

**AN ANALYSIS OF HOTS AND LOTS OF LISTENING AND  
READING ACTIVITY IN ENGLISH TEXTBOOK ENTITLED  
'BRIGHT AN ENGLISH' BASED ON COGNITIVE DOMAIN OF  
REVISED BLOOM'S TAXONOMY**

**A Thesis**

**Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree**

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## ABSTRACT

### AN ANALYSIS OF HOTS AND LOTS OF LISTENING AND READING ACTIVITY IN ENGLISH TEXTBOOK ENTITLED 'BRIGHT AN ENGLISH' BASED ON COGNITIVE DOMAIN OF REVISED BLOOM'S TAXONOMY

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The research aimed to find the level of listening and reading activities on English textbook entitled 'Bright an English' for Junior High School Eight Grade 2013 curriculum revised published by Erlangga. The researcher analyzed the activities based on six cognitive domains of revised bloom's taxonomy. They were remembering, understanding, applying, analyzing, evaluating, and creating.

The design of this research was the qualitative method which describes and elaborates the listening and reading activities based on the cognitive domain of revised bloom's taxonomy. The instrument used in this research was list of data variable that has been collected from an English textbook. The researcher used the triangulation of sources to validate the data.

The finding of the analysis indicated remembering and understanding get 76% while the intermediate level thinking (applying) only gets 1.5%, and higher level thinking (analyzes, evaluates, and creates) gets 22.5%. It can be concluded that in listening and reading activities in the English Textbook Entitled 'Bright an English', the percentage of lower-order thinking skills was more dominant than the percentage of middle-level thinking skills and higher-order thinking skills.

**Keywords:** Analyzing Textbook, HOTS and LOTS, Taxonomy Bloom's.

## DECLARATION

I declared that this graduate thesis entitled “An Analysis of HOTS and LOTS of Listening and Reading Activity in English Textbook Entitled ‘Bright an English’ Based on Cognitive Domain of Revised Bloom’s Taxonomy” is entirely my work. I am accurately aware of the fact that I have quoted some statements and ideas of various sources and I duty acknowledged them in this thesis.

Bandar Lampung, February 04<sup>th</sup> 2022

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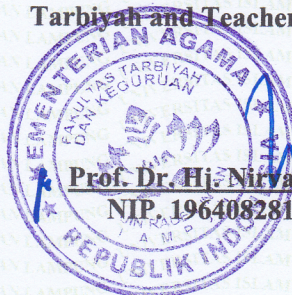
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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

‘...لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا<sup>1</sup>’

**In the name of Allah, the Most Gracious and the Most Merciful**

‘...Allah does not burden people except according to his ability...’

(QS Al-baqarah, 2 : 286)<sup>1</sup>



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<sup>1</sup> Al-qur'an 3 Bahasa: Arab, Indonesia, Inggris, (Depok: Al Huda Kelompok isnani, 2009) Al Kalam:1.pp

## DEDICATION

All praises and gratitude to pray the presence of Allah SWT who has provided various kinds of pleasures, strengths, blessings that always felt all times. With all my heart and full of happiness, the author dedicates this thesis to people who are never tired of loving, accompanying, supporting, praying, and giving the meaning of the spirit of life not to give up easily, which in turn builds the author's personality so that self-awareness must continue learning Better yet, harder and harder every time, including:

1. My two beloved parents, Mr. Tugino and Ms. Mulyaningsih, who always give me sincere love and affection, who sincerely care for, educate and take care of me until now, and always provide prayer, encouragement, support, and motivation so that the author can complete education at the State Islamic University of Raden Intan Lampung, whose services the author could not reply to. May Allah always give they are grace, health, ease of sustenance, blessings of age, and always be protected by Allah SWT.
2. For my dear sister Jayanti Laela Sari, S.ST, who I really care about, who always give me encouragement and support.
3. All my extended family and siblings who have given their prayers and support.
4. Beloved Almamater of Raden Intan Lampung State Islamic University, a place to study and gain knowledge, hopefully it will become a better university in the future.

## **CURRICULUM VITAE**

Nur Retno Eriyani was born in Tulang Bawang February 25<sup>th</sup> 1999. She is the second daughter of two children from the couples Mr. Tugino and Mrs. Mulyaningsih. She has sibling, her sisters named Jayanti Laela Sari.

She began her education at SD N 2 Moris Jaya, Tulang Bawang in 2005, and graduated in 2011. Then she continued her education at the Junior High School at SMP N 1 Banjar Agung, Tulang Bawang, graduated in 2014. In 2014 she continued her study at Senior High School in SMA N Purbolinggo, Lampung Timur, which graduated in 2017. Then in 2017 she continued the level of Higher Education at State Islamic University of Raden Intan Lampung at the Tarbiyah and Teaching Faculty of English Education Study Program.

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This thesis is a part and requirement for completing the undergraduate (S1) education study program at Tarbiyah and Teacher Training Faculty, English Education Study Program, State Islamic University of Raden Intan Lampung, in order to obtain a Bachelor of Education (S.Pd) degree.

The author is fully aware that this thesis is not successful without the guidance, assistance, support, and facilities provided. For that with all humility, and full of respect and thanks the authors say to:

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10. All parties who cannot be mentioned one by one who have contributed both morally and materially in the completion of the thesis. The author would like to thank those who have helped this writing. Given their abilities, constructive criticism and suggestions from all readers are expected to improve further writing. Hopefully this thesis can be useful and become a good deed. *Aamiin Ya Rabbal 'Alamin*

Bandar Lampung, February 04<sup>st</sup> 2022



Nur Retno Eriyani  
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## CHAPTER I INTRODUCTION

### A. Title Confirmation

In understanding the title of this research, researcher needs to explain about this research to avoid misunderstanding. Analysis in this research referred to analyze the activities in English textbook entitled 'Bright an English' for Junior High School Students Eight Grade 2013 curriculum revised. This textbook consists of 204 pages, with 16 chapters written by Nur Zaida and published by Erlangga. The price of the textbook was eighty eight thousand rupiahs.

English textbook consists of four skills. They are listening, reading, speaking, and writing. By this research, the researcher focuses on listening and reading skills. In English textbook there are so many activities for the skills. But, the researcher focus on listening and reading activities to be analyze.

In bloom's taxonomy, there are three domains, namely cognitive, affective, and psychomotor. The cognitive domains are divided into six parts, they are C1, C2, C3, C4, C5, and C6. C1 (remembering), C2 (understanding), C3 (applying), C4 (analyzing), C5 (evaluating), and C6 (creating). C1, C2, C3 are categories into LOTS, C4, C5, C6 are categories into HOTS.

Based on the explanation above, the researcher proposes the research with the title **An Analysis of HOTS and LOTS of Listening And Reading Activities In English Textbook Entitled 'Bright An English' Based on Cognitive Domain of Revised Bloom's Taxonomy.**

### B. Background of the Problem

In teaching and learning process, the teacher has to develop the student competence. The teacher needs to know the students' ability in mastering the materials given. To find out those things, the teacher has to design the instructional materials and many activities for the students.

Textbook as one of the instructional materials has the important role in language teaching and learning. It greatly influences planning, teaching, and learning in the classroom. Textbooks are a tool that teachers and students can use to support teaching and learning activities. Seif in Abdelrahman states, textbook is a synonym for curriculum and it is the student's guide which supplies students with information and enriches students' mind with knowledge.<sup>1</sup> From this statement, the researcher can infer that in teaching learning process the teacher need guideline to teach the students.

Textbook are reference book used in schools in teaching and learning activities that contain learning materials that are systematically arranged. Textbook not only as a media, but also as a source of learning material that have four skills, four types of communication skills that are taught in an English language classroom are speaking, writing, listening and reading. As Richard and Schmidt states that four language skills are listening, speaking, reading, and writing. These four skills are the mode or manner in which language is used for communication.<sup>2</sup> These four separate language skills are also commonly referred to as the productive and receptive skills. Receptive skills with two subgroups: listening and reading, and productive skills with two subgroups: speaking and writing.

All skills in English textbook must be taught. How the textbook can develop students' skills was seen in activities. Level of good activities can be identified through the classification of learning objectives that should be held by educators, namely Bloom's taxonomy. Bloom's taxonomy is a hierarchical structure that identifies skills starting from the lowest level to the highest.

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<sup>1</sup> Mahmoud Sulaiman Bani Abdelrahman, "An Analysis of the Tenth Grade English Language Textbooks Questions in Jordan Based on the Revised Edition of Bloom's Taxonomy," Vol.,5 no.,18, (2014), p. 139.

<sup>2</sup>Parlindungan Pardede, "Integrated Skill Approach in EFL Classrooms: A Literature Review," *EFL: Theory & Practice: Voice of EFL*, 2019, 139-59.  
<sup>3</sup>Parlindungan Pardede, "Integrated Skill Approach in EFL Classrooms: A Literature Review," *EFL: Theory & Practice: Voice of EFL*, 2019, 139-59.  
 Winda Normalia Arliany et al., "Student Profile in Completing Questions Based on

Each level in Bloom's Taxonomy has its respective correlation. To reach the ultimate level high, of course the levels below must be mastered first. Anderson and Krathwohl in Windida's journal revised the taxonomy by classifying six cognitive domains processes.<sup>3</sup> These domains are C1 (remembering), C2 (understanding), C3 (applying), C4 (analyzing), C5 (evaluating), and C6 (creating). Bloom's Taxonomy is designed to differentiate thinking skills from the lowest level to higher-order thinking.<sup>4</sup> C1, C2, C3 are categories into LOTS; C4, C5, C6 are categories into HOTS.

LOTS is a thinking skill that only requires a person to remember, understanding and applying something. Higher Order Thinking Skills (HOTS) including the ability to solve problems, argue creatively, critical thinking, reasoning skills, and decision-making abilities. It was supported by Juniastel in AISTSSE 2018.<sup>5</sup> Krathwohl gives the definition of HOTS as the ability to connect, manipulate, and change the knowledge and experience that has been possessed critically and creatively in determining decisions to solve problems in new situations.<sup>6</sup> With High Order Thinking Skills, the students will be able to clearly distinguish ideas or ideas, arguing well, able to solve problems, able to construct explanation, able to hypothesize and understand complex things to be clearer. It can be infer that, Higher Order Thinking Skills was the ability to think to connect knowledge that already have with broader knowledge in a critical way in determining decisions to solve problems in new situations. It is important to know the extent of the questions activity in the students textbook. Students must be trained to think from LOTS to HOTS levels, so that students have the ability to think logically, analytically, systematically, critically, and creative.

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<sup>3</sup>Widinda Normalia Arlianty et al., "Student Profile in Completing Questions Based on Cognitive Level of Bloom's Taxonomy by Anderson and Krathwohl," *AIP Conference Proceedings* 2026 (2018), <https://doi.org/10.1063/1.5065023>.

<sup>4</sup> Ibid.,

<sup>5</sup> R. Juniastel, Herbert, Martina, "Proceedings of The 5th Annual International Seminar on Trends in Science and Science Education", (Medan, October 2018), p, 54.

<sup>6</sup> Ibid.,

In this research, the researcher was going to analysis activities on the textbook. Where was the textbook entitled 'bright an English' for junior high school eight grade published by Erlangga. Based on the descriptions, this research focuses on receptive skills, they are listening and reading activities. Receptive skills allow the students to easily understand the oral or written content, such as textbooks, documents, and speech. Point out that receptive skills appear as the first skill that students need to comprehend when they learn new languages since most students start mastering new language through listening the accents of the language and reading text about the culture or background of the language itself.

The purposes of analyzing textbook are to categorize the activities into HOTS or LOTS level. Tofade, T., Elsner, J., & Haines, S. T in Marina's journal stated that to improve students' higher-order thinking skills, teachers' questions related to high order thinking skills can play a major role in teaching in classrooms.<sup>7</sup> Teacher and students can easily achieve of learning objectives if the textbook used are good quality. It was supported by Tanujaya in Yuniarta's journal, teaching of Higher Order Thinking Skills (HOTS) becomes attested due to its important role in education. Students having HOTS claimed will be more successful than those having Lower Order Thinking Skills (LOTS). The students having a high level of HOTS are hoped to be a success in the next study program.<sup>8</sup> A teacher must be good at choosing a good textbook. The textbooks used by students with low cognitive levels, students' competencies were to be difficult to achieve. An appropriate textbook which contains HOTS activities has an important role in encouraging students' critical thinking.

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<sup>7</sup>Marina Theresia, "Teachers Questions and Tests in Relation To Students ' High Order Thinking Skills in English," 2016, 9–24.

<sup>8</sup>Yuniarta Ita Purnama and Fitri Nurdianingsih, "The Impact of Higher Order Thinking Skills (HOTS) Instructions in Teaching EFL Speaking Skill from the Perspective of Students' Motivation," *Lingua Cultura* 13, no. 4 (2019): 313, <https://doi.org/10.21512/lc.v13i4.6105>.

### **C. Focus and Sub Focus of the Research**

This research focuses on English textbook entitled bright an English for junior high school eight grade curriculum 2013 revised published by Erlangga. This study investigated the activities in English textbook. Type of activities that analyzing in this textbook are listening and reading activities. Kind of reading1 activity was monologue text. The monologue text include procedure text, report, and analytical expository text, and another monologue texts in the textbook.

The sub focus of this research was cognitive domain of revised bloom's taxonomy. In bloom's taxonomy, there are three domains, namely cognitive, affective, and psychomotor. The cognitive domains are divided into six, they are C1, C2, C3, C4, C5, and C6. C1 (remembering), C2 (understanding), C3 (applying), C4 (analyzing), C5 (evaluating), and C6 (creating). C1, C2, C3 are categories into LOTS, C4, C5, C6 are categories into HOTS.

### **D. Problem Formulation**

The researcher formulates the formulation of the problem as following:

1. What extent do the listening and reading activities in this English textbook emphasize HOTS and LOTS?
2. What is the most dominant cognitive dimension of the listening and reading activities in this English textbook?

### **E. Objective of Research**

The objective of this research was to know what extent do the listening and reading activities in this English textbook emphasize HOTS and LOTS and what are the dominant level of listening and reading activities in English Textbook Entitled 'Bright an English' in High Order Thinking Skills and Low Order Thinking Skills based on Cognitive Domain of Revised Blooms Taxonomy.

## **F. Significance of the Research**

### 1. Theoretically

The results of this theory are expected to complete the previous theories of the quality of English textbook.

### 2. Practically

This research can be used to assess the quality of listening and reading activities on English textbook based on cognitive domain of revised bloom's taxonomy. The findings of this research are hopefully can be useful for many object.

- a. For English teacher, English teacher must be good in choosing a textbook in variant level cognitive to developing students thinking skill.
- b. For students, this research is to increase students' scientific insight that analysing textbooks which important to determine the quality of the textbook.
- c. For other researcher, this research as a reference material for analysing other textbook.
- d. For the author and publisher, this research will help the author and publisher to be more careful in making the types of activities that appropriate to the level of students to developing their thinking skill.

## **G. Relevant Research**

There have been several studies related to find the level activities on the textbook based on cognitive domain of revised bloom's taxonomy. They were:

First, a study conducted by Agustinationsih Ika Wulandari (2016), the title was A Content Analysis of Reading Comprehension Questions in English Textbook Based on The Revised Version of Bloom's Taxonomy. Which focus on to analyze reading task in English textbook entitle 'English Zone' publish by Erlangga new revision. The result of her study showed that the dominant component of cognitive domain used in reading tasks of the textbook are Low or in category LOTS (Low Order Thinking Skill).

The second, a study conducted by Ayaturrachim (2014), the title was The Analysis of Reading Tasks in “English in Focus” Textbook Based on Cognitive Domain of Revised Bloom’s Taxonomy. Which focus on to know the cognitive levels of the reading comprehension questions in English textbook entitle ‘English in Focus’. The result of this research can be drawn that reading comprehension questions in this English textbook were dominated by low order thinking level.

## H. Research Method

### 1. Research Design

The design of this research was qualitative method. Qualitative method means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.<sup>9</sup> Maxwell in Donald Ary discusses, researcher goals for which he believes qualitative studies are especially suited; Understanding meaning for the participants, understanding a particular context, identifying unanticipated phenomena and influences through which new theories may be generated, understanding process and developing causal explanations.<sup>10</sup> The researcher investigated the listening and reading activities based on cognitive domain of revised bloom’s taxonomy.

This research used descriptive analytical study which describe and elaborate the data followed by analyzing. The researcher analyzed listening and reading activities in English textbook entitle “Bright an English” for Junior High School Eight Grade 2013 curriculum revised published by Erlangga. A descriptive study was one that designed to describe the distribution of one or more variables, without regard to any causal or other hypothesis.<sup>11</sup> The descriptive

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<sup>9</sup> Creswell W, Research Design Third edition, (London, Sage Publications, 2009), p. 22.

<sup>10</sup> Donald Ary, et, all .Introduction to Research in Education.(Eight edition), United states : Wadsworth Cengage Learning 2010.p.426

<sup>11</sup> Rakesh Aggarwal and Priya Ranganathan, “Conducting Real - world Evidence Studies in India. Study Designs: Part 1 – An Overview and Classification,” *Perspectives in Clinical Research* 10, no. 2 (2018): 51–56, <https://doi.org/10.4103/picr.PICR>.



study was analysis and presentation of data carried out to solve a problem in a description or as it was according to existing facts. This research are intends to analyze listening and reading activity in English textbook based on cognitive domain of revised bloom's taxonomy.

The purposes of this research to know the level of listening and reading activities on the textbook. The object of this research are English textbook entitle Bright an English for Eight grade and the listening and reading activities that contain on the textbook. The textbook analyzed based on cognitive domain of revised bloom's taxonomy, they are from low until high level; remembering, understanding, applying, analyzing, evaluating and creating.

## **2. Research Subject**

This research was conducted by analysing English textbook entitle bright an English for the eighth grade students of Junior High School published by Erlangga. The research analyzing listening and reading activity that contain on English textbook based on all domain of cognitive domain of revised bloom's taxonomy.

The types of data in this study were the listening and reading activities contained in English textbook. The source of data in this study was the eighth grade English textbook 2013 revised curriculum compiled by Erlangga. Data are collected and analyze based on the level of all domains of cognitive domain of revised bloom's taxonomy.

## **3. Instrument and data Collection**

### **a. Instrument**

In qualitative research, the researcher itself becomes an instrument or research tool. It supported by Sugiyono statement, in qualitative research, the main instrument was the researcher itself, but then a simple

research instrument will be developed that can complement the data.<sup>12</sup>

In addition, in this study researcher uses a checklist as an instrument. Checklist was a list of data variable that will be collected. The researcher focuses on hierarchical structure in the cognitive domain of listening and reading activities in the textbook that contain six categories of cognitive dimension of revised bloom's taxonomy to be analyzed.

The instrument will be shown as follow:

**Table 1.1**

**A Table for Collecting Listening Activities Each Chapter in 'Bright an English' Textbook**

No	Chapter	Activities (Instructional Verb or Questioning Stems)	Cognitive Domain					
			C1	C2	C3	C4	C5	C6

**Table 1.2**

**A Table for Collecting Reading Activities Each Chapter in 'Bright an English' Textbook**

No	Chapter	Activities (Instructional Verb or Questioning Stems)	Cognitive Domain					
			C1	C2	C3	C4	C5	C6

<sup>12</sup> Sugiyono, *Metode penelitian Kuantitatif Kualitatif dan R&D*, ed, (Bandung: Alfabeta, 2019), p 295.

## **b. Data Collecting Technique**

Listening and reading activities are collected as the data on this research. All activities are analyzed to categories the listening and reading activities into HOTS or LOTS based on cognitive domain of Revised Bloom Taxonomy.

The data are collecting by documentation method. The documentation method was a data collection method used to trace historical data. Documentation was used to collect data and then analyzed. Documents about a person or group of people, events, or occurrences in social situations are very useful in qualitative research.<sup>13</sup> It means that the procedure for collecting data by recording existing data. The researcher sorted out the types of listening and reading activity in each chapter of discussion, after the activities collected then the cognitive process level of each activities are analyze to get the percentage of each cognitive level based on Revised Bloom's Taxonomy.

The research procedure that was done to obtain the data in this research is as follows:

- a. First, the researcher has an English textbook entitled Bright and English for grade VIII SMP published by Erlangga.
- b. Second, the researcher identifies listening and reading activities in textbooks.
- c. Third, describe each cognitive dimension used in each activity of each skill.
- d. Then, classify the cognitive level for each cognitive dimension that exists in each activity based on Revised Bloom's Taxonomy.
- e. And then, analyze the cognitive ability level categories.

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<sup>13</sup> Yusuf, A. M. (2014). *Kuantitatif, Kualitatif, & Penelitian Gabungan*. Jakarta: Kencana, p, 391.

- f. After that, count the amount of activity for each cognitive level, and
- g. Analyze the percentage of activity for each cognitive level.
- h. Finally, make conclusions and suggestions.

#### **4. Data Analysis**

Data analysis was the process of organizing data to obtain other explanatory patterns while data interpretation was the process of giving interpreting the produce of data analysis. Furthermore, data analysis must describe the data that has been collected to make clear conclusion. Based on Miles and Huberman, they state that there are three concurrent flows of activity to analyze this research, namely data condensation, data display, and data drawing and verification.<sup>14</sup>

##### **1. Data Condensation**

Data condensation aims at the process of selecting, focusing, simplifying abstracting, and transforming the data that appears in complete written field notes, or transcriptions. Then this data was analyzed to find important information, classify the data, and select the data needed and, organize the data into an appropriate format so as to provide meaningful results and conclusion. In this research, data condensation refers to the "Bright an English" textbook for Junior High School Eight Grade 2013 curriculum revised published by Erlangga. The researcher would apply classification column in selecting material for analysis. The researcher classified all listening and reading activities presented in the textbook.

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<sup>14</sup>Opcit, p, 321.

## 2. Data Display

The second major flow of analysis activity was data display. At the data display was to show the data from data condensation. Generically, a display was an organized, compressed assembly of information that allows conclusion drawing and action. The data display includes many types of text or diagram, graph, chart, table or matrix.

In this research, the researcher used some aspects to draw explanation from the patterns. The aspects discussed in this research were aim of questions, suitability with the 2013 curriculum, and cognitive process dimension of Revised Bloom's Taxonomy.

## 3. Conclusion Drawing or Verification

Conclusion drawing was to consider the meaning of the analyzed data and to assess their implications for the questions, while verification was a series of processes that are able to explain the answers to research questions and research objectives. In this stage, this research will focus on analyzing the listening and reading activities that contain on the textbook to answering the research questions. Thus, the right conclusions will be obtained in the answer to the research questions.

## 5. Trustworthiness of Data

The researcher uses the triangulation technique to gain the validity of the data. Sugiyono states that testing the validity of the data using four criteria, namely credibility, transferability, dependability, and confirmability.<sup>15</sup> Triangulation was a method used to increase the credibility and validity of research findings. Credibility refers to

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<sup>15</sup> Sugiyono, *Metode penelitian Kuantitatif Kualitatif dan R&D*, ed, (Bandung: Alfabeta, 2019), p 373.

trustworthiness and how believable a study and the extent to which a study accurately reflects on or evaluates the concept or ideas being investigated.<sup>16</sup> Triangulation was a technique of checking the validity of data by means other than the data itself, for checking purposes or as a comparison of the data. The trustworthiness must be done by the researcher to certify the data of the research.

Triangulation was qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. There are types of triangulation, they are, triangulation of sources, triangulation of time, and triangulation of methods.<sup>17</sup> Test the validity of the data in this study using triangulation source. Triangulation of sources means comparing or double-checking the degree of confidence of information obtained through different sources. Data from these sources will be described, categorized, which are the same views, which are different and which are specific from these data sources. The data that has been analyzed by the researcher will produce a conclusion.

## **I. Systematics of the Discussion**

The researcher discusses the research in the structure as below:

In Chapter I, the researcher needs to tell the general description of the research and the purpose of the research. It was why the researcher presents the introduction, which consists of title affirmation, background of the problem, focus and sub focus of the research, identification of the problem, formulate the problem, objective of the research, uses of the research, relevance studies, research methodology, and systematic discussion.

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<sup>16</sup>Helen Noble and Roberta Heale, "Triangulation in Research, with Examples," *Evidence-Based Nursing* 22, no. 3 (2019): 67–68, <https://doi.org/10.1136/ebnurs-2019-103145>.

<sup>17</sup> Opcit, 368.

In Chapter II, the researcher needs to tell the related literature of the research and the theories that researcher use to do research as base of the research. It was why the researcher presents the theories of

Textbook, listening skill, reading skill, HOTS and LOTS, and revised blooms taxonomy.

In Chapter III, the researcher needs to tell the description of the research to clarify the research. It was why the researcher presents the general description of analyzing the listening and reading activities in English textbook entitled 'Bright an English' for Junior high school Eight Grade and presentation of research facts and data.

In Chapter IV, the researcher needs to tell the result of findings research. It was why the research presents the result of analyzing the listening and reading activities in English textbook entitled 'Bright an English' for Junior high school Eight Grade and research findings.

In Chapter V, the research needs to tell the conclusion of the research and the suggestion. It was why the researcher presents the conclusion and suggestion of the research.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theory

##### 1. Textbook

###### a. Definition of Textbook

The textbook was an almost universal element of English language teaching. <sup>18</sup>Textbook was a guide books that prepared for the learning process between teacher and students, textbook contain materials or subject matter to be taught.

Sheldon in Fatima state that a textbook can be referred to as a published material specially designed to help language learners to improve their linguistic and communicative abilities<sup>19</sup> based on these statement, the majority of language teachers tend to use textbook rather than the other sources. Many teachers feel difficult to develop the learning activities for student. Teachers often have a limited time to develop new activities. Used of the textbook will essential for helping the teacher and student to cover the problems.

As Assaly in Febrina's journal states that textbook was an essential source that provides a framework for activities to develop students' thinking, and contains activities not only add information from others resource, but also increase their prior knowledge.<sup>20</sup> Textbook are book in certain fields of study which are a teaching materials compiled by experts and become a

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<sup>18</sup>Biljana Radic-Bojanic and Jagoda Topalov, "Textbooks in the EFL Classroom: Defining, Assessing and Analyzing," *Zbornik Radova Filozofskog Fakulteta u Pristini*, no. 46–4 (2016): 137–53, <https://doi.org/10.5937/zrffp46-12094>.

<sup>19</sup>Gul Fatima, Syed Kazim Shah, and Humail Sultan, "Textbook Analysis and Evaluation of 7th & 8th Grade in Pakistani Context," *International Journal of English Language Teaching* 3, no. 4 (2015): 79–97.

<sup>20</sup>Febrina, Asnawi, Bustami, "Analysis of Reading Comprehension Questions by Using Revised Bloom's Taxonomy on Higher Order Thinking Skill (HOTS)," *English Education Journal: Jurnal Pengembangan Pendidikan Dan Pengembangan Pengajaran Bahasa* 10, no. 1 (2019): 1–15.



reference for the teaching and learning process between teachers and students. In addition to increasing knowledge about material and theory, textbook are also able to improve students' thinking levels.

Textbook should benefit highly motivated or interested students who compete themselves. They can also be of benefit to the student who wants extra practice with material of graded levels of difficulty, outside of the classroom or in addition to any possible conference time. Textbooks develop the good study habits and independence learning of student.

Based on explanation above, textbooks are book as a reference for a teacher used by schools that contain learning material to improve character and personality development as well as the ability to master science that was prepared based on national education standards. English textbook provides learning English related to the knowledge, skills and information required, and textbook also important to guided students to increase their prior knowledge.

#### **b. Difference Type of Textbook**

There are so many variations textbook that study languages. Grant suggests to put them in two categories, they are traditional textbook and communicative textbook.<sup>21</sup> Here are the difference between traditional textbook and communicative textbook.

##### **1) Traditional Textbook**

Traditional textbook was textbook that designed to make students learn only on patterns of language. Grant claims that “traditional textbook tries to get students to

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<sup>21</sup> Yusuf Fazri, *Strategies of Using Textbooks: A Case of School-Level Curriculum Implementation*, Vol 11, NO. 1 Januari 2008.

learn the language as a system consisting of phonetics, grammar and vocabulary. Once they have learned the system, it was hoped that they can use the language for their purpose in some fit ways.

There are some points of characteristic of traditional textbook. First, it focuses more on grammar materials rather than on communicative activities. It means that textbook provides more grammar materials and tasks rather than communicative activities such as practice dialog. Second, the activities on the textbook are more focused on reading and writing activities rather than listening and speaking activities. It means that the textbook provides more materials and tasks on reading rather than listening and speaking. Third, accuracy was an important aspect because it has been mentioned before that this textbook focuses on grammar as we have to answer grammar's questions accurately. The last one, this textbook becomes the teachers' favorite as it seems easy to use.

Therefore, it can be concluded that traditional textbook was a kind of textbook which focuses on grammar, reading and writing activities and less focuses on listening and speaking activities. Many teachers use traditional textbooks. Easy to use and students work diligently. However, it was bad for students. They cannot communicate fluently in that language.

## 2) Communicative Textbook

Communicative textbook was a textbook which provides communicative activities that can make students communicate in language. In the end, when students finished their studies they will be able to use the language.

Communicative textbook has some characteristics. First, it focuses on communicative aspects, where the activities involve interaction between teacher-students and students-students. Second, it provides interesting materials for the students such as reading materials with pictures. Third, the material provided in the textbook was balanced between four language skills and English components, so that both accuracy and fluency are important. The last was that this textbook can encourage students to work in pairs and group as it was mentioned before that this textbook focus on communicative aspects. It can be concluded that communicative textbook was a kind of textbook which provides communicative activities with interested material and can encourage students to communicate using English.

Communicative activities used in classroom are activities that will help students use language in their outside classroom. When students are doing well in classroom it will become the reflection of their daily life in using the language

### c. The Function of Analyzing Textbook

Analyzing textbook was one way to find out textbook quality. The textbook evaluation was one of the key responsibilities of CW (Curriculum Wing) to make the evaluation process more effective, there was a need to identify agreed upon indicators of a quality textbook," Mahmood in Rakhmawati's journal.<sup>22</sup> Based on this statement, it can be seen that evaluating a textbook needs to set indicator indicators to determine the quality of the textbook. In order for the textbook used by students to be effective and in accordance with the intended use, the textbooks must meet quality standard textbook.

A good textbook was very crucial for both teacher and student. For teacher, it serves as a guide for each lesson. Textbook for language learning consists of several chapter. Each chapter was discussed different types and level of language skill. It was helped both student and teacher focus on materials they were taught or learned. Textbook not only can provide general ideas for teacher to develop activities suitable for every topic, but also give a brief view for student on what they should expect for next learning session and at the same time serve as their reference for practices.

Textbook can also be considered as teacher's partner. The partnership between teacher and a textbook was at its best when it shares common goals and each side brings it special contribution. The aim of the textbook also should closely correspond to the teacher's aim so both can seek to

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<sup>22</sup>Ani Rakhmawati and Sri Hastuti, "ANALISIS ISI BUKU AJAR BAHASA INDONESIA WAHANA PENGETAHUAN UNTUK SMP / MTs KELAS VIII Wulandayani Nugjer Basuki , Ani Rakhmawati , Sri Hastuti Bahan Ajar Merupakan Salah Satu Faktor Yang Menentukan Keberhasilan Sebuah Pembelajaran . Tanpa Bahan Ajar Yang," *BASASTRA Jurnal Penelitian Bahasa, Sastra Indonesia Dan Pengajarannya* 3, no. April (2015): 1–20.

meet the needs of learners. It can be concluded that a textbook can help both teacher and learner to reach their aims and objectives in language learning, but to the extent where the textbook serve them to reach the goals education.

Textbooks serve as a useful teaching material in the curriculum. In this research, textbook was to find out the English textbook entitled Bright an English for class VIII according to learning that empowers High Order Thinking Skills or HOTS, that was student centered thinking patterns and learning strategies. The 2013 curriculum has adopted Bloom's Taxonomy which was revised by Anderson starting from the LOTS to HOTS level, they are knowing, understanding, implementing, analyzing, evaluating and creating.

#### **d. The Role of Textbook in English Language Teaching**

In the English classroom materials are an important aspect of the curriculum. They are the most observable feature of a teachers' methodology and can contribute greatly to a course' syllabus. There are 4 justifications for the use of textbook. Firstly, a large portion of a course-book's material can be suitable for students need, even if not specifically designed. Secondly, course-books allow for students to look ahead, or refresh themselves with past lesson, they remove the element of surprise in student's expectations. Thirdly, course-books have the practical aspect of providing material which was well-presented in inexpensive form. Finally, the most important was well-designed course-books allow for improvisation and adaptation by the teacher as well as empowering students to create spontaneous interaction in the class.

Textbooks are a key component in most language programs.<sup>23</sup>Textbooks are one of the educational inputs the most important.<sup>24</sup> Textbook can be referred to as a published material specially designed to help language learners to improve their linguistic and communicative abilities.<sup>25</sup> The existence of learning textbook was so important that it was prioritized and used as a companion for students in developing their thinking power. Without textbook, students will find it difficult to learn, both in class and independently. Furthermore, the book can be said to be the main guide for students, both from elementary school to tertiary level.

As the explanation above, textbook has roles either for students or teachers in the process of teaching and learning. Through textbook, students can independently gain new knowledge and good understanding of materials that are going to be discussed. They may also be able to have some review of materials has been discussed and reinforce minds to learn with their own ways that suit themselves. Furthermore, textbook provides pictures and diagrams that help students to get better understanding. It will be beneficial for teacher to save time in searching materials and written exercises for the next meetings. Teacher can use the time to find effective and efficient learning strategies.

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<sup>23</sup>Jack Richards and Jack C Richards, "The Role of Textbooks in a Language Program The Role of Textbooks in a Language Program," no. June (2015): 1–6.

<sup>24</sup>Mela Meliawati, Universitas Pendidikan Indonesia, and Jawa Barat, "Analisis Konten Pada Buku Teks Bahasa Inggris Untuk Kelas X Berjudul Bahasa Inggris Untuk SMA / MA / SMK / MAK Kelas X Content Analysis on English Textbooks for Class X Title English for High School" 20, no. April (2020): 83–90.

<sup>25</sup>Fatima, Kazim Shah, and Sultan, "Textbook Analysis and Evaluation of 7th & 8th Grade in Pakistani Context."

Besides being useful for teachers and students, textbook are even important for parents. Muslich argues that parents could give guidance to their children by using the textbook when their children find some difficulties during leaning at home.<sup>26</sup> Thus, a well-designed textbook which allow for adaptation and a certain degree of leaner spontaneity was generally regarded as the most visible tool in the balanced teacher learner relationships. At best they should provide only a framework for which this interaction and improvisation occurs.

In addition, to being learning tools textbook are also used as supporting teaching materials.<sup>27</sup> Textbook gives teacher valuable input, such as materials, activities, instructions, and texts for educational purposes. Besides, textbook also provides a framework for teachers in achieving goals and objectives learning. Textbooks as a learning tool are used in schools to support a learning program, and the use of textbooks can be useful as long as they are used properly. Because of it, teachers must be able to choose textbooks are best needed teachers for their learners.

#### **e. Advantage and disadvantage of textbook in English Language Teaching**

Richard states the use of commercial textbooks in teaching has both advantages and disadvantages, depending on how they are used and the contexts for their use.<sup>28</sup> Among the principal advantages are:

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<sup>26</sup> Muslich Mansur, *Text Book Writing: Dasardasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*. (Jogjakarta: Ar-Ruzz Media, 2010), p, 43.

<sup>27</sup>Jayakaran Mukundan and Seyed Ali Rezvani Kalajahi, "Evaluation of Malaysian English Language Teaching Textbooks," *International Journal of Education and Literacy Studies* 1, no. 1 (2013): 38–46, <https://doi.org/10.7575/aiac.ijels.v.1n.1p.38>.

<sup>28</sup>Richards and Richards, "The Role of Textbooks in a Language Program The Role of Textbooks in a Language Program."

- 1) They provide structure and a syllabus for a program.

Without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed.

- 2) They help standardize instruction.

The use of a textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.

- 3) They maintain quality.

If it was well developed textbook was used students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced appropriately.

- 4) They provide a variety of learning resources.

Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD-ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.

- 5) They are efficient.

They save teachers time, enabling teachers to devote time to teaching rather than materials production.

- 6) They can provide effective language models and input.

Textbooks can provide support for teachers whose first language was not English and who may not be able to generate accurate language input on their own.

- 7) They can train teachers.

If teachers have limited teaching experience, a textbook together with the teacher manual can serve as a medium of initial teacher training.



8) They are visually appealing.

Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.

However there are also potential negative effects.

For example:

1) They may contain inauthentic language:

Textbooks sometimes present inauthentic language since texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.

2) They may distort content.

Textbooks often present an idealized view of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts controversial topics are avoided and instead an idealized white middle-class view of the world was portrayed as the norm.

3) They may not reflect students need.

Since textbooks are often written for global markets they often do not reflect the interests and needs of students and hence may require adaptation.

4) They can deskill teachers.

If teachers use textbooks as the primary source of their teaching leaving the textbook and teachers manual to make the major instructional decisions for them the teachers role can become reduced to that of a technician whose primarily function was to present materials prepared by others.

5) They are expensive

Commercial textbooks may represent a financial burden for students in many parts of the world.

Based on explanation above, the use of textbooks has always attracted the attention of educational experts. Although the price of textbooks varies and some are little expensive, textbooks are the easiest teaching materials to find. Textbooks can be a bridge for lifelong learning. Through media such as textbooks, magazines, encyclopedias or others, a person can learn independently and continuously.

Textbook may improve the teachers' skills, however the teachers does not only transfer the material in the book to students, also motivates students to be more active in learning wherever they are. That is, the student was able to receive information from various lines to make the information as lesson material. How do teachers motivate their students so that they don't get hung up on textbooks at school. It was hoped the students will be able to find the best way to learn from themselves and their surroundings.

Both the benefits and limitations of using textbooks need to be considered, and if the textbooks used in a program are assessed has some negative consequences, corrective action must be taken, for example by adapt or complement the book or by providing appropriate guidance and support for teachers on how to use it appropriately.

## **2. Listening**

### **a. Definition of Listening**

Listening was a means to begin the production of spoken or spoken language, where what is meant by speaking here is to imitate texts taught orally. According to Nunan, listening is a process of decoding the sounds that are heard from the

phonemes to the text completely.<sup>29</sup> Based on that statement, listening is the ability to understand expressions that come from spoken and written text. Someone who has a good listening skills ability, it can be able to grasp the meaning conveyed by someone well.

Richard and Rubin said listening did not only comprehend the utterances of speakers, but also understood visual aspect in activities of listening comprehension.<sup>30</sup> Listening is a process included activity of listening sound that done by fully attention, comprehension, appreciation, interpretation to get information, to get message, and to understand communicative meaning that have been expressed by the speaker.

Flowerdew and Miller state that listening is a skill that deserves equal treatment with the others, both in the classroom and in the preparation of language teachers.<sup>31</sup> With the unrelenting trend toward globalization, which manifests itself in greater international trade, travel, education, Internet use, cheap international telephone calls, and mass entertainment, English has become a world language. The need to be able to understand English is increasing by the day. There is a growing need, therefore, for international citizens to be able to understand not just standard British or American spoken English, but other varieties spoken around the world.

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<sup>29</sup>Eunice S. Han and Annie goleman, daniel; boyatzis, Richard; Mckee,” *Journal of Chemical Information and Modeling* 53, no. 9 (2019): 1689–99.

<sup>30</sup>Arono, “Improving Students Listening Skill through Interactive Multimedia in Indonesia,” *Journal of Language Teaching and Research* 5, no. 1 (2014): 63–69, <https://doi.org/10.4304/jltr.5.1.63-69>.

<sup>31</sup> Flowerdew, John, Miller, Linsey, *Second Language Listening: Theory and Practice*. (Cambridge: Cambridge University Press, 2005). P.34.

From the explanation above, listening is our ability to understand what other people are saying very well. Listening is an important skill for students to master. English has become a world language, ability to listen and understand someone who speaks English will make it easier to communicate and better understand what the speaker is saying. Listening is the ability to be clearly receive and interpret messages in the communication process.

### **b. Type of Listening Activity**

In Turkish and English Course Books, ‘YeniHitit 1’Uzun N. Engin said the listening activities should be divided into three steps: pre-, while and post listening to provide effective and successful listening for learners<sup>32</sup>;

#### **1) Pre-listening activities**

These types of activities are used to grasp learners’ attention, activate prior knowledge, built on background knowledge and make the learners be aware about what they are going to listen in a way giving them a motive to listen. For example these activities include task types such Asin Leon and Pospies Zynska are; setting the context, generating interest, activating current knowledge, activating vocabulary/language, predicting content, pre-learning vocabulary, checking/understanding the listening tasks etc.

#### **2) While-listening activities**

These types of activities focus on main listening, and actual listening tasks. For example are; repetition, sequencing pictures-sentences,

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<sup>32</sup>Derya Tuzcu Eken and Şükran Dilidüzgün, “The Types and the Functions of the Listening Activities in Turkish and English Course Books1,” *Procedia - Social and Behavioral Sciences* 152, no. October 2014 (2014): 989–94, <https://doi.org/10.1016/j.sbspro.2014.09.355>.

information transfer, filling in gaps, ticking off items, detecting differences or mistakes, comparing with pre-listening, matching the pictures-items which can be said to be diverse.

### 3) Post-listening activities

Post-listening activities are necessary to enhance the learners' knowledge about the listened topic focusing both surface and deep structure of the text. For example are; question/answer, composing dialogue, true/false, summarizing, writing texts, comparing with their lives, telling, no post-listening, discussing the text.

It can be concluded that, listening activities through several steps to be able to capture meaning well. Listening activity is demonstrating the understanding that has been understood after experiencing the listening activity completely. Furthermore, by means of pre-, while and post listening can provide effective and successful listening for learners.

## 3. Reading

### a. Definition of Reading

Reading is one important way to improve your general language skills in English.<sup>33</sup> According to Patel and Jain reading is most useful and important skill for people. Reading is important activity in our life to update our knowledge, it is also the skill which has extant our knowledge of language.<sup>34</sup> In my opinion, reading is an important activity that can be done and affects our daily lives,

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<sup>33</sup> Beatrice, Jeffries, *More Reading Power*, (America: Addison Wesley Company, 1996), p, 23.

<sup>34</sup> Febrina, Asnawi, Bustami, "Analysis of Reading Comprehension Questions by Using Revised Bloom's Taxonomy on Higher Order Thinking Skill (HOTS)."

by reading we can find out many things that we have never known before. Reading also not just a source information and fun activities but also as a consolidation and expansion tool someone knowledge of language.

Reading is an active, thinking-related process. As soon as readers can pay more attention to the meanings of words than to their recognition, they can begin to think and learn about the material itself rather than about reading it.<sup>35</sup> Reading is the first step to practice critical thinking. By reading something, someone can understand the material factually. Hopefully, by reading someone can respond critically to the meaning of a reading that may be in the implied form.

The researcher concludes that reading is an activity to find out the meaning or information from text. Through learning to read, students expected to be able to understand the written text they read. By understanding and interpreting written texts, students are able to transfer information from reading and contribute to their knowledge.

#### **b. Types of Reading Activity**

Reading has much type of activities from different sources of teaching materials, such as; fill in the blank, multiple choices, true and false, and many other types. Brown stated there are some types of reading type such as; perceptive reading, selective reading, interactive reading, extensive reading. Each kinds of reading type have difference reading activities. For example, in Selective reading, the

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<sup>35</sup>Judy S. Richardson, Raymond F. Morgan, Charlene E. Fleener, *Reading to Learn in the Content Areas Seventh Edition*, (USA: Wadsworth Cengage Learning, 2009), 13.

type of reading activities like multiple choice and interactive reading like short answer tasks.

The type of reading assessment must be matching with the reading type that is given to learners. There are some kinds of reading activities that appropriate with the type of reading.<sup>36</sup> Through practice questions, we can measure the extent of the ability in the material. And also can improve our prior knowledge of thinking.

#### 4. Revised Bloom's Taxonomy

During the 1990's, Lorin Anderson updating the taxonomy, hoping to add relevance for students and teachers. The revision includes several significant changes and Published in 2001. Several excellent sources are available which detail the revisions and reasons for the changes. There were two reasons to revise the original taxonomy;

First, there is a need to redirecting the focus of educators to the taxonomy, not only as historical document but also as pioneer of incredible masterpiece in the its age. There is still a lot of important ideas in original taxonomy related to the modern educators which are still facing educational problems such as design and application of appropriate program, standard curriculum and authentic assessment.<sup>37</sup>

The second reason, there is a need to combine new thoughts and knowledge in a framework categories of educational objectives. The world society has changed since 1956, and the changes affected the way of thinking and educational practice. The rapid progress development

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<sup>36</sup>Takasana G Intan, An Evaluation Of Wh-Question In English In Mind Textbook An Bright An English Textbook Seen In Terms Of Bloom's New Taxonomy, Vol, 2, No, 2, 2020.

<sup>37</sup>Ayaturrahim, *The Analysis Of Reading Tasks In "English In Focus" Textbook Based On Cognitive Domain Of Revised Bloom's Taxonomy*, (Thesis, Universitas Bengkulu, 2014), p, 29.

of knowledge supports the necessity to revise the taxonomy. The changes occur in three broad categories: terminology, structure, and emphasis.<sup>38</sup>

**a. Change of Terminology**

The names of six major categories were changed from noun to verb forms. As the taxonomy reflects different forms of thinking and thinking is an active process verbs were used rather than nouns. The sub-categories of the six major categories also replaced by verbs and some subcategories were reorganized. The knowledge category was renamed.

Knowledge is an outcome or product of thinking not a form of thinking. Consequently, the word knowledge was inappropriate to describe a category of thinking and was replaced with the word remembering instead. Comprehension and synthesis were entitled to understanding and creating respectively, in order to better reflect the nature of the thinking defined in each category (Anderson and Krathwohl).

**b. Change of Emphasis**

The revision's primary focus was on the taxonomy in use. The revision is aimed to the broader audience. Bloom's Taxonomy was traditionally viewed as a tool best applied in the earlier years of schooling (i.e. senior and junior high schools). The revised taxonomy is universal and easily applicable at elementary, secondary, and even tertiary levels. The revision's primary focus is on the taxonomy in use. Essentially, this means that the revised taxonomy is a more authentic tool for curriculum planning, instructional delivery and assessment.

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<sup>38</sup> Ibid.



The revision emphasizes explanation and description of subcategories. For example, sub-categories at the Remembering level of the taxonomy include:

- 1) Recognizing / identifying - Locating knowledge in memory that is consistent with presented material.
- 2) Recalling / Retrieving / Naming - Retrieving relevant knowledge from long-term memory.

### **c. Change of Structure**

There was an additional dimensional form of the original taxonomy from one dimension becomes two-dimensional table with the addition of the products of thinking (i.e. various forms of knowledge). Forms of knowledge are listed in the revised taxonomy as factual, conceptual, procedural, and meta-cognitive. The major categories were ordered in terms of increased complexity. As a result, the order of synthesis (create) and evaluation (evaluate) have been interchanged. This is in deference to the popularly held notion that if one considers the taxonomy as a hierarchy reflecting increasing complexity, then creative thinking (i.e. creating level of the revised taxonomy) is a more complex form of thinking than critical thinking (i.e. evaluating level of the new taxonomy).

Higher-level questions require complex application, analysis, evaluation, or creation skills. Questions at higher levels of the taxonomy are usually most appropriate for encouraging students to think more deeply and critically, problem solving, encouraging discussions, and stimulating students to seek information on their own.

The difference between these two versions is that the cognitive domain the original Bloom only has one dimension. The categories were knowledge, comprehension, application, analysis, synthesis, and evaluation. On the other hand, the revised version has

two dimension; knowledge dimension (factual, conceptual, procedural, and meta-cognitive) and six cognitive process dimension (Remember, Understand, Apply, Analyze, Evaluate, And Creating).

#### **d. Cognitive Domain of Revised Bloom's Taxonomy**

Cognitive process is one of dimensions in Revised Bloom's Taxonomy that consist of six parts.<sup>39</sup> Bloom's taxonomy is often used to analyze the assessment and curriculum. The most important parts in cognitive process are retention and transferring. Retention is ability on remembering the lesson materials for certain period as the material was taught before. Mayer and Wittrock stated that transfer is ability on solving new problems, answering new questions, or making easier to learn new materials by using the knowledge that was learned before.

The six major categories are classified into two levels thinking; lower thinking levels and higher thinking level). The lower level includes: remember, understand, and apply.<sup>40</sup> Anderson and Krathwohl (2001) categorize the cognitive domain into the following categories and sub-categories,<sup>41</sup>

##### 1) Remembering

Remembering process is the lowest level of cognitive process in education taxonomy. Remembering process is retrieving knowledge that is needed from long-term memory. The knowledge can be in form of factual knowledge, conceptual knowledge, procedural knowledge, meta-cognitive, or combination among of those knowledge. The learning condition can be different or same as the situation when the knowledge is taught.

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<sup>39</sup> Ibid, p 39.

<sup>40</sup> Opcit, p, 28.

<sup>41</sup> Opcit.

Remembering process is very important for meaningful learning and solving some problems that have similarities with the other problems. According to Anderson and Krathwohl, remembering process is divided into two categories. The categories are:

- a) Recognizing, retrieving the information which are needed from long term memory and then comparing with the new information.
- b) Recalling, Adopting information which is needed from long term memory as required by assessment.

## 2) Understanding

The process of understanding is included in a part of transfer. According to Anderson and Krathwohl, understanding means determine the meaning of instructional messages including oral and graphics communication. Students reconstructs the meaning in learning message into different form such as oral or graphics which are communicated from the learning sources. Krathwohl divided this category into several following sub-categories:

- a) Interpreting, Interpreting is changing the information from one form to another such as paraphrasing, or changing words into pictures or inverse of it.
- b) Exemplifying, Giving examples about a concept or principle from the sources to make it more detail and easy to understand.
- c) Classifying, categorizing an example into general classification of concept or principle.
- d) Summarizing, representing the whole information to the more specific without eliminating the basic information.
- e) Inferring, determining a pattern in some samples and also involving the process of comparing the whole

samples to get specific pattern as conclusion from the information about samples.

- f) Comparing, Involving similarities or differences between two or more objects or information.
- g) Explaining, Making models of causal relationship into a system and could be generated from theory or the result of research or experience.

### 3) Applying

Applying is the next higher level of cognitive domain after understanding. According to Anderson and Krathwohl, applying means carrying out or using a procedure in particular situation and it is related with procedural knowledge. Problem is an assessment in which the procedure to solve it is still unidentified by students. Furthermore, they have to find the procedure to solve the problems. Anderson and Krathwohl separate this category into some sub-categories;

- a) Executing, Procedure to be applied in familiar assignment and usually associates with skills and algorithms which are contain some plural steps and must be executed by constant sequences;
- b) Implementing, choosing a procedure to solve unfamiliar problems.

### 4) Analyzing

The more specific cognitive process is analyzing. Analyzing involves breaking material into its constituent parts and determining how the parts are related to each other and to an overall structure. The process of analyzing involves skill to differentiate between the specific part and general concept. General concept must be comprehended before separating and relating the parts. There are 3 subcategories included into this category, they are;

- a) Differentiating, Separating relevant or important parts of a structure.
- b) Organizing, identifying the elements of situation or communication and recognize how the elements build a coherent structure.
- c) Attributing, Establishing point of view, opinions, values, or objectives behind the communication.

5) Evaluating

The fifth level in cognitive process is evaluating. According to Krathwohl, evaluating involves making judgment based on criteria and standard. The standard can be qualitative or quantitative. Evaluating also cover

- a) Checking, Process of testing inconsistency or internal mistake in operation or product
- b) Criticizing, Evaluating product or process based on external criteria or standard.

6) Creating

This process is the highest level among the other previous cognitive level. The process of creating usually requires high creativity and relating with the other five cognitive process. Creating means putting elements together to a form and the whole form is coherent and functional. It can be also defined as making an original product. It means reorganized some elements into a particular pattern or structure that never exists before and requires creativities and in line with the previous learning experiences. Mayer divided this part into 3 sub-categories.

- a) Generating, describing problems and making choice or hypothesis which fulfill particular criteria or standard.
- b) Planning, practicing several steps to create real solution of problems or arranging systematic and

suitable problem-solving method based on criteria of the problems itself.

- c) Producing, Executing plans which fulfill certain specification to solve problems.

This revised bloom's taxonomy is often use in formulate the educational objective that we known as C1 until C6.<sup>42</sup>

### C1 - Remembering

Categories and Cognitive Processes	Alternative Names	definition
<b>Remember</b>		<b>Retrieve knowledge from long term memory</b>
Recognizing	Identifying	Locating knowledge in long-term memory that is consistent with presented material
Recalling	Retrieving	Retrieving relevant knowledge from long-term memory

### C2 – Understanding

Categories and Cognitive Processes	Alternative Names	definition
<b>understand</b>		<b>Construct meaning from instructional messages, including oral, written, and</b>

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<sup>42</sup> Retno Utari, *Taxonomy Bloom: apa dan Bagaimana Menggunakannya?* (WidyaswaraPusdiklat KNPk), p. 8.

		<b>graphic communication</b>
Interpreting	Clarifying Paraphrasing Representing Translating	Changing from one form of representation to another
exemplifying	Illustrating Instantiating	Finding a specific example or illustration of a concept or principle
Classifying	Categorizing Subsuming	Determining that something belongs to a category
Summarizing	Abstracting Generalizing	Abstracting a general theme or major point(s)
Inferring	Concluding Extrapolating Interpolating Predicting	Drawing a logical conclusion from presented information
Comparing	Contrasting Mapping Matching	Detecting correspondences between two ideas, objects, and the like
Explaining	Constructing Models	Constructing a cause and effect model of a system

### C3 – Applying

<b>Categories and Cognitive Processes</b>	<b>Alternative Names</b>	<b>definition</b>
<b>Apply</b>		<b>Applying a procedure to a familiar task</b>

Executing	Carrying out	Applying a procedure to a familiar task
Implementing	Using	Applying a procedure to an unfamiliar task

#### C4 –Analyzing

Categories and Cognitive Processes	Alternative Names	definition
Analyze		<b>Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose</b>
differentiating	Discriminating Distinguishing Focusing Selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material.
Organizing	Finding coherence Integrating Outlining Parsing Structuring	Determining how elements fit or function within a structure
Attributing	Deconstructing	Determine a point of view. Bias,



		values, or intent underlying presented material
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**C5 – Evaluating**

<b>Categories and Cognitive Processes</b>	<b>Alternative Names</b>	<b>definition</b>
<b>Evaluate</b>		<b>Make judgments based on criteria and standards</b>
Checking	Coordinating Detecting Monitoring Testing	Detecting inconsistencies or allacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented
Critiquing	Judging	Detecting inconsistencies between a product and external criteria: determining whether a product has external consistency: detecting the appropriateness of a procedure for a given problem

### C6 – Creating

Categories and Cognitive Processes	Alternative Names	definition
Creating		<b>Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure</b>
Generating	Hypothesizing	Coming up with alternative hypotheses based on criteria
Planning	Designing	Devising a procedure for accomplishing some task
Producing	Constructing	Inventing a product

Potential activities; instructional verbs and questioning stems that includes of each category are:

No .	Cognitive Dimension	Instructional Verbs <sup>43</sup>	Questioning Stems
1	Remembering	Memorize Group Relate Choose	<ul style="list-style-type: none"> <li>• What happened after...?</li> <li>• How many</li> </ul>

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<sup>43</sup> Denise Tarlinton, *Bloom's Revised Taxonomy*, Presented in Pupil Free Day, 2003, (www.gacps.schoolwires.net).

		<p>Show                  Recite                  Give                  Review                  Example                  Record                  Reproduce                  Match                  Repeat                  Select                  Label                  Underline                  Group Cite                  Read                  Listen                  Write                  Outline</p>	<p>...?                  • What is...?                  • Who was it that...?                  • Name...                  • Find the definition of...                  • Describe what happened after...                  • Who spoke to..?                  • Which is true or false...?</p>
2	Understanding	<p>Restate                  Describe                  Identify                  Report                  Discuss                  Recognize                  Retell                  Review                  Research                  Observe                  Translate                  Interpret                  Give Give main Examples idea of</p>	<p>• Explain why...                  • Write in your own words...                  • How would you explain..?                  • Write a brief outline...                  • What do you think could have happened next...?                  • Who do you think ...?                  • What was the main idea ..?                  • Clarify...                  • Illustrate...</p>

		Paraphrase Reorganize Associate Summarize s	
3	Applying	Interpret Make Practice Apply Operate Interview Discover Change Sequence Show Solve Collect Demonstrate Use Draw	<ul style="list-style-type: none"> <li>• Explain another instance where...</li> <li>• Group by characteristics such as...</li> <li>• Which factors would you change if...?</li> <li>• What questions would you ask of...?</li> <li>• From the information given, develop a set of instructions about...</li> </ul>
4	Analyzing	Distinguish Compare Question Contrast Separate Survey Inquire Detect Arrange Group	<ul style="list-style-type: none"> <li>• Which events could not have happened?</li> <li>• If ... happened, what might the ending have been?</li> <li>• How is ... similar to...?</li> </ul>

		<p>Investigate Order Research Sequence Calculate Test Criticize Debate Discriminate Analyze Diagram Relate Categorize</p>	<ul style="list-style-type: none"> <li>• What do you see as other possible outcomes?</li> <li>• Why did...changes occur?</li> <li>• Explain what must have happened when ...</li> <li>• What are some of the problems of..?</li> <li>• Distinguish between ...</li> <li>• What were some of the motives behind ...?</li> <li>• What was the turning point?</li> <li>• What was the problem with ...?</li> </ul>
5	Evaluating	<p>Judge Choose Rate Predict Assess Score Conclude Deduce Justify Recommend</p>	<ul style="list-style-type: none"> <li>• Judge the value of...</li> <li>• What do you think about...?</li> <li>• Defend your position about...</li> <li>• Do you think...is a good or bad</li> </ul>

		<p>d</p> <p>Revise</p> <p>Infer</p> <p>Discriminate</p> <p>Determine</p> <p>Tell why</p> <p>Compare</p> <p>Evaluate</p> <p>Measure</p> <p>Appraise</p> <p>Probe</p> <p>Argue</p> <p>Decide</p> <p>Criticize</p>	<p>thing?</p> <ul style="list-style-type: none"> <li>• How would you have handled ...?</li> <li>• What changes to ... would you recommend?</li> <li>• Do you believe..?</li> <li>• How would you feel if ...?</li> <li>• How effective are..?</li> <li>• What are the consequences ...?</li> <li>• What influence will ... have on our lives?</li> <li>• What are the pros and cons of...?</li> <li>• Why is ... of value?</li> <li>• What are the alternatives?</li> <li>• Who will gain &amp; who will lose?</li> </ul>
6	Creating	<p>Compose</p> <p>Organize</p> <p>Compile</p> <p>Improve</p>	<ul style="list-style-type: none"> <li>• Design a...to...</li> <li>• Devise a possible solution to...</li> </ul>

		Invent Produce Construct Imagine Generate Predict Devise Design Revise Plan Prepare Develop Formulate	<ul style="list-style-type: none"> <li>• If you had access to all resources, how would you deal with ...?</li> <li>• Devise your own way to...</li> <li>• What would happen if..?</li> <li>• How many ways can you ...?</li> <li>• Create new and unusual uses for ...</li> <li>• Develop a proposal which would ...</li> </ul>
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**5. HOTS and LOTS**

HOTS is the ability to think critically, reflective, meta-cognitive, creative thinking.<sup>44</sup> Higher-order thinking skills have a higher level of thinking than memorizing facts or retelling something that is heard. Memorizing facts or retelling included in low-level thinking skills because students are similar to robots who only repeat what is obtained and do what they are told to do so that they do not go through the process of deep thinking. Students should be enhanced in 4 main integrated aspects

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<sup>44</sup>Bakry, & Md Nor Bakar. The process of thinking among Junior High School students in solving HOTS question. *International Journal of Evaluation and Research in Education* . 2015. (IJERE), 4(3).

in lesson plan, comprising character building, literacy, 4C (creative, critical thinking, communicative, and collaborative), and higher order thinking skill (HOTS).<sup>45</sup> Students must have the ability to analyze, evaluate, and create ideas related to problems faced at school or in social life. This needs to be improved by applying it in the teaching and learning process. The teacher plays an important role in improving the higher order thinking skills of his students. These skills are essential for all subjects.

HOTS is a process of thinking in a higher cognitive level that is developed from a variety of cognitive concepts and methods and taxonomies of learning, teaching, and assessment.<sup>46</sup> The main purpose of high order thinking skills is how to improve the ability to think critically in receiving various types of information. It can be inferred that HOTS can be one way to encourage students to be able to solve their own problems by thinking critically. They point out that the use of critical thinking (higher-order thinking skills) is recognized as a main capability to maximally enhance students' academic language. From that notion, the relationship between thinking and language learning particularly in writing, speaking, listening and reading skills are highly significant. Higher order thinking skills includes some active skills which with those active skills the students can handle their productive and receptive task. It is believed that to improve students' productive and receptive skills also need to improve their higher-order thinking skills.

Teaching for higher order thinking is largely a matter of identifying and using these operations

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<sup>45</sup> Opcit.

<sup>46</sup> Sesmiyanti. The Implementation of HOTS in Teaching English. *SALEE: Study of Applied Linguistics and English Education*, 2021. 2(01).  
<https://doi.org/10.35961/salee.v2i01.215>



(analyzing, evaluating, and creating) of thinking in the context of subject areas such as mathematics, science, language arts, and social sciences.<sup>47</sup> Zoller said Low level thinking ability (LOTS) is defined as the ability to know and remember some basic concepts. Then for high-order thinking skills (HOTS) is an activity that requires critical and evaluative thinking, as well as decision making and problem solving.<sup>48</sup> In this case, students are required to be able to think critically, not only having the ability in the LOTS category, which is limited to understanding and remembering, but also having the ability in the HOTS category, namely critical thinking skills and creative thinking skills.

#### **6. 'Bright an English' for Junior High School Published by Erlangga**

Bright an English Course for Junior High School Students is a text-book English for grade VIII SMP/MTs. This book is arranged in the latest curriculum, Enhanced 2013 curriculum (2016 Revision). Activities in this book vary. In this book, students learn in pairs, groups or individually. Such as can communicate well, students are also introduced to related vocabulary with themes and grammar needed for interpersonal communication and transactional text and compilation of both functional and monologue texts. This book also equipped with audio to support listening activities.

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<sup>47</sup> Opcit,p, 8.

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