He landed on a farm.

Suddenly, a big hungry dog came. The dog chased the Ugly Duckling.

"Woof! Woof!" The Ugly Duckling was scared. The dog sniffed and sniffed at him, then turned away. "I am too ugly even for the big hungry dog to want," said the Ugly Duckling. He felt heartbroken. (Line 10)

The Ugly Duckling was very tired. But, he flew and flew till he found another farm. There he met a cow.

"Can I please stay here?" asked the Ugly Duckling nicely.

"Why do I care?" replied the rude cow. She then yelled, "Moo! Go away!"

Once again, the Ugly Duckling walked away with his head down. He felt heartbroken. (Line 15)

As time passed, the Ugly Duckling grew up. He flew and flew till finally he found a clear pond. He saw some big white birds swimming in the pond. "Wow, they are very beautiful!" he thought, "but I'm too ugly to be their friend."

"Hi," greeted the Ugly Duckling. The beautiful white birds looked at him. It made the Ugly Duckling feel nervous. Suddenly, the biggest white bird exclaimed, "Hey, look, (Line 20)

"we have another swan here!"

"No. No, I'm not. I'm an ugly duckling", said the Ugly Duckling. He shook his head.

The beautiful white swans smiled and said, "Look at yourself in the water and tell us".

The Ugly Duckling saw a reflection in the water. He was surprised.

"I am a swan just like you all!" (Line 25)

"See, we are being honest with you", said the other swans. They then became friends and lived happily together

### Part 3

1. What was the chicken's feeling when the Ugly Duckling landed on their side of the river?  
\_\_\_\_\_.
2. What was the Ugly Duckling's feeling when the dog chased him?  
\_\_\_\_\_.
3. What was the Ugly Duckling's feeling when he saw some big white birds?  
\_\_\_\_\_.
4. What was the big white bird's feeling when they saw the Ugly Duckling?  
\_\_\_\_\_.

Worksheet 2.10

- b. Look at the Ugly Duckling story Parts 1 to 3 again. Circle or highlight all adjectives that show or express the feelings of the characters in the story. Use a red pen.



### Section 5 - Language Focus

Unit 2: Kindness and Happiness

In a story, you often find that some sentences are written between quotations ( " "). These quotations show that the characters in the story are speaking. These sentences are called direct speech.

The sentences between the quotations tell you that in this part of the story the Ugly Duckling was speaking to the chickens, and the chickens were responding to the ugly Duckling's question.

One day an elephant wandered into a forest in search of friends.

He saw a monkey on a tree.

"Will you be my friend?" asked the elephant.

"You are too big. You cannot swing from trees like me," replied the arrogant monkey.

Next, the elephant met a rabbit. He asked him to be his friend.

But the shy rabbit said, "You are too big to play in my burrow!"

Then the elephant met a frog.

"Will you be my friend? He asked.

"How can I?" asked the disgruntled frog.

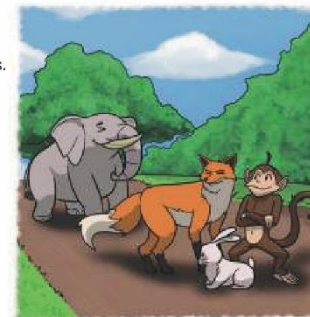
"You are too big to leap about like me."

He met a fox next.

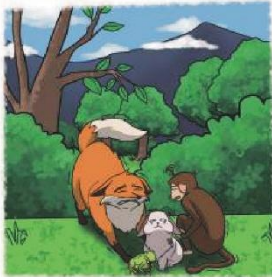
"Will you be my friend?" he asked the fox.

The sly fox said, "Sorry, sir, you are too big. You can't run as fast as I can."

The elephant was upset and felt heartbroken.



Picture 2.9. An elephant and his friends



The next day, the elephant saw all the animals in the forest running for their lives.

The elephant asked them what the matter was.

The great bear replied, "There is a tiger in the forest. He's trying to gobble us all up!"

The animals all ran away to hide.

The elephant wondered what he could do to save everyone in the forest.

Meanwhile, the tiger kept eating up whoever he could find.

The elephant walked up to the tiger and said, "Please, Mr. Tiger, do not eat up these poor animals."

"Mind your own business!" growled the ferocious tiger.

The elephant had no choice but to give the tiger a hefty kick.

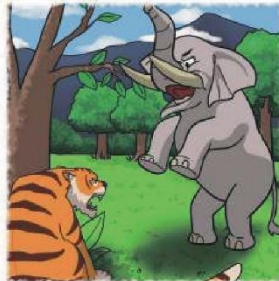
The frightened tiger ran for his life.

The elephant went back into the forest to announce the good news to everyone.

All the animals thanked the elephant.

They said, "You are very brave and just the right size to be our friend."

Source: Elephant and Friends : Animals Stories : Short Stories (english-for-students.com)



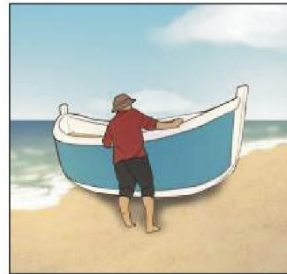
c. Answer the following questions.

1. What did the elephant do in the forest?  
\_\_\_\_\_
2. How many animals did the elephant meet in the forest on the first day?  
\_\_\_\_\_
3. How did the animals treat the elephant during that first day?  
\_\_\_\_\_
4. What did the elephant feel when he could not make any friends on the first day?  
\_\_\_\_\_
5. Why did the animals in the forest run away on the second day?  
\_\_\_\_\_
6. Did the elephant run with the other animals?  
\_\_\_\_\_
7. Was the elephant afraid of the tiger?  
\_\_\_\_\_
8. What did the elephant do?  
\_\_\_\_\_
9. What happened to the elephant in the end?  
\_\_\_\_\_
10. What do you think the elephant felt at the end of the story?  
\_\_\_\_\_

Worksheet 2.12



Read the story and answer the questions.



Once upon a time, lived a man who caught fish at sea to support his living. One day, something heavy was entangled in his net. He cursed sarcastically. His face turned red. Then, he hauled his net and threw it carelessly as it was heavy. That was when he saw something yellowish and shiny.

"Gold chain, I'm lucky!" he screamed.

His eyebrows suddenly tilted. Then he said to himself, "I should pull it more."

He worked hard and part by part of the gold chain was pulled. His small boat started to sink because of the gold chain's weight. He knew it as water started filling in his boat. Instead of stopping, he pulled faster and put it around his body. In a second, water rushed into his boat. It eventually capsized. The gold chain sank to the bottom of the sea. Helplessly, the man was drawn along.

(Source: [http://www.englishdaily626.com/cloze\\_passages.php?021](http://www.englishdaily626.com/cloze_passages.php?021))

#### Questions

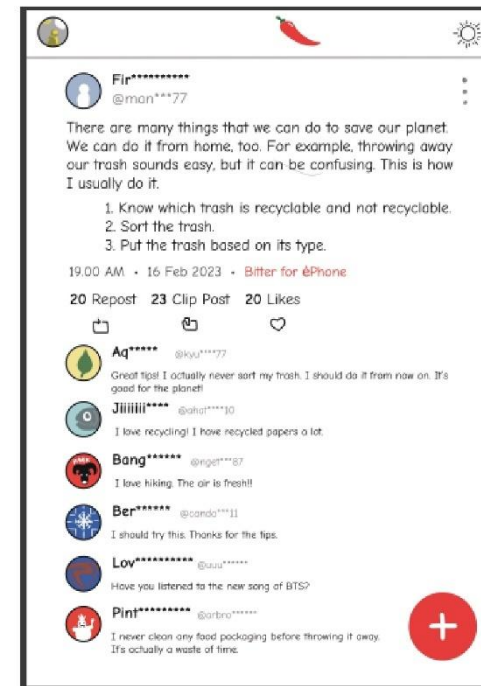
1. What is the best possible title for the story? Why?
2. What was the man's occupation?
3. Why did the man curse when something was entangled in his net?
4. What kind of man do you think the man is? Tell the reason/s.
5. What made the boat capsize?
6. Which moral lesson can you take from the story?
7. If you were the man, what would you do?



#### Section 3 - Reading

Unit 2. This is the way

a. Read the text below.



Picture 3.2. Features of social media

b. Answer the following questions.

1. What is the content about?

2. What does "sort the trash" mean?

3. What trash is recyclable?

4. Who will start to sort trash?

5. In your opinion, what makes some people like the post?

Worksheet 3.11



**Word Box**

sort: menyortir

hiking: mendaki

food packaging: kemasan makanan

recyclable: dapat didaur ulang



**Section 6 - Your Turn: Reading**

Unit 2. This is the way

a. Read the text below.

@in22day  
Hello friends. I have so many old books in my room. I no longer read them.  
What should I do with these books?

**Comments:**

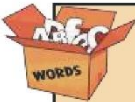
@shakila commented : Do you like watching movies? I have some recommendations for you.

@agungibr commented : Hi! You can make a mini library in your house. First, sort your books based on their types. Then, prepare a mini bookshelf. You can make it from cardboard boxes. Last, keep your books on the shelf orderly based on their types. Now, everyone can read them any time.

@putrihijau commented : I like books too but I like my phone more!! :D

@titalesta commented : Hi there! I am from the Bina Karya orphanage. The orphanage accepts old book donations. First fill in the form in the link [www.binakaryadonation.com](http://www.binakaryadonation.com). Then, send the books to our address. The address is provided in the link. Lastly, you will receive an email once the books arrive. Let's help the kids reach their dreams by learning from your donated books.

@zalvafsp commented : Make money from them! You can sell them. First, sort out your books that are still good. Next, cover your books with plastics. Last, offer the books to the book collectors in Palasari Market. You can buy new books by selling your old ones.



**Word Box**

cover: lapi  
 prepare: siapkan  
 provided: disediakan  
 receive: menerima

bookshelf: rak buku

orderly: sesuai urutan  
 no longer: tidak lagi

b. Based on the text, answer the following questions.

1. What is the main problem of the sender's post?  
\_\_\_\_\_
2. How many people give their ideas to the problem?  
\_\_\_\_\_
3. Which idea needs equipment to store the old books?  
\_\_\_\_\_
4. What is the first step when you donate books to the Bina Karya orphanage?  
\_\_\_\_\_
5. How can old books make money?  
\_\_\_\_\_
6. Which comments are not related to the content?  
\_\_\_\_\_
7. Which idea do you recommend to a content sender?  
\_\_\_\_\_

Worksheet 3.14

c. If you have old book that you do not use any longer, what do you do with them?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Worksheet 3.15



**Section 2 - Reading**

Unit 3. Act now

Read the poster about washing hands.



Picture 3.6. Poster about washing hands

Based on the poster, answer the following questions.

1. What is the poster about?
2. What is the purpose of the poster?
3. Where do you usually find the poster?
4. Who are the target audience of the poster?
5. Based on the poster, what should we do before applying the hand soap?
6. Do you like the poster?
7. Do you think people will be interested in the poster? Why? Why not?

Worksheet 3.18



A team of scientists from Texas University helped an injured sea turtle when they sailed in the ocean near Costa Rica.

The scientists were collecting data on sea turtles when they saw the injured turtle. They noticed something in the nose of the turtle when it was swimming near their boat. But, they initially thought it was only a worm.

The scientists were curious. They caught the turtle to examine the object in the turtle's nose. They wanted to make sure it was not a dangerous parasite. They extracted a couple of centimeters of the object with pliers. The object came out. It was wrinkled and brownish.

It was a plastic drinking straw!

The scientists removed the object immediately because they were far away in the ocean. They spent almost ten minutes pulling it from the nostril of a sea turtle. With great difficulty, they succeeded in pulling the straw out of the turtle's nostril. The nostril was bleeding, but the turtle was safe.

The straw incident proved how dangerous plastic was to animals in the oceans.

(Adapted from: <https://www.nationalgeographic.com/animals/article/150817-sea-turtles-olive-ridley-marine-debris-ocean-animals-science>)

c. Which statements are true according to the story? Number one has been done for you.

1. A team of scientists found a turtle in the sea of Costa Rica. TRUE
2. The team was from The University of Costa Rica. \_\_\_\_\_
3. The team saw something in the turtle's tail. \_\_\_\_\_
4. The team found a parasite in the turtle's brain. \_\_\_\_\_
5. The turtle was wrinkled and brownish. \_\_\_\_\_
6. The turtle's body was bleeding. \_\_\_\_\_
7. The team removed a plastic drinking straw from the turtle's nostril. \_\_\_\_\_
8. It took about 10 minutes to remove the plastic straw. \_\_\_\_\_

Worksheet 4.10



- d. Answer the questions based on the story.
1. What is the best title for this story?
  2. Where did the group of scientists sail?
  3. Why did the scientists sail there?
  4. When did they know the turtle was injured?
  5. Where did the scientists decide to remove the plastic?

Worksheet 4.11

Did you know?



Picture 4.11 Plastic in the oceans  
(Source: [https://www.youtube.com/watch?v=-jQgQ\\_kQZ\\_-l](https://www.youtube.com/watch?v=-jQgQ_kQZ_-l))

1. Every minute, two trucks of plastic are dumped into our oceans.
2. Plastic straws contribute to 5.25 trillion pieces of trash pollution in the oceans.
3. Over 1 million sea animals are killed each year due to plastic pollution in the oceans.

(Source: <https://www.earthday.org/fact-sheet-plastics-in-the-ocean/>)

- b. Read a story about anti-littering campaigns in Australia. See the Word Box.



#### Word Box

approve (base form)/approved (past form): menyetujui  
drive (base form)/drove (past form): mendorong  
invest (base form)/invested (past form): menginvestasikan  
reduce (base form)/reduced (past form): mengurangi

association: keterkaitan/ hubungan  
behavior change: perubahan perilaku  
campaigns: kampanye  
community groups: kelompok-kelompok masyarakat  
effectiveness: efektivitas  
evolution: evolusi/ perkembangan  
government departments: departemen-departemen pemerintahan  
local councils: pemerintahan daerah  
prevention: pencegahan  
strength: kekuatan  
tosser: pembuang sampah sembarangan

anti-littering: anti membuang sampah sembarangan  
clear: jelas  
core: pokok/ inti

The Tosser! anti-littering campaigns started in 2014 as part of the Litter Prevention Strategy in New South Wales (NSW), Australia.

The NSW government invested over \$17 million to promote the anti-littering campaigns on TV, radio, outdoor billboards or online. The Tosser! campaigns helped reduce litter in NSW from 2014 to 2020 by 43% compared to 19% nationally. Other government departments, local councils, business partners, and community groups across NSW also used the Tosser! creative materials. This showed the strength of the message and the campaign's effectiveness.

The latest evolution of the campaign was Don't be a Tosser!. The Don't be a Tosser! campaign was well-liked, and there was a clear association between 'Tosser' and littering. It was a success because it drove positive behavior change. 95% of the community approved of the "Don't be a Tosser! If it's not in the bin, it's on you" message.

Don't be a Tosser! focused on the core action to 'put your rubbish in the bin'.

(Adapted from: <https://www.dontbeatosser.epa.nsw.gov.au/dont-be-tosser-campaign-put-your-rubbish-bin-dont-be-tosser>)

- c. Answer the questions in the following table based on the story and Picture 4.12.

| No | Questions                                                                                | Answers |
|----|------------------------------------------------------------------------------------------|---------|
| 1. | When did the anti-littering campaigns start in NSW, Australia?                           |         |
| 2. | How much did the NSW government invest in the campaigns?                                 |         |
| 3. | How did the campaigns help reduce litter in NSW?                                         |         |
| 4. | Why did the NSW government change the campaigns to Don't be a Tosser! ?                  |         |
| 5. | Do you think the Don't be a Tosser! posters in Picture 4.10 were effective? Why/Why not? |         |
| 6. | What is the best title for this story?                                                   |         |

Worksheet 4.16



### Section 6 - Fun Time

Unit 2. What Happened to the Sea Animals?

#### Let's Race with the Questions.

- Make Wh- Questions based on words or phrases written on answer cards.
- Follow the instructions.
  - Four or five groups of six students compete in this race.
  - Each player is given a question card and each group is given one set of shuffled answer cards in an envelope.
  - One student takes an answer card from the envelope and reads it aloud.

- b. Read a story of two teenagers who fought to clean up Bali from plastic trash. See the **Word Box**.

Melati and Isabel Wijsen live in Bali. They spent their teenage years cleaning up the island from plastic.

Melati and Isabel were only 12 and 10 years old when they decided to tackle plastic pollution. They found plastic everywhere in their everyday lives. They saw it when they walked to the rice fields or when they went to the beaches.

They were aware of this growing problem with plastic in places it should not be. They felt the urgency to protect the environment and the natural world.

The sisters began a movement, 'an annual island clean up'. The movement was for everyone in Bali. Early on a Sunday morning they carried megaphones and stood on the back of a flatbed truck. Thousands of children and teenagers with their parents came out to help. Volunteers from local restaurants and hotels also showed up. They collected trash at 115 places around the island. They picked up plastic trash on the beaches, the rivers and the streets.

The two sisters became local heroes, and they won international acclaim for their awareness campaign.

Adapted from:  
<https://www.onegreenplanet.org/environment/two-teenagers-who-convincd-bali-to-ban-plastic-bags/>  
<https://www.independent.co.uk/climate-change/news/bye-bye-plastic-bags-indonesia-environmental-island-clean-up-a9605651.html>



#### Word Box

come out (base form)/came out (past form): datang  
 clean up (base form)/cleaned up (past form): membersihkan  
 collect (base form)/collected (past form): mengumpulkan  
 decide (base form)/decided (past form): memutuskan  
 pick up (base form)/picked up (past form): memungut  
 realize (base form)/realized (past form): menyadari  
 show up (base form)/showed up (past form): datang

acclaim: pengakuan  
 annual: tiap tahun  
 contributor: penyumbang  
 flatbed truck: mobil pickup  
 megaphones: alat pengeras suara  
 movement: gerakan  
 reality: kenyataan  
 teenage years: masa remaja  
 urgency: urgensi  
 volunteers: sukarelawan  
 growing = yang semakin bertambah  
 tirelessly = tanpa lelah

- c. Answer the questions in the following table based on the story and Picture 4.14.

| No | Questions                                                                        | Answers |
|----|----------------------------------------------------------------------------------|---------|
| 1. | How did Melati and Isabel spend their teenage years?                             |         |
| 2. | Why did the two sisters decide to help clean up Bali?                            |         |
| 3. | What did they do to start the annual island clean up?                            |         |
| 4. | Who mostly joined the sisters in cleaning up the island (See also Picture 4.14)? |         |
| 5. | Where did they do the island clean up movement?                                  |         |

Worksheet 4.19

### Did you know?

1. Movements to save the earth from plastic trash have been happening in all corners of the world
2. One notable cleanup movement was organized by two teenagers who are sisters, Melati and Isabel Wijsen in Bali, Indonesia.
3. With the 'Bye Bye Plastic Bags' campaign the sisters have managed to convince Bali to ban plastic bags by 2018.
4. Click this link <http://www.byebyeplasticbags.org> to support their cause.

Sources: <https://endplasticwaste.org/en/our-stories/the-clean-up-movement>  
<https://www.onegreenplanet.org/environment>



### Word Box

Defenders: Pertahanan  
 Midfielders: Gelandang  
 Forwards: Pemain Depan/Penyerang  
 Goalkeeper : Penjaga gawang

- b. Look up the meanings of these words in the Word Box. Work with your friend to guess what the story will be about.

- Part 1 : a soccer field, clumsily, the other team scored
- Part 2 : played the soccer ball at home, joining a soccer club, poor family financial condition
- Part 3 : trained hard, a soccer match

- c. Read the story Part 1.

### Part 1

One Friday afternoon on Gang Pelita, a small street where very few cars passed by, Bayu drew lines with a piece of stone to create a soccer field.

When the field was drawn, the kids were grouped into two teams then they took their positions. Mirza, Abay, and Siti were one team, taking the left side of the field. Raka, Amelia, and Pitra were on the other team.

While everyone was so eager to defend and score, Mirza was not sure about his role as a keeper. He ran left, then to the right, clumsily leaving the goal area empty. The next thing he knew, the other team already scored.

They took some rest under the shade of a tall building on the street.

"You were no use, Mirza. You can't play football," Siti said.

"I think he guarded the goal area well," replied Bayu.

"But he didn't know what to do in the game. He was just running here and there," Siti said sternly.

Mirza didn't say anything. He kept silent. It was not the first time Siti talked like that.

d. Answer the questions based on the story Part 1.

1. Who drew the soccer field?

\_\_\_\_\_

2. Write the names based on the teams.

| Team 1 | Team 2 |
|--------|--------|
|        |        |

3. What did Mirza do to guard the goal area?

\_\_\_\_\_

4. Why did Mirza keep silent after the game? The possible answer is ...

- a. He was worried he could not play soccer again.
- b. He was thinking about what Siti said.
- c. He wanted to play again.

5. Tick what word in the story means minimum skill.

*a goalkeeper* ☐

*clumsily* ☐

*guarded* ☐

6. What do you think would happen to Mirza?

\_\_\_\_\_

Worksheet 5.8

e. Read the story Part 2.

### Part 2

The next afternoon Mirza played with his plastic soccer ball in his bedroom. He kicked the black and white striped ball hard to the wall. His mother got annoyed by the sound. She came to his room and saw what was going on.

"You always make noises with that ball. Can't you just play outside?" said his mother from the doorway.

"I want to, but...", Mirza replied hesitantly.

"Go play outside with your friends!" his mother ordered.

But, Mirza didn't go out that day. He stayed home for the rest of the day. He wished his dad were home and played soccer with him.

The next Sunday morning, Mirza sat next to his mother who was busy with boxes of clothes. His mother worked as an assistant for an online shop selling kids' clothing.

"Mum, can I join Winners football club?"

"Do you really have to join the club?"

"Yes. I need a coach to train me to play soccer. This is a good soccer club, Mum."

"But you know our financial condition," whispered his mother.

"But this is important for me," Mirza looked down at the floor.

"There's a community football club here. I heard Pak RT was looking for children to join the club," said his mother.

Mirza thought about it for a moment. It was not a bad idea after all.

f. Answer the questions based on the story Part 2.

1. What day did Mirza stay in his house after school?

\_\_\_\_\_

2. Why did Mother go to Mirza's room?

\_\_\_\_\_



3. Draw Mirza's plastic soccer ball.



4. Can you guess why Mirza wished his dad was with him?  
5. Which soccer club would Mirza join?

☐ Winners soccer club      ☐ Community soccer club

Worksheet 5.9



#### Section 4 - Reading

Unit 2. I know I Can Do It

- a. Read the story Part 3.

#### Part 3

The next day, he joined the soccer club. He promised to train hard. He wanted to become a great soccer player and helped his team win. However, he could not play well at the club. He always failed to keep the goal area. He was very sad and almost gave up. Pak RT came to him and suggested that he should try other positions. After trying some positions, he found that being a midfielder was the best position for him.

A month later, there was a mandatory soccer match in that region. Mirza was grouped with Siti, Abay, Raka, Amelia, and Pitra. At first, they underestimated Mirza's skills, but he proved them wrong. He helped his team to win as a midfielder. He could pass the ball accurately so that Siti, the forward, could score for the team. Everyone cheered for Mirza, including Siti.

"I'm sorry for underestimating you, Mirza. I should not have pushed you to be a goalkeeper. You are such a great midfielder!" praised Siti. Mirza smiled and said "That's okay. Let's practice together to become a better team."



b. Answer the questions based on the story Part 3.

1. Draw a picture of the setting in each part of the story.

| Part 1 | Part 2 |
|--------|--------|
|        |        |

| Part 3 |
|--------|
|        |

2. Who are the characters in each part?

| Part 1 | Part 2 | Part 3 |
|--------|--------|--------|
|        |        |        |

3. Circle the words that could describe how Mirza was feeling in each part. You can choose more than one word.

|         |            |         |
|---------|------------|---------|
| angry   | clumsy     | silly   |
| excited | annoyed    | sad     |
| worried | distressed | happy   |
| upset   | cranky     | hopeful |
|         | mad        |         |

| Part 1 | Part 2 | Part 3 |
|--------|--------|--------|
|        |        |        |

4. Each part of the story has been summarized below. Put the summaries in order by writing 1-7 in the boxes on the left.

|    |  |                                                          |
|----|--|----------------------------------------------------------|
| a. |  | Mirza's mother could not afford to pay for the club.     |
| b. |  | He worked hard to help his teammate score a goal.        |
| c. |  | Mirza wanted to join a soccer club.                      |
| d. |  | Siti apologized for underestimating Mirza.               |
| e. |  | Mirza practiced soccer in the community club.            |
| f. |  | Siti was upset because Mirza did not play well.          |
| g. |  | Mirza played soccer with his friends on an empty street. |

5. What do you learn from the story?

Part 1 \_\_\_\_\_

Part 2 \_\_\_\_\_

Part 3 \_\_\_\_\_

6. What is the best title for the story?

- Soccer is my life
- I love soccer
- I want to be a good soccer player

Worksheet 5.10



## Section 7 - Your Turn

Unit 2. I know I Can Do It

- a. Read the story below.

Mumtaz and her classmates sat for the semester exam. One of the subjects in the exam was Social Sciences. The subject always gave Mumtaz challenges. She prepared for this examination very seriously. She even asked her best friend, Radit, to review the exam materials together. Radit always got good grades in this subject. However, Radit could not do the review because he did not feel very well that time.

On the day of the test, all students sat separately. Mumtaz and Radit could not sit together as usual. The teacher asked Radit to sit in the next row in front of Mumtaz. After the teacher distributed the exam papers, the students began to answer the questions. Mumtaz could not answer some questions. They were too difficult for her. She started to look around the class. Her friends were very busy writing their answers on the paper. Radit, however, often looked down. Mumtaz was surprised. Radit was holding his cellphone under his desk, and he was reading from it. Mumtaz did not know what to think. She felt angry at Radit, but she did not know what to do.

- b. Answer the questions based on the story.

- What subject did Mumtaz have for the semester exam in the story?  
\_\_\_\_\_
- The subject was ... for Mumtaz.
  - challenging
  - easy
  - serious
- How did Mumtaz prepare for the exam?
  - lazily
  - seriously
  - powerfully

4. Mumtaz reviewed the subject ... before the exam.
  - a. with Radit
  - b. alone
  - c. the teacher
5. What does the word separately mean in the second paragraph?  
\_\_\_\_\_
6. Could Mumtaz answer all the questions? Explain your answer.  
\_\_\_\_\_
7. Why did Radit often look down when doing the exam?  
\_\_\_\_\_
8. What did Mumtaz feel when she saw Radit?  
\_\_\_\_\_
9. Draw a picture where Radit held his handphone.

Worksheet 5.13



### Section 3 - Reading

Unit 3. Practice Makes Perfect

- a. Read the story.

#### Getting into the Band

Before I got into the band, I eagerly followed the musicians around or watched them practice in the town hall or outdoors. I even asked my friends to walk along the beach. We banged pot lids and shook plastic bottles with sand in them or cola cans filled with pebbles. We made noises loudly. Little by little they all got tired of following me around. I knew it was time to try out the real deal.

I did a few auditions. The first time was a disaster. I couldn't get my breath and I started to cry. I just wanted to run home but the leader was very understanding. He fixed an appointment for the following week. He explained how to relax and do breathing techniques. So I practiced everything he told me. I went around the house making drum noises, bass noises, and piano sounds. Dad helped me out.

The next time I had prepared everything. But, I did not play well enough because I was still nervous, but not as much as the first one. I told the leader that I needed a bit more time. The third time was a completely different story. I enjoyed it.

Then, one Saturday morning, I played in front of the whole band and they clapped. The leader said:

"Let's welcome Peter to the band. He deserves his place."

I was just so happy and I was very proud of myself. They gave me the band's uniform.

(adapted from [www.shortkidstories.com/story#](http://www.shortkidstories.com/story#))

- b. Answer the questions with one word from the text.

1. Where did the band practice?

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2. What did my friends put into the plastic bottles?

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3. How did my friends and I make noises at the beach?

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4. Who helped me practice at home?

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5. Which audition did I feel very nervous about?

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6. What did the leader tell me to do in the first audition?

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7. What day did the leader accept me in the band?

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8. What did I wear to play in the band?

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Worksheet 5.15

*Appendix 5 Documentation of the Thesis Writing Consultation*

**DOCUMENTATION OF THE THESIS WRITING CONSULTATION**



Documentation with Advisor during the Consultation Process



Documentation with Advisor during the Consultation Process

*Appendix 6 Documentation of the Research Instrument Validation*

**DOCUMENTATION OF RESEARCH INSTRUMENT VALIDATION**



Documentation with the Validator during the Research Instrument Validation  
Process



Documentation with the Validator during the Research Instrument Validation  
Process

*Appendix 7 Documentation at the Research Setting*

**DOCUMENTATION AT THE RESEARCH SETTING**



Documentation with English Teacher



Documentation of the Handover of the Textbook "*English for Nusantara*"





Documentation with Principal and English Teacher



Documentation of the Return of the Textbook “*English for Nusantara*”



Documentation with Principal

Hal : **Pengajuan Judul Rancangan Penelitian**

Kepada Yth :

Bapak Elwin Piarawan Zebua, S.Pd., M.Pd.

(Dosen Penasihat Akademik)

Dengan hormat,

1. Saya yang bertanda tangan di bawah ini:

Nama : **FELIKS REJEKI SOTANI ZEBUA**

NIM : 212108037

Jumlah SKS yang telah diselesaikan : 141 SKS

Dengan ini mengajukan Judul Rancangan Penelitian dan memohon kepada Bapak kiranya dapat berkenan menyetujui salah satu judul yang saya ajukan di bawah ini:

| No. | Judul                                                                                                                                                                                                     | Persetujuan |                                                                                     |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------|
|     |                                                                                                                                                                                                           | Tanggal     | Paraf                                                                               |
| 1   | An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook " <i>English for Nusantara</i> " for the Eighth Grade of Junior High School Based on Bloom's Taxonomy         | 20/11-24    |  |
| 2   | An Analysis of English Learning Materials in the Textbook " <i>English for Nusantara</i> " for the Seventh Grade of Junior High School Based on Brian Tomlinson's Theory                                  |             |                                                                                     |
| 3   | An Analysis of Higher Order Thinking Skills (HOTS) in the Chapter Reviews of the Textbook " <i>Bahasa Inggris: Work in Progress</i> " for the Tenth Grade of Senior High School Based on Bloom's Taxonomy |             |                                                                                     |

2. Demikian permohonan ini saya ajukan dengan harapan semoga Bapak dapat mempertimbangkannya.

Hormat saya

Pemohon,


**FELIKS REJEKI SOTANI ZEBUA****NIM. 212108037**

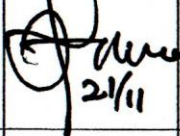
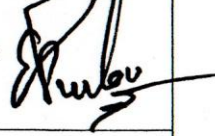




**YAYASAN PERGURUAN TINGGI NIAS**  
**UNIVERSITAS NIAS**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Alamat: Jalan Yos Sudarso No. 118/E-S, Gunungsitoli, Telepon (0639) 21616, Nias 22812  
Homepage: <https://fkip.unias.ac.id> email: [fkip@unias.ac.id](mailto:fkip@unias.ac.id)

**Lembar Saran dan Perbaikan Judul Proposal**

| No | Judul                                                                                                                                                                                            | Saran-saran | Perbaikan | Tanda Tangan                                                                                 |                                                                                     |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|    |                                                                                                                                                                                                  |             |           | KAPRODI                                                                                      | DOSEN PA                                                                            |
| 1  | An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook “English for Nusantara” for the Eighth Grade of Junior High School Based on Bloom’s Taxonomy         |             |           | <br>21/11 |  |
| 2  | An Analysis of English Learning Materials in the Textbook “English for Nusantara” for the Seventh Grade of Junior High School Based on Brian Tomlinson’s Theory                                  |             |           |                                                                                              |                                                                                     |
| 3  | An Analysis of Higher Order Thinking Skills (HOTS) in the Chapter Reviews of the Textbook “Bahasa Inggris: Work in Progress” for the Tenth Grade of Senior High School Based on Bloom’s Taxonomy |             |           |                                                                                              |                                                                                     |

Demikian permohonan ini saya ajukan dan atas perhatian saya ucapkan terimakasih.

Hormat saya,  
Pemohon,



**FELIKS REJEKI SOTANI ZEBUA**  
NIM. 212108037

Tembusan:

1. Yth. Kaprodi
2. Yth. Dosen PA



**OUTLINE TOPIK PENELITIAN SKRIPSI**

Nama : **FELIKS REJEKI SOTANI ZEBUA**  
NIM : 212108037  
Program : Sarjana  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Judul    | An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook " <i>English for Nusantara</i> " for the Eighth Grade of Junior High School Based on Bloom's Taxonomy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Fenomena | <p>Textbook is a learning media that is used to teach and learn a subject. A textbook is an instructional book used as a standard work for studying a particular subject or following a specific course of study. Nurhaeda et al. in Maili &amp; Sondari (2020: 389) defined textbook as book that is used by teacher of a particular subject especially in schools and colleges. In addition, Cahyani &amp; Perdana (2019: 164) also stated that textbook is a manual of instruction in any branch of study. Textbooks are essential as they provide structured and comprehensive content that supports both teaching and learning processes, ensuring that students have access to reliable and standardized information. They serve as a guide for teachers to deliver lessons effectively and help students gain a deeper understanding of the subject matter.</p> <p>The textbook is used as a mandatory reference by teachers and students in the learning process, as stated in Regulation of the Minister of National Education of the Republic of Indonesia, 2005, Number 11, Article 2, Paragraph 1. This regulation shows that textbook hold significant importance in Indonesian education as they serve</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|  | <p>as a foundational tool for delivering the national curriculum. It also highlights the role of textbooks in ensuring uniformity and standardization across schools, enabling equitable access to quality education. By providing structured content aligned with educational objectives, textbooks support teachers in organizing lessons effectively and help students achieve the competencies outlined in the curriculum</p> <p>One of the important components of the textbook is exercise. Exercise is an activity or work that helps students learn a skill. Barla et al. (2013: 4) conveyed that exercise is a repetitive activity in the learning process that aims to motivate students to better understand the learning material in order to get better results. Exercises are a crucial component of any textbook, particularly in the context of education, because they bridge the gap between theoretical knowledge and practical application.</p> <p>Exercises in textbooks are instrumental in assessing students' comprehension and identifying areas where additional support is needed. Well-designed exercises encourage critical thinking, problem-solving, and creativity, ensuring that students do not merely memorize information but understand and apply it in meaningful ways. Research conducted by Rofiah &amp; Bahtiar (2022: 2153) showed that the use of exercises simultaneously has influence on student learning outcomes. In addition, another research conducted by Parandika et al. (2019: 218) also showed that the use of exercises with completion demands is very suitable for students because it has been proven to be effective in improving students' understanding.</p> <p>Reading, as one of the four foundational skills in English—listening, speaking, reading, and writing—is a vital component of language learning. Jumiatty (2023: 90) stated</p> |
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|                | <p>that reading is the meaningful interpretation of printed or written verbal symbols. Safura &amp; Helmanda (2020: 170) also defined reading as a cognitive process that involves decoding symbols to arrive at meaning. Reading serves not only as a means to gain information and knowledge but also as a gateway to improving other language skills. Through reading, learners expand their vocabulary, enhance comprehension, and develop critical thinking abilities.</p> <p>However, in Indonesia, reading proficiency remains a significant challenge. Studies and surveys often highlight the low interest in reading and the limited reading habits among many Indonesians. Ramdhayani (2023: 68) conveyed that Indonesia ranked 60th with a score of 396 out of a total of 65 participating countries in the category of reading category. Jasmine et al. (2024: 81) stated that the literacy level of students in Indonesia is still low compared to students in other countries and Indonesia is ranked as the third country with the lowest reading ability. Jatmiko et al. (2021: 142) also said that the results of the UNESCO study stated that the reading interest of the Indonesian people was only 0.001 percent. This figure reflects that in 1000 Indonesians, there is only one person who likes to read.</p> |
| Lokus          | SMP Negeri 1 Gunungsitoli Barat                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Alamat         | Desa Sihareo Siwahihi, Kecamatan Gunungsitoli Barat, Kota Gunungsitoli                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Latar Belakang | <p>Teaching students to have Higher Order Thinking Skills is important for improving students' reading skills. Armala et al. (2019: 111) defined Higher Order Thinking Skills as an incision among the three top levels of ability in the cognitive dimension (analyzing, evaluating, creating), and three levels of knowledge dimension (conceptual, procedural, metacognitive). On the other hand, Tong et al.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|  | <p>(2022: 102) stated that Higher Order Thinking Skills is defined a student ability to apply knowledge, skill, and value in reasoning, reflecting, and solving problem, making decision, and innovating a new idea. Higher Order Thinking Skills play an important role in improving students' reading skills. With the ability to analyze, evaluate and create, students can understand complex texts in depth. In addition, HOTS encourage the application of knowledge through reasoning, reflection, and problem-solving, thus improving critical understanding and text interpretation skills.</p> <p>One way to improve students' Higher Order Thinking Skills (HOTS) is to implement them in the teaching and learning process. Higher Order Thinking Skills involve the abilities of analysis, evaluation and creation which are essential in preparing students for real-world challenges. One way to improve students' HOTS skills is to integrate them directly into the learning process, either through teaching approaches or through tasks and activities designed to encourage higher order thinking. In applying HOTS in the learning process, teachers are instructed to give some HOTS questions directly to students, or they can do some tasks or activities from textbooks that provide HOTS questions.</p> <p>Higher Order Thinking Skills comprise the top three domains of cognitive skills in Bloom's taxonomy: analysis, synthesis, and evaluation. Higher Order Thinking Skills (HOTS) represent the advanced levels of cognitive functioning in Bloom's Taxonomy, focusing on analysis, synthesis, and evaluation. Analysis involves breaking information into parts to understand relationships and underlying principles. Synthesis requires combining elements to form a coherent whole or creating something new. Evaluation emphasizes making judgments based on</p> |
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|  | <p>criteria or standards, determining the value or quality of ideas and solutions. These skills enable learners to engage critically with information, solve complex problems, and innovate, moving beyond rote memorization to deeper understanding and application.</p> <p>Several studies have analyzed HOTS exercises in textbooks. Atiullah et al. (2019) found that out of 158 reading comprehension questions in textbooks for 10th-grade students in Indonesia, only 24 were at the higher-order thinking level. Similarly, Laila and Fitriyah (2022) examined 142 reading comprehension questions in textbooks for 12th-grade students published by the Ministry of Education and Culture and found that only 25 were classified as higher-order thinking questions. A study by Febrina et al. (2019) on 11th-grade textbooks revealed that 66.8% of the reading comprehension questions were HOTS, while 33.4% were at the LOTS level. These findings are surprising as most analyses indicate that textbooks tend to have more LOTS questions than HOTS, suggesting that many textbooks are still insufficient in providing higher-order thinking question.</p> <p>Given the issue of the alignment of textbooks with HOTS questions in reading practice, the researcher aims to analyze the distribution of HOTS questions in reading exercises across several textbooks. This is because HOTS questions are essential for enhancing students' reading skills. For this analysis, the researcher has selected the textbook "<i>English for Nusantara</i>" for eighth-grade Junior High School students. Therefore, the researcher analyzes the Higher Order Thinking Skills in the reading exercises in the textbook based on Bloom's Taxonomy and raises the research title "<b>An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook "<i>English for</i></b></p> |
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|                   | <b><i>Nusantara” for the Eighth Grade of Junior High School Based on Bloom’s Taxonomy”.</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Rumusan Masalah   | <ol style="list-style-type: none"> <li>1. How does the distribution of Higher Order Thinking Skills in the reading exercises of textbook “<i>English for Nusantara</i>” for the eighth grade of Junior High School?</li> <li>2. What is the most commonly skill of Higher Order Thinking Skills used in the reading exercises of the textbook “<i>English for Nusantara</i>” for the eighth grade of Junior High School?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Tujuan Penelitian | <ol style="list-style-type: none"> <li>1. To identify the distribution of Higher Order Thinking Skills in the reading exercises of textbook “English for Nusantara” for the eighth grade of Junior High School.</li> <li>2. To identify the most commonly skill of Higher Order Thinking Skills used in the reading exercises of the textbook “English for Nusantara” for the eighth grade of Junior High School.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Metode Penelitian | <ol style="list-style-type: none"> <li>1. Approach and Type of the Research<br/> <p>Since this research is addressed to analyze the content of the textbook especially reading exercises in the textbook, the researcher uses the qualitative research method that applies descriptive research as its framework. Jagat et al. (2024: 277) defined qualitative method as an activity that produces discoveries, both discoveries in learning and other things, then discoveries are described in writing or not using numbers. On the other hand, Furidha (2023: 1) stated that descriptive research is a descriptively described research method that employs qualitative data based on the findings of the research.</p> <p>Furthermore, to identify the distribution of Higher Order Thinking Skills in the reading exercises of the textbook, the researcher uses content analysis. Nasrullah (2022: 88) conveyed that content analysis is defined as a research</p> </li> </ol> |



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|  | <p>method for the subjective interpretation of text data content through a systematic classification process, coding, and identifying themes or patterns.</p> <p>2. Variables of the Research</p> <p>A research variable is a characteristic, number, or quantity that can be measured or counted in a research study. According to Sugiyono in Ummah (2024: 1902) research variable is defined as an attribute, trait, or value of a person, object, organization, or activity that has certain variations determined by the researcher and from which conclusions are drawn.</p> <p>Generally, there are two familiar variables in the research, namely; independent variable and dependent variable. An independent variable is the cause while a dependent variable is the effect in a causal research study.</p> <p>Based on the explanation above, independent variable of this research is Bloom's Taxonomy theory. Meanwhile, dependent variable of this research is reading exercises in the textbook.</p> <p>3. Setting and Schedule of the Research</p> <p>The location of the research is SMP Negeri 1 Gunungsitoli Barat as the user of the textbook "<i>English for Nusantara</i>" for the eighth grade that located at Sihareo Siwahili village, Gunungsitoli Barat district, Gunungsitoli city. The research conducts this research on January – February 2025.</p> <p>4. Source of Data</p> <p>The resources data for the research is textbook "<i>English for Nusantara</i>" content particularly the reading exercises for the eighth grade of Junior High School. The textbook was composed by Ministry of Education and Culture of Indonesia in 2022.</p> |
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|                | <p>5. Instrument of the Research</p> <p>In this study, the researcher plays the roles of a data collector and analyst. As a data collector, the researcher collects the data by using an instrument called a checklist table. The checklist table is used as the instrument to answer the research questions and fulfill the research objectives. It is used to assess the availability of Higher Order Thinking Skills from the collected reading questions.</p> <p>This instrument is used as a tool to obtain data and answer the first and second research questions, namely, regarding the distribution of Higher Order Thinking Skills in the reading exercises of the textbook “<i>English for Nusantara</i>” and the most commonly used HOTS skills in the reading exercises of the textbook “<i>English for Nusantara</i>”.</p> <p>6. Data Collecting Technique</p> <ol style="list-style-type: none"> <li>Reading</li> <li>Identification</li> <li>Classification</li> <li>Simplification</li> <li>Analysis</li> </ol> <p>7. Data Analysis Technique</p> <ol style="list-style-type: none"> <li>Data Collection</li> <li>Data Reduction</li> <li>Data Display</li> <li>Drawing the Conclusion</li> </ol> |
| Daftar Pustaka | <p>Armala, I., Fauzia, E., &amp; Asib, A. (2019). Pre-service English Teachers’ Perception on Higher Order Thinking Skills (HOTS) in English Language Teaching. <i>JLIC: Journal of Language Intelligence and Culture</i>, 1(1), 111-122. DOI: <a href="https://doi.org/10.35719/jlic.v1i01.16">https://doi.org/10.35719/jlic.v1i01.16</a></p> <p>Attillah, K., Fitriani, S. W., Rukmini, D. (2019). Using Revised Bloom’s Taxonomy to Evaluate Higher Order</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



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|  | <p>Minat Baca Siswa. <i>Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia</i>, 13(1), 80-89. DOI: <a href="https://doi.org/10.23887/jurnal_bahasa.v13i1.3315">https://doi.org/10.23887/jurnal_bahasa.v13i1.3315</a></p> <p>Jatmiko, E. S., Aini, Q., &amp; Puspitasari, D. (2021). Penataan Taman Baca Grio Mukti untuk Meningkatkan Literasi Membaca di Desa Pringombo Kecamatan Tempuran. <i>Khidmatan</i>, 1(2), 141-149. DOI: <a href="https://doi.org/10.61136/khid.v1i2.21">https://doi.org/10.61136/khid.v1i2.21</a></p> <p>Jumiaty, A. A. (2023). Students Literal Reading Comprehension in Term of Main Idea Using Manga Comic. <i>International Journal of English Language Pedagogy</i>, 1(1), 88-99. DOI: <a href="https://doi.org/10.33830/ijelp.v1i1.5070">https://doi.org/10.33830/ijelp.v1i1.5070</a></p> <p>Laila, I., Fitriyah, I. (2022). An Analysis of Reading Comprehension Questions in English Textbook Based on Revised Bloom's Taxonomy. <i>Journal of English Teaching</i>, 8(1), 71-83. DOI: <a href="https://doi.org/10.33541/jet.v8i1.3394">https://doi.org/10.33541/jet.v8i1.3394</a></p> <p>Maili, S. N. N. &amp; Sondari, E. (2020). Analysis of the Content of Exercise Seventh Grade English Textbook. <i>Jurnal Bahasa dan Sastra Inggris</i>, 7(2), 387-394. DOI: <a href="https://doi.org/10.33884/basisupb.v7i2.2482">https://doi.org/10.33884/basisupb.v7i2.2482</a></p> <p>Nasrullah. (2022). Content Analysis of Students' Arguments Based on Mathematical Literacy and Creation Ability. <i>MaPan: Jurnal Matematika dan Pembelajaran</i>, 10(1), 84-101. DOI: <a href="https://doi.org/10.24252/mapan.2022v10n1a6">https://doi.org/10.24252/mapan.2022v10n1a6</a></p> <p>Parandika, S., Abudarin, &amp; Karelius. (2019). Pengaruh Pemberian Tuntunan Penyelesaian Latihan Soal dalam Pembelajaran Langsung terhadap Peningkatan Pemahaman Konsep Pereaksi Pembatas pada Siswa Kelas X SMA Negeri 4 Palangka Raya Tahun Ajaran</p> |
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|  | <p>Minat Baca Siswa. <i>Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia</i>, 13(1), 80-89. DOI: <a href="https://doi.org/10.23887/jurnal_bahasa.v13i1.3315">https://doi.org/10.23887/jurnal_bahasa.v13i1.3315</a></p> <p>Jatmiko, E. S., Aini, Q., &amp; Puspitasari, D. (2021). Penataan Taman Baca Grio Mukti untuk Meningkatkan Literasi Membaca di Desa Pringombo Kecamatan Tempuran. <i>Khidmatan</i>, 1(2), 141-149. DOI: <a href="https://doi.org/10.61136/khid.v1i2.21">https://doi.org/10.61136/khid.v1i2.21</a></p> <p>Jumiaty, A. A. (2023). Students Literal Reading Comprehension in Term of Main Idea Using Manga Comic. <i>International Journal of English Language Pedagogy</i>, 1(1), 88-99. DOI: <a href="https://doi.org/10.33830/ijelp.v1i1.5070">https://doi.org/10.33830/ijelp.v1i1.5070</a></p> <p>Laila, I., Fitriyah, I. (2022). An Analysis of Reading Comprehension Questions in English Textbook Based on Revised Bloom's Taxonomy. <i>Journal of English Teaching</i>, 8(1), 71-83. DOI: <a href="https://doi.org/10.33541/jet.v8i1.3394">https://doi.org/10.33541/jet.v8i1.3394</a></p> <p>Maili, S. N. N. &amp; Sondari, E. (2020). Analysis of the Content of Exercise Seventh Grade English Textbook. <i>Jurnal Bahasa dan Sastra Inggris</i>, 7(2), 387-394. DOI: <a href="https://doi.org/10.33884/basisupb.v7i2.2482">https://doi.org/10.33884/basisupb.v7i2.2482</a></p> <p>Nasrullah. (2022). Content Analysis of Students' Arguments Based on Mathematical Literacy and Creation Ability. <i>MaPan: Jurnal Matematika dan Pembelajaran</i>, 10(1), 84-101. DOI: <a href="https://doi.org/10.24252/mapan.2022v10n1a6">https://doi.org/10.24252/mapan.2022v10n1a6</a></p> <p>Parandika, S., Abudarin, &amp; Karelius. (2019). Pengaruh Pemberian Tuntunan Penyelesaian Latihan Soal dalam Pembelajaran Langsung terhadap Peningkatan Pemahaman Konsep Pereaksi Pembatas pada Siswa Kelas X SMA Negeri 4 Palangka Raya Tahun Ajaran</p> |
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|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>2018/2019. <i>Jurnal Ilmiah Kanderang Tingang</i>, 10(2), 215-228. DOI: <a href="https://doi.org/10.37304/jikt.v10i2.34">https://doi.org/10.37304/jikt.v10i2.34</a></p> <p>Ramdhayani, E. (2023). Pentingnya Literasi dalam Menumbuhkan Nilai-nilai Karakter di Era Digital. <i>Jurnal Kependidikan</i>, 7(2), 67-73. <a href="https://e-journalppmunsa.ac.id/index.php/kependidikan/article/view/1128">https://e-journalppmunsa.ac.id/index.php/kependidikan/article/view/1128</a></p> <p>Rofiah, B. N. &amp; Bahtiar, M. D. (2022). Analisis Penggunaan <i>E-Learning</i>, Intensitas Latihan Soal, dan Motivasi Belajar terhadap Hasil Belajar Siswa. <i>EDUKATIF: Jurnal Ilmu Pendidikan</i>, 4(2), 2143-2155. DOI: <a href="https://doi.org/10.31004/edukatif.v4i2.2453">https://doi.org/10.31004/edukatif.v4i2.2453</a></p> <p>Safura, S. &amp; Helmanda, C. M. (2020). The Analysis of English Departments Students' Ability in Mastering Reading Text of Muhammadiyah Aceh University. <i>Getsempena English Education Journal</i>, 7(1), 170-182. DOI: <a href="https://doi.org/10.46244/geej.v7i1.990">https://doi.org/10.46244/geej.v7i1.990</a></p> <p>Tong, L. C., Rosli, M. S., &amp; Saleh, N. S. (2022). Enhancing HOTS Using Problem-Based Learning and Digital Game in the Context of Malaysian Primary School. <i>International Journal of Interactive Mobile Techonolgies</i>, 16(2), 101-112. DOI: <a href="https://doi.org/10.3991/ijim.v16i02.27677">https://doi.org/10.3991/ijim.v16i02.27677</a></p> <p>Ummah, S. (2024). Effectiveness of Critical Reading Strategy toward Guidance and Counseling Students' Critical Thinking Skill. <i>Journal of Innovation Research and Knowledge</i>, 4(3), 1899-1904. <a href="https://www.bajangjournal.com/index.php/JIRK/article/view/8417">https://www.bajangjournal.com/index.php/JIRK/article/view/8417</a></p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Gunungsitoli, 23 November 2024

Approved by:  
The Thesis Advisor,



**Trisman Harefa, S.S., M.Pd.**

NIDN. 0114028601

Approved by:  
The Chief of EESP,



**Afore Tahir Harefa, S.Pd., M.Hum.**

NIDN. 0117038305

Tembusan:

1. Kepala LPPM Universitas Nias
2. Dekan Fakultas Keguruan dan Ilmu Pendidikan





**YAYASAN PERGURUAN TINGGI NIAS**  
**UNIVERSITAS NIAS**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812

Homepage: <https://fkip.unias.ac.id> email: [fkip@unias.ac.id](mailto:fkip@unias.ac.id)

**SURAT PENETAPAN DOSEN PEMBIMBING**

**Nomor: 29/UN10/PP.10.06/2024**

Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Nias, menetapkan

Nama : **TRISMAN HAREFA, S.S., M.Pd.**  
NIDN : 0114028601  
Pangkat : Penata/III-C  
Jabatan Akademik : Lektor  
Program Studi : Pendidikan Bahasa Inggris  
Bidang Keahlian : Bahasa Inggris

sebagai Pembimbing dalam penulisan skripsi mahasiswa FKIP, Universitas Nias:

Nama : **FELIKS REJEKI SOTANI ZEBUA**  
NIM : 212108037  
Program : S-1  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : **AN ANALYSIS OF HIGHER ORDER THINKING SKILLS (HOTS) IN THE READING EXERCISES OF THE TEXTBOOK "ENGLISH FOR NUSANTARA" FOR THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL BASED ON BLOOM'S TAXONOMY**

Demikian surat penetapan dosen pembimbing ini disampaikan untuk dilaksanakan dengan penuh tanggung jawab.

Gunungsitoli, 27 November 2024



**Dr. Yohanes Waruwu, S.S.M.S.**

NIDN 0120047938

Tembusan disampaikan kepada:

1. Plt. Rektor Universitas Nias u.p. Wakil Rektor I
2. Ketua Program Studi Pendidikan Bahasa Inggris
3. Mahasiswa yang dibimbing (**FELIKS REJEKI SOTANI ZEBUA**)



**YAYASAN PERGURUAN TINGGI NIAS**  
**UNIVERSITAS NIAS**  
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 Homepage: <https://pbing.unias.ac.id> email: [pbing@unias.ac.id](mailto:pbing@unias.ac.id)

**KARTU BIMBINGAN PROPOSAL**



Nama : **FELIKS REJEKI SOTANI ZEBUA**  
 NIM : 212108037  
 Program : Sarjana  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
 Judul : An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook "English for Nusantara" for the Eighth Grade of Junior High School Based on Bloom's Taxonomy  
 Pembimbing : Trisman Harefa, S.S., M.Pd.  
 NIDN : 0114028601

| No. | Tanggal                  | Materi Konsultasi                  | Komentar Pembimbing                                                                                     | Tanda Tangan |
|-----|--------------------------|------------------------------------|---------------------------------------------------------------------------------------------------------|--------------|
| 1.  | Rabu,<br>20/11/<br>2024  | - Outline topik penelitian skripsi | - Penambahan buku sebagai fenomena<br>- ACC Outline                                                     |              |
| 2.  | Sabtu,<br>23/11/<br>2024 | - Chapter I Introduction           | Menambahkan<br>- Teori textbook<br>- Teori exercises<br>- 4 skills in English<br>- Perbaikan terjemahan |              |



|    |                          |                                                                                                                        |                                                                                                                                                                          |                                                                                       |
|----|--------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 3. | Selasa,<br>03/12<br>2024 | <ul style="list-style-type: none"> <li>- Chapter I - Introduction</li> <li>- Chapter II - Literature Review</li> </ul> | <ul style="list-style-type: none"> <li>- Penambahan teori textbook</li> <li>- Pergantian urutan rumusan masalah</li> </ul>                                               |    |
| 4. | Selasa,<br>03/12<br>2024 | - Lanjutan pembahasan BAB I & BAB II                                                                                   | <ul style="list-style-type: none"> <li>- Penambahan jenis textbook, softcopy dan hardcopy</li> <li>- Perubahan conceptual framework</li> <li>- Lanjut BAB III</li> </ul> |    |
| 5. | Rabu,<br>18/12<br>2024   | <ul style="list-style-type: none"> <li>- BAB I</li> <li>- BAB II</li> <li>- BAB III</li> </ul>                         | <ul style="list-style-type: none"> <li>- Perbaikan penulisan kata</li> <li>- Perbaikan penulisan kalimat</li> <li>- Perbaikan urutan conceptual framework</li> </ul>     |   |
| 6. | Jumat,<br>20/12<br>2024  | <ul style="list-style-type: none"> <li>- BAB I</li> <li>- BAB II</li> <li>- BAB III</li> </ul>                         | <ul style="list-style-type: none"> <li>- Pengecekan seluruh isi proposal.</li> <li>- ACC seminar proposal.</li> </ul>                                                    |  |
| 7. |                          |                                                                                                                        |                                                                                                                                                                          |                                                                                       |





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**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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Homepage: <https://pbing.unias.ac.id> email: [pbing@unias.ac.id](mailto:pbing@unias.ac.id)

**THE APPROVAL SHEET OF RESEARCH PROPOSAL**

The research proposal proposed by:

Name : **FELIKS REJEKI SOTANI ZEBUA**  
Reg. Number : 212108037  
Program : Scholar  
Department : English Education Study Program  
Faculty : Faculty of Teacher Training and Education  
Proposal Title : An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook “*English for Nusantara*” for the Eighth Grade of Junior High School Based on Bloom’s Taxonomy

has been approved to be presented in the research proposal seminar forum.

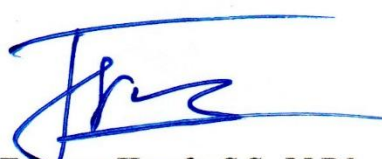
Gunungsitoli, December 20, 2024

Acknowledged by:

Chief of English Education Study Program,

Advisor,

  
**Afore Tahir Harefa, S.Pd., M.Hum.**  
NIDN. 0117038305

  
**Trisman Harefa, S.S., M.Pd.**  
NIDN. 0114028601



**YAYASAN PERGURUAN TINGGI NIAS**  
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Homepage: <https://pbing.unias.ac.id> email: [pbing@unias.ac.id](mailto:pbing@unias.ac.id)

**BERITA ACARA SEMINAR RANCANGAN SKRIPSI**

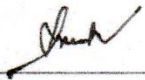
Pada hari ini Senin, tanggal tiga belas bulan Januari tahun dua ribu dua puluh lima telah diselenggarakan Seminar Rancangan Skripsi bagi mahasiswa Universitas Nias:

Nama : **Feliks Rejeki Sotani Zebua**  
NIM : 212108037  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul R. Skripsi : **An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook "English for Nusantara" for the Eighth Grade of Junior High School Based on Bloom's Taxonomy**  
Waktu : 13.00 WIB s/d selesai

**Susunan Dewan Pembimbing & Penelaah**

- 1 . Trisman Harefa, S.S., M.Pd.
- 2 . Dra. Nursayani Maru'ao, M.Pd.

**Tanda tangan**

1.   
2. 

| Rekapitulasi Nilai            |             |
|-------------------------------|-------------|
| Dewan Pembimbing & Penelaah   | Total Nilai |
| Trisman Harefa, S.S., M.Pd.   | 85          |
| Dra. Nursayani Maru'ao, M.Pd. | 92          |
| Total Nilai                   | 177         |

Rata-rata Nilai : 88,5

Gunungsitoli, 13 Januari 2025  
Ketua Program Studi,

  
**Afore Tahir Harefa, S.Pd., M.Hum.**  
NIDN. 0117038305





**YAYASAN PERGURUAN TINGGI NIAS**  
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Homepage: <https://pbing.unias.ac.id> email: [pbng@unias.ac.id](mailto:pbng@unias.ac.id)

**SURAT KETERANGAN SEMINAR**

Nomor: 030/UN10.03/PP.08.03/2025

Ketua Program Studi Pendidikan Bahasa Inggris, FKIP, Universitas Nias menerangkan bahwa:

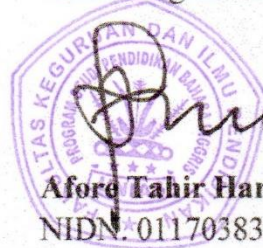
Nama : **Feliks Rejeki Sotani Zebua**  
NIM : 212108037  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul R. Skripsi : **An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook "English for Nusantara" for the Eighth Grade of Junior High School Based on Bloom's Taxonomy**  
  
Hari/tanggal : Senin, 13 Januari 2025  
Pukul : 13.00 WIB s/d selesai  
Tempat : Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias

Dengan hasil penilaian:

|                                     |                                                                                                                                                                                           |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/>            | Rancangan Skripsi telah cukup baik sehingga telah dapat dipergunakan sebagai dasar untuk melaksanakan pengumpulan data (90-100)                                                           |
| <input checked="" type="checkbox"/> | Rancangan Skripsi telah cukup baik, namun masih perlu disempurnakan dan dilengkapi dengan instrumen sebelum dipergunakan sebagai dasar untuk melaksanakan pengumpulan data (70-89)        |
| <input type="checkbox"/>            | Rancangan skripsi masih perlu dikembangkan, namun masalah penelitian masih perlu diperbaiki untuk menjadi topik permasalahan skripsi. Dianjurkan perbaikan (55-69)                        |
| <input type="checkbox"/>            | Rancangan Skripsi tidak memenuhi syarat untuk dikembangkan sebagai bahan skripsi. Mahasiswa perlu memikirkan untuk memilih topik lain dan wajib mengikuti seminar rancangan skripsi (<54) |

Gunungsitoli, 13 Januari 2025

Ketua Program Studi,



**Afore Tahir Harefa, S.Pd., M.Hum.**  
NIDN. 0117038305

Catatan:

Berikan tanda cek (v) pada salah satu kotak.





**YAYASAN PERGURUAN TINGGI NIAS**  
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Homepage: <https://pbing.unias.ac.id> email: [pbing@unias.ac.id](mailto:pbing@unias.ac.id)

**PERBAIKAN RANCANGAN SKRIPSI**

**1. Dosen Pembimbing**

Nama : **Trisman Harefa, S.S., M.Pd.**  
NIDN : 0114028601  
Jabatan : Pembimbing  
Unit Kerja : FKIP, Universitas Nias

**2. Mahasiswa**

Nama : **Feliks Rejeki Sotani Zebua**  
NIM : 212108037  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul R. Skripsi : **An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook "English for Nusantara" for the Eighth Grade of Junior High School Based on Bloom's Taxonomy**

**3. Waktu Pelaksanaan Ujian**

Hari/tanggal : **Senin, 13 Januari 2025**  
Pukul : **13.00 WIB s/d selesai**  
Tempat : **Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias**

**4. Perbaikan Rancangan Skripsi**

| No | Bab/Halaman        | Uraian                      |
|----|--------------------|-----------------------------|
|    | <i>Bab I - III</i> | <i>perbaikan kata tulis</i> |

Gunungsitoli, 13 Januari 2025  
Pembimbing,

**Trisman Harefa, S.S., M.Pd.**  
NIDN. 0114028601



**YAYASAN PERGURUAN TINGGI NIAS**  
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Homepage: <https://pbing.unias.ac.id> email: [pbing@unias.ac.id](mailto:pbing@unias.ac.id)

**PERBAIKAN RANCANGAN SKRIPSI**

**1. Dosen Penelaah**

Nama : **Dra. Nursayani Maru'ao, M.Pd.**  
NIDN : 0101066003  
Jabatan : Penelaah  
Unit Kerja : FKIP, Universitas Nias

**2. Mahasiswa**

Nama : **Feliks Rejeki Sotani Zebua**  
NIM : 212108037  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul R. Skripsi : **An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook "English for Nusantara" for the Eighth Grade of Junior High School Based on Bloom's Taxonomy**

**3. Waktu Pelaksanaan Ujian**

Hari/tanggal : **Senin, 13 Januari 2025**  
Pukul : **13.00 WIB s/d selesai**  
Tempat : **Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias**

**4. Perbaikan Rancangan Skripsi**

| No | Bab Halaman | Uraian |
|----|-------------|--------|
|    |             |        |

Gunungsitoli, 13 Januari 2025  
Penelaah,

**Dra. Nursayani Maru'ao, M.Pd.**  
NIDN. 0101066003



**YAYASAN PERGURUAN TINGGI NIAS**  
**UNIVERSITAS NIAS**  
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Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812  
Homepage: <https://pbing.unias.ac.id> email: [pbing@unias.ac.id](mailto:pbing@unias.ac.id)

**THE EXAMINERS' BOARD APPROVAL SHEET OF RESEARCH PROPOSAL**

The research proposal proposed by:

Name : **FELIKS REJEKI SOTANI ZEBUA**  
Reg. Number : 212108037  
Program : Scholar  
Department : English Education Study Program  
Faculty : Faculty of Teacher Training and Education  
Proposal Title : An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook "*English for Nusantara*" for the Eighth Grade of Junior High School Based on Bloom's Taxonomy

has been presented in the research proposal seminar forum and approved for research.

Advisor,

**Trisman Harefa, S.S., M.Pd.**

NIDN. 0114028601

Gunungsitoli, **31** January 2025

Reviewer,

**Dra. Nursayani Maru'ao, M.Pd.**

NIDN. 0101066003

Acknowledged by:

Chief of English Education Study Program,



**Afore Tahir Harefa, S.Pd., M.Hum.**

NIDN. 0117038305





**YAYASAN PERGURUAN TINGGI NIAS**  
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03 Februari 2025

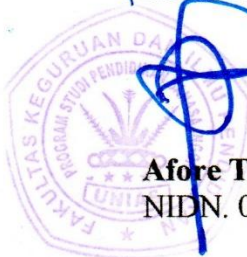
Nomor : 119/UN10.03/PN.01.02/2025  
Lampiran : 1 (satu) set  
Perihal : Berkas Permohonan Izin Pelaksanaan Penelitian

Yth.

Bapak Dekan FKIP UNIAS  
di  
Tempat

1. Dengan hormat, bersama ini kami sampaikan berkas dalam rangka pengurusan permohonan izin pelaksanaan penelitian mahasiswa yang dilaksanakan oleh:  
Nama : **FELIKS REJEKI SOTANI ZEBUA**  
NIM : 212108037  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang Pendidikan : Sarjana (S1)  
Judul Skripsi : An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook "English for Nusantara" for the Eighth Grade of Junior High School Based on Bloom's Taxonomy  
Lokasi Penelitian : SMP Negeri 1 Gunungsitoli Barat  
Jadwal Penelitian : 10 Februari – 10 Maret 2025
2. Berkenaan dengan permohonan izin dimaksud, mahasiswa tersebut di atas telah melampirkan berkas sebagai berikut.
  - a. Fotokopi Berita Acara Seminar Rancangan Skripsi
  - b. Fotokopi Surat Keterangan Seminar
  - c. Fotokopi Perbaikan Rancangan Skripsi dari Dosen Pembimbing
  - d. Fotokopi Perbaikan Rancangan Skripsi dari Dosen Penelaah
  - e. Fotokopi Lembar Persetujuan Rancangan Penelitian
  - f. KRS Semester 7
  - g. KHS Semester 6
  - h. Proposal
3. Demikian disampaikan, atas kerjasama yang baik diucapkan terima kasih.

Ketua Program Studi,



**Afore Tahir Harefa, S.Pd., M.Hum.**  
NIDN. 0117038305



**YAYASAN PERGURUAN TINGGI NIAS**  
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Alamat: Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812  
Home page : <https://fkip.unias.ac.id> email : [fkip@unias.ac.id](mailto:fkip@unias.ac.id)

Gunungsitoli, 03 Februari 2025

Nomor : 069/UN10/PN.01.02/2025  
Lampiran : 1 (satu) set  
Perihal : **Permohonan Izin Pelaksanaan Penelitian**

Yth.  
**Kepala Badan Perencanaan Pembangunan  
Pengembangan dan Penelitian Daerah Kota Gunungsitoli**  
di  
Tempat

1. Dengan hormat, dalam rangka melengkapi data penelitian yang dilaksanakan oleh:

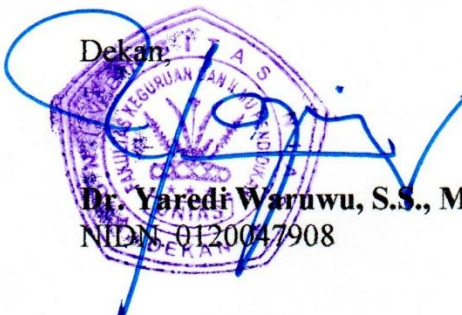
Nama : **FELIKS REJEKI SOTANI ZEBUA**  
NIM : 212108037  
Fakultas : Keguruan dan Ilmu Pendidikan  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang Pendidikan : Strata Satu (S-1)

Judul Skripsi : **An Analysis of Higher Order Thinking Skills in  
the Reading Exercises of the Textbook “English  
for Nusantara” for the Eighth Grade of Junior  
High School Based on Bloom’s Taxonomy**

Lokasi Penelitian : SMP Negeri 1 Gunungsitoli Barat  
Jadwal Penelitian : 10 Februari s.d. 10 Maret 2025

Maka kami mohon kepada Bapak/Ibu kiranya dapat memberi izin kepada mahasiswa yang namanya tersebut di atas untuk melaksanakan Penelitian di lokasi penelitian tersebut di atas (rancangan skripsi terlampir).

2. Demikian disampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Dekan  
  
**Dr. Yaredi Warruwu, S.S., M.S.**  
NIDN 0120047908

Tembusan Yth:

1. Plt. Rektor Universitas Nias
2. Wakil Rektor Lingkup Universitas Nias
3. Kepala LPPM Universitas Nias
4. Ketua Program Studi Pendidikan Bahasa Inggris
5. Peneliti yang bersangkutan (**Feliks Rejeki Sotani Zebua**)
6. Arsip





**PEMERINTAH KOTA GUNUNGSITOLI**  
**BADAN PERENCANAAN PEMBANGUNAN,**  
**RISET DAN INOVASI DAERAH**

JL. PANCASILA NO. 10 TELEPON/FAX (0639) 22574  
GUNUNGSITOLI-22814

Gunungsitoli, 11 Februari 2025

Nomor : 000.9.2 / 341 /Bapperida/2025  
Sifat : Penting  
Lampiran : -  
Perihal : **Rekomendasi Penelitian Mahasiswa**  
**a.n. Feliks Rejeki Sotani Zebua**

**Yth. Dekan Fakultas Keguruan Dan Ilmu Pendidikan UNIAS**  
di-

Tempat

Sehubungan dengan Surat Saudara Nomor : 069/UN10/PN.01.02/2025 tanggal 3 Februari 2025 perihal Permohonan Izin Pelaksanaan Penelitian, dengan ini kami sampaikan bahwa pada prinsipnya kami tidak keberatan dan memberikan izin penelitian untuk memperoleh data kepada mahasiswa yang namanya tersebut dibawah ini :

Nama : **FELIKS REJEKI SOTANI ZEBUA**  
NIM : 212108037

Dengan memenuhi persyaratan sebagai berikut :

1. Mahasiswa yang telah menyelesaikan penelitian wajib menyerahkan hasil penelitian kepada Wali Kota Gunungsitoli melalui Kepala Badan Perencanaan Pembangunan, Riset dan Inovasi Daerah Kota Gunungsitoli sebanyak 2 (dua) rangkap.
2. Diharapkan kepada Kepala UPTD SMP Negeri 1 Gunungsitoli Barat yang menjadi sumber data penelitian untuk memfasilitasi Mahasiswa yang bersangkutan selama melaksanakan penelitian.

Demikian disampaikan, atas kerjasama yang baik diucapkan terimakasih.

**a.n. KEPALA BAPPERIDA KOTA GUNUNGSITOLI,**  
**KEPALA BIDANG RISET DAN INOVASI,**



**SONASA INSAFAN GULO, S.Sos**  
**PENATA TK. I**  
**NIP. 19870910 2011011003**

Tembusan Yth.

1. Bapak Wali Kota Gunungsitoli;
2. Kepala Dinas Pendidikan Kota Gunungsitoli;
3. Kepala UPTD SMP Negeri 1Gunungsitoli Barat;
4. Mahasiswa yang bersangkutan.





**PEMERINTAH KOTA GUNUNGSITOLI**  
**BADAN PERENCANAAN PEMBANGUNAN,**  
**RISET DAN INOVASI DAERAH**

JL. PANCASILA NO. 10 TELEPON/FAX (0639) 22574  
GUNUNGSITOLI-22814

**SURAT IZIN PENELITIAN**

Nomor : 000.9.2/ 342 /Bapperida/2025

- Dasar :
- a. Peraturan Daerah Kota Gunungsitoli Nomor 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah Kota Gunungsitoli sebagaimana telah diubah beberapa kali terakhir dengan Peraturan Daerah Kota Gunungsitoli Nomor 6 Tahun 2024 tentang Perubahan Ketiga Atas Peraturan Daerah Kota Gunungsitoli Nomor 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah Kota Gunungsitoli;
  - b. Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias Nomor: 069/UN10/PN.01.02/2025 perihal Permohonan Izin Pelaksanaan Penelitian.

**MEMBERI IZIN:**

|               |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KEPADA        | : |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| NAMA          | : | <b>FELIKS REJEKI SOTANI ZEBUA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| NIM           | : | 212108037                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| UNIVERSITAS   | : | UNIVERSITAS NIAS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| PROGRAM STUDI | : | S-1 PENDIDIKAN BAHASA INGGRIS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| UNTUK         | : | Melakukan penelitian lapangan untuk memperoleh data guna kepentingan penulisan Skripsi dengan judul proposal "An Analysis Of Higher Order Thinking Skills In The Reading Exercises Of The Textbook "English Of Nusantara" For The Eight Grade Of Junior High School Based On Bloom's Taxonomy" Pada UPTD SMP Negeri 1 Gunungsitoli Barat dan setelah menyelesaikan penelitian lapangan agar menyampaikan hasilnya kepada Wali Kota Gunungsitoli melalui Kepala Badan Perencanaan Pembangunan, Riset dan Inovasi Daerah Kota Gunungsitoli. |

Ditetapkan di Gunungsitoli

Pada Tanggal 11 Februari 2025

**a.n. KEPALA BAPPERIDA KOTA GUNUNGSITOLI,**  
**KEPALA BIDANG RISET DAN INOVASI,**

  
**SONASA INSAFAN GULO, S.Sos**  
**PENATA TK. I**  
**NIP. 19870910 2011011003**

Tembusan Yth.

- 1. Bapak Wali Kota Gunungsitoli;
- 2. Kepala Dinas Pendidikan Kota Gunungsitoli;
- 3. Kepala UPTD SMP Negeri 1 Gunungsitoli Barat;



**PEMERINTAH KOTA GUNUNGSITOLI**  
**DINAS PENDIDIKAN**  
**UPTD SMP NEGERI 1 GUNUNGSITOLI BARAT**  
Jalan Desa Sihare'o Siwahili Kec. Gunungsitoli Barat  
e-mail : [smpn1gunungsitolibarat@gmail.com](mailto:smpn1gunungsitolibarat@gmail.com)  
**GUNUNGSITOLI**

Gunungsitoli Barat, 12 Februari 2025

Nomor : 400.3.5/ 042 -SEKR/2025  
Lampiran : -  
Perihal : Pemberian Izin Pelaksanaan Penelitian

Kepada Yth.  
Yayasan Perguruan Tinggi Nias  
Universitas Nias  
di  
Tempat

Dengan hormat,

Sehubungan dengan surat dari Yayasan Perguruan Tinggi Nias Universitas Nias Fakultas Keguruan dan Ilmu Pendidikan Nomor: 069/UN10/PN.01.02/2025 perihal Permohonan Izin Pelaksanaan Penelitian tanggal 03 Februari 2025 yang diajukan kepada kami oleh mahasiswa :

|                    |                                                                                                                                                                                     |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nama               | : FELIKS REJEKI SOTANI ZEBUA                                                                                                                                                        |
| NIM                | : 212108037                                                                                                                                                                         |
| Fakultas           | : Keguruan dan Ilmu Pendidikan                                                                                                                                                      |
| Jenjang Pendidikan | : Strata Satu (S1)                                                                                                                                                                  |
| Program Studi      | : Pendidikan Bahasa Inggris                                                                                                                                                         |
| Judul Skripsi      | : An Analysis of Higher Order Thinking Skills in the Reading Exercises of the Textbook "English for Nusantara" for the Eighth Grade of Junior High School Based on Bloom's Taxonomy |

Dengan ini kami memberikan izin kepada mahasiswa yang tertera namanya di atas untuk melakukan kegiatan penelitian sekaligus memfasilitasi penelitian di UPTD SMP Negeri 1 Gunungsitoli Barat sesuai dengan jadwal yang telah ditetapkan.

Demikian disampaikan untuk dapat dipergunakan sebagaimana perlu.

Kepala UPTD  
SMP Negeri 1 Gunungsitoli Barat,  
  
**ARKHAN ZEBUA, S.Pd**  
NIP. 198002072009031001

4. Rektor Universitas Nias;
5. Mahasiswa yang bersangkutan.





**PEMERINTAH KOTA GUNUNGSITOLI**  
**DINAS PENDIDIKAN**  
**UPTD SMP NEGERI 1 GUNUNGSITOLI BARAT**

Jalan Desa Sihare'o Siwahili Kec. Gunungsitoli Barat

e-mail : [smpn1gunungsitolibarat@gmail.com](mailto:smpn1gunungsitolibarat@gmail.com)

**GUNUNGSITOLI**

**SURAT KETERANGAN**

Nomor : 400.3.5.3/043 -SEKR/2025

Yang bertanda tangan di bawah ini :

Nama : **ARKIAN ZEBUA, S.Pd**  
NIP : 198002072009031001  
Pangkat/Gol : Pembina/ IV.a  
Jabatan : Kepala UPTD SMP Negeri 1 Gunungsitoli Barat  
Unit Kerja : UPTD SMP Negeri 1 Gunungsitoli Barat

Menerangkan bahwa :

Nama : **FELIKS REJEKI SOTANI ZEBUA**  
NIM : 212108037  
Fakultas : Keguruan dan Ilmu Pendidikan  
Program Studi : Pendidikan Bahasa Inggris  
Perguruan Tinggi : Universitas Nias

Benar telah melaksanakan penelitian di UPTD SMP Negeri 1 Gunungsitoli Barat, guna melengkapi data skripsi dengan judul penelitian "An Analysis of Higher Order Thinking Skills in the Reading Exercises of the Textbook "English for Nusantara" for the Eighth Grade of Junior High School Based on Bloom's Taxonomy" yang dilaksanakan pada tanggal 10 Februari 2025 s.d 10 Maret 2025 dan terlaksanan dengan baik.

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya.

Gunungsitoli Barat, 10 Maret 2025

Kepala UPTD  
SMP Negeri 1 Gunungsitoli Barat,



**ARKIAN ZEBUA, S.Pd**  
NIP. 198002072009031001





**YAYASAN PERGURUAN TINGGI NIAS**  
**UNIVERSITAS NIAS**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812  
 Homepage: <https://pbing.unias.ac.id> email: [pbing@unias.ac.id](mailto:pbing@unias.ac.id)

**KARTU BIMBINGAN SKRIPSI**



Nama : **FELIKS REJEKI SOTANI ZEBUA**  
 NIM : 212108037  
 Program : Sarjana  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
 Judul : An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook "English for Nusantara" for the Eighth Grade of Junior High School Based on Bloom's Taxonomy  
 Pembimbing : Trisman Harefa, S.S., M.Pd.  
 NIDN : 0114028601

| No. | Tanggal                  | Materi Konsultasi                  | Komentar Pembimbing                                                                                     | Tanda Tangan |
|-----|--------------------------|------------------------------------|---------------------------------------------------------------------------------------------------------|--------------|
| 1.  | Rabu,<br>28/11/<br>2024  | - Outline topik penelitian skripsi | - Penambahan buku sebagai fenomena<br>- ACC Outline                                                     |              |
| 2.  | Sabtu,<br>23/11/<br>2024 | - Chapter I Introduction           | Menambahkan<br>- Teori textbook<br>- Teori exercises<br>- 4 skills in English<br>- Perbaikan terjemahan |              |

|    |                          |                                                                                                                        |                                                                                                                                                                          |     |
|----|--------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 3. | Selasa,<br>02/12<br>2024 | <ul style="list-style-type: none"> <li>- Chapter I - Introduction</li> <li>- Chapter II - Literature Review</li> </ul> | <ul style="list-style-type: none"> <li>- Penambahan testi textbook</li> <li>- Pergantian urutan rumusan masalah</li> </ul>                                               | Jrs |
| 4. | Selasa,<br>03/12<br>2024 | - Lanjutan pembahasan BAB I & BAB II                                                                                   | <ul style="list-style-type: none"> <li>- Penambahan jenis textbook, softcopy dan hardcopy</li> <li>- Perubahan conceptual framework</li> <li>- Lanjut BAB III</li> </ul> | Jrs |
| 5. | Rabu,<br>18/12<br>2024   | <ul style="list-style-type: none"> <li>- BAB I</li> <li>- BAB II</li> <li>- BAB III</li> </ul>                         | <ul style="list-style-type: none"> <li>- Perbaikan penulisan kata</li> <li>- Perbaikan penulisan kalimat</li> <li>- Perbaikan urutan conceptual framework</li> </ul>     | Jrs |
| 6. | Jumat,<br>20/12<br>2024  | <ul style="list-style-type: none"> <li>- BAB I</li> <li>- BAB II</li> <li>- BAB III</li> </ul>                         | <ul style="list-style-type: none"> <li>- pengecekan seluruh isi proposal.</li> <li>- ACC seminar proposal.</li> </ul>                                                    | Jrs |
| 7. | Rabu,<br>05/03<br>2025   | <ul style="list-style-type: none"> <li>- Chapter 9</li> <li>- Results</li> <li>- Distribution of HOTS</li> </ul>       | <ul style="list-style-type: none"> <li>- Perbaikan kategori HOTS</li> <li>- Penambahan jawaban Reading Exercises</li> </ul>                                              | Jrs |



|     |                         |                                                                                                                                                                                 |                                                                                                                                                   |     |
|-----|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 8.  | Sabtu,<br>08/03<br>2025 | <ul style="list-style-type: none"> <li>- Chapter 4</li> <li>- Result</li> <li>- Mostly Used Skill of HOTS</li> </ul>                                                            | <ul style="list-style-type: none"> <li>- Penambahan grafik presentase</li> <li>- Mengkategorikan HOTS setiap bab</li> </ul>                       | Jrc |
| 9.  | Senin,<br>10/03<br>2025 | <ul style="list-style-type: none"> <li>- Chapter 4</li> <li>- Result &amp; Discussion</li> <li>- Data HOTS</li> </ul>                                                           | <ul style="list-style-type: none"> <li>- Menuliskan soal yang termasuk dlm HOTS</li> <li>- Membahas data penelitian dalam discussions.</li> </ul> | Jrc |
| 10. | Sabtu,<br>15/03<br>2025 | <ul style="list-style-type: none"> <li>- Chapter 5</li> <li>- Conclusion</li> </ul>                                                                                             | <ul style="list-style-type: none"> <li>- Menuliskan kesimpulan dengan menjawab pertanyaan penelitian secara singkat.</li> </ul>                   | Jrc |
| 11. | Rabu,<br>19/03<br>2025  | <ul style="list-style-type: none"> <li>- Chapter 5</li> <li>- Recommendation</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>- Menuliskan beberapa rekomendasi kepada pihak terkait sesuai dengan hasil penelitian.</li> </ul>          | Jrc |
| 12. | Kamis,<br>27/03<br>2025 | <ul style="list-style-type: none"> <li>- Chapter I</li> <li>- Chapter II</li> <li>- Chapter III*</li> <li>- Chapter IV*</li> <li>- Chapter V</li> <li>- Bibliography</li> </ul> | <ul style="list-style-type: none"> <li>- Pengecekan seluruh isi skripsi</li> <li>- ACC Meja Bajar.</li> </ul>                                     | Jrc |





**YAYASAN PERGURUAN TINGGI NIAS  
UNIVERSITAS NIAS  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812  
Homepage: <https://pbing.unias.ac.id> email: [pbing@unias.ac.id](mailto:pbing@unias.ac.id)

**THE APPROVAL SHEET OF UNDERGRADUATE THESIS**

The undergraduate thesis proposed by:

Name : **FELIKS REJEKI SOTANI ZEBUA**  
Reg. Number : 212108037  
Program : Scholar  
Department : English Education Study Program  
Faculty : Faculty of Teacher Training and Education  
Thesis Title : An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook "*English for Nusantara*" for the Eighth Grade of Junior High School Based on Bloom's Taxonomy

has been approved by undergraduate thesis advisor for further approval by the board of examiners.

Gunungsitoli, March 27, 2025

Acknowledged by:

Chief of English Education Study Program,



**Afore Tahir Harefa, S.Pd., M.Hum.**  
NIDN. 0117038305

Undergraduate Thesis Advisor,



**Trisman Harefa, S.S., M.Pd.**  
NIDN. 0114028601



**YAYASAN PERGURUAN TINGGI NIAS**  
**UNIVERSITAS NIAS**  
**LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT**

Rektorat : Jalan Pancasila No. 10 Kota Gunungsitoli ■ +626392620815 Nias ■ 22814  
Homepage: <https://unias.ac.id> email: [admin@unias.ac.id](mailto:admin@unias.ac.id)

**SURAT KETERANGAN**

Nomor : 024/UN06.01/TU.01.20/2025

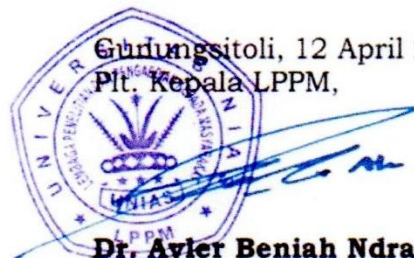
Nama : **Dr. Ayler Beniah Ndraha, S.STP., M.Si**  
NIDK : 8934030021  
Pangkat/Golongan : Penata/III/c  
Jabatan : Plt. Kepala Lembaga Penelitian dan Pengabdian  
kepada Masyarakat

dengan ini menerangkan bahwa,

Nama : **FELIKS REJEKI SOTANI ZEBUA**  
NIM : 212108037  
Fakultas : Keguruan Dan Ilmu Pendidikan (FKIP)  
Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : AN ANALYSIS OF HIGHER ORDER THINKING  
SKILLS (HOTS) IN THE READING EXERCISES OF  
THE TEXTBOOK "ENGLISH FOR NUSANTARA" FOR  
THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL  
BASED ON BLOOM'S TAXONOMY

adalah benar telah melakukan pengecekan plagiarisme terhadap Skripsi mahasiswa tersebut di atas melalui aplikasi Turnitin, dan mendapat tingkat Similarity 15% dan tingkat Artificial Intelligence (AI) 29%, sehingga dinyatakan layak untuk melanjutkan pada tahap selanjutnya sesuai dengan tahapan pada penyelesaian skripsi.



Gunungsitoli, 12 April 2025  
Plt. Kepala LPPM,

**Dr. Ayler Beniah Ndraha, S.STP., M.Si., C.PS**  
NIDK. 8934030021

Tembusan :

1. Ketua Program Studi Bahasa Inggris
2. Mahasiswa an. FELIKS REJEKI SOTANI ZEBUA





**YAYASAN PERGURUAN TINGGI NIAS  
UNIVERSITAS NIAS  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812  
Homepage: <https://pbing.unias.ac.id> email: [pbing@unias.ac.id](mailto:pbing@unias.ac.id)

**SURAT KETERANGAN**

No. **489** /UN10.03/PN.01/2025

1. Ketua Program Studi Pendidikan Bahasa Inggris menerangkan bahwa:  
Nama : **FELIKS REJEKI SOTANI ZEBUA**  
NIM : 212108037  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Telah menyelesaikan mata kuliah yang dipersyaratkan dalam kurikulum yang berlaku di Universitas Nias sebanyak 149 SKS.
2. Demikian surat keterangan ini diberikan untuk dapat digunakan seperlunya.

Dikeluarkan di : Gunungsitoli  
Pada Tanggal : 10 Juni 2025

\* Ka. Prodi,



**Afore Tahir Harefa, S.Pd., M.Hum.**  
NIDN. 0117038305

Tembusan  
Dekan FKIP Universitas Nias



17 Mei 2025

Perihal : **Permohonan Ujian Skripsi**  
Lampiran : Satu Berkas

Kepada Yth.  
Ketua Program Studi Pendidikan Bahasa Inggris  
di  
Gunungsitoli

Saya yang bertanda tangan di bawah ini:

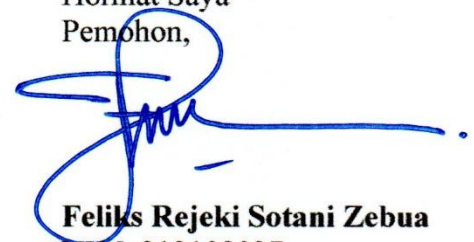
Nama : **FELIKS REJEKI SOTANI ZEBUA**  
NIM : 212108037  
Program : Sarjana  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Dosen Pembimbing : Trisman Harefa, S.S., M.Pd.  
Judul Skripsi : An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook “*English for Nusantara*” for the Eighth Grade of Junior High School Based on Bloom’s Taxonomy

Mengajukan permohonan untuk diperkenankan menempuh ujian skripsi. Sebagai bahan pertimbangan, bersama ini saya lampirkan:

1. Biodata Peserta Ujian Skripsi
2. Lembar Persetujuan Dosen Pembimbing Skripsi
3. Lembar Konsultasi Bimbingan Skripsi (Print Out SIMAT)
4. Fotokopi Surat Penugasan Dosen Pembimbing Skripsi
5. Fotokopi KRS Semester 1 sampai Semester Berkenaan
6. Fotokopi KHS dari Semester 1 sampai Terakhir
7. Fotokopi Pembayaran Uang Ujian Skripsi
8. Surat Keterangan Telah Menyelesaikan Semua Beban Studi Kecuali Skripsi/Penulisan Skripsi/Thesis Writing\*)
9. Transkrip Nilai yang Telah Ditandatangani Ketua Program Studi
10. Surat Keterangan Telah Melakukan Pengecekan Plagiarisme dari LPPM.
11. Undangan Ujian Skripsi
12. Telah mengisi link [bit.ly/MendaftarUjianSkripsiFKIP](https://bit.ly/MendaftarUjianSkripsiFKIP)

Atas perhatian Bapak, saya ucapkan terima kasih.

Hormat Saya  
Pemohon,



**Feliks Rejeki Sotani Zebua**  
NIM. 212108037

**Tembusan**

Yth.  
Dekan FKIP Universitas Nias



**YAYASAN PERGURUAN TINGGI NIAS  
UNIVERSITAS NIAS  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812  
Homepage: <https://pbing.unias.ac.id> email: [pbing@unias.ac.id](mailto:pbing@unias.ac.id)

**PERNYATAAN KESEDIAAN PEMBIMBING MENGHADIRI  
UJIAN MEJA HIJAU**

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswa Universitas Nias

Nama : **FELIKS REJEKI SOTANI ZEBUA**  
NIM : 212108037  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Judul Skripsi : **An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook “English for Nusantara” for the Eighth Grade of Junior High School Based on Bloom’s Taxonomy**

Yang dilaksanakan pada

Hari/tanggal : Selasa, 27 Mei 2025  
Pukul : 08.00 WIB s.d. selesai  
Tempat : Ruang 01 FKIP Universitas Nias

Dengan ini menyatakan kesiadaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 23 Mei 2025

Pembimbing,

1. Trisman Harefa, S.S., M.Pd.

Tanda Tangan,

1. 





**YAYASAN PERGURUAN TINGGI NIAS  
UNIVERSITAS NIAS  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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**PERNYATAAN KESEDIAAN PENGUJI I MENGHADIRI  
UJIAN MEJA HIJAU**

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswa Universitas Nias:

Nama : **FELIKS REJEKI SOTANI ZEBUA**  
NIM : 212108037  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Judul Skripsi : **An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook “English for Nusantara” for the Eighth Grade of Junior High School Based on Bloom’s Taxonomy**

Yang dilaksanakan pada:

Hari/tanggal : Selasa, 27 Mei 2025  
Pukul : 08.00 WIB s.d. selesai  
Tempat : Ruang 01 FKIP Universitas Nias

Dengan ini menyatakan kesediaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 23 Mei 2025

Penguji I,

1. Dra. Nursayani Maru’ao, M.Pd.

Tanda Tangan,

1.





**YAYASAN PERGURUAN TINGGI NIAS  
UNIVERSITAS NIAS  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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**PERNYATAAN KESEDIAAN PENGUJI II MENGHADIRI  
UJIAN MEJA HIJAU**

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswa Universitas Nias

Nama : **FELIKS REJEKI SOTANI ZEBUA**

NIM : 212108037

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Judul Skripsi : **An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook “English for Nusantara” for the Eighth Grade of Junior High School Based on Bloom’s Taxonomy**

Yang dilaksanakan pada

Hari/tanggal : Selasa, 27 Mei 2025

Pukul : 08.00 WIB s.d. selesai

Tempat : Ruang 01 FKIP Universitas Nias

Dengan ini menyatakan kesediaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 23 Mei 2025

Penguji II,

1. Riswan Zega, S.Pd., M.Hum.

Tanda Tangan,

1.



**YAYASAN PERGURUAN TINGGI NIAS**  
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**SURAT PENETAPAN DOSEN PENGUJI**

Nomor: 418/UN.10.03/PP.08.05/2025

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias menetapkan dewan penguji skripsi bagi mahasiswa Universitas Nias

Nama : **Feliks Rejeki Sotani Zebua**  
NIM : 212108037  
Program : Sarjana  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Judul Skripsi : **An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook “English for Nusantara” for the Eighth Grade of Junior High School Based on Bloom’s Taxonomy**

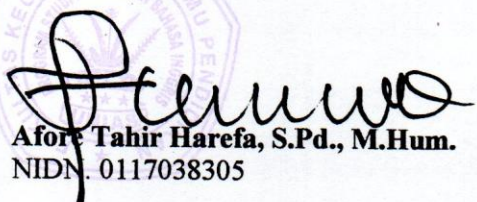
Waktu pelaksanaan ujian:

Hari/tanggal : Selasa, 27 Mei 2025  
Pukul : 08.00 WIB s.d. selesai  
Tempat : Ruang 01 FKIP Universitas Nias

Dewan Penguji:

| No. | Nama                          | Jabatan dalam Ujian       | Keterangan |
|-----|-------------------------------|---------------------------|------------|
| 1   | Dra. Nursayani Maru’ao, M.Pd. | Penguji I                 |            |
| 2   | Riswan Zega, S.Pd., M.Hum.    | Penguji II                |            |
| 3   | Trisman Harefa, S.S., M.Pd.   | Pembimbing Utama/ Penguji |            |

Gunungsitoli, 22 Mei 2025  
Ketua Program Studi,

  
Afore Tahir Harefa, S.Pd., M.Hum.  
NIDN. 0117038305





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Gunungsitoli, 22 Mei 2025

Nomor : 419/UN10.03/PP.08.05/2025  
Lampiran : 2 (dua) eks.  
Hal : Pelaksanaan Sidang Skripsi  
atas nama **Feliks Rejeki Sotani Zebua**

Yth. Dosen Penguji Ujian Skripsi  
1. Dra. Nursayani Maru'ao, M.Pd.  
2. Riswan Zega, S.Pd., M.Hum.  
3. Trisman Harefa, S.S., M.Pd.

Penguji I  
Penguji II  
Pembimbing Utama/Penguji

di Gunungsitoli

Sehubungan dengan pelaksanaan sidang skripsi mahasiswa:

Nama : **Feliks Rejeki Sotani Zebua**  
NIM : 212108037  
Program : Sarjana  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Judul Skripsi : **An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook "English for Nusantara" for the Eighth Grade of Junior High School Based on Bloom's Taxonomy**

Diharapkan kehadiran Bapak/Ibu pada acara dimaksud yang diselenggarakan pada:

Hari/tanggal : Selasa, 27 Mei 2025  
Pukul : 08.00 WIB s.d. selesai  
Tempat : Ruang 01 FKIP Universitas Nias

Naskah skripsi yang diujikan, disampaikan langsung oleh mahasiswa yang bersangkutan. Atas perhatian Bapak/Ibu, diucapkan terima kasih.

Ketua Program Studi,

  
**Afore Tahir Harefa, S.Pd., M.Hum.**  
NIDN. 0117038305

Tembusan

1. Plt. Rektor Universitas Nias
2. Dekan Fakultas Keguruan dan Ilmu Pendidikan
3. Feliks Rejeki Sotani Zebua





**YAYASAN PERGURUAN TINGGI NIAS  
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**BERITA ACARA UJIAN SKRIPSI**

Pada hari ini, Selasa tanggal dua puluh tujuh bulan Mei tahun dua ribu dua puluh lima telah diselenggarakan Ujian Skripsi bagi mahasiswa Universitas Nias:

Nama : **Feliks Rejeki Sotani Zebua**  
NIM : **212108037**  
Program : **Sarjana**  
Program Studi : **Pendidikan Bahasa Inggris**  
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**  
Judul Skripsi : **An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook "English for Nusantara" for the Eighth Grade of Junior High School Based on Bloom's Taxonomy**

Waktu : 08.00 WIB s.d. selesai

**Susunan Dewan Penguji**

1. Dra. Nursayani Maru'ao, M.Pd.
2. Riswan Zega, S.Pd., M.Hum.
3. Trisman Harefa, S.S., M.Pd.

**Tanda Tangan**

- 1.
- 2.
- 3.

| No. | Penguji                       | Tanda Tangan |           |
|-----|-------------------------------|--------------|-----------|
|     |                               | Skor         | Rata-rata |
| 1   | Dra. Nursayani Maru'ao, M.Pd. | 95           |           |
| 2   | Riswan Zega, S.Pd., M.Hum.    | 85.57        |           |
| 3   | Trisman Harefa, S.S., M.Pd.   | 92           |           |
|     | Jumlah                        | 272.57       |           |

Berdasarkan perhitungan, rata-rata nilai adalah: 90.85 (sembilan puluh koma delapan puluh lima)

Dengan demikian yang bersangkutan dinyatakan lulus/~~tidak lulus~~ dengan predikat kelulusan A

Gunungsitoli, 27 Mei 2025  
Dewan Ujian Skripsi

Ketua,

**Afore Tahir Harefa, S.Pd., M.Hum.**  
NIDN. 0117038305

Sekretaris,

**Riswan Zega, S.Pd., M.Hum.**  
NIDN. 0124108804



**YAYASAN PERGURUAN TINGGI NIAS**  
**UNIVERSITAS NIAS**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
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**LEMBAR PERBAIKAN SKRIPSI**

**1. Pembimbing**

Nama : **Trisman Harefa, S.S., M.Pd.**  
NIDN : 0114028601  
Jabatan : Pembimbing  
Unit Kerja : FKIP, Universitas Nias

**2. Mahasiswa**

Nama : **Feliks Rejeki Sotani Zebua**  
NIM : 212108037  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Judul Skripsi : **An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook “English for Nusantara” for the Eighth Grade of Junior High School Based on Bloom’s Taxonomy**

**3. Waktu Pelaksanaan Ujian**

Hari/tanggal : Selasa, 27 Mei 2025  
Pukul : 08.00 s/d selesai  
Tempat : Ruang 01 FKIP Universitas Nias

**4. Perbaikan Skripsi**

| No | Bab/Halaman | Uraian            |
|----|-------------|-------------------|
|    |             | <i>lihat draf</i> |

Gunungsitoli, 27 Mei 2025  
Pembimbing,

**Trisman Harefa, S.S., M.Pd.**  
NIDN. 0114028601





**YAYASAN PERGURUAN TINGGI NIAS**  
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**LEMBAR PERBAIKAN SKRIPSI**

**1. Penguji I**

Nama : **Dra. Nursayani Maru'ao, M.Pd.**  
NIDN : 0101066003  
Jabatan : Penguji I  
Unit Kerja : FKIP, Universitas Nias

**2. Mahasiswa**

Nama : **Feliks Rejeki Sotani Zebua**  
NIM : 212108037  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Judul Skripsi : **An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook "English for Nusantara" for the Eighth Grade of Junior High School Based on Bloom's Taxonomy**

**3. Waktu Pelaksanaan Ujian**

Hari/tanggal : Selasa, 27 Mei 2025  
Pukul : 08.00 s/d selesai  
Tempat : Ruang 01 FKIP Universitas Nias

**4. Perbaikan Skripsi**

| No | Bab/Halaman | Uraian                                                                               |
|----|-------------|--------------------------------------------------------------------------------------|
|    |             |  |

Gunungsitoli, 27 Mei 2025  
Penguji I,



**Dra. Nursayani Maru'ao, M.Pd.**  
NIDN. 0101066003





**YAYASAN PERGURUAN TINGGI NIAS**  
**UNIVERSITAS NIAS**  
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**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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Homepage: <https://pbing.unias.ac.id> email: [pbing@unias.ac.id](mailto:pbing@unias.ac.id)

**LEMBAR PERBAIKAN SKRIPSI**

**1. Penguji II**

Nama : **Riswan Zega, S.Pd., M.Hum.**  
NIDN : 0124108804  
Jabatan : Penguji II  
Unit Kerja : FKIP, Universitas Nias

**2. Mahasiswa**

Nama : **Feliks Rejeki Sotani Zebua**  
NIM : 212108037  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Judul Skripsi : **An Analysis of Higher Order Thinking Skills (HOTS) in the Reading Exercises of the Textbook “English for Nusantara” for the Eighth Grade of Junior High School Based on Bloom’s Taxonomy**

**3. Waktu Pelaksanaan Ujian**

Hari/tanggal : Selasa, 27 Mei 2025  
Pukul : 08.00 s/d selesai  
Tempat : Ruang 01 FKIP Universitas Nias

**4. Perbaikan Skripsi**

| No | Bab/Halaman | Uraian                                                 |
|----|-------------|--------------------------------------------------------|
|    |             | revised based on the notes and suggestions of examiner |

Gunungsitoli, 27 Mei 2025  
Penguji II,

**Riswan Zega, S.Pd., M.Hum.**  
NIDN. 0124108804

## **BIOGRAPHY**



Feliks Rejeki Sotani Zebua was born in Tumori on September 6, 2002. He is the only child of the late Jernihman Zebua (Father) and Animardin Zai (Mother). He currently resides in Tumori Village, Gunungsitoli Barat Sub-district, Gunungsitoli City, North Sumatra Province. He began his formal education at the kindergarten level by attending TK Swasta Kristen Epiphania from 2007 to 2009. He then continued to primary school at SD Negeri 070984 Tumori, where he studied from 2009 to 2015. After completing his primary education, he pursued his junior high school studies at SMP Negeri 1 Gunungsitoli Barat from 2015 to 2018. His senior high school education was completed at SMA Negeri Unggulan Sukma Nias, where he studied from 2018 to 2021. In 2021, Feliks began his undergraduate studies at the University of Nias, in the Faculty of Teacher Training and Education, majoring in English Education. Throughout his academic journey, he has developed a deep interest in becoming a professional academic, especially in the field of English education. He lives by the personal motto of entrusting all his hopes to God, and continues to pursue his goals with dedication and faith.