An Analysis of Higher Order Thinking Skill in Writing Tasks in English Textbook Entitled '*Interactive English 2*' Published by Yudhistira

THESIS

Submitted as a Partial Fullfillment of the Requirements for S1-Degree

By :

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ABSTRACT

Nowadays, the Indonesian schools provide many sources to be used by teachers and students in supporting learning process. By using textbook, the teachers can prepare material and media before beginning the lesson. Meanwhile, the students can use the textbook to support their self-study. Meanwhile, in our new curriculum, the higher order thinking skill is more emphasized. Because higherorder thinking skill is important in education and any discipline of life. Hence, the English textbook should has prominent role in implementing higher order thinking skill, especially in the tasks of textbook.

The aim of this research is to get empirical evidence of distribution of the higher order thinking skill based on revised Bloom's taxonomy in writing tasks of *Interactive English 2* textbook which prepared for the 8^{th}grade for junior high school students and to determine the dominant skill of higher order thinking level found in the textbook. This research used the qualitative research which uses content analysis as the method. Furthermore, the data collected in the form of the words which are the writing tasks, rather than the numbers. The data are analyzed based on revised edition of Bloom's taxonomy and writing tasks indicators.

The results revealed that the higher order thinking level get the lower distribution than the lower order thinking skill. It is proven by the results that showed the distribution of higher order thinking level obtains 65 out of 133 instructions or 48.9%. Meanwhile, the lower order thinking level obtains 68 out of 133 instruction or 51.1%. Furthermore, as the focus of this research, the distribution of higher order thinking skill in the *Interactive English 2* textbook shows that the create skill get the highest distribution by obtaining 51 out of 133 instructions, while the analyze level get the second position by obtaining 13 out of 133 instructions, and the evaluate skill get the third position by obtaining 1 out of 133 instructions. It can be concluded that the dominant level of higher order thinking skill in writing tasks in *Interactive English 2* textbook is create level. It also shows that there is imbalance portion of the higher order thinking skill in writing tasks.

Keywords: *Higher Order Thinking Skill, Writing Task, Textbook, Content Analysis.*

Free Plagiarism Letter

I hereby declare that this thesis, entitled "An Analysis of Higher Order Thinking Skill in Writing Tasks in English Textbook Entitled '*Interactive English 2*' Published by Yudhistira", is entirely my own work and is based on my own research. I also declare that all materials and sources consulted in the preparation of this thesis, by the books, articles, and any other kinds of documents, are properly acknowledged in the fotnotes and bibliography.

Bandar Lampung, June 4th 2022
Declared by

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APPROVAL

This is to testify that the following thesis:

Title	: **AN ANALYSIS OF HIGHER ORDER THINKING SKILL IN WRITING TASKS IN ENGLISH TEXTBOOK ENTITLED '*INTERACTIVE ENGLISH 2*' PUBLISHED BY YUDHISTIRA**
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ADMISSION LETTER

The following thesis entitled:

AN ANALYSIS OF HIGHER ORDER THINKING SKILL IN WRITING TASKS IN ENGLISH TEXTBOOK ENTITLED '*INTERACTIVE ENGTLISH 2*' PUBLISHED BY YUDHISTIRA, written by: Artia Prastiwi, NPM: 1811040246, Departement: English Education, has been successfully defended at the Thesis of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was held on **22 July 2022.**

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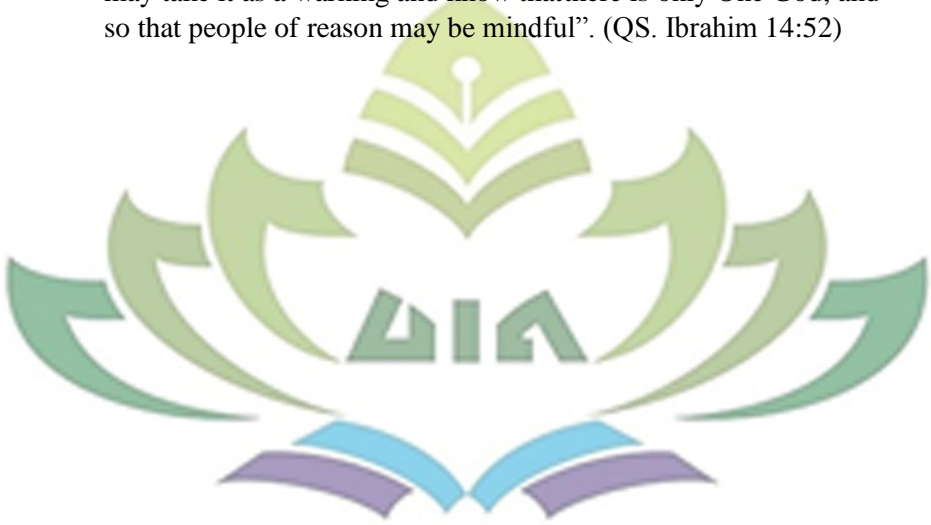**Faculty of Tarbiyah and Teacher Training**

Prof. Dr. Hj. Nirva Diana, M.Pd
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MOTTO

هَـٰذَا بَلَـٰغٌ لِّلنَّاسِ وَلِيُنذَرُواْ بِهِۦ وَلِيَعْلَمُوٓاْ أَنَّمَا هُوَ إِلَـٰهٌ وَٰحِدٌ وَلِيَذَّكَّرَ أُوْلُواْ ٱلْأَلْبَـٰبِ ۝

"This 'Qur'an' is a 'sufficient' message for humanity so that they may take it as a warning and know thatthere is only One God, and so that people of reason may be mindful". (QS. Ibrahim 14:52)

DEDICATION

From the deepest of my heart, I would like to dedicate this thesis to:

1. My God Allah SWT, whose blessing and mercy have been crucial to the completion of my thesis.
2. My beloved parents, Mr. Badri Heriansyah and Ms. Ginarti who always accompany, pray and give me motivation in every situation. You are the big part of my life.
3. My beloved little brother, Rizky Damesswara and also my beloved family (grandmothers, grandfather, aunts, and uncle).
4. My beloved Lecturers and Almamater, UIN Raden Intan Lampung.
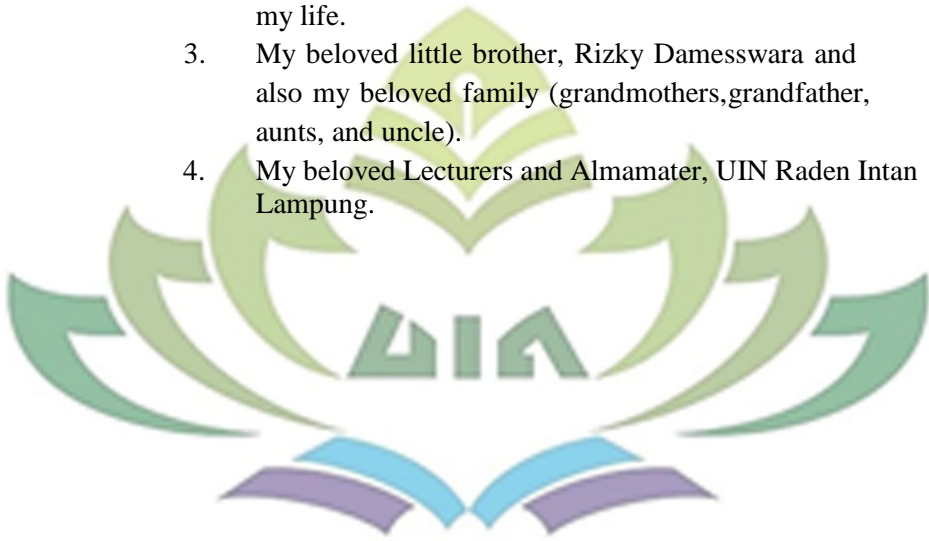
CURRICULUM VITAE

Artia Prastiwi was born in Natar, South Lampung on August 25th, 1999. In her daily life, she is called Artia and Tia. She is the first child of two children of Mr. Badri Heriansyah and Ms. Ginarti. She has one beloved little brother, his name is Rizky Damesswara. She live in Pancasila, Natar, South Lampung.

In Academic background, she graduated from kindergarten at TK Aisyah Bustanul Athfal, Natar in 2005. Then, she continued her study at SDN Pancasila and graduated in 2011. Next, she entered SMP N 2 Natar and graduated in 2014. Then, she continued to SMA N 2 Natar and graduated in 2017. After graduated from senior high school, she worked at PT. Charoen Pokphan for 6 months. Then she join to LKP FARAFI and graduated in 2018. The last, she continued her study to UIN Raden Intan Lampung.

Artia joined some organization since the third semester. She was a member of organizations including English Students Associaton and PUSKIMA. She also received Lampung Selatan Scholarship in her University. Furthermore, during being student in UIN Raden Intan, she has experience to be a teacher in her village, Pancasila Natar.

ACKNOWLEDGEMENT

Bismillahirrohmanirrohim,

Prise to Allah for blessing me with His mercy and guidance to finish this thesis, sholawat and salam be to our prophet Muhammad peace be upon Him, with His family and followers. This thesis entitled "An Analysis of Higher Order Thinking Skill in Writing Tasks in English Textbook Entitled '*Interactive English 2*' Published by Yudhistira" is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung. This thesis would never come into existence without any support, pray, help, and valuable things from several people and institution.

1. Prof. Dr. Nirva Diana, M.Pd, The dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
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Nevertheless, this thesis is still far from perfect. Hence, it is expected construcive criticisms and suggestions. Any corrections, comments,

criticisms for the betterment of this thesis will be greatly appreciated.

Bandar Lampung, June 4th 2022
The Researcher

Artia Prastiwi

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CHAPTER I

INTRODUCTION

A. Title Affirmation

As an initial stage to understand the title of this research, it is important to describe some keywords from the title. This aims to avoid a possible misunderstanding. This research is entitled **An Analysis of Higher Order Thinking Skills in Writing Tasks in English Textbook Entitled *'Interactive English 2'* Published by Yudhistira**. The following is a description of some of the terms contained in the title section.

Analysis is the process of breaking a complex topic or information into smaller parts in order to gain better understanding of it. In other words, analysis is a process that involves outlining, sorting, and distinguishing things and collecting them into small groups that have the same criteria. While the analysis referred to in this study is an activity to sort out writing tasks in a textbook and collect them into the category of higher order thinking skills.

Higher order thinking skill is the ability of thinking critically in the complex process which is useful for transferring the knowledge and solving the problems in real life.

Writing tasks are activities or exercises that emphasize students' writing skills. Therefore, in an English textbook, generally there are writing activities or exercises that aim to test students' abilities or understanding of the material being taught.

Therefore, the research title is to conduct an analysis of the higher order thinking skills contained in writing tasks or activities in the 'Interactive English 2' textbook published by Yudhistira.

B. Background of the Problem

In the 21st century, the Indonesian school provide so many sources that can be used by teachers and students to support the teaching and learning process. One of them is textbook. In teaching and learning process, the use of textbooks is

indispensable in all subjects, including English. This is because textbook takes prominent role in the learning process. One of the roles of textbooks is as a guide for teachers.

Beside that, we can say that textbook also is a tool for teachers and students in achieving goals in the teaching and learning process, because textbook contains material description. When a teacher uses a textbook, they can prepare the material and media to support their learning process. This is also supported by Cunningsworth's opinion. He claimed that the purpose of using the textbook is to prepare a set of practices based on the teaching material.[1] Based on his opinion, it can be said that textbook assist the teacher to support the students to practice about the material.

There are many functions that make the teacher using the textbook. Regarding to the function of the textbook, Cunningsworth stated that some functions of textbook are as resources for presentation material, activities for learners practice and communicative interaction, simulations and ideas for classroom language activities, a syllabus, self-directed learning and supporting experienced for teacher.[2] By considering these functions, textbook is suitable for use while learning process.

Besides, textbook can becomes a source to get linguistic input for students. It has been supported by the opinion of Richards who stated that a textbook provides an effective language model and input.[3] Further, Tomlinson also stated that textbooks serve as a basis for language input needed by learners and for language practice that occurs in the classroom.[4] Therefore, students will use textbook inside and outside classroom to facilitate their self-study. By using the textbook, they can learn about the material in everywhere they are. They also can use it to learn with their

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[1] Siti Nurul Hapizah Damanik and Yett Zainil, "The Annalsis of Reading Comprehension Question in English Textbook by Using Higher Order Thinking Skill at Grade X of SMAN2 Padang," *Journal of English Language Teaching* 8, no. 1 (n.d.): 250.

[2] Nur Pratiwi, "Higher Order Thinking Skill in Reading Exercise" (Syarif Hidayatullah State Islamic University Jakarta, 2014).

[3] Ummu Salamah, "Gender Representation in the English" (Syarif Hidayatullah State Islamic University, 2014).

[4] Fadhila Yonata and Yan Mujianto, "The Representation of Gender in English Textbooks in Indonesia" 12, no. October (2017): 91.

friends or alone. Because the textbook contain various content which is suitable for individual or groups.

By considering the roles of textbook in learning, a textbook analysis is needed. It aims to determine whether the textbook used meets the standards of the applicable curriculum. In addition, the analysis also aims to determine whether materials contained in the book match the needs of the students. Further, textbook need to be evaluated and analyzed because there are so many critics about the use of textbook in educational matter. According to Richards, there are some of critics claim that the textbook provides too little material and it is not adequately challenging for the teacher and the students.[5] Consequently, the teacher must evaluate and analyze the textbook before it is given to the students. Before it is used by students and teacher for learning English in the classroom, the teacher have to confirm whether the material in the textbook is appropriate with the objective, the students' need, and the students' level.

In the textbook, there are many aspects that can be analyzed or evaluated such as the illustrations of the textbook, the contents or materials, the layouts, the instructions, the tasks and many else. By analyzed those aspect can give the influence for the student's learning English and achieve the goals of material in the textbook. However, tasks of each English textbook are more needed to be analyzed. Because Ur have explained that there are varied texts and tasks for learners that had been provided in the textbook.[6] Hence, they are tools to help the students practice increase their ability in English skills and also get good outcomes in learning process.

Furthermore, Ur claims that the analysis of textbook is important because one of the characteristics of good textbook is practicing the four basic language skills (listening, speaking,

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[5] Zaharil Anasy, "HOTS (Higher Order Thinking Skill) in Reading Exercise," *TARBIYA: Journal of Education in Muslim Society* 3, no. 1 (2016): 56.
[6] Penny Ur, *A Course in Language Teaching :Practice and Theory,* (Cambridge: Cambridge University Press, 2009) p.184

reading, and writing) properly.[7] It means that, in the good textbook there are many tasks that can be used to increase students' English skills. For example, in the textbook contain task that instructs the students to listen and then write down the sentences they hear. It means that this task contain two skills (listening and writing) in it. Meanwhile, if there is a task that instructs the students to practice the dialogue in the textbook, it can be said that this task contain speaking skill in it.

Because there are various of activities or tasks related to four basic skills of language, the analysis about tasks is needeed. It aims to know whether the textbook has the influence to the students to practice and increase their basic skills in English properly. As one of the English skills, writing is difficult skill to learn by students. It is caused by the students' lack of vocabulary knowledge and lack of the rule or grammar structure of English. Thus, students find the difficulties to write their idea in writing activity. Therefore, it is necessary to evaluate or analyze the writing task or activity of the textbook that will be used, so that the teacher can find out whether the textbook is appropriate and can improve students' writing skills.

In Indonesia, the use of the 2013 curriculum has been implemented for the last 7 years. The use of this curriculum emphasizes the Higher Order Thinking Skill (HOTS) of students. This means that the teacher's role is no longer central in the classroom. According to Rezita, et al., since education in Indonesia uses the latest curriculum (curriculum 2013), the Indonesian government requires the teachers to assist students in prioritizing their critical thinking skill through the Educational Quality Insurance Institution (LPMP). One way to improve students' critical thinking is to practice activities that contain HOTS in them.[8] It means that, the students no longer play a passive role by listening to the teacher explain the material. But,

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[7] *Ibid., p.186*

[8] Rezita Ayu Febriyani, Wisma Yunita, and Indah Damayanti, "An Analysis on Higher Order Thiking Skill (HOTS) in Compulsory English Textbook for the Twelfth Grade of Indoesian Senior High Schools" 4, no. 2 (2020): 171.

students are asked to actively master the class even though the teacher does not use the lecture method in teaching.

Therefore, to improve students' higher order thinking skills in English, especially writing, the tasks or activities of a textbook containing writing content must match the criteria for critical thinking. In this case, higher order thinking skills contain three cognitive domains of bloom's taxonomy, namely analyzing skills, evaluating skill, and synthesis.[9] Bloom's taxonomy is one of most famous taxonomies in educational field which is introduced by Benjamin S. Bloom. [10] According to Musical *et al.,* for the past 50 years, Bloom's taxonomy has been extremely influential in Education. Therefore, Bloom's taxonomy is still considered a very important and helpful tool in the teaching learning process.

However, Bloom's taxonomy have been revised by Krathwhol and Anderson. The skills that are indicate the higher order thinking skill in the cognitive domain of revised of Bloom's taxonomy is different from original Bloom's taxonomy. In the revised Bloom's taxonomy, three skills that show higher order thinking are analyzing skill, evaluating skill, and creating skill. These skill can be categorized into C4 (analyzing skill), C5 (evaluating skill), C6 (creating skill). Hence, this research will determine the higher order thinking skill of writing task based on the revised of Bloom's taxonomy.

Based on several explanation above, it can be said that analysis of writing tasks of the textbook is important. Because, it may be consideration by teachers to choose good textbook selectively.The implementation of higher order thinking skill in writing activity may improve the student' ability in English.This topic is chosen because there are some previous studies of analysis textbook that shows the unequall of distribution of cognitive domain of the revised Bloom's taxonomy. It is proven by the result of the research that was conducted by Anasy. In his article entitled "HOTS (High Order Thinking Skill) in reading exercises" shows that the higher order thinking skill get 9.6% in reading

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[9] Anasy, *Op.cit.*, 2016, p.53
[10] *Loc.cit.,*

exercise. Meanwhile lower order thinking skill get 90.4% in reading exercises of textbook. It can be considered to conduct an analysis in the textbook focus only on writing tasks. In addition, Fahmi also conducted the research related to higher order thinking skill of tasks in the English textbook. Her research entitled "Higher Order Thinking Skill Questions in Reading Comprehension Exercise of "When English Rings A Bell" Textbook". The result of her research shows that the higher order thinking skill of reading tasks in the textbook is lower than lower order thinking skill. It is proven by the table that shows in English Textbook "When English Rings a Bell" for Eight grades of junior high school there are 69 higher order thinking questions from 171 reading questions using Bloom's revise taxonomy, it means that the percentage of higher order thinking questions only 24%. [11] From the two researches, it can be concluded that the researchers got almost the same results by presenting data that had similarities. Therefore, in the research that will be conducted, there is a difference, namely research on which skill is more dominant in the cognitive domain of higher order thinking skill in the writing tasks that will be analyzed.

Beside that, *Interactive English 2* textbook published by Yudhistira is chosen because this textbook is still used by the teachers to support their learning. Furthermore, the writing task of this textbook more dominant than the other tasks such as reading tasks, speaking tasks, and listening tasks. It means that, writing skill of the students is more emphasized in this textbook. By considering these things,this research is tnteresting to be conducted. Hence, the research thatbe conducted entitled "An Analysis of Higher Order Thinking Skill in Writing Tasks in English Textbook Entitled '*Interactive English 2*' Published by Yudhistira".

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[11] Iffa Nabila Fahmi, "Higher Order Thinking Skill Questions in Reading Comprehension Exercise of ' When English Rings a Bell' Textbook'" 08, no. 11 (2015): 190.

C. Focus and Sub-focus of the Research

Based on the background of this research, this research focused only on analysis the writing task in the textbook entitled *Interactive English 2* published by Yudhistira. Meanwhile, the subfocus of this research is analyzing writing task by using Revised Bloom Taxonomy as a guideline to determine whether the distribution of higher order thinking skill in writing tasks is higher than lower order thinking skill and also determine the skill that is more dominant in higher order thinking skill.

D. Formulation of the Problem

By considering background of the problem, the problem has been formulated, as follow:

1. How does the distribution of the higher order thinking skill in writing tasks of *Interactive English 2* textbook look like?
2. Which is dominant cognitive domain of higher order thinking skill found in writing tasks in the *Interactive English 2* textbook?

E. Objective of the Research

Based on the formulation of the problem, the objective of this research is:
1. To know how the distribution of the higher order thinking skill in writing tasks of *Interactive English 2* textbook.
2. To know the dominant cognitive domain of higher order thinking skill found in writing tasks in the *Interactive English 2* textbook

F. Benefit of the Research

This research is expected to have benefits in the theoretical and practical benefits. The explanations are as follow:
1. Theoritical Benefits
   This research is expected to have benefits for language science in implementation of Higher Order Thinking Skill (HOTS) of writing skill and the other skill of language.

2. Practical Benefits
   a. For Researcher

   As a future teacher, this research will make deepen knowledge in choosing textbook contain higher order thinking skill in writing tasks.

   b. For the Other Researcher

   This research is expected to be a guideline or reference for other researcher who will conduct the same topic of their research.

   c. For Reader

   This research provide knowledge for readers about the importance of implementing higher order thinking skills in the use of textbooks.

G. Relevance Research

This research will be conducted because there are some previous researches related to the textbook analysis. The first research entitled "Higher Order Thinking Skill Questions in Reading Comprehension Exercise of "When English Rings a Bell" Textbook" conducted by Fahmi. It aimed to analyze of higher order thinking skill in the reading comprehension exercises of textbook. This research used content analysis. For analyze the data, reading comprehension questions is categorized based on high order thinking skill into the knowledge dimension, through reviewing then evaluating the knowledge dimension based on bloom's revised taxonomy and classifying each reading questions into knowledge dimension. The result of this research shows that in English Textbook "When English Rings aBell" for Eight grades of junior high school there are 69 higher order thinking questions from 171 reading questions using Bloom's revise taxonomy, it means that the percentage of higher order thinking questions only 24%.[12]

The second is a research conducted by Anasy. The title of this research is "(HOTS) Higher Order Thinking Skill in Reading Exercise". This research aimed to find out the empirical evidence

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[12]*Ibid.,* p.189

of the distribution of higher order thinking skill in the essay question of reading exercises in "*Pathway to English Textbook*" based on revised edition of Bloom taxonomy. This research used content analysis method. The result showed that the distribution of the higher order thinking level is lower than lower order thinking level. The data also shows that the distribution of the higher order thinking skill in the essay reading question in the *Pathway to English* textbook is unequall[13].

The third is research entitled "The Analysis of Reading Comprehension Questions in English Textbook by Using Higher Order Thinking Skill at Grade X of Sman 2 Padang". It was conducted by Hapizah, Damanik and Zainil. This research aimed to identify the reading comprehension by using higher order thinking skill. It also aimed to analyze and evaluate the reading question in the textbook. The result of this research showed showed that the reading comprehension in the textbook had used higher order thinking skill criteria. It is proven by the number of questions of reading exercise in the textbook that indicate higher order thinking skill. There are 36 questions (9,7%) Higher Order Thinking Skill questions in the textbook. And the higher order thinking skill category mostly used in English textbook is analyzing[14].

The forth is conducted by Dewayani, Ngadiso, and Sarosa. The title is Insufficient Higher Order Thinking Skill in Reading comprehension Exercises of an English Language Textbook. It aimed to analyze the extent to which the HOTS and the indicators of reading skill are assessed in the reading comprehension exercises. This research used content analysis method. The results of this research are: (1) Higher order thinking skill in the reading comprehension exercises questions only includes analyzing skill and evaluating skill, meanwhile creating skill is not found in the textbook; and (2) indicators of reading skill are not fully assessed from the questions in the reading comprehension in English

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[13] Anasy, *Op. cit.*, 2016, p. 51
[14] Damanik. et.al., *Op. cit.*, p.249

textbook for twelfth grade students by Indonesian Ministry of Education and Culture.[15]

The last research is An Analysis on Higher Order Thinking Skill (HOTS) in Compulsory English Textbook for the Twelfth Grade of Indonesian Senior High Schools. It was conducted by Febriyani, Yunita, and Damayanti. It aimed to investigate the composition of higher-order thinking skills in language tasks of the English textbook "*Bahasa Inggris SMA/MA/SMK/MAK kelas XII Edisi revisi 2018*". It also aimed to explain the dominant cognitive dimension used in the textbook. When conducted this research, the researchers used the descriptive quantitative method. The result of this research showed that the composition of Higher Order Thinking Skill (HOTS) presented in the language skill tasks are lower than the Lower Order Thinking Skill (LOTS)[16].

Related to those researches, this research that has been conducted focus only on the writing tasks in the *Interactive English 2* textbook for the 8th junior high school. The main objective of this research is to check the distribution of Higher Order Thinking Skill of writing tasks in the textbook. Because implementation of Higher Order Thinking Skill of writing skill is also important. So that, it can improve students' skill.

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[15]Gracia Putri Sang Dewayani, Ngadiso, and Teguh Sarosa, "Insufficient Higher Order Thinking Skill in Reading Comprehension Exercises of an English Language Textbook" 7, no. 2 (2020): 124.

[16] Rezita, et. al., *Op. cit.,* 2020, p. 170

H. Research Methodology

 1. Research Design

   This research conducted by using qualitative research which uses content analysis as the method because this research contain analysis of the content of English textbook, particularly writing tasks in the *Interactive English 2* textbook for the 8th grade of junior high school. According to Hsieh and Shannon, there is a research method for the subjective interpretation of the content of the text data through systematic classification process of coding and identifying patterns or themes, that is content analysis.[17] In addition, Kerllinger claims that "Content analysis as a tool for the systematic, objective and qualitative research and analysis of contact with a view to measuring variable".[18] It can be conclude that the appropriate tool to measure variable in research that is objective and qualitative, content analysis is the right method to use. Nevertheless, this research conducted by using content analysis because it is a basic research methodology that had been used by other researchers when conducted the researches to the textbook, document, and so on. And for analyze the writing tasks of the textbook, used Bloom's Revised taxonomy as a guide.

 2. Data Source

   In conducting the research, data is the most important thing. There are 2 data source that has been used in conducting this research. Those data are *Interactive English 2* textbook and the analysis card. Those data source were used for collecting and analyzing the data to find the result of the research. The explanation of those data source as follow:

 a. *Interactive English 2* textbook

   The first data source of this research is all of writing tasks provided in the textbook entitled "*Interactive English 2*" published by Yudhistira. The author of this textbook are Rina Dwi Indriastuty and Kenneth W.

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[17] Gracia, et. al., *Op. cit.,* 2020, p. 128
[18] Fahmi, *Op.cit.,* 2020, p.189

Ament. The proofreaders of this textbook are Leoni Iriana Mutiara, Ni Nyoman Adwaita S., Tri Oktavia. Publishing supervisor of this textbook is Yudhistira. This textbook publish in the year 2017 and have 11 units for two semesters. This textbook is used for collecting the writing tasks and checking the distribution of higher order thinking skill in that textbook based on the cognitive domains of the revised edition of Bloom's taxonomy.

b. The Analysis Card

The second data source is analysis card. These analysis card is used as a guide or reference to determine what kind of cognitive domains contained in each writing tasks. The analysis card was created by combining six cognitive domains of the revised edition of Bloom's taxonomy with examples of writing tasks from various references that has been found from the thesis and other sources.

3. Research Instrument

Djunaidi and Almanshur stated that in qualitative research uses the researcher as the instrument of the research.[19] Therefore, in this research, the researcher is main instrument. However, in conducting this research used several supporting instrument such as mobile phone, book, pen, and laptop. Furthermore, to collecting and analyze the data, and also tables to make the groups of writing tasks in *Interactive English 2* textbook.

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[19] M. Djunaidi Ghony and Fauzan Almanshur, *Metodologi Penelitian Kualitatif (Yogyakarta: Ar-Ruzz Media, 2009), p.95*

4. **Data Collecting Technique**

According to Ary, in qualitative research usually use written documents or other artifacts to gain an understanding of the phenomenon under study.[20] In collecting the data of this research, there are some steps that must be carried out, they are:

1. Read the textbook entitled "Interactive English 2" Published by Yudhistira
2. Collect the writing tasks in the *Interactive English 2* textbook.
3. Present the writing tasks in the table
4. Analyze the writing tasks based on cognitive domain of revised Bloom's taxonomy by Anderson L.W., and Karthwohl, D.

5. **The Techniques of Data Analysis**

Data analysis is important of every research. When analyze the data of this research,there are three steps analyzing data based on Miles and Huberman theory, they are: data reduction, data display, and drawing conclusion or verification.[21]

1. Data Reduction

In this research, data reduction is the first step. Miles stated that data reduction refers to process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field or transcript.[22] Hence, in this research the data that have been collected will be reduced. The data to be selectedis data that is included in the focus of the research, namely writing tasks. The data that had been reduced will put into the table.

Table 1.1

The Distributionof Writing Tasks

No	Unit	Activity	Questions or Instructions of

[20]Mohammad Farid Hasyim, "Deixis Used by President Barack Obama in the Second Presidential Election Debate in 2012" (IAIN Tulung Agung, 2016).

[21]*Ibid.,* p.*42*

[22]*Ibid.,* p.43

			Writing Task
Total			

After collecting the data and put them into table checklist, the next step is analyze and compare the distribution of higher order thinking skill in writing tasks. In this step, thetable checklist form that consist of the lists of instructions or questions from writing tasks in every chapter and the collumns for cognitive skills of the revised Bloom's taxonomy will be used.

Table 1.2
The distribution of Cognitive Domain in Writing Task

No	Unit	Activity	Questions or Instructions of Writing Task	Cognitive domain of Bloom's Taxonomy					
				Lower Order Thinking			Higher Order Thinking		
				C 1	C 2	C 3	C 4	C 5	C 6
Total									

The next step is analyze and count the total of every cognitive skill from writing task and compare every level of skill to find out the exact amount of the distribution of the higher order thinking skill in writing task of the textbook entitled *Interactive English 2*.

2. Data Display

Data display is the second step of this research. Miles explained that display is an organized, compressed assembly of information that permits conclusion drawing and action.[23] In this step, the data are presented in narrative form. Beside that, there is the explanation about the distribution of writing tasks that are included in the lower order thinking skill and higher order thinking skill categories that have been obtained.

3. Drawing Conclusion

In the last step is the conclusion about the result of the data analysis. This step provides the amount of writing tasks based on their each skill in the higher order thinking level such as analyze (C4), evaluate (C5), and create (C6) and the percentage of each skills.

Table 1.3
The Distribution of the Higher Order Thinking Skill in Writing Task

No	Higher Order Thinking Level	Total of Writing Task	Total Score (%)
1	Analyze		
2	Evaluate		
3.	Create		
Total			

After that, the result about the table of distribution higher order thinking skill in writing task will be explained in narrative form and also the dominant cognitive domain of higher thinking skill that have been found in writing tasks.

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[23]*Ibid.,* p.44

I. Systematic Discussion

The systematic discussion that is the steps in the research process is as follow:

CHAPTER I This chapter contains the title affirmation, background of the problem, focus and sub-focus of the research, formulation of the problem, objectives of the research, benefits of the research, relevant studies of the research. Furthemore, this chapter also contains the research method that will be used, such as research design, data source, instrument of the research, the data collecting technique, and the technique of data analysis.

CHAPTER II This chapter contains the frame of several theories used in this research. The theory used in this study is theory of textbook, writing task, and higher order thinking skill.

CHAPTER III This chapter contains general description of the object and also facts and data display.
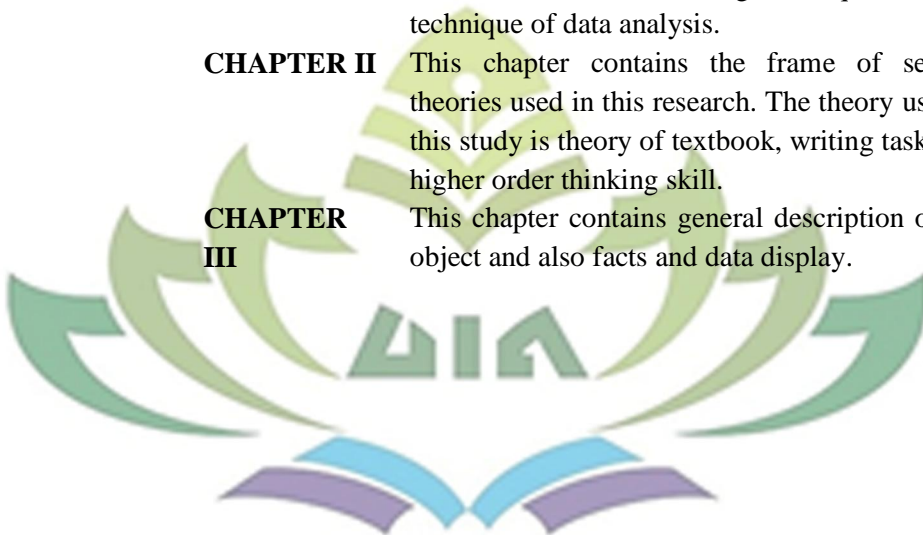
CHAPTER II

LITERATURE REVIEW

A. Textbook

a. Definition of Textbook

In education, textbook is one of guidance or resources used in the learning process. In line with Hornby's opinion. He stated that textbook is an instructional used as guidance in the teaching and learning process.[24] Further, Muslich claimed that textbook is a foundation of learning in the classroom.[25] Nevertheless, it also can be used inside or ouside the classroom. By using textbook, the teacher can explain the material according to the learners' need. Thus, the students and teacher can achieve the objectives of learning. It is supported by Cunningsworth's opinion. He stated that textbook can be seen as the source for reaching the learning's goal which is appropriate with the learners' need.[26]It means that the textbook plays important role in learning activity.

Textbook provide the materials that are related to the subject. In English course, it contain four skill of English such as reading, speaking, writing, and listening. In additional, textbook also contain grammar, vocabulary, and exercises. Beside that, according to Frankly, textbook can be a crucial tool which can builds the students' attitude toward world

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[24]Rohmatillah, "Readibility Level of Reading Texts in the English Textbook Entitled English Alive for Senior High School Grade X Published by Yudhistira," *English Education: Jurnal Tadris Bahasa Inggris* 7 (2015): 87.

[25]Eka Hardiana Susanto, "The Comparison Between EFL Textbook Evaluations in 2013 Curriculum and KTSP Curriculum," 2014, 250.

[26]Putri Elbalqis, "An Analysis of Gender Stereotypes in English Textbook: When English Rings a Bell for the 7th Grade of Junior High School" (2019).

life.[27] It can be seen from the contents of textbook which presents materials or illustrations from various life topics.

From several explanation above, it can be conclude that textbook is important tool used by teachers and students in learning process. Because textbook can assists the teachers to explain the material properly. It also helps the students to more easy understand the materials.

b. Criteria of Good Textbook

As a guidance in learning activity, textbook has different characteristic and criteria. However, Sheldon mentioned some criteria of a good text books, as follows:[28]

1. A good textbook must have a clear objective (rationale). The objectives must be stated clearly. It must also be developed well through the needs analysis.
2. A good textbook must be accessible (availability). It must be easy to obtain. If the students or teachers need the textbook, it should be available for them.
3. A good textbook must have clear user definition or target of users (their age, culture, assumed background, probable learning preferences, and educational expectations).
4. A good textbook must have appropriate text and graphical material on each page. The layout of the textbook must be interesting for the students.
5. A good textbook must be clearly organized. It must include indexes, vocabulary list, headings, and other methods of sign posting that will ease the students search for the materials needed.
6. A good textbook must have good linkage or connections on terms of theme, situation, topic,

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[27] Yonata and Mujianto, *Op.cit.,*2017, p.92

[28] Monika Widyastuti Surtikanti, "Textbook Evaluation on Curriculum 2013-Based Textbook 'When English Rings a Bell' for the Seventh Grade" 1, no. 1 (2020): 13.
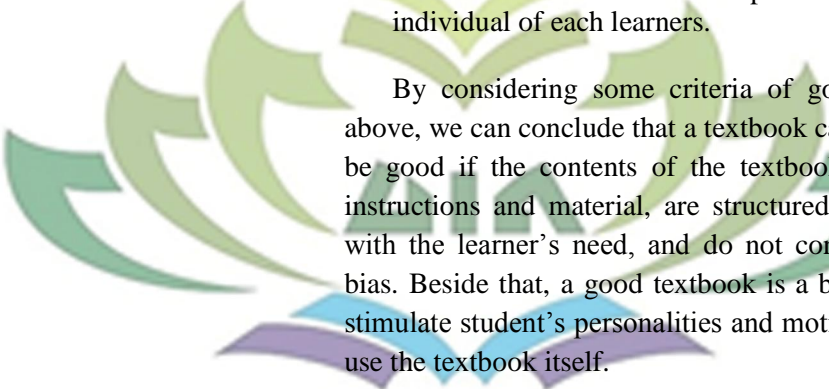
pattern of skill development, or grammatical/lexical 'progression'.

7. A good textbook must be graded. The grading of the materials and activities in the textbook must be in order.

8. A good textbook must have good physical characteristics. In other words it should not be too large and heavy. It must also have enough spaces for students to write in.

9. A good textbook must have good appropriacy. It must be substantial enough or interesting enough to hold the attention of learners

10. A good textbook must accommodate authenticity. The content should be obviously realistic, being taken from L1 material not initially intended for ELT purposes. The materials and activities in the textbook must be authentic.

11. A good textbook must be sufficient. It should be complete enough to stand on its own. The teacher does not need to produce a lot of ancillary bridging material to make it workable.

12. A good textbook must not be cultural bias.

13. A good textbook must accommodate educational. It must be valid and meet the aim of education and the curriculum.

14. A good textbook must have interactive and rememberable materials.

15. A good textbook must be flexible to be used.

16. A good (student's) textbook must be accompanied by a teacher book, tape script, and answer key.

Meanwhile, Greene and Petty explain the criteria of good textbook. They are:[29]

1. The textbook must be interested and attractive toward the learners. So, they will be interested inusing textbook for study.

2. The textbook must be able to motivate the learners to use.

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[29]Iin Viana Asri, "The Evaluation of English Textbook Entitled Active English 5 for the Fifth Grade of Elementary School Based on Rajan's Theory," 2013, 4.

3. The content of textbook must be illustrative. So, attractive for the learners.
4. The textbook should consider the linguistic aspect. So, it will be suitable with the learner's ability.
5. The content of textbook must be related to the other branch of science.
6. The textbook must stimulate the personal activity of the learners.
7. The content of textbook must be clear in written to avoid the learners will be confused in using textbook
8. The book must have clear point of view because it will be a point of view for the learners in using textbooks
9. Textbooks must be able provide the balance and emphasize the values to the learners
10. Textbooks must be able to respect the differences individual of each learners.

By considering some criteria of good textbook above, we can conclude that a textbook can be said to be good if the contents of the textbook have clear instructions and material, are structured, appropriate with the learner's need, and do not contain cultural bias. Beside that, a good textbook is a book that can stimulate student's personalities and motivate them to use the textbook itself.

c. Textbook Analysis

Analyzing of textbook is important part before the teacher using the textbook in their learning process. By considering the roles of textbook in learning, a textbook analysis is needed. It aims to determine whether the textbook used meets the standards of the applicable curriculum. In addition, the analysis also aims to determine whether materials contained in the book match the needs of the students. So that, at the

end of the lesson, students can achieve the goals of studying these materials.

Because many publisher who published their textbook, it means that there are difference in each textbook. Thus, before choosing the textbook, the teacher must analyze it first. Because it is necessary to choose textbook selectively. According to Harmer, before selecting a textbook, teachers have to analyze, pilot, and ask students' opinion which textbooks are the best for them.[30] It means that, analyzing of textbook can be done by those steps. It make the teacher more easy to analyze it.

In additional, there are several guidelines to analyze textbook which were suggested by Cunningsworth. First, he stated that course books should correspond to the learners' need. They should match the aims and objectives of the language-leaning programme. Second, course books should reflect the use (present or future) which learners will make of the language. Select cousebooks which will help to equip students to use language effectively for their own purposes. Next, course books should take account of students' needs as learners and facilitate their learning processes, without dogmatically imposing a rigid 'method'. The last, he also said that course books should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.[31]

From several explanation above, it can be conclude that analysis of textbook is important thing which must be carried out by teachers. By analyzing the textbook, teacher can choose the good textbook that contain the good material, appropriate technique, and in accordance with the applicable curriculum.

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[30] Salamah, *Op. cit.,* 2014, p.6

[31] *Ibid, p.7*

B. Writing

1. Definition of Writing

Writing is one of four essential skills of language. As a foreign language, writing plays important role to support comunication in daily life, including academic. According to Richard and Renandya, writing is the most difficult skill to be mastered by foreign language learners.[32] Because, in writing activity learners have to generate and organize their own ideas and turn it into readable text by using an appropriate vocabulary or choice of words, sentences, and paragraph organization.

For another definition, Nunan stated that writing is a combination of process and product. The process of writing refers to the act of gathering ideas and work with them until they are presented in a way polished and comprehensive for readers.[33] In addition, Nunan also defined writing as an intellectual activity to find ideas and think about the way to express and organize them into a clear statement and appropriate paragraph that is understandable by the people.[34] It can be said that writing is a complex activity that requires the ability to find and design the ideas into writing that the readers can understand.

When the students want to write something, they must know the purpose of their written. As an opinion from Bram, he stated that writing is producing and

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[32] Dita Ayuk Prastian, "An Analysis on Writing Task of English Textbook Entitled Bright for the Seventh Grade Students of Junior High School," 2014, 3, http://eprints.ums.ac.id.

[33] Siti Laelatul Farikhah, "An Analysis on Writing Task in Bahasa Inggris 2013 Curriculum Textbook for the Tenth Grade Students of Senior High School Published by Minister of Education and Culture Based on Paul Nation ' s Theory" (Universitas Islam Negeri Walisongo, 2017).

[34] Harni Basonggo, Mawardin M Said, and Anjar Kusuma Dewi, "Developing Writing Skill of Grade VIII Students," *E-Journal English Language Teaching Society* 4, no. 1 (n.d.): 1, https://media.neliti.com.

reproducing the written message.[35] It means that, the students have to decide what they want to write and give the certain purpose of their written. It also aims to convey their ideas, thoughts, and feelings to the readers. Because, the important purpose of writing is to make the readers understand about the meaning of the written that made by the writer.

Based on explanation above, it can be concluded that writing is an intelectuall activity containing the ideas, thoughts, and feelings that must be conveyed to the readers. On the other words, writing is an activity to organize and arrange the ideas in a good paraghraph to make the reader understand the information of the written.

2. **Writing Task**

According to Ellis, "A task is a workplan that requires learners to process language pramagtically in order to achive an outcome that can be evaluated in terms of whether the correct or appropriate proportional content has been conveyed".[36] Furthermore, Hyland stated that the tasks assist the teachers to provide a learning environment that both encourages writing and develops an understanding of how language is used for communicative purpose.[37] It means that the tasks are the tools for learners and teacher to achive learning purpose in the classroom by encouraging students to engage in writing and develop the understanding.

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[35]Nurayu Prelia Putri, "An Analysis of Writing Tasks in 'Bahasa Inggris Think Globally Act Locally' Textbook for Ninth Grade Students of Junior High School" (Raden Intan Lampung State Islamic University, 2019), http://repository.radenintan.ac.id.

[36]Debora Novita Sari, Wennyta, and Efa Silfia, "Jelt : Journal Of English Language Teaching, Vol 5 No.1 Tahun 2021" 5, no. 1 (2021): 72.

[37]Ken Hyland, *Second Language Writing*, ed. Jack C. Richards (New York: Cambridge University Press, 2003).

Rivers stated that writing task is the ability to write sentences or paragraphs correctly, such as developing orally for classroom situation and the ability to write a short, simple letters, etc.[38]Meanwhile, Debora et.al stated that writing task is the media for viewing students ability in writing subjects.[39]It means that the writing tasks is used to fulfill the students need of writing in learning process. The students requires to have good skills to write and produce quality writing, which make the readers understand it.

a) **Criteria of Writing Task**

Raimes stated that the criteria of writing tasks is categorized into three criteria, they are controlled writing, translation, and free writing.

1. Controlled Writing

Controlled writing is known as guide writing. It focuses on grammatical pattern, sentence structure, word choice, and punctuation.[40] In controlled writing, there is a classification of writing task such as addition, question answer, cloze test, dictitation, summary writing, conversion, sentence ordering, scrambled paragraph, fill in the blanks, and sentence combining.

2. Translation

Translation is the change of written or spoken from one language (source language) into another language. In writing task, the translation can be categorized into some components, such as grammar, mechanics, and word choice. Furthermore, translation in

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[38]Ardiani Sholikhah, "An Analysis on Writing Task in English Textbook Entitled English in Focus for the Eight Grade School of Teacher Training and Education," 2013, 6.

[39] Debora, et.al.,*Op.cit.,* 2021, p.72.

[40] Elbalqis, *Op.cit.,* 2019,p.17

writing task on the textbook consist of two classification, they are: direct translation of whole sentences and fill in the blanks with translation.[41]

3. Free Writing

Free writing in writing task is categorized into grammar, mechanic, and word choice. The classification of free writing is as follows: free composition and writing text based on the topic provided.[42]

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[41] Elbalqis, Loc. Cit.

[42]Yulia Marheni Ambarwati, "An Analysis on Writing Task of English Textbook Entitled Talk Active for the Tenth Grade Student of Senior High School," 2014, 6.

C. Higher Order Thinking Skill

a. The Understanding of Higher Order Thinking Skill

Higher order thinking skill (HOTS) is important thing in teaching learning process, especially in assessing the students' ability.[43] According to Brookhart, there are three categories regarding the definitions of higher order thinking: 1) those that define it in terms of transfer, 2) those that define higher order thinking in terms of critical thinking, 3) those that definition higher order thinking in terms problem solving.[44]

For the first category is the higher order thinking skill in terms of transfer. Brookhart stated that equipping students to be able to do transfer is the teaching goal hehind any cognitive taxonomies. This opinion means that any cognitive taxonomies provide the goal to build the ability of the students in doing transfer of knowledge in order to make the students have preparations to think with their own thinking in their world. Because the students need to practice in applying their knowledge that they had been gotten from the school.

The next category is the higher order thinking skill in terms of critical thinking. To explain this terms, Brookhart stated that, "In this case, 'being able to think, means students can apply wise judgement or produce a reasoned critique".[45] As the educated people, they have the characteristics such as reasoning, reflecting, and making the decisions for them. Furthermore, judgement is also important in higher order thinking tasks especially in judging the

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[43] Dewayani, Ngadiso, and Sarosa, *loc.cit.,*

[44]Susan M. Brookhart, *How to Assess Higher-Order Thinking Skills in Your Classroom* (USA: ASCD, 2010).

[45] Pratiwi, *Op.cit.,* 2014,p.21

credibility of source.[46] Because, this thing also refers to higher order thinking skill.

The last category is the higher order thinking in terms of problem solving. Every students will be faced by several problems in their environment. In this case, being able to think critically can help the students to solve their problem in school and outside of the school. Because students need the ability to face their world without the guide of teacher like in the school. Thus, higher order thinking or the ability of critical think is necessary for them.

Meanwhile, Anderson and Krathwohl have opinion in defining higher order thinking skill. They stated that higher order thinking skills involving the process of analyzing, evaluating, and creating.[47] In addition, higher order thinking skill is the ability to think that implements activities that refer to problem solving, the ability to provide arguments, the ability to think critically and the ability to make decisions about something. It means that, the students will be able to use their knowledge to face their problem in real life circumstances. Thus, the students can think and practice their knowledge or ability and increasing it into new material during learning process.[48] Furthermore, Heong, et al claimed that higher order thinking makes common use of thinking to discover new challenge.[49] So that, it allows students to implement new knowledge that they get to respond to something in a situation that is new to them. Consequently, higher order thinking skill can be done

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[46]*Ibid.,*

[47]Tiya Agustina, Sarwiji Suwandi, and Suyitno, "The Dimension of the Higher Order Thinking Cognitive Process in Indonesian Language Teaching Textbook for Senior High School Students," no. 2015 (2021): 66.

[48] Fahmi, *Op.cit.,* 2020,p.189

[49]*Loc.cit.,*

through analyzing and interpreting the students' knowledge.

To sum up, higher order thinking is the ability of thinking critically in analyzing, evaluating, creating, and getting the solutions to solving the problem. Higher order thinking skill is also can be said as the ability to think more complex in dealing with existing problems.

b. Higher Order Thinking Skill Based on Revised Bloom's Taxonomy

Bloom's taxonomy is the famous taxonomy used in education rather than taxonomies from another experts. This taxonomy created by Benjamin Bloom in 1936. He is the assistant director of the University of Chicago's Board of Examination. Bloom's taxonomy has been known generally as a rules or principles in critical assessment planning which have roles on various subjective levels. There are three domains of objectives in Bloom's Taxonomy, they are: cognitive, affective, and psychomotor. Those domains are useful for assessing students' behavior in teaching and learning process.

However, According to Airasian and Russel, "The most commonly taught and assessed educational objectives are those in the cognitive domains."[50] Cognitive domain includes skills related to thought processes. Study process at the cognitive domain includes skill that involve processing information, building understading, applying knowledge, solving problems, and conducting research. In cognitive domains of Bloom's taxonomy, there are six taxonomy level such as knowledge, comprehension, application, analysis, syinthesis, and evaluation. The

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[50] Pratiwi, *Op.cit.,* 2014,p.23

following table contains the types of cognitive processes identified in Bloom's taxonomy.

Table 2.1

The Types of Cognitive Processes Identified in Bloom's Taxonomy[51]

Taxonomy Level	Related Verbs	General Description
1. Knowledge	Remember, recall, identify, recognize	Memorizing facts
2. Comprehension	Translate, rephrase, restate, interpret, describe, explain	Explaining in one's own words
3. Application	Apply, execute, solve, implement	Solving new problems
4. Analysis	Break dowm, categorize, distinguish, compare	Breaking into pats and identifying relationship
5. Synthesis	Integrate, organize, relate, combine, construct, design	Combining elements into a whole
6. Evaluation	Judge, assess, value, appraise	Judging quality or worth

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[51]Petter W. Airasian and Michael K. Russell, *Classroom Assessment: Concepts and Applications*, 6th ed. (Boston: McGraw-Hill, 2008).

However, this taxonomy have been revised. According to Fahmi, Anderson and Krathwol describe Bloom's taxonomy as *Remember (C1), Understand (C2), Apply (C3), Annalyze (C4), Evaluate (C5), and Create (C6).* The differences of the original Bloom's taxonomy and the revised edition of Bloom's taxonomy can be seen in the Table 2.2.

Table 2.2
The Difference between Original
Taxonomy and Revised Taxonomy [52]

Original Taxonomy	Revised Taxonomy
Knowledge	**Remember-** retrieve relevant knowledge from long-term memory (recognize, recall)
Comprehension	**Understand-** determine the meaning of instructional messages (interpret, classify, summarize, infer, compare)
Application	**Apply-** use a procedure in a given situation (excute, implement)
Analysis	**Annalyze-** break material into parts and see how they related (differentiate, organize, attribute)
Synthesis	**Evaluate**- make judgments based on criteria and standards (check , critique)
Evaluation	**Create-** put elements together to form coherent whole or build elements into a new pattern or structure (generate,produce)

Based on the table above, the meaning of each domains in the original taxonomy and the revised

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[52] Anasy, *Op.cit.,* 2016, p.54

taxonomy are the same. The table shows that the differences can be seen in the word-used and the rearrangement of the domains synthesis and evaluation which have been changed into evaluate and create. Furthermore, the table shows the change of word form in original Bloom's taxonomy which is noun form, changed into verb form in the revised edition of Bloom's taxonomy. As Musial et.al had said that, "The six categories are reworded with verb to represent what a thinker is doing within that category".[53] It's mean that in the revised Bloom's taxonomy, the category of cognitive domains refers to the action of the thinker or in this case is the students.

Therefore, if we use a revised Bloom's taxonomy, the ways of assessing students' ability turns to higher order thinking skills, namely analyze, evaluate, and create. The process of thinking and reasoning is more complex and more complicated than memorization is included in cognitive domain of Bloom's taxonomy. The following table is the six categories of the cognitive process dimension and related cognitive process in the revised Bloom's taxonomy.[54]

Table 2.3

The Six Categories of the Cognitive Process Dimension and Related Cognitive Process

No	Process Categories	Cognitive Processess and Examples
1.	**Remember**	Retrieve relevant knowledge from long-term memory
1.1	Recognizing	(e.g., Recognize the dates of important events in US history)
1.2	Recalling	(e.g., Recall the dates of important events in U.S. history)

[53] Pratiwi., *Op.cit.,* 2014,p.26

[54] Lorin W. Anderson and David R. Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing* (New York: David McKay Com- pany, Inc, 1956).

2.	**Understand**	Construct meaning from instructional messages, including oral, written, and graphic communication.
2.1	Interpreting	(e.g., Paraphrase important speeches and documents)
2.2	Exemplifying	(e.g., Give examples of various artistic painting styles
2.3	Classifying	(e.g., Classify observed or described cases of mental disorders)
2.4	Summarizing	(e.g., Write a short summary of the events portrayed on videotapes)
2.5	Inferring	(e.g., In learning a foreign language, infer gramrnatical principles from examples)
2.6	Comparing	(e.g., Compare historical events to contemporary situations)
2.7	Explaining	(e.g., Explain the causes of important eighteenth-century events in France)
3.	**Apply**	Carry out or use a procedure in a given situation.
3.1	Executing	(e.g., Divide one whole number by another whole number, both with multiple digits)
3.2	Implementing	(e.g., Determine in which situations Newton's second law is appropriate)
4.	**Analyze**	Break materialinto conastituentpartsanddeterminehow parts relateto one another and an overall structure or purpose.
4.1	Differentiating	(e.g., Distinguish between relevant and irrelevant numbers in a

		mathematical word problem)
4.2	Organizing	(e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation)
4.3	Attributing	(e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)
5.	**Evaluate**	Make judgment based oncriteria and standards.
5.1	Checking	(e.g., Determine whether a scientist's conclusions follow from observed data)
5.2	Critiquing	(e.g., Judge which of two methods is the best way to solve a given problem)
6.	**Create**	Put elements together to form a coherent or functional whole; reorganize element into a new pattern or structure.
6.1	Generating	(e.g., Generate hypotheses to acount for an observed phenomenon)
6.2	Planning	(e.g., Plan a research paper on a given historical topic)
6.3	Producing	(e.g., Build habitats for certain species for certain purposes)

Here are the explanation of higher order thinking skills that have been revised by Karthwol and Anderson:

1. The analysis level includes breaking material down into smaller parts or ideas and determining the relationship of those ideas.

2. The level of evaluation means making judgements based on criteria and standards. This level also includes checking and critiquing the value of the material based on standars or criteria.

3. The creating level means producing new structures from different elements.

Based on six level of revised edition of Bloom's taxonomy, *Remember Level (C1), Understand Level (C2), Apply Level (C3)* can be categorized as lower order thinking skill (LOTS). The activity of these level are easy to be carried out by students. Meanwhile, *Analyze Level (C4), Evaluate Level (C5), and Create Level (C6)* can be categorized as higher order thinking skill (HOTS). We can conclude that these level contain more complex activity. Therefore, students have to use their critical thinking to solve it.

c. Higher Order Thinking Skill in Writing Task

Currently, there is a growing emphasis on teaching and assessing higher level thinking of students. According to Airasian and Russell, many people believe that only with essay items is the way to test higher-level thinking skills.[55] Meanwhile, the type of writing task is usually in the form of essay. Therefore, this research is about analsyis only the writing tasks of the textbook. It aims to see the distribution of higher order thinking skill in the textbook.

Using essay items in writing tasks is the best way. Because, students allow to create or construct various answer that will give more insight into thinking and learning. For that reason, students need to use their own words in answering essay questions.Furthermore, Musial et.al stated that in assessing complex learning and higher order thinking skills, essay questions are most effective.[56] Hence, it is can be used and suitable

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[55] Airasian and Russell, *op.cit.,* 2008, p.151

[56] Pratiwi, *Op.cit.,* 2014, p.27

to check the distribution of the higher order thinking skill in writing task of textbook.

In the textbook, there are many questions or writing tasks. Those writing tasks can be classified into the higher order thinking skill or lower order thinking skills. The lower order thinking skill in the questions or tasks can be determined by the purpose of those tasks. If the tasks require the students to recall their memorization about the material, then the tasks can be classified into lower order thinking skill. However, if the tasks require the students to perform in more complicated process, those tasks can be classified into higher order thinking skill.

Lastly, based on explanation above, it can be can concluded that the questions or instruction in writing tasks which involve into level of the higher order thinking are usually contain of analyze, evaluate, and create skill. Those instructions or questions mostly contain words analyze, determine, distinguish, solve, relate, and many others, which require students to use their critical thinking in answering those questions or instructions.
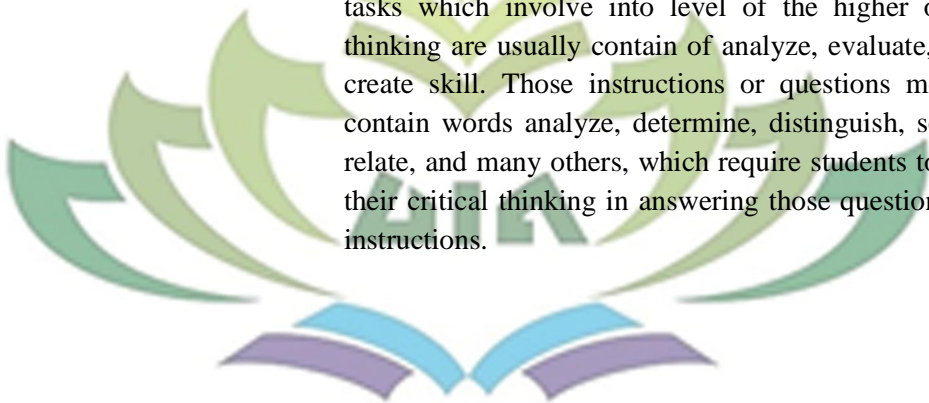
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