

**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**

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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 higher order thinking skill is important in education and any discipline of life. Hence, the English textbook should have 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 8th 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

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THINKING SKILL IN WRITING
TASKS IN ENGLISH TEXTBOOK
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ADMISSION LETTER

The following thesis entitled:

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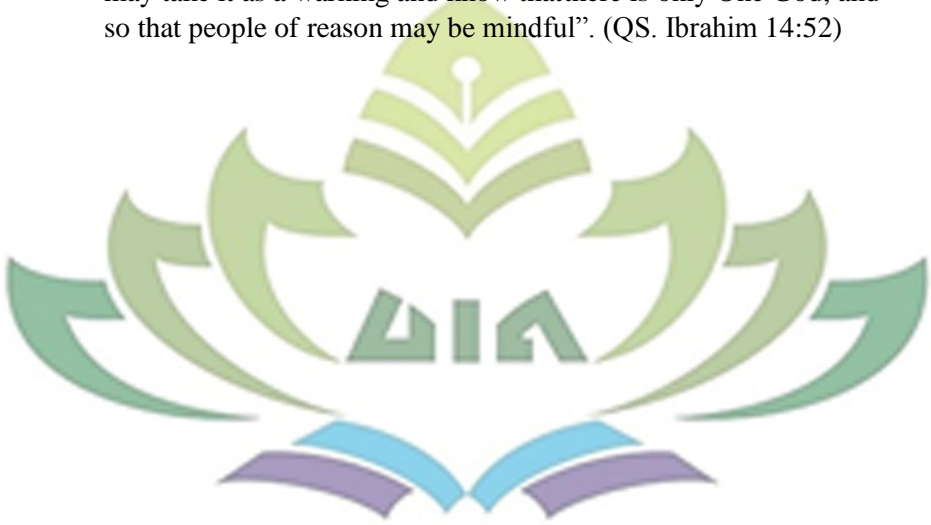
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MOTTO

هَذَا بَلَّغٌ لِلنَّاسِ وَلِيُنذَرُوا بِهِ ۖ وَلِيَعْلَمُوا أَنَّمَا هُوَ إِلَهُ وَاحِدٌ
وَلِيَذْكُرُوا الْأَلْبَابَ ﴿٥٢﴾

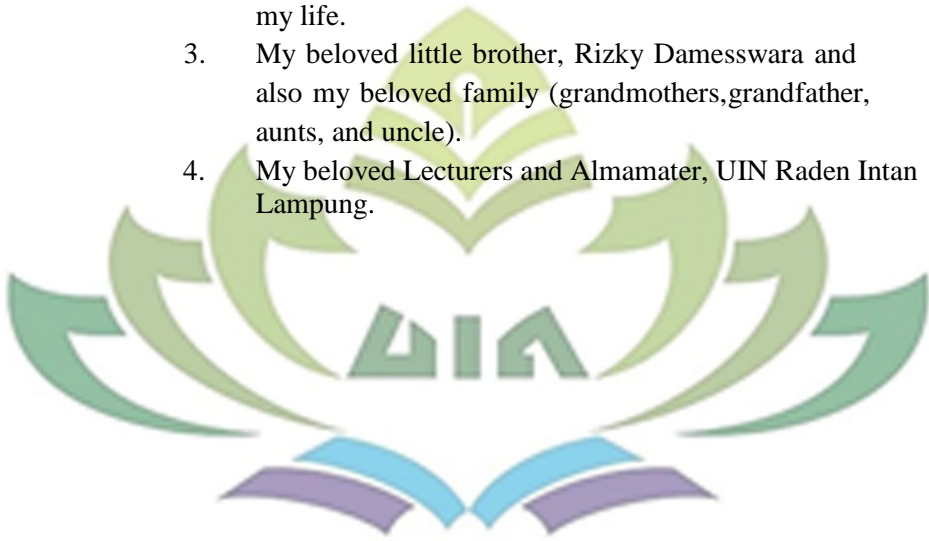
“This ‘Qur’an’ is a ‘sufficient’ message for humanity so that they may take it as a warning and know that there is only One God, and so that people of reason may be mindful”. (QS. Ibrahim 14:52)



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 lives 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 joined 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 Association 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,

Praise 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.
2. Dr. Moh. Muhassin, M.Hum, the Chairperson of English Education of UIN Raden Intan Lampung.
3. M. Ridho Kholid, M.Pd, the advisor who patiently and wisely guided the researcher until this thesis was complete.
4. Sri Suci Suryawati, M.Pd, the Co-Advisor who patiently guidance and helped in correcting and giving her valuable time until completion this thesis.
5. All the lecturers of UIN Raden Intan Lampung who have given me great knowledge.
6. Beloved Partner, Jaka Surya who has given me support and help in completing this thesis.
7. Beloved best friend: Mela Agustina, Noviani, Ajeng Wahyu Kusnanda, Hanifa, Desi Setiawati, Vivi Rizki, Mutiara Soleha, Selvi Amiyanti, Diana Putri, Ayu Tipani, Umi, Sugi, and Dwi Handayani who have spent lots moment with me.
8. My friends in the English Education of UIN Raden Intan Lampung, especially class F.
9. Beloved friends in KKN and PPL.

Nevertheless, this thesis is still far from perfect. Hence, it is expected constructive 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

¹Siti Nurul Hapizah Damanik and Yett Zainil, "The Annalysis 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.

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

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

⁴Fadhila Yonata and Yan Mujiyanto, "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,

⁵Zaharil 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 needed. 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,

⁷*Ibid.*, p.186

⁸Rezita 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

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 interesting to be conducted. Hence, the research that be conducted entitled “An Analysis of Higher Order Thinking Skill in Writing Tasks in English Textbook Entitled ‘*Interactive English 2*’ Published by Yudhistira”.

¹¹Iffa 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. Theoretical 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

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 unequal¹³.

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 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 analyzing¹⁴.

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

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.

¹⁵Gracia 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.

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.

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 selected is 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 Distribution of Writing Tasks

No	Unit	Activity	Questions or Instructions of
----	------	----------	------------------------------

²⁰Mohammad 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, the table checklist form that consist of the lists of instructions or questions from writing tasks in every chapter and the columns 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.

²³*Ibid.*, p.44

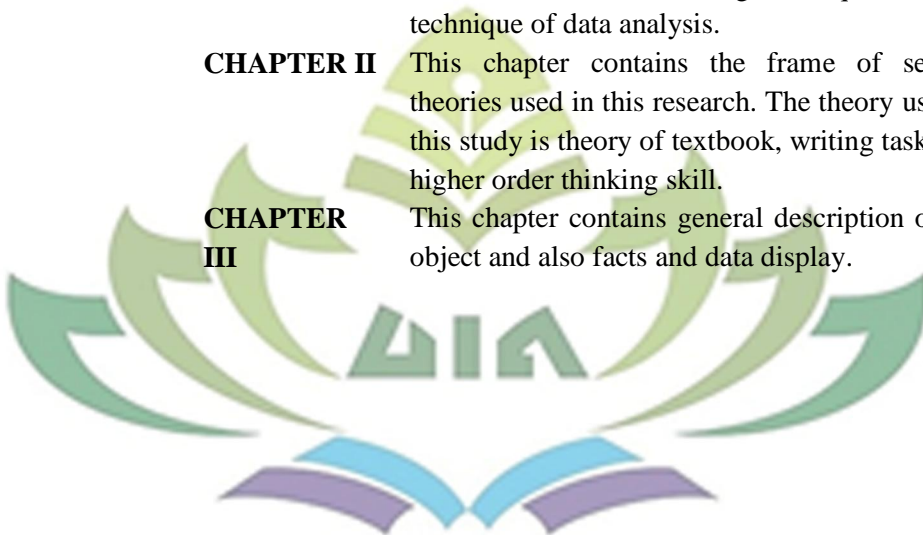
I. Systematic Discussion

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. Furthermore, 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 outside 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

²⁴Rohmatillah, "Readability 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.

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

²⁶Putri 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,

²⁷ Yonata and Mujiyanto, *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.

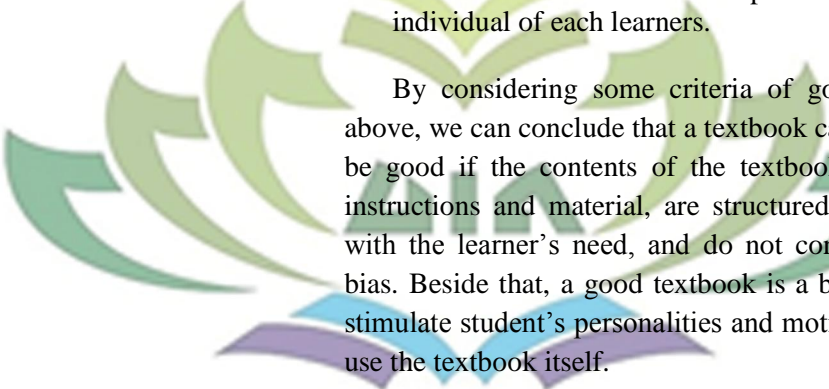
- pattern of skill development, or grammatical/lexical 'progression'.
7. A good textbook must be graded. The grading of the materials and activities in the textbook must be in order.
 8. A good textbook must have good physical characteristics. In other words it should not be too large and heavy. It must 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 in using textbook for study.
2. The textbook must be able to motivate the learners to use.

²⁹In 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-learning 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.

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 communication 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

³²Dita 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>.

³³Siti 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).

³⁴Harni 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 intellectual 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 paragraph 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 pragmatically in order to achieve 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 achieve learning purpose in the classroom by encouraging students to engage in writing and develop the understanding.

³⁵Nurayu 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>.

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

³⁷Ken 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, dictation, 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

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



⁴¹ Elbalqis, Loc. Cit.

⁴²Yulia 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 behind 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

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

⁴⁶*Ibid.*,

⁴⁷Tiya 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, syynthesis, and evaluation. The

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 Taxonomy⁵¹

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 down, categorize, distinguish, compare	Breaking into parts 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

⁵¹Petter 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 Taxonomy⁵²

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

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

⁵⁴Lorin 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 grammatical 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 material into constituent parts and determine how parts relate to 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 on criteria 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 account 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 standards 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 analysis 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

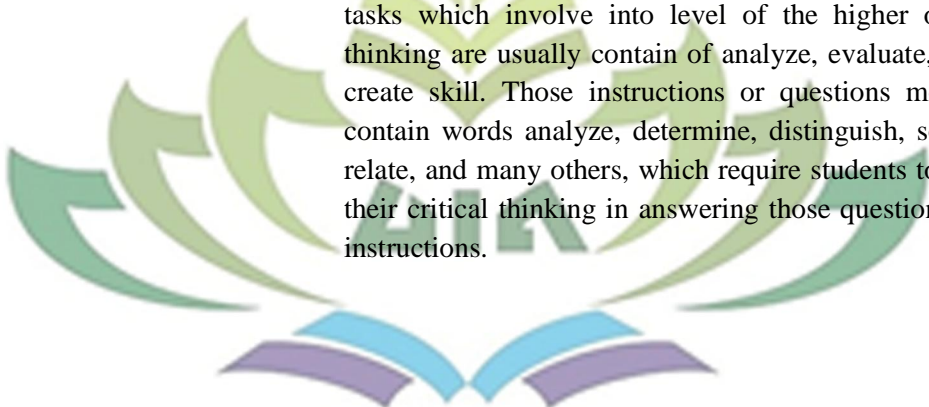
⁵⁵ Airasian and Russell, *op.cit.*, 2008, p.151

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 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.



CHAPTER III

DESCRIPTION OF THE RESEARCH OBJECT

A. General Description of the Research Object

The textbook that have been analyzed entitled "Interactive English 2" which was published by Yudhistira publisher in 2017. The authors of the textbook is Rina Dwi Indriastuty. Meanwhile, Asep Mahdi and Kenneth W. Ament are the contributing authors. The editor of the textbook is Eko Marsudiono. And the proofreaders are Leonie Irina Mutiara, Ni Nyoman Adaita Swetasurya, and Tri Oktavia.

Furthermore, this textbook is created for grade 8 junior high school level. It is the third edition. In addition, it is contain 229 pages of thick paper. The textbook consist of 13 chapters which is has different topic in it. Beside that, this textbook aims to facilitate the students and teacher in English learning process. Therefore, authors create the book that contain material about four skills in English such as speaking, reading, listening and writing.

Additionally, this textbook is the 2013 curriculum of English subject. In this book, there are many tasks that include speaking, listening, reading, and writing skill. However, this research focus only on the writing task that includes in the *Interactive English 2*.

B. Facts and Data Display

Interactive English 2 is the English textbook which was published by Yudhistira. The textbook consist a lot of tasks. However, in this research analyzed only on writing tasks and analyze the distribution of writing task using revised Bloom's taxonomy as a guideline. Before the writing tasks will be analyzed, it put into table checklist. After that, the next step is determining the questions or instructions whether they are higher order thinking skill or lower order thinking skill. Then, the writing tasks were counted based on the cognitive domain revised Bloom's taxonomy and also there is the explanation regarding the table.

For analyze the distribution of higher order thinking skill in writing tasks, the data has been provided in the table form that consist only three cognitive domains of higher order thinking

skill, namely analyze, evaluate, and create. Regarding the form of presentation data, this research used several tables. The following is the table that has been used by researcher to present the data in analyzing the higher order thinking skill in writing tasks in English textbook entitled “Interactive English 2” published by Yudhistira:

Table 1.1
Table of Distribution Writing Tasks

No	Unit	Activity	Questions or Instructions of Writing Task
Total			

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		
				C1	C2	C3	C4	C5	C6
Total									

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			



CHAPTER IV

RESULT AND DISCUSSION

A. The Description of the Data

Interactive English 2 is the title of the textbook that is analyzed by the researcher. The author of the textbook is Rina Dwi Indriastuty. The contributing authors are Asep Mahdi and Kenneth W. Ament. Meanwhile, the editor of the textbook is Eko Marsudiono. And the proofreaders are Leonie Irina Mutiara, Ni Nyoman Adaita Swetasurya, and Tri Oktavia. Furthermore, the textbook is published by Yudhistira in 2017. This textbook is created for Junior High School especially for eighth grade. It aims to facilitate the students in learning speaking, listening, reading, and writing.

Additionally, *Interactive English 2* textbook is a book that implements the latest 2013 curriculum in English Subject. In the textbook, there are 13 chapters which has different themes and topics. Those themes and topics are interconnected with the materials that will be learnt by students during learning English. The subjects or materials in this textbook has been adjusted to the basic competencies that have been set. Thus, the learning objectives can be achieved by students when using this textbook.

B. Writing Task in *Interactive English 2* Textbook

1. Data Reduction

In this research, there are many writing tasks in the *Interactive English 2* textbook that had been collected by the researcher.

The following table contains the writing tasks in each chapter.

Table 4.1

The Distribution of Writing Tasks in *Interactive English 2* Textbook

No	Unit	Activity	Questions or Instructions of Writing Task
1.	1	2	A. Complete the dialog below using appropriate expressions as provided in the

			box. Then practice it with your friend.
2.	1	2	B. Work in pairs. Rearrange the jumbled expressions below into a good dialog. Then, perform the dialog with your friend.
3.	1	2	C. Make dialog about getting someone's attention based on the situations below.
4.	1	4	A. Respond to the expressions below.
5.	1	4	B. Rearrange the jumbled sentences below into a good dialog.
6.	1	4	C. Create dialogs based on pictures below. Use expressions of checking for understanding. Do it with your friend.
7.	1	6	A. Write the responses for the following compliments. Then, compare them with your friends'.
8.	1	6	B. Rearrange the jumbled sentences below into good dialogs. Then, perform the dialogs with your friend.
9.	1	6	C. Complete the dialogs below using the phrases in the box.
10.	1	8	A. Rearrange the jumbled sentences below into a good dialog.
11.	1	8	B. Express your opinion based on the questions given below.
12.	1	8	C. Complete the dialog below with correct expressions of asking for and giving opinions. Then, compare it with your friends' dialog.

13.	1	9	B. Make five compliments for each of these scenarios.
14.	1	9	C. Complete the announcement below with the given words.
15.			D. Make a dialog based on the announcement above. You can write from any point of view. Remember to use expressions of getting attention in your dialog.
16.	1	9	G. Work in pairs. Make dialog based on the given situation.
17.	2	2	A. Write seven activities you can do and seven activities you can't do.
18.	2	2	B. In class find someone who can do the activities from the table in section C on the next page. Then, write the sentences. See the example.
19.	2	2	E. Write sentences about what you can and can't do. Then, compile your sentences into one short passage like in Task C above.
20.	2	4	B. Write sentences about what you can or can't do in your note book. Use these verbs.
21.	2	4	C. Use can or can't to complete the following sentences.
22.	2	4	D. Make questions using can and then answer them.
23.	2	4	E. Write sentences appropriate for the given situations. What will happen? What

			will he/she do in response?
24.	2	5	A. Make short dialogs based on these situations. Use can, cannot (can't), will, and will not (won't).
25.	2	Evaluation	Make short dialogs based on these situations. Use can, cannot (can't), will, and will not (won't).
26.	3	2	A. Complete the following dialogs with the correct phrases provided in the box.
27.	3	2	B. Work in pairs. Write the dialogs based on the pictures below. Then, practice them in front of the class. Do it with confidence.
28.	3	2	C. Complete the dialog below using 'must'. Please work in pairs. Then practice the dialog with your friend.
29.	3	2	D. Now, try to write your own sentences using "must". Make sure that those sentences are related to you as it will help you to remember them better. Share them with your friends.
30.	3	3	D. Make the prohibitions in activity 3A more polite. Act out the dialogs with your friend. Mind your pronunciation and word stress. Do it with confidence in front of the class.
31.	3	4	A. Look at the pictures below. Make some sentences stating prohibitions based on the pictures.
32.	3	4	B. Work in pairs. Rearrange the following jumbled sentences with your partner.

			Compare your dialogs to other pairs' dialogs. Practice the correct dialogs with your partner. Mind your pronunciation and intonations.
33.	3	4	C. Look at the signs and situations below and write rules for the sign.
34.	3	6	A. Complete the following dialog with suitable words as provided in the box. Then, answer the questions.
35.	3	7	B. Rearrange the jumbled words below into good sentences expressing obligations and advice. Then, categorize them into obligations or advice.
36.	3	8	A. Work in pairs or groups of four to make dialogs based on the given situations. Choose the best one to act out in front of the class.
37.	4	2	A. Arrange the jumbled sentences below into good dialogs.
38.	4	2	B. Complete the dialog below with the words provided in the box.
39.	4	2	C. Rearrange the jumbled sentences below into good dialogs.
40.	4	3	E. In pairs, make some short dialogs about inviting someone to do the following activities.
41.	4	4	A. Create formal and informal invitations for the following purposes. See the examples.
42.	4	4	B. Complete the following conversations.

43.	4	5	D. Rearrange the jumbled sentences below into good dialogs expressing permission.
44.	4	5	E. Respond to the requests for permission below. See the example
45.	4	6	C. Complete these sentences with correct imperative words.
46.	4	6	D. Change these sentences into imperatives. Number one is an example for you.
47.	4	7	A. Work in pairs. Rearrange the following jumbled sentences with your partner. Compare your answers with other pairs. Practice the correct dialogs with your partner. Mind your pronunciation and intonation.
48.	4	Evaluation	1. Find some imperatives that could be used around your school. Write down the imperatives in your notebook
49.	4	Evaluation	2. Make a simple invitation card for your friends in another school. The topic is about a friendly football match. Write the time, venue, and other important information on the card.
50.	5	2	C. There are some blanks to write something on the two special cards provided below. What messages do you want to write there?
51.	5	4	A. Eric has just won his first spelling bee competition. Let's make a congratulation card for him. Choose suitable words from below for the card and add some

			decorations.
52.	5	4	B. Imagine you are in this situation. What kind of greeting card would you send? Make that card.
53.	6	2	A. Complete the dialogs. Use words given the box.
54.	6	4	D. Look at the picture. Then, answer the questions using correct prepositions. Number 1 has been done for you.
55.	6	5	B. Write 'is' or 'are' in the blanks below.
56.	6	5	C. Write "C" for countable nouns and "U" for uncountable nouns.
57.	6	5	D. Complete the following sentences with 'there is' or 'there are'.
58.	6	5	E. Write questions and short answers. See the example.
59.	6	5	G. Write 'a few', 'a little', or 'a lot of' to complete the short dialogs below.
60.	6	5	I. Complete the sentences using the quantifiers given in the box.
61.	6	5	K. Fill in the blanks with correct preposition, "on" or "in".
62.	6	5	L. Look at the map and fill in the blanks with the correct prepositions.
63.	6	5	M. Write the words in the right order.
64.	6	6	A. Go to the library or browse the internet to find 10 sentences using quantifiers and repositions of place. Write the sentences in the table below. Then, compare your

			findings with your friends’.
65.	6	Evaluation	What can you say about the location of the various buildings based on the map below? Write it down in a piece of paper. Write your name on it and submit it to your teacher when you are done.
66.	7	2	A. Complete the dialogs below with correct words from boxes.
67.	7	2	C. Write your mother’s daily activities based on her schedule.
68.	7	2	D. Fill in the blanks using “doesn’t” or on of the verbs in the box.
69.	7	3	B. Read the dialog below with a friend. Then, write the verbs that you find in the form of simple present tense.
70.	7	3	C. Change the verbs in parentheses into simple present tense to complete the sentences.
71.	7	3	D. Complete the dialog below with the correct verbs provided in the box.
72.	7	3	F. Answer the following questions with the clues provided. See the example.
73.	7	3	H. Now, answer these questions based on your own situation. Then, compare your answers with your friends’.
74.	7	4	B. In class, ask your friends how often they do following activities. Then, fill in the table below. See the examples.
75.	7	4	E. Make 10 more true sentences about

			Jack using simple present tense.
76.	7	Evaluation	Make a schedule of your daily activities.
77.	8	1	F. Look at your classmates. Write down what they are doing now. Number 1 is an example.
78.	8	2	A. Work in pairs. Rearrange the sentences below into good dialogs. Then practice them.
79.	8	2	B. Look at the pictures and write questions based on the clues. Number 1 has been done for you.
80.	8	2	D. Complete the dialogs below.
81.	8	3	B. Fill in the blanks with is, am, or are.
82.	8	3	C. Change the verbs in parentheses into present continuous tense forms.
83.	8	3	D. Change the sentences into negative forms. Number 1 is an example.
84.	8	3	E. Answer the following questions. Use the clues in the parentheses. Number 1 is an example.
85.	8	4	B. Observe what each your family members is doing in the evening. Then, write it down in the space provided below. Give it to your teacher to be checked.
86.	8	4	C. Look at the picture. Write sentences about Toni. Use 'He is-ing' or 'He isn't -ing'.
87.	8	4	D. Work in pairs. Look at the picture.

			Then, make a dialog what people are doing in the picture.
88.	8	Evaluation	Look around your school. Write down what the people are doing.
89.	9	Exposure	Write the comparative and superlative forms. You may use a dictionary.
90.	9	3	A. Some words are exceptional in comparison because they change differently (irregularly). Below are some examples. Find the comparative and superlative form of these adjectives in your dictionary.
91.	9	3	B. Make sentences using the irregular comparison forms above. Compare your sentences with your friend's sentences.
92.	9	3	C. Complete the following sentences with the given options.
93.	9	3	D. Give the proper forms (Positive, Comparative, or Superlative) of the adjectives.
94.	9	3	E. Complete the sentences with the correct comparisons (Comparative or Superlative).
95.	9	4	A. Continue these questions into short dialogs. Fill in the blanks with appropriate comparisons.
96.	9	4	B. The passage below is focused on you. Complete the sentences with appropriate comparative, superlative, or positive comparisons (equal) using an adjective of

			your choice.
97.	9	5	C. Go around the school. Pay attention to different objects and make comparisons among them. Fill in the table below.
98.	9	Evaluation	Search on the internet for some song lyrics consisting degrees of comparison. Write down the degrees of comparison on a piece of paper, and translate them into good Indonesian.
99.	10	2	F. Rearrange these words into correct order. Then, write down into past sentences.
100.	10	2	G. Choose the verbs from the list that best fit in the sentences below. Then, write the verbs in their correct past tense forms.
101.	10	2	H. Arrange the jumbled words below into good sentences of simple past tense.
102.	10	3	D. Complete the story below by filling in the blanks with correct forms of past tense verbs in parentheses.
103.	10	4	A. Search for any story you like on the internet or using other media. Read it carefully and rewrite it using past tense forms.
104.	10	Evaluation	Make a table on a piece of paper based on the following information.
105.	11	1	B. List what events were told by the writer in the text in part A. In pairs, write those events in the tables below. See the example.

106.	11	2	B. List what events were told by writer in each text in part A. in pairs, write those events in the table below.
107.	11	2	E. Write the paragraph number in which you find the following information.
108.	11	3	C. Change the verbs in parentheses into correct forms of past continuous tense.
109.	11	3	E. Fill in the blanks with negative forms of simple past.
110.	11	3	G. Match the time expressions with the sentence fragments. Rewrite the correct sentences in your note book.
111.	11	Evaluation	Compose a recount text by filling in the table below. The theme is about activities that you did on your last vacation.
112.	12	2	C. Put the following points into the right position on the mobile phone screen below.
113.	12	2	D, Pretend that you are the event organizer and get two short message. Make two replies for the messages. Here are the situations.
114	12	2	E. Put the sentences below in the space provided, so that it makes a short message.
115.	12	3	G. Find the synonyms of the words below in the announcement in Activity 3D.
116.	12	4	D. What information does an announcement have? Look at the announcement below and write down the

			information you find. Discuss it with your partner.
117.	12	5	B. Put the words in the parentheses into the blanks. Be careful with the using of positive or negative forms.
118.	12	5	C. Rewrite these sentences in imperative, but keep the same meaning.
119.	12	5	D. Rearrange the jumbled words below to make imperatives.
120.	12	5	E. Rewrite these imperative into statements. Use the verbs in parentheses.
121.	12	6	A. Now, look again at the announcement in Activity 4D. Make two short messages regarding the Talent Show. Here are the situations.
122.	12	6	B. Exchange your work with your friend's work. Then, write two replies to your friend's short messages. You may accept or refuse the request depending on how convincing those short messages are to you.
123.	12	6	E. Make an announcement about a class activity and share it with your class.
124.	12	Evaluation	You are the president of the Student Council in your school. Your school is gathering donations for flood victims in your town. Make an announcement to inform other students and invite them donate.
125.	13	Exposure	2. Which facts do you agree and disagree with? Other than the music facts above,

			do you have other music facts or opinions? Write them down below.
126.	13	2	C. Discuss about theme of the song in Activity 2B with your friend.
127.	13	3	B. Read the lyrics again. Look up any words or phrases you don't understand in a dictionary and write them down. Then, write new sentences from those words or phrases.
128.	13	3	C. Listen to the song "Oath" below. It has some similar content to "Count on Me" by Bruno Mars. Find and write down the similar content.
129.	13	3	D. On the Internet, find two songs that have similar content. Analyze them with your friends. Submit the results to your teacher on a piece of paper.
130.	13	4	A. You have to learn how to give advice in the previous unit. Now, listen to the song below and write down the advice provided in the song.
131.	13	4	B. Search on YouTube for a song titled "Paradise" by Coldplay. Listen to the song and rearrange the jumbled paragraphs below into good song lyrics. This song will help to improve your understanding of present continuous tense. Check your answer by searching for the song lyrics on Google Search.
132.	13	5	A. Complete this excerpt below from the song "You've Got a Friend in Me" by Randy Newman with the given words in

			the box. Then, guess the meaning of this song according to your own opinion. Compare your answer with your friend's answer.
133.	13	5	C. Write down the messages of the song in Activity 5A on piece of paper. Then, swap your paper with your friend's. Let your friend read and give comments.

The table above shows that there are 133 instructions that can be categorized into writing tasks in the *Interactive English 2* textbook. In chapter or unit 1 there are 16 instructions of writing tasks, chapter 2 provides 9 instructions of writing task, chapter 3 consists of 11 instructions of writing task, chapter 4 provides 14 instructions of writing task, chapter 5 consists of 4 instructions of writing task, chapter 6 consists of 13 instructions of writing task, and chapter 7 consists of 12 instructions of writing task. Furthermore, chapter 8 provides 12 instructions of writing tasks, chapter 9 consists of 12 instructions of writing task, chapter 10 consists of 8 instructions of writing task, chapter 11 consists of 7 instructions of writing task, chapter 12 consists of 13 instructions of writing task, and chapter 13 consists of 9 instructions of writing task. It can be said that the distribution of the writing tasks in the *Interactive English 2* textbook is almost evenly distributed in each chapter.

2. Data Display

The researcher presented the results the distribution of cognitive domain of revised Bloom's Taxonomy based on each level in the table as follows:

Table 4.2
The Distribution of Cognitive Domain in Writing Task

No	Unit	Activity	Questions or Instructions of Writing	Cognitive Domain of Revised Bloom's Taxonomy
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			Task	Lower Order Thinking			Higher Order Thinking		
				C 1	C 2	C 3	C 4	C 5	C 6
1.	1	2	A. Complete the dialog below using appropriate expressions as provided in the box. Then practice it with your friend.		V				
2.	1	2	B. Work in pairs. Rearrange the jumbled expressions below into a good dialog. Then, perform the dialog with your friend.						V
3.	1	2	C. Make dialog about getting someone's attention based on the situations below.						V

4.	1	4	A. Respond to the expressions below.		V				
5.	1	4	B. Rearrange the jumbled sentences below into a good dialog.						V
6.	1	4	C. Create dialogs based on pictures below. Use expressions of checking for understanding. Do it with your friend.						V
7.	1	6	A. Write the responses for the following compliments. Then, compare them with your friends'.						V
8.	1	6	B. Rearrange the jumbled sentences below into good dialogs. Then, perform the dialogs with						V

			your friend.						
9.	1	6	C. Complete the dialogs below using the phrases in the box.		V				
10.	1	8	A. Rearrange the jumbled sentences below into a good dialog.						V
11.	1	8	B. Express your opinion based on the questions given below.		V				
12.	1	8	C. Complete the dialog below with correct expressions of asking for and giving opinions. Then, compare it with your friends' dialog.		V				
13.	1	9	B. Make five compliments for each of these scenarios.						V
14.	1	9	C. Complete the		V				

			announceme nt below with the given words.						
15.	1	9	D. Make a dialog based on the announceme nt above. You can write from any point of view. Remember to use expressions of getting attention in your dialog.						V
16.	1	9	G. Work in pairs. Make dialog based on the given situation.						V
17.	2	2	A. Write seven activities you can do and seven activities you can't do.						V
18.	2	2	B. In class find someone who can do the activities from the				V		

			table in section C on the next page. Then, write the sentences. See the example.						
19.	2	2	E. Write sentences about what you can and can't do. Then, compile your sentences into one short passage like in Task C above.						V
20.	2	4	B. Write sentences about what you can or can't do in your note book. Use these verbs.						V
21.	2	4	C. Use can or can't to complete the following sentences.		V				
22.	2	4	D. Make questions using can						V

			and then answer them.						
23.	2	4	E. Write sentences appropriate for the given situations. What will happen? What will he/she do in response?						V
24.	2	5	A. Make short dialogs based on these situations. Use can, cannot (can't), will, and will not (won't).						V
25.	2	Evaluation	Make short dialogs based on these situations. Use can, cannot (can't), will, and will not (won't).						V
26.	3	2	A. Complete the following dialogs with the correct phrases		V				

			provided in the box.						
27.	3	2	B. Work in pairs. Write the dialogs based on the pictures below. Then, practice them in front of the class. Do it with confidence.						V
28.	3	2	C. Complete the dialog below using 'must'. Please work in pairs. Then practice the dialog with your friend.		V				
29.	3	2	D. Now, try to write your own sentences using "must". Make sure that those sentences are related to you as it will help you to remember them better.		V				

			Share them with your friends.						
30.	3	3	D. Make the prohibitions in activity 3A more polite. Act out the dialogs with your friend. Mind your pronunciation and word stress. Do it with confidence in front of the class.		V				
31.	3	4	A. Look at the pictures below. Make some sentences stating prohibitions based on the pictures.		V				
32.	3	4	B. Work in pairs. Rearrange the following jumbled sentences with your partner.						V

			Compare your dialogs to other pairs' dialogs. Practice the correct dialogs with your partner. Mind your pronunciation and intonations.						
33.	3	4	C. Look at the signs and situations below and write rules for the sign.						V
34.	3	6	A. Complete the following dialog with suitable words as provided in the box. Then, answer the questions.		V				
35.	3	7	B. Rearrange the jumbled words below into good sentences expressing obligations						V

			and advice. Then, categorize them into obligations or advice.						
36.	3	8	A. Work in pairs or groups of four to make dialogs based on the given situations. Choose the best one to act out in front of the class.						V
37.	4	2	A. Arrange the jumbled sentences below into good dialogs.						V
38.	4	2	B. Complete the dialog below with the words provided in the box.		V				
39.	4	2	C. Rearrange the jumbled sentences below into good dialogs.						V
40.	4	3	E. In pairs, make some						V

			short dialogs about inviting someone to do the following activities.						
41.	4	4	A. Create formal and informal invitations for the following purposes. See the examples.						V
42.	4	4	B. Complete the following conversations.		V				
43.	4	5	D. Rearrange the jumbled sentences below into good dialogs expressing permission.						V
44.	4	5	E. Respond to the requests for permission below. See the example		V				
45.	4	6	C. Complete these sentences		V				

			with correct imperative words.						
46.	4	6	D. Change these sentences into imperatives. Number one is an example for you.		V				
47.	4	7	A. Work in pairs. Rearrange the following jumbled sentences with your partner. Compare your answers with other pairs. Practice the correct dialogs with your partner. Mind your pronunciation and intonation.						V
48.	4	Evaluation	1. Find some imperatives that could be used around				V		

			your school. Write down the imperatives in your notebook						
49.	4	Evaluation	2. Make a simple invitation card for your friends in another school. The topic is about a friendly football match. Write the time, venue, and other important information on the card.						V
50.	5	2	C. There are some blanks to write something on the two special cards provided below. What messages do you want to write there?						V
51.	5	4	A. Eric has just won his						V

			first spelling bee competition. Let's make a congratulation card for him. Choose suitable words from below for the card and add some decorations.						
52.	5	4	B. Imagine you are in this situation. What kind of greeting card would you send? Make that card.						V
53.	6	2	A. Complete the dialogs. Use words given the box.		V				
54.	6	4	D. Look at the picture. Then, answer the questions using correct prepositions. Number 1 has been done for you.		V				
55.	6	5	B. Write 'is'		V				

			or 'are' in the blanks below.						
56.	6	5	C. Write "C" for countable nouns and "U" for uncountable nouns.		V				
57.	6	5	D. Complete the following sentences with 'there is' or 'there are'.		V				
58.	6	5	E. Write questions and short answers. See the example.						V
59.	6	5	G. Write 'a few', 'a little', or 'a lot of' to complete the short dialogs below.		V				
60.	6	5	I. Complete the sentences using the quantifiers given in the box.		V				
61.	6	5	K. Fill in the blanks with correct		V				

			preposition, “on” or “in”.						
62.	6	5	L. Look at the map and fill in the blanks with the correct prepositions.				V		
63.	6	5	M. Write the words in the right order.						V
64.	6	6	A. Go to the library or browse the internet to find 10 sentences using quantifiers and repositions of place. Write the sentences in the table below. Then, compare your findings with your friends’.				V		
65.	6	Evaluation	What can you say about the location of the various buildings		V				

			based on the map below? Write it down in a piece of paper. Write your name on it and submit it to your teacher when you are done.						
66.	7	2	A. Complete the dialogs below with correct words from boxes.		V				
67.	7	2	C. Write your mother's daily activities based on her schedule.	V					
68.	7	2	D. Fill in the blanks using "doesn't" or on of the verbs oin the box.		V				
69.	7	3	B. Read the dialog below with a friend. Then, write the verbs that				V		

			you find in the form of simple present tense.						
70.	7	3	C. Change the verbs in parentheses into simple present tense to complete the sentences.		V				
71.	7	3	D. Complete the dialog below with the correct verbs provided in the box.		V				
72.	7	3	F. Answer the following questions with the clues provided. See the example.		V				
73.	7	3	H. Now, answer these questions based on your own situation. Then, compare					V	

			your answers with your friends'.						
74.	7	4	B. In class, ask your friends how often they do following activities. Then, fill in the table below. See the examples.		V				
75.	7	4	E. Make 10 more true sentences about Jack using simple present tense.						V
76.	7	Evaluation	Make a schedule of your daily activities.						V
77.	8	1	F. Look at your classmates. Write down what they are doing now. Number 1 is an example.				V		
78.	8	2	A. Work in pairs. Rearrange						V

			the sentences below into good dialogs. Then practice them.						
79.	8	2	B. Look at the pictures and write questions based on the clues. Number 1 has been done for you.		V				
80.	8	2	D. Complete the dialogs below.		V				
81.	8	3	B. Fill in the blanks with is, am, or are.		V				
82.	8	3	C. Change the verbs in parentheses into present continuous tense forms.		V				
83.	8	3	D. Change the sentences into negative forms. Number 1 is an example.		V				
84.	8	3	E. Answer the following		V				

			questions. Use the clues in the parentheses. Number 1 is an example.						
85.	8	4	B. Observe what each your family members is doing in the evening. Then, write it down in the space provided below. Give it to your teacher to be checked.				V		
86.	8	4	C. Look at the picture. Write sentences about Toni. Use 'He is- ing' or 'He isn't -ing'.				V		
87.	8	4	D. Work in pairs. Look at the picture. Then, make a dialog what people are doing in the						V

			picture.						
88.	8	Evaluation	Look around your school. Write down what the people are doing.				V		
89.	9	Exposure	Write the comparative and superlative forms. You may use a dictionary.		V				
90.	9	3	A. Some words are exceptional in comparison because they change differently (irregularly). Below are some examples. Find the comparative and superlative form of these adjectives in your dictionary.		V				
91.	9	3	B. Make sentences						V

			using the irregular comparison forms above. Compare your sentences with your friend's sentences.						
92.	9	3	C. Complete the following sentences with the given options.		V				
93.	9	3	D. Give the proper forms (Positive, Comparative, or Superlative) of the adjectives.		V				
94.	9	3	E. Complete the sentences with the correct comparisons (Comparative or Superlative).		V				
95.	9	4	A. Continue these questions into short		V				

			dialogs. Fill in the blanks with appropriate comparisons.						
96.	9	4	B. The passage below is focused on you. Complete the sentences with appropriate comparative, superlative, or positive comparisons (equal) using an adjective of your choice.		V				
97.	9	5	C. Go around the school. Pay attention to different objects and make comparisons among them. Fill in the table below.				V		
98.	9	Evaluation	Search on the internet for some song lyrics						V

			consisting degrees of comparison. Write down the degrees of comparison on a piece of paper, and translate them into good Indonesian.						
99.	10	2	F. Rearrange these words into correct order. Then, write down into past sentences.						V
100 .	10	2	G. Choose the verbs from the list that best fit in the sentences below. Then, write the verbs in their correct past tense forms.	V					
101 .	10	2	H. Arrange the jumbled words below into good sentences of						V

			simple past tense.						
102 .	10	3	D. Complete the story below by filling in the blanks with correct forms of past tense verbs in parentheses.		V				
103 .	10	4	A. Search for any story you like on the internet or using other media. Read it carefully and rewrite it using past tense forms.						V
104 .	10	Evaluation	Make a table on a piece of paper based on the following information.						V
105 .	11	1	B. List what events were told by the writer in the text in part A. In pairs, write those events in the	V					

			tables below. See the example.						
106 .	11	2	B. List what events were told by writer in each text in part A. in pairs, write those events in the table below.	V					
107 .	11	2	E. Write the paragraph number in which you find the following information.	V					
108 .	11	3	C. Change the verbs in parenthese into correct forms of past continuous tense.	V					
109 .	11	3	E. Fill in the blanks with negative forms of simple past.	V					
110 .	11	3	G. Match the time expressions with the	V					

			sentence fregments. Rewrite the correct sentences in your note book.						
111 .	11	Evaluation n	Compose a recount text by filling in the table below. The theme is about activities that you did on your last vacation.						V
112 .	12	2	C. Put the following points into the right position on the mobile phone screen below.		V				
113 .	12	2	D, Pretend that you are the event organizer and get two short message. Make two replies for the		V				

			messages. Here are the situations.						
114	12	2	E. Put the sentences below in the space provided, so that it makes a short message.		V				
115	12	3	G. Find the synonyms of the words below in the announceme nt in Activity 3D.				V		
116	12	4	D. What information does an announceme nt have? Look at the announceme nt below and write down the information you find. Discuss it with your partner.		V				
117	12	5	B. Put the words in the parentheses		V				

			into the blanks. Be careful with the using of positive or negative forms.						
118	12	5	C. Rewrite these sentences in imperative, but keep the same meaning.		V				
119	12	5	D. Rearrange the jumbled words below to make imperatives.						V
120	12	5	E. Rewrite these imperative into statements. Use the verbs in parentheses.		V				
121	12	6	A. Now, look again at the announcement in Activity 4D. Make two short messages regarding the						V

			Talent Show. Here are the situations.						
122 .	12	6	B. Exchange your work with your friend's work. Then, write two replies to your friend's short messages. You may accept or refuse the request depending on how convincing those short messages are to you.		V				
123 .	12	6	E. Make an announceme nt about a class activity and share it with your class.						V
124 .	12	Evaluatio n	You are the president of the Student Council in your school. Your school						V

			is gathering donations for flood victims in your town. Make an announcement to inform other students and invite them donate.						
125 .	13	Exposure	2. Which facts do you agree and disagree with? Other than the music facts above, do you have other music facts or opinions? Write them down below.	V					
126 .	13	2	C. Discuss about theme of the song in Activity 2B with your friend.	V					
127 .	13	3	B. Read the lyrics again. Look up any words or phrases you						V

			don't understand in a dictionary and write them down. Then, write new sentences from those words or phrases.						
128 .	13	3	C. Listen to the song "Oath" below. It has some similar content to "Count on Me" by Bruno Mars. Find and write down the similar content.				V		
129 .	13	3	D. On the Internet, find two songs that have similar content. Analyze them with your friends. Submit the results to your teacher				V		

			on a piece of paper.						
130	13	4	A. You have to learn how to give advice in the previous unit. Now, listen to the song below and write down the advice provided in the song.	V					
131	13	4	B. Search on YouTube for a song titled “Paradise” by Coldplay. Listen to the song and rearrange the jumbled paragraphs below into good song lyrics. This song will help to improve your understanding of present continuous tense. Check your answer	V					

			by searching for the song lyrics on Google Search.						
132	13	5	A. Complete this excerpt below from the song "You've Got a Friend in Me" by Randy Newman with the given words in the box. Then, guess the meaning of this song according to your own opinion. Compare your answer with your friend's answer.		V				
133	13	5	C. Write down the messages of the song in Activity 5A on piece of paper. Then, swap your						V

			paper with your friend's. Let your friend read and give comments.						
Total				3	65	0	13	1	51
				68			65		
Score				68/133 x 100% = 51.1%			65/133 x 100% = 48.9%		

Related to the table above, the distribution of the lower order thinking skill which consist of remember (C1), understand (C2), apply (C3) only get 68 tasks. Meanwhile, the distribution of higher order thinking skill which consist of analyze (C4), evaluate (C5), and create (C6) get 65 task in the textbook. It is also presented in the textbook that the distribution of lower order thinking skill obtains 51.1% and higher order thinking skill obtains 48.9%.

Furthermore, the following table explains the distribution of each skill in the higher order thinking skill and the percentage of those skill found in writing task of English textbook entitled "Interactive English 2" published by Yudhistira.

Table 4.3
The Distribution of the Higher Order Thinking Skill in Writing Task

No	Higher Order Thinking Level	Writing Tasks	Total Score
1.	Analyze	13	$13/133 \times 100\% = 9.8\%$
2.	Evaluate	1	$1/133 \times 100\% = 0.8\%$
3.	Create	51	$51/133 \times 100\% =$

			38.3%
Total	65	65/133x100 = 48.9	%

The table has been showed that from total 133 writing task in the *Interactive English 2* textbook, the analyze skill obtains 13 writing tasks or 9.8%, meanwhile the evaluate skill obtains 1 writing tasks or 0.8% and the evaluate skill obtains 51 writing tasks or 38.3%.

In addition, the following three tables aim to show writing tasks based on their each level so that the types of tasks included in three skills at the higher-order thinking level can be seen clearly. The first table is a table of analyze skill instructions list.

Table 4.4
The Instruction List of Analyze Skill

Unit	Activity	Instructions List of Analyze Skill
2	2	B. In class find someone who can do the activities from the table in section C on the next page. Then, write the sentences. See the example
4	Evaluation	1. Find some imperatives that could be used around your school. Write down the imperatives in your notebook
6	5	L. Look at the map and fill in the blanks with the correct prepositions.
6	6	A. Go to the library or browse the internet to find 10 sentences using quantifiers and repositions of place. Write the sentences in the table below. Then, compare your findings with your friends'.
7	3	B. Read the dialog below with a friend. Then, write the verbs that you find in the form of simple present tense.
8	1	F. Look at your classmates. Write down shat they are doing now. Number

		1 is an example.
8	4	B. Observe what each your family members is doing in the evening. Then, write it down in the space provided below. Give it to your teacher to be checked.
8	4	C. Look at the picture. Write sentences about Toni. Use 'He is-ing' or 'He isn't -ing'.
8	Evaluation	Look around your school. Write down what the people are doing.
9	5	C. Go around the school. Pay attention to different objects and make comparisons among them. Fill in the table below.
12	3	G. Find the synonyms of the words below in the announcement in Activity 3D.
13	3	C. Listen to the song "Oath" below. It has some similar content to "Count on Me" by Bruno Mars. Find and write down the similar content.
13	3	D. On the Internet, find two songs that have similar content. Analyze them with your friends. Submit the results to your teacher on a piece of paper.

The table above show that there are 13 instructions that indicate the analyze skill that have been obtained from the textbook. The highest distribution of instruction that include into analyze skill is from unit 8 with 4 instructions. And in unit 8 there are 4 questions that can be categorized into analyze skill. Meanwhile, unit 6, and 13 have 2 instructions that belong to the analyze skill. Whereas unit 2, 4, 7, 9 and 12 get the same distributions of analyze skill, only 1 instruction.

Table 4.5
The Instruction List of Evaluate Skill

Unit	Activity	Instruction List of Evaluate Skill
7	3	H. Now, answer these questions based on your own situation. Then, compare your answers with your friends'.

The second table show the distribution of writing task which belong to the evaluate skill. In the textbook, there is only one instruction that can be categorized into evaluate skill, namely the instruction in the unit 7.

Table 4.5
The Instruction List of Create Skill

Unit	Activity	Instruction List of Create Skill
1	2	B. Work in pairs. Rearrange the jumbled expressions below into a good dialog. Then, perform the dialog with your friend.
1	2	C. Make dialog about getting someone's attention based on the situations below.
1	4	B. Rearrange the jumbled sentences below into a good dialog.
1	4	C. Create dialogs based on pictures below. Use expressions of checking for understanding. Do it with your friend.
1	6	A. Write the responses for the following compliments. Then, compare them with your friends'.
1	6	B. Rearrange the jumbled sentences below into good dialogs. Then, perform the dialogs with your friend.
1	8	A. Rearrange the jumbled sentences below into a good dialog.

1	9	B. Make five compliments for each of these scenarios.
1	9	D. Make a dialog based on the announcement above. You can write from any point of view. Remember to use expressions of getting attention in your dialog.
1	9	G. Work in pairs. Make dialog based on the given situation.
2	2	A. Write seven activities you can do and seven activities you can't do.
2	2	E. Write sentences about what you can and can't do. Then, complete your sentences into one short passage like in Task C above.
2	4	B. Write sentences about what you can or can't do in your note book. Use these verbs.
2	4	D. Make questions using can and then answer them.
2	4	E. Write sentences appropriate for the given situations. What will happen? What will he/she do in response?
2	5	A. Make short dialogs based on these situations. Use can, cannot (can't), will, and will not (won't).
2	Evaluation	Make short dialogs based on these situations. Use can, cannot (can't), will, and will not (won't).
3	2	B. Work in pairs. Write the dialogs based on the pictures below. Then, practice them in front of the class. Do it with confidence.
3	4	B. Work in pairs. Rearrange the following jumbled sentences with your partner. Compare your dialogs to other

		pairs' dialogs. Practice the correct dialogs with your partner. Mind your pronunciation and intonations.
3	4	C. Look at the signs and situations below and write rules for the sign.
3	7	B. Rearrange the jumbled words below into good sentences expressing obligations and advice. Then, categorize them into obligations or advice.
3	8	A. Work in pairs or groups of four to make dialogs based on the given situations. Choose the best one to act out in front of the class.
4	2	A. Arrange the jumbled sentences below into good dialogs.
4	2	C. Rearrange the jumbled sentences below into good dialogs.
4	3	E. In pairs, make some short dialogs about inviting someone to do the following activities.
4	4	A. Create formal and informal invitations for the following purposes. See the examples.
4	5	D. Rearrange the jumbled sentences below into good dialogs expressing permission.
4	7	A. Work in pairs. Rearrange the following jumbled sentences with your partner. Compare your answers with other pairs. Practice the correct dialogs with your partner. Mind your pronunciation and intonation.
4	Evaluation	2. Make a simple invitation card for your friends in another school. The topic is about a friendly football match.

		Write the time, venue, and other important information on the card.
5	2	C. There are some blanks to write something on the two special cards provided below. What messages do you want to write there?
5	4	A. Eric has just won his first spelling bee competition. Let's make a congratulation card for him. Choose suitable words from below for the card and add some decorations.
5	4	B. Imagine you are in this situation. What kind of greeting card would you send? Make that card.
6	5	E. Write questions and short answers. See the example.
6	5	M. Write the words in the right order.
7	4	E. Make 10 more true sentences about Jack using simple present tense.
7	Evaluation	Make a schedule of your daily activities.
8	2	A. Work in pairs. Rearrange the sentences below into good dialogs. Then practice them.
8	4	D. Work in pairs. Look at the picture. Then, make a dialog what people are doing in the picture.
9	3	B. Make sentences using the irregular comparison forms above. Compare your sentences with your friend's sentences.
9	Evaluation	Search on the internet for some song lyrics consisting degrees of comparison. Write down the degrees of comparison on a piece of paper, and translate them into good Indonesian.

10	2	F. Rearrange these words into correct order. Then, write down into past sentences.
10	2	H. Arrange the jumbled words below into good sentences of simple past tense.
10	4	A. Search for any story you like on the internet or using other media. Read it carefully and rewrite it using past tense forms.
10	Evaluation	Make a fable on a piece of paper based on the following information.
11	Evaluation	Compose a recount text by filling in the table below. The theme is about activities that you did on your last vacation.
12	5	D. Rearrange the jumbled words below to make imperatives.
12	6	A. Now, look again at the announcement in Activity 4D. Make two short messages regarding the Talent Show. Here are the situations.
12	6	E. Make an announcement about a class activity and share it with your class.
12	Evaluation	You are the president of the Student Council in your school. Your school is gathering donations for flood victims in your town. Make an announcement to inform other students and invite them donate.
13	3	B. Read the lyrics again. Look up any words or phrases you don't understand in a dictionary and write them down. Then, write new sentences from those words or phrases.

13	5	C. Write down the messages of the song in Activity 5A on piece of paper. Then, swap your paper with your friend's. Let your friend read and give comments.
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The table above shows that there are 10 instructions in unit 1 belong to create skill, it means that the highest distribution of create skill is in unit 1. While the second largest distribution of create skill is found in unit 2 and 4 with the acquisition of 7 instruction. Then, there are 5 instruction belong to create skill in unit 3. Whereas, in unit 10 and 12, there are 4 instructions that can be categorized into create skill and for unit 5 there are 3 instructions. However, in unit 6, 7, 8, 9, and 13 the instructions that belong to create skill there are 2 instructions. Additionally, the lowest distribution of create skill is in unit 11, there is only 1 instruction.

3. Drawing Conclusion

Based on the analysis of higher order thinking skill in writing task of the *Interactive English 2* textbook, it shows that the create skill obtains the highest distribution than analyze skill and evaluate skill. The result of the analysis also proves that the author of the textbook may more focus on the create skill because the ratio between the create skill, analyze skill, and evaluate skill are very far. It also can be inferred that, for the higher order thinking skill in writing task, the evaluate skill is not too focused. It can be proven by the acquisition of 1 instruction that can be categorized into it. Additionally, regarding the result of the analysis, the range of distribution for the skills of higher order thinking level seems unequal and quite far.

Regarding to the distribution of the higher order thinking skill in writing tasks in the *Interactive English 2* textbook, it can be concluded that the higher order thinking level is lower than the lower order thinking level. It also infers that in the

writing task of the textbook, the author more focus on lower order thinking skill eventhough the ratio between the lower order thinking level and the higher order thinking level are not too far. Furthermore, by analyzing at the table of instruction list for every skill above, it can be said that there is lack of variation from analyze and evaluate instruction. Meanwhile, for the create skill instruction are quite varied. It is proven by various kinds of instructions that can be carried out by students.

C. The Discussion of the Data

To know how the textbook implements the higher order thinking skill is important. It can be an important part to familiarize students in using their critical thinking in learning. After conducted this research, several findings have been found. This research reveals that in the writing task of *Interactive English 2* textbook, there is an imbalance portion of the cognitive domain, particularly in distribution of higher order thinking level. The findings shows that both lower order thinking skill and higher order thinking skill are involve in writing task presented in the *Interactive English 2* textbook. The result indicate that composition of higher order thinking skill is lower than the lower order thinking skill. It is proven by the result of data analysis which shows that the higher order thinking level obtains 48.9%, meanwhile the lower order thinking level obtains 51.1%.

Regarding the result of this research, it can be said that this research has similar results to the several research. The first is research of Anasy which is entitled "*HOTS (Higher Order Thinking Skill in Reading Exercise)*". Then, Rezita et al, which is entitled "*An Analysis on Higher Order Thinking skill (HOTS) in compulsory English Textbook for the twelfth Grade of Indonesian Senior High Schools*". Also, Atiulah et al. in the textbook entitled *English textbook for year X published by Ministry of Education and Culture* which concluded that the distribution of higher order thinking level is lower than the lower order thinking level. According to Airasian & Russel, the reason of this thing might happens because the lower order thinking problem is familiar and

often happens in the lesson plan, also the students are more easy to respond, and the teachers are much harder to carry out.¹

On the other hand, by considering the distribution of higher order thinking skill in writing tasks of *Interactive English 2* textbook, the HOTS level instructions look much more complex than the lower order thinking level. Hence, the researcher thinks that the author of this textbook might consider about limitation of the time during the learning process. Because, to answer or carry out the instructions of higher order thinking skill need too much time. This is in line with Airasian & Russel's statement. They stated that the questions of higher order thinking level frequently require the teachers to wait a considerable amount of time for the students to answer those questions.²

Meanwhile, the percentage of distribution of higher order thinking skill distribution in writing tasks has very big difference from one another. Where the Evaluate skill has the lowest distribution, and the Analyze skill is in the second place of the three skills. While Create skill (C6) has the highest distribution. This is in contrast to the research conducted by Anasy which shows that create skill has the lowest distribution (there is no questions included in create skill). Meanwhile, this result is similar with the research conducted by Rezita et al. which also shows that question of create skill is the most dominant among the three of higher order thinking level.

Furthermore, as the highest skill among the three skills of higher order thinking level, the create skill obtains 51 instructions out of 133 instructions or 38.3%. Those instruction were separated in every chapter. Based on Brookhart's opinion, creating means rearranging existing things to make something new.³ The students are given an assignment to do or a problem to solve which includes generating multiples solutions, planning procedures to complete goals, or produce something new. They are asked to write, combine, compose, rewrite or rearrange any sentence

⁵⁷Rezita et.al, *Op. cit.*, 2020, p.177

⁵⁸Anasy, *Op. cit.*, 2016, p.56

⁵⁹Febrina, Asnawi Muslem, and Bustami Usman, "Analysis of Reading Comprehension Questions by Using Revised Bloom's Taxonomy on Higher Order (HOTS)," *English Education Journal* 10 (2019): 12.

according to the instructions of the writing tasks in create level (C6).

In addition, there are distribution of writing task that can be categorized into create level in whole unit (chapter). Moreover, the highest distribution of create skill instructions is available in the chapter 1. It might happen because there are many variation of the material or topic that have to learn by students. However, several examples of create level instruction are limited only on rearranging the sentences or words to be good patterns. For example, “Work in pairs. Rearrange the jumbled expressions below into a good dialog. Then, perform the dialog with your friend” or “Rearrange the jumbled sentences below into a good dialog” (*Unit 1 page 6 & 10*).

Eventhough there are many create level instructions that require the students to arrange or rearrange, in several chapter there are different instructions. For example, in chapter 10, “Make fable on piece of paper based on the following information” and in chapter 12, “You are the president of the Student Council in your school. Your school is gathering donations for flood victims in your town. Make an announcement to inform other students and invite them donate”. Based on the instructions, it can be said that this textbook consider to the variation of instructions in writing tasks. The create level of this instruction can be seen to the keyword ‘make’ in them. They require the students to think and create something new according to the material they have learned.

Moreover, as the first level of higher order thinking skill, the analyze skill only obtains 13 instructions out of 133 instructions or 9.8%. It means that the analyze skill ranked the second position of the distribution of higher order thinking skill in writing task after create level. Based on the results above, it can be concluded that analyze skill has unbalance distribution in every chapter. There are only 8 chapters that contain instructions of analyze level in the *Interactive English 2* textbook. However, the instructions in the textbook of this level are quite varied. It can be seen on the table 4.4. This result showed that the textbook provides some instructions which develop higher thinking skill of the students. These instructions require the students to analyze, identify, distinguish, and classify some topic given to them. For example, the instruction in chapter 8 activity 4, “Observe what each your

family members is doing in the evening. Then, write it down in the space provided below. Give it to your teacher to be checked". It can be categorized into analyze level because this instruction require the students to observe. The students have to use their ability in observing something and then making the sentence relate the material have been learned by them about continous tense.

Then, the lower category of higher order thinking skill in writing task of this textbook is evaluate skill. There are only 1 instructions or 0.8% that can be categorized into evaluate skill. The first instruction is "Now, answer these questions based on your own situation. Then, compare your answer with your friends' " (*unit 7 page 119*). In this instruction, the students require to check their answer based on the standard criteria that have been carried out by their friends. This task can be categorized into evaluate especially on part of checking activity. Based on this finding, it might happen because the author of this textbook doesn't considering the ability of the students to develop skill of thinking more on evaluate level as the ability to judge the value of material based on criteria or standard given by teacher.

Based on the findings above, it can be revealed that regarding the higher order thinking skill of this textbook, the author of this textbook emphasizes on create skill. It is proven by the highest distribution that is gotten by the create skill while the analyze skill and the evaluate skill get small distribution in the textbook. It also can be concluded that the dominant skill of higher order thinking level of this level is create skill. It might happen because the author of the textbook considered to promote students' ability to think more complex and has stronger understanding about the topic in creating something new relate to the material they have learned. So that, the students can also practice and develop their thinking to face new problems in their real life.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As the one of resources that can be used by students and teacher during learning process, textbook has important role. For teachers, textbook can assist them to prepare the material before teaching in the classroom. Meanwhile for students, it can be used to facilitate their self-study outside and inside classroom. Then, they can use it everywhere they are. Nevertheless, there are so many critics and suggestion arise about the use of textbook. Those are suggest that the quality of textbooks should be improved by having a variety of tasks, so that students can use the textbook to improve their skills of English (reading, listening, speaking, and writing), and more emphasizing on the higher order thinking skill. Because, the higher order thinking skill is important and useful for the students to get the ability of critical thinking and solve their problem they face in their daily life and the classroom which use the curriculum 2013. The higher order thinking skill also could be implemented in the tasks or activity of the textbook. However, the existence of the tasks in the textbook that contain higher order thinking skill is still questionable.

By considering the problems above, this research focuses only on the writing skill. Because writing skill is one of important and difficult skill of four basics English skill. Thus, the research is choosen is analyze writing tasks in the *Interactive English 2* textbook which employs the curriculum 2013. The purpose of this research is to find out the empirical evidence of the distribution of higher order thinking skill in writing tasks.

After doing some step of this research by using content analysis and also the checklist table as an instrument in collecting the data from *Interactive English 2* textbook, the result revealed that the distribution of higher order thinking skill in writing tasks is lower than lower order thinking skill. It is proven by the distribution of the higher order thinking skill in writing tasks obtains 68 out of 139 instructions or 48.9%. Meanwhile, the distribution of lower order thinking skill obtains 71 out of 139 instructions or 51%. Nevertheless, the range of higher order thinking skill and lower order thinking skill is not too far.

In addition, as the main focus of the research, the following is the distribution of the higher order thinking skill:

- The create level gets the highest number by obtaining 51 out of 139 instructions of writing task or 36.7%
- The analyze level is the second position obtains 15 out of 139 instructions of writing task or 10.8%
- The evaluate level only obtains 2 out of 139 instructions or 1.4%.

Regarding the results, it can be concluded that in implementing higher order thinking in writing task, the author of the textbook emphasizes on the create level. It is also proven by the instructions of the create level is quite varied. However, between create and the other skills of higher order thinking skill, the range is quite far. It might happen because the author of the textbook expect that create level may encourage the students to be able mastery the material they have learned by creating something new that have been assigned in the instructions. On the other hand, because this textbook show the imbalance of distribution higher order thinking skill, it can be said that the implementation of higher order thinking skill in the *Interactive English 2* textbook is not practiced and treated properly.

B. The Suggestion

1. For the English Teacher

The teachers should check or evaluate the content of the textbook whether the materials and assignments provided in the textbook are suitable for learners' need and also meets the standards of the applicable curriculum. Beside that, the teachers need to encourage the students to train their higher order thinking skill inside or outside classroom so that they will be able to think critically in everywhere they are.

2. For the Author

The author needs to produce a more complete range of educational goals involving cognitive processes by enriching some tasks that can train students to have the higher order thinking skill. Furthermore, the author also should consider the distribution of tasks fairly so that students' abilities can

increase at various levels of cognitive processes which can also improve their higher order thinking skill.

3. For the Readers

The readers of this research are expected to get some references or perspectives about textbook evaluation, about writing problem, and also about the importance of implementing higher order thinking skill in educational and social life.





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APPENDICES





Appendix 1

The Analysis Card

Level	Keywords
Remember: retrieve or recall relevant knowledge or information from long-term memory. This category emphasizes on recognizing and recalling	Define, describe, identify, label, list, match, name, outline, recall, recognize, reproduce, select, and state.
Understand: Determine and understand the meaning of instructional messages. This level emphasizes on interpreting, classifying, summarizing, inferring, comparing, and explaining.	Comprehend, convert, distinguish, defend, estimate, extend, generalize, explain, give example, predict, summarize, interpret, paraphrases, rewrite, translate, and paraphrase.
Apply: Use a procedure in a new given situation. This category emphasizes on excuting and implementing.	Apply, change, compute, construct, modify, produce, demonstrate, discover, manipulate, operate, predict, prepare, relate, show, solve, use.
Analyze: Break material into parts and see how they related. This level emphasize on differentiating, organizing, and attributing.	Analyze, break down, compare, contrast, diagram, deconstruct, differentiate, discriminate, distinguish, identify, illustrate, infer, outline, relate, select, and separate.

Evaluate: Make judgments based on criteria and standards checking and critiquing	Appraise, compare, conclude, contrast, criticize, critique, defend, describe, discriminate, evaluate, explain, justify, relate, and summarize.
Create: Put elements together to form coherent whole or build elements into a new pattern or structure. This category involves generating, planning, producing.	Categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, rearrange, reconstruct, relate, reorganize, revise, rewrite, summarize, tell, write.




Appendix 2

The Examples of Writing Task in *Interactive English 2* Textbook

Activity 2

A. Complete the dialog below using appropriate expressions as provided in the box. Then practice it with your friend.

Mel : Hi, Val.
Val : Hi, Mel.
Mel : Where have you been?
Val : I was at the library.
Mel : I see. Well, I) _____, but I need your help.
Val : It's okay, Mel. 2) _____?
Mel : Do you know that we will have a Math test next week?
Val : Yeah, I know that. What about it?
Mel : You know, I'm not good at Math. 3) _____ I can't get a good grade.
Val : I see. I think you need to study hard then.
Mel : So, 4) _____? Maybe we can study together.
Val : Oh sure, Mel. We can study together. You can come to my house next Sunday if you want.
Mel : Oh, really? 5) _____, Val. Sure, I will.
Val : You are welcome Mel. I have to go now. See you later.



Expressions Box:

- Can you help me
- Thank you so much
- I'm afraid
- Sorry to bother you
- What's the matter

B. Work in pairs. Rearrange the jumbled expressions below into a good dialog. Then, perform the dialog with your friend.

Aldo : _____
Febri : _____
Aldo : _____
Febri : _____
Aldo : _____
Febri : _____

Expressions Box:

- May I borrow your English dictionary?
- Okay.
- Sure. It's on the shelf.
- Febri, sorry to trouble you.
- Thanks, Febri.
- What is it, Aldo?

C. Make dialogs about getting someone's attention based on the situations below.

1. A teacher is about to start a lesson.

A : _____
B : _____
A : _____
B : _____
A : _____
B : _____

2. You interrupt your friend who is reading a book. You ask him/her for help.

A : _____
B : _____
A : _____
B : _____
A : _____
B : _____

3. In a loud and busy class, you want to make an announcement to the class.

A : _____
B : _____
A : _____
B : _____
A : _____
B : _____

4. You interrupt your mother who is cooking. You ask for her permission to go out with your friends.

A : _____
B : _____
A : _____
B : _____
A : _____
B : _____

C. Create dialogs based on the pictures below. Use expressions of checking for understanding. Do it with your friend.

1.



Making pancakes

A :

B :

A :

B :

2.



Using a computer

A :

B :

A :

B :

3.



Asking for directions

A :

B :

A :

B :

4.



Explaining a lesson

A :

B :

A :

B :

5.



Making orange juice

A :

B :

A :

B :

Activity 6

A. Write the responses for the following compliments. Then, compare them with your friend.

1. A : You are an Incredible pianist, Steve.
B : _____

2. A : Wow! You are a great runner.
B : _____

3. A : This food is so delicious.
B : _____

4. A : I really like your haircut.
B : _____

5. A : Nice jacket, Andi.
B : _____

B. Rearrange the jumbled sentences below into good dialogs. Then, perform the dialogs with your friend.

Dialog 1

() Martha : No wonder your manager really likes you.

() Diana : Thanks, Martha.

() Martha : You're very hard-working.

() Diana : Oh, really? Why do you say that?

Dialog 2

() Linda : Could you teach me how to make it?

() Mom : Sure, Linda. I'll teach you how to make it.

() Linda : Mmmm, This is delicious, Mom, you're one of the best bakers I've ever known.

() Mom : I'm glad you like it, Linda.

Dialog 3

() Tina : Thanks, Mom.

() Mom : Okay. Try it first, dear. Wow, it looks good on you!

() Tina : I want that t-shirt, Mom.

C. Complete the announcement below with the given words.

identification	987-0876	Friday
Jendral Sudirman Street	prizes	09.00 - 10.00

Congratulations to the winners!

Thanks to all who participated!

Prizes can be collected on any weekday (Monday – _____) from _____
at the head office Gatot Kaca, Wirma Indah, 2nd floor, _____ Yogyakarta. Be sure to
call first at _____ Bring your ID or other _____ documents. Winners who
live outside of Yogyakarta will have their _____ sent to them.

D. Make a dialog based on the announcement above. You can write from any point of view. Remember to use expressions of getting attention in your dialog.

E. What is your opinion about the case below?

Anna is in the cafeteria with her colleagues during a break. She understands most of the conversation. Suddenly, one of her colleagues says something, and everyone starts laughing. Her colleague used an unusual expression. Anna does not laugh because she does not know the expression.

Activity 2

A. Write seven activities you can do and seven activities you can't do.

Activities I can do

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Activities I can't do

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Help! I can't...

2. Will (Willingness)

'Will' can express willingness in the present:

- I **will take** you to the airport. I would be happy to.
- Please wait for a moment, I **will** see if Mr. Hawking is available.

'Won't' can express unwillingness or refusal:

- My bank **won't allow** me to make international transactions.
- Greg just **won't answer** the phone.

B. Write sentences about what you *can* or *can't* do in your note book. Use these verbs.

- | | |
|-------------------|---------------|
| 1. ride | 6. sing |
| 2. fly | 7. run a mile |
| 3. play the piano | 8. jump |
| 4. speak French | 9. cook |
| 5. paint | 10. swim |

E. Write sentences about what you can and can't do. Then, compile your sentences into one short passage like in Task C above.

Example:

I can play the piano, but I can't play the guitar.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

C. Use can or can't to complete the following sentences.

1. He is amazing. He _____ speak five languages, including Chinese.
2. She is seven years old, but she _____ read yet. Her parents are getting her extra lessons.
3. I _____ lift this box. It's too heavy! Would you help me?
4. Ani _____ make it to our meeting after all. She is stuck in traffic.
5. Andi _____ play tennis really well. He's the champion of the tennis club.
6. Unfortunately, I really _____ sing at all. No one in my family is musical either.

D. Make questions using can and then answer them.

Example:

- mother / your / draw
Can your mother draw?
No, she cannot.

1. grandfather / guitar / play / the / your _____
2. Tony / spaghetti / cook _____
3. fax / use / you / machine / a _____
4. his / a / brother / car / drive _____
5. tree / cats / a / climb _____

E. Write sentences appropriate for the given situations. What will happen? What will he/she do in response?

1. Child : I'm so thirsty.
Mom : Don't worry _____
2. Mima : It is so hot in this room. Could you open the door, please?
Sisca : _____
3. Ron : Have you finished your task, Harry? How about doing mine too?
Harry : That _____
4. The driver is driving so fast. I think _____
5. Mom : Felix, clean up your room. It's very messy.
Felix : Alright, Mom _____
6. Wino : I'll wait in the station at six o'clock tomorrow. Don't be late.
Gun : _____