

**AN ANALYSIS OF SPEAKING AND WRITING  
INSTRUCTIONS IN ENGLISH TEXTBOOK FOR THE NINTH  
GRADE OF JUNIOR HIGH SCHOOL ‘THINK GLOBALLY  
ACT LOCALLY’ BASED ON LOTS/HOTS**



**A Thesis**

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

**By:**

**ANITA AGUSTINA**

**NPM. 1811040199**

**Study Program: English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2022/2022**

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**Advisor: Dr. Mohammad Muhassin, M.Hum.  
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**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2022/202**

## ABSTRACT

This research aimed to investigate what categories of cognitive domains of speaking and writing instructions in the English textbook for the ninth grade of junior high school ‘Think Globally Act Locally’ and to explain the dominant cognitive dimension used in this textbook based on LOTS/HOTS Revised Bloom Taxonomy Theory. The design of this research was descriptive qualitative, and the Instruments of data collection were a table checklist and an analysis card. This research classified used content analysis. The researcher separated all the tasks in the textbook, depending on the topics. The researcher read all the textbook tasks to find out the results and identify all the tasks. The researcher identified the speaking and writing instructions contained in the table form based on LOTS/HOTS Revised Bloom Taxonomy Theory. The analysis card was used as the guideline to bring the instruction questions into an acceptable portion of LOTS/HOTS capacity.

The results showed that there were only five levels categories of cognitive domains realized on speaking instructions, namely; remembering, understanding, applying evaluating and creating. Meanwhile, the unrealized categories was analyzing. Meanwhile, all cognitive domains included in revised Bloom Taxonomy were realized in the English Textbook for ninth-grade Junior High School entitled ‘Think Globally Act Locally’, especially in the writing activities. Also, the most dominant cognitive dimension used in the language skill tasks of this textbook is remembered (C1), with 55.5%.

The English Textbook for the ninth grade of junior high school, was not good enough in term of cognitive domain distributions. In this case, not all cognitive domains included in revised Bloom Taxonomy were realized in the English Textbook for ninth-grade Junior High School entitled ‘Think Globally Act Locally’, especially in the speaking activities. Hence, it is not enough if the teacher just only uses the English textbook. It is possible to add some supplemental materials to make it balance.

**Keywords: Speaking, Writing, Instructions, Textbook, Lots/Hots**

## DECLARATION

I am a student with the following identify:

Name : Anita Agustina

Student's Number : 1811040199

Thesis : An Analysis Of Speaking And Writing  
Instructions In English Textbook For The  
Ninth Grade Of Junior High School 'Think  
Globally Act Locally' Based On Lots/Hots

Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis.

Bandar Lampung, July 13<sup>rd</sup> 2023



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**Title : AN ANALYSIS OF SPEAKING AND  
WRITING INSTRUCTIONS IN ENGLISH  
TEXTBOOK FOR THE NINTH GRADE OF  
JUNIOR HIGH SCHOOL 'THINK  
GLOBALLY ACT LOCALLY' BASED ON  
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**Faculty : Tarbiyah and Teacher Training**

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ADMISSION

A thesis entitled: AN ANALYSIS OF SPEAKING AND WRITING INSTRUCTIONS IN ENGLISH TEXTBOOK FOR THE NINTH GRADE OF JUNIOR HIGH SCHOOL 'THINK GLOBALLY ACT LOCALLY' BASED ON LOTS/HOTS by ANITA AGUSTINA, NPM: 1811040199, Study Program: English Education, has been tested and defended in the examination session held on Thursday, 13<sup>rd</sup> July 2023.

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**The Moderator** : Dr. Oki Dermawan, M.Pd

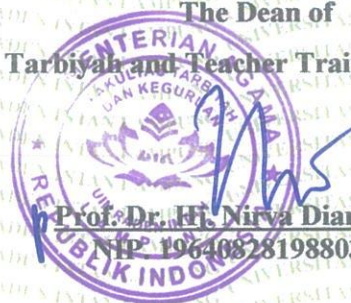
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## MOTTO

○ حَسُنَ أَهْيَ لَتِيَا اَقُولُوْئِيْ دِي لِعَبَا قَلَو

“And say to My-servants, that they should speak in the most kindly manner”

(Q.S Al-Ishro: 53)<sup>1</sup>



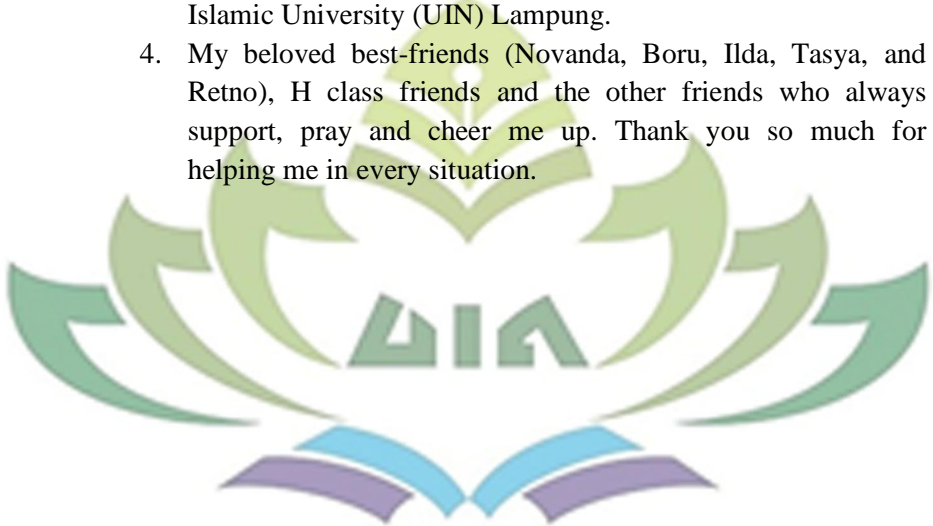
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<sup>1</sup> Abdullah Yusuf Ali, The Meaning of Holy Qur'an New Edition Revised Translation, Commentary and Newly Comprehensive Index (Bestville: Amana Publication, 2005), p. 1153.

## DEDICATION

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

1. My beloved parents, Mr. Asmani and Mrs. Yayuk Wigati who always accompany, support, pray, and give me motivation in every situation. Thank you so much for your love and support. You are my biggest energies in finishing this thesis.
2. My beloved sisters and brothers (Hendra, Endang, Andri, Anggi and Aldi) who always support me in every situation.
3. My beloved lecturers and almamater of Raden Intan State Islamic University (UIN) Lampung.
4. My beloved best-friends (Novanda, Boru, Ilda, Tasya, and Retno), H class friends and the other friends who always support, pray and cheer me up. Thank you so much for helping me in every situation.





## CURRICULUM VITAE

Anita Agustina was born in Bandar Lampung, August 12<sup>nd</sup>, 2000. Anita is the fifth child of six children of Mr. Asmani and Mrs. Yayuk Wigati.

In academic background, she started education from SDN 1 Panjang Utara and graduated in 2012. Then, she continued his study at SMPN 11 Bandar Lampung and graduated in 2015. Next, she entered SMKN 4 Bandar Lampung and graduated in 2018. After graduating from Vocational High School, she decided to expand her study to UIN Raden Intan Lampung as an S1-Degree student of Tarbiyah and Teacher Training Faculty majoring in English Education.

During his university year, she had taught English at Baitul Jannah School especially for Primary School. And she also had opened a course in her house to teach young learners from primary and senior high school. Besides that, she had become a freelanced translator for foreign people who travelled at Pahawang Island. Right now, she has a experience in working at Tractor Company, Bintang Tractors, as a accountancy.

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Bismillahirrohmanirrohim,

Alhamdulillahirobbil'alamiin wassholaatu wassalaamu'alaasyrofilanbiyaa-I wal mursaliin, sayyidina muhammadin. Wa'ala alihi wa'ashabihi aj'ma'iin, Amma ba'du. Praise to Allah for blessing the writer 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 Speaking And Writing Instructions In English Textbook For The Ninth Grade Of Junior High School 'Think Globally Act Locally' Based On Lots/Hots" is submitted as a compulsory fulfillment of the requirements for S1 degree of English Language Education at Tarbiyah and Teacher Training Faculty, Raden Intan State University of Islamic Study (UIN Raden Intan Lampung). Without pray, support and help from several people and institution, this thesis would never come into existence.

Therefore, the writer would sincerely thank to:

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2. Dr. Mohammad Muhassin, M.Pd the Chairperson of English Language Education of UIN Raden Intan Lampung.
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10. All Stakeholders I could not mention.

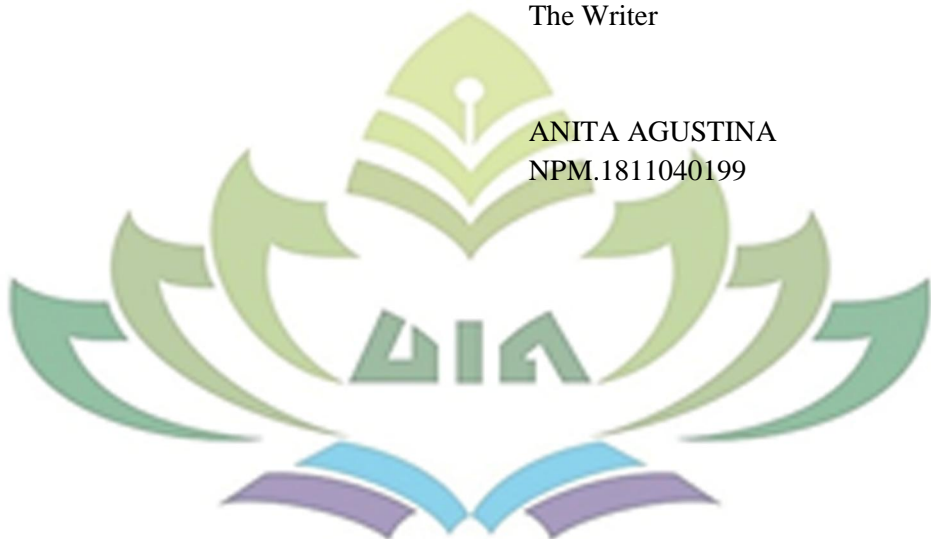
Finally, this thesis is still far from perfect, so it expected constructive criticisms and suggestion. Any corrections, comments, criticisms for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, July 13<sup>rd</sup> 2023

The Writer

ANITA AGUSTINA

NPM.1811040199



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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

In order to write this undergraduate thesis proposal, which is titled An Analysis of Speaking and Writing Instructions in English Textbook for the Ninth Grade of Junior High School 'Think Globally Act Locally' based on LOTS/HOTS, it is important to first understand the terms listed in the title. This undergraduate proposal includes a description of how readers should comprehend certain words in the title. The ensuing is the description:

#### 1. An Analysis

An study is a course of simplifying the topics to obtain verified facts or information. The purpose of the analysis is to get valid information about the crucial topic that must be analyzed based on the purpose. The writer wants to search the deep information by analyzing some words of speaking and writing instructions in the English textbook of the ninth-grade junior high school 'Think Globally Act Locally' into LOTS/HOTS by using the theory of the Reread Bloom Taxonomy which is appropriated to be used in this research.

#### 2. Speaking Instructions

Speaking is one of the productive skills that people can deliver their thoughts or delivering the opinions orally to other people. Speaking instruction contains steps that must be followed or ordered or something that someone tells you to do in speaking skill. This English textbook has full of instructions as the activities for the students in the classroom. Therefore, the writer chooses the words of speaking instructions in the English textbook as the objects of analysis. In addition, the researcher analyzes the speaking instructions because it is a productive skill and

one of the greatest problematic language abilities for scholars.<sup>1</sup>

### 3. Writing Instructions

Writing is also included in productive skills that people can deliver their thoughts in a written way and based on the rules of good writing such as grammar, vocabulary, punctuation, and others. Writing instructions give some instructions about what you will do in writing sentences, or the instructions focus on the structure and the writing topic. According to the writing instructions happening the English prime, the academic concentrates on assessing the cognitive domain of the words.

### 4. English Textbook

English textbook is a erudition implement that is used in conservatories to sustenance a schooling program. It contains teaching and learning English materials that usually is used by the teachers. It is essential for the students and as the guidelines for studying the English materials at school and home. English textbook in Indonesia has some variations based on the applicable curriculum in this current situation. In this English textbook, the activities are dominant on instructions to do the assignments, tasks, and others. It is the reason why the researcher chooses the instructions in the title.

### 5. The Ninth grade of Junior High School English Textbook ‘Think Globally Act Locally’

This textbook is an English textbook curriculum 2013 and a reviewed publication in 2018. This English textbook is used aimed at the ninth-grade apprentices in Junior High School. Most of them are some instruction activities which teachers must guide or give some instructions to students to do the tasks. The authors are Siti Wachida, Asep Gunawan, and Diyantri. The publisher is curriculum

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<sup>1</sup> Ct Buhendwa Rubango Jeff, “*The Most Difficult Basic Skill Faced by Learners of English in First Year Undergraduate Classes at UEA/Bukavu, DR Congo,*” *Creative Education* 10, no. 02 (2019): 464–74, <https://doi.org/10.4236/ce.2019.102033>.

and book center, Balitbang, Kemendikbud. The title of this English textbook was 'Think Globally Act Locally' and there is a meaning behind the title by following Indonesian people. This English textbook is published in 2018 and focuses on increasing students' critical thinking.

#### 6. LOTS/HOTS

The writer conducted the study using the updated Bloom Taxonomy, which is the most recent iteration of the Bloom Taxonomy hypothesis. The six categories of the cognitive field were Remembering (C1), Understanding (C2), Applying (C3), Analyzing (C4), Evaluating (C5), and Creating (C6), according to the updated Bloom Taxonomy cognitive dimension. Skills teaching and learning are divided into LOTS/HOTS processes. Students need to have LOTS as their foundational thinking, and its three cognitive domains are remembering (C1), comprehending (C2), and applying (C3). In addition, HOTS is the high level of the cognitive domain that the teachers want to increase students' abilities in English, and the cognitive domains in HOTS are analyzing (C4), evaluating (C5), and creating (C6). As a consequence, LOTS/HOTS can help the teachers to consider which English model is suitable with students' requirements and educators' desires in the schooling and erudition process.

The research's major goal, as stated in the description, was to evaluate the categories of cognitive domains for speaking and writing instructions in the English textbook "Think Globally Act Locally" for junior high school students in the ninth grade and categorize them into LOTS/HOTS.

### **B. Background of the Research**

Developing the use of English in this modern era is growing very fast all over the world, especially for EFL and ESL. Everyone may utilize English because it is a universal language, including Indonesia. The Indonesian educational system includes English as a subject of study and as a foreign



language that students are required to comprehend in class. According to the 2013 curriculum, English is now a required focus for low-grade high and high-ranking school students, meaning that both students and instructors must teach it.<sup>2</sup> On the other hand, English is a local content subject at the primary school level that students study English as an additional subject.<sup>3</sup> Primary school students study English as an introduction stage or in a basic level of English that students can be easier understand English subject as a foreign language. Each schools' grade has a different level of the subject, it is based on the government rules. Therefore, the examiner chose the junior high university level as the school level to be analyzed because at the subordinate high school glassy English subjects were compulsory subjects in schools that students have to learn it.

The teachers need a supporting tool to support teaching English well by following their students' needs. The supporting tool is a textbook that contains learning activities, assignments, and exercises according to the chapter/unit of the materials. The teachers need an English prime as a guide in the coaching and erudition process in the teaching space. Many teachers look for an excellent English textbook appropriate to the teachers' goals and the pupil's requirements and following the applicable curriculum at the school. Government has an educational rule that must be applied by all schools that it is called curriculum. The government frees the educational units to use an existing curriculum by adhering to special conditions, specifically being aware of the conditions and situations encountered and the curriculum can adapt with an emergency, as stated in the Preacher of Edification and Values of the Republic of Indonesia Verdict No. 719/P/2020 Concerns Guidelines for Implementing the

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<sup>2</sup> Permendikbud, "Permendikbud No. 35 Th. 2018," 2018.

<sup>3</sup> Oswaldus Bule et al., "Pembentukan Karakter Anak Melalui Kegiatan Serikat Kepausan Anak Misi I'r Paroki Santo Fransiskus Asisi Karot," *Randang Tana - Jurnal Pengabdian Masyarakat* 3, no. 1 (2020): 33–41, <https://doi.org/10.36928/jrt.v3i1.310>.

Curriculum in Academic Units Under Special Conditions.<sup>4</sup> According to the data of the website of Department of Education, Culture, Research and Technology, the percentages of junior high schools using curriculum 13 are 100% public junior high schools in Bandar Lampung<sup>5</sup> (for the information, related to the data of all public junior high schools using curriculum 2013 in Bandar Lampung, you can see in appendix on page 39). It is a perfect percentage of public junior high schools using curriculum 13 in Bandar Lampung. The purpose of using curriculum 13 is to make students more active in the classroom and can explore their thought based on the project-based approach or task-based approach. In addition, the teachers must find a good English Textbook using curriculum 13 that must be appropriate with the educators' goals and the scholars' needs in schooling and erudition English to achieve the goals of curriculum 13 which the students are required to be intelligent to reflect censoriously to solve a problem and create a new knowledge or build the ideas. The teachers want the scholars to be intelligent to main language abilities in accordance with the provided material and students to be capable to generate new acquaintance and construct concepts about the problem in the English textbook. The teachers want the students to be able to solve problems, reflect analytically to solve them, and build ideas and new knowledge, particularly in English lessons. Based on their individual goals for mastering language skills in learning English, the students' learning demands differ. In order to examine the English textbook, the researcher applied the updated Bloom Taxonomy theory. In order to ascertain whether the learning objectives related to the updated bloom taxonomy of cognitive

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<sup>4</sup> Kemdikbud, "Kepmendikbud Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus,"

*Www.Kemdikbud.Go.Id*, no. 022651 (2020): 9,

<https://www.kemdikbud.go.id/main/blog/2020/08/kemdikbud-terbitkan-kurikulum-darurat-pada-satuan-pendidikan-dalam-kondisi-khusus>.

<sup>5</sup> *Kemdikbudriset*. (2021, March 16). *Data Pokok Pendidikan*. Retrieved from <https://dapo.kemdikbud.go.id/sekolah/5E185C474A7455B9A0E0>

domain would be classified at a level of lower or higher, this study also aimed to analyze the speaking and writing instructions in the junior high school third grade English textbook "Think Globally Act Locally". Teachers seeking for an English textbook that matches their students' needs and the curriculum's criteria for critical thinking at a higher level may find this research to be a valuable resource or vital piece of information.

The English textbook follows Curriculum 13 and was updated for 2018. The ninth grade English exemplar for junior high school, "Think Globally Act Locally," served as the study topic. It was permissible to do research because junior high school students in the ninth grade need to think carefully and critically in order to address the issue in the activities and classroom. On the other hand, it can help the students adapt to a high school environment that uses their minds to solve a problem on their own after graduating from the junior high school level. In the researcher's thought, this grade has a necessary condition where the students must have critical thinking to face the next level in the senior high school that forces them to think themselves to solve the problem of the assignments. To overcome that, the teachers must give the higher order of thinking in all classroom activities supported by English textbooks as a guide to provide some assignments at HOTS level, not only in LOTS level. Additionally, the researcher believed that the ninth-grade students' English textbook activities should be at the HOTS level because Indonesia's national test results, particularly for English topics, have declined from the school year 2017 to 2019. According to the website of the ministry of education and culture's education evaluation center, junior high school students in Indonesia's national test results have been doing worse over time, particularly in English topics. The results in 2017 for all public junior high schools in Indonesia especially in English subjects gained 57,17%, 2018 gained 50,18% and 2019 gained

49,85%.<sup>6</sup> It happens because the English questions of national exams are at HOTS level which the questions are harder than before and more emphasis on the cognitive level of students. Therefore, the researcher chose junior high schools' ninth grade English textbook as the subject of this research which this analysis could be used as the consideration for teachers who search the ninth grade English textbook.

The researcher chose the 'Think Globally Act Locally' is the title of an English textbook as the subject of the research. The researcher had the data of the public junior high schools in Bandar Lampung using the English Textbook by doing the preliminary research. The researcher got the data through doing the online interviewed with the respondents. The respondents were the ninth grade students who study at the schools and PPL's students from UIN Raden Intan who have taught at the schools. According to the data, the researcher had interviewed 35 public junior high schools from 45 public junior high schools in Bandar Lampung with the percentage was around 78% that is enough to get the data of how much public junior high schools using this English textbook. (for the information, related to the data of public junior high schools using 'Think Globally Act Locally' is the title of an English textbook in Bandar Lampung, you can see in appendix on page 45). From 35 public junior high schools, there are 2 public junior high schools which do not have the ninth grade students because they are still new and established on 2020. Therefore, the reseacher only got the data from 33 public junior high schools. The study found that 29 public junior high schools utilized the 'Think Globally Act Locally' was the title of an English textbook with an adoption rate of 88%, whereas 4 public junior high schools were different texts. When English Rings a Bell is used by both of them with a 6% usage

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<sup>6</sup> Kemendikbud. (2021, March 16). *Grafik Capaian Rata-rata Nilai Ujian Nasional*.

Retrieved from

[https://hasilun.puspendik.kemdikbud.go.id/#2019!smp!capaian\\_nasional!99&99&999!T&T&T&T&1&!1!&](https://hasilun.puspendik.kemdikbud.go.id/#2019!smp!capaian_nasional!99&99&999!T&T&T&T&1&!1!&)

rate, Bright: An English by one, and Experiencing English for 3rd Grade by another, both with a 3% usage percentage. Because of this, several public junior high schools utilize the 'Think Globally Act Locally' was the title of an English textbook which was one of the reasons the examiner chose it as the subject of the study.

One of the public junior high schools in Bandar Lampung using English textbook 'Think Globally Act Locally' is SMPN 11 Bandar Lampung. The teachers use this English textbook as a supporting tool for students to study English at school and home. The schools provide English textbooks for their students to take home and the teachers can give the explanations and assignments from home without meeting each other in schools because schools still do the online learning system in the pandemic era. The schools provide an online English textbook and the textbook itself. The students can take the English textbook and other books from the schools with qualifying the health procedures to study at school and home. On the other hand, this 'Think Globally Act Locally' is the title of an English textbook has an excellent meaning. This English textbook is about thinking that looks broadly at global problems, problems that have generally occurred or are happening, problems/things that every1 already knows (the context of global thinking), and tries to respond to problems or general information in their ways and act locally. Local here can be interpreted as actions that start from Iself, cultural-based actions in the surrounding area, or it can be local actions that relate themselves to global issues that are currently happening.<sup>7</sup> It is appropriate with the purpose of curriculum 13 which is to hearten scholars or students to be better to observe, ask the questions, reasons, and communicate (present) what is obtained or known after students receive the learning material.<sup>8</sup> Therefore, the researcher was interested to

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<sup>7</sup> Iin Purnamasari, *Pendekatan Thinking Globally Acting Locally Dalam Pembelajaran Tematik Integratif*, Semarang (2014), hal. 2.

<sup>8</sup> Rusliansyah Anwar, *Hal-Hal Yang Mendasari Penerapan Kurikulum 2013*,

choose this English textbook as the subject of the research which analyzed to know LOTS/HOTS of this English textbook.

There are four language skills that English students must be mastered, they are communication, lettering, eavesdropping, and understanding. The four central linguistic abilities can be further classified into two parts: Speaking and writing are examples of productive/active skills; listening and reading are examples of receptive/passive abilities.<sup>9</sup> In this English textbook, the activities are more dominant in (productive skill) speaking and writing activities than receptive skills.<sup>10</sup> There are the instructions of exercises in this English textbook that emphasize speaking and writing skills. This English textbook cannot explain the specific receptive skills, they only deserve the statement to read and listen. They do not give the instructions that can increase students' abilities in speaking and writing skills. Therefore, the researcher thought that productive skills are more interesting to know students' activeness in communicating verbally than receptive skills to be analyzed in this English textbook.

one of the productive language skills to support students' understanding of English is speaking which people must master in using a language. People can deliver the information and verbally allocate thoughts, ideas, and feelings. And also listener can feel the sense of the speaking and know the information directly without any problems when giving and getting the information. According to Torkey, speaking exhibits a communicative process which produces and processes or receives information to serve both instructional

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*Humaniora* 5, no. 1 (2014): 97, <https://doi.org/10.21512/humaniora.v5i1.2987>.

<sup>9</sup> Noushad Husain, "What Is Language? English Language Language as Skill," *Language and Language Skills*, no. March (2015): 1–11, <https://www.researchgate.net/publication/274310952>.

<sup>10</sup> Nita Fitriana, "Evaluasi Buku Teks Pelajaran Bahasa Inggris Kelas Ix 'Think Globally Act Locally' Di Madrasah Tsanawiyah Nurul Ummah Tahun 2016/2017," 2015, 1–74.

and transactional.<sup>11</sup> Speaking activities for the ninth grade are hoped to be a guide for students to effort on projects assigned by the teachers since the English dictionaries or straight. In this English textbook, the speaking activities contain instructions to do the task or project, and speaking questions are used to be given by the teachers. The instructions emphasize students to speak English in the classroom. They can make students increase their understanding of how to understand the instructions and how to respond to them. Speaking activities are essential and helpful in learning English when considering the things which can aid pupils in developing their capacity to communicate ideas clearly and fluently in English.

Writing, on the other hand, is a productive talent that must be learned in order to use a language. Writing ability plays a key role in enhancing a language learner's communicative proficiency. For better conversational skills, students study and absorb language through oral and written methods. Students should ideally be aware of the principles for communicating with others, obtaining information, and communicating about the language itself. When kids comprehend the language, it shows that they are linguistically competent. Harmer claims that writing is a kind of communiqué secondhand to convey evidence or express feelings in writing. When they begin to hunt for reasons to write and construct written sentences, the kids experience writing challenges. In this English textbook, the writing activities are instructions given by the teachers and the English textbook. To improve students' writing skills, the instructions usually have to be in level HOTS to allow students to tell their thoughts in writing easily. Thus, the researcher will analyze the writing and speaking instructions to know how many instructions are into LOTS or HOTS.

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<sup>11</sup> Shiamaa Adb EL Fattah Torky, “*The Effectiveness Of A Task-Based Instruction Program in Developing The English Language Speaking Skills of Secondary Stage Students*” (Disertasi, Ain Shams University, Egypt, 2006).

All language skills are difficult to be faced by junior high school students in English education and training initiatives. In researcher's opinion, the most difficult of English language skills are speaking and writing skills for junior high school students. Several studies have discovered that speaking in the EFL setting is one of the hardest talents for pupils to master.<sup>12</sup> Students have some difficulties in speaking skills that the students have a little vocabulary, mispronunciation, misspelling words when they wrote. In additional supported statement by Ningsih in her journal, she argued Because they are reluctant to write in English, the kids have certain writing issues, including issues with syntax, spelling, and vocabulary use.<sup>13</sup> In addition, students have some problems to answers all the instructions. The difficulty of answering the instructions is affected by the textbook they use. Based on the language skills, speaking and writing are also classified into productive skills or active skills. The researcher will choose speaking and writing as the variables in this research, because a user or learner actively makes sounds when speaking and symbols (letters, etc.) while writing while employing these abilities.<sup>14</sup> Speaking and writing must be in HOTS because both of them need to think critically when students want to do speaking or writing. It is not enough if the cognitive domain of speaking and writing is LOTS level, it cannot develop students' thinking about something. Therefore, the researcher was interested to get the deep information of the cognitive domain in the hardest English language abilities for pupils to master, which also covered useful skills like speaking and writing.

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<sup>12</sup> Yogi Saputra Mahmud, "An Analysis of Efl Junior High School Students' Difficulties in Speech Production," *Premise: Journal of English Education* 7, no. 2 (2018): 15, <https://doi.org/10.24127/pj.v7i2.1562>.

<sup>13</sup> Suma Ningsih, "Guided Writing to Improve the Students' Writing Ability of Junior High School Students," *Efl Journal* 1, no. 2 (2016): 129–40, <https://doi.org/10.21462/eflj.v1i2.12>.

<sup>14</sup> Husain, "What Is Language? English Language Language as Skill.", 3.



In Indonesia, education has assigned cognitive as the important aspect for students to have and increase it in the schools. Teachers can judge students are smart or not by their achievement in academics. Students can achieve their achievement by increasing their intellectual in academic. Cognitive is more essential than others like affective and psychomotor in the procedure for instructing and learning. Since cognitive domain can measure students' thinking about the theory to apply it in the action. Cognitive is closely related to students' thinking, memory, reason, intellectual, numeracy, logic, exact, science, numerical, and academic.<sup>15</sup> At the same time, affective is more related to students' psyche, soul, and feeling and psychomotor is related to action and skill such as drawing, jumping, running, and the others. Cognitive, affective, and psychomotor are interconnected 1 to another because students must have all of them to achieve the purpose of studying English in the classroom. However, cognitive is still exist as the main assessment point in teachers' viewpoint to see the students' abilities in studying English. As a consequence, the researcher wanted to analyze only the cognitive domains in this English textbook to know the activities of this The teaching and learning objectives of English textbooks were acceptable or not in curriculum 13, because the teachers want to increase students' languages skills in English especially in speaking and writing skill.

To develop students' capacity for deep and critical thought, the English textbook's instructions—particularly those for speaking and writing—are crucial. Teachers must provide students diverse speaking and writing projects in instruction to support them develop their communication and writing skills. The Anderson and Krathwohl-recommended higher level of thinking should be incorporated into the

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<sup>15</sup> Toto Haryadi and Aripin Aripin, "Melatih Kecerdasan Kognitif, Afektif, Dan Psikomotorik Anak Sekolah Dasar Melalui Perancangan Game Simulasi 'Warungku,'" *ANDHARUPA: Jurnal Desain Komunikasi Visual & Multimedia* 1, no. 02 (2015): 122–33, <https://doi.org/10.33633/andharupa.v1i02.963>.

instructions. The researcher should examine the reasoning area of the instructions in the English prime to determine how they are categorized into LOTS/HOTS. There are six different types of cognitive domains, including recall, application, comprehension, analysis, evaluation, and creation. The updated Bloom Taxonomy theory used to examine the instructions into the cognitive domain in order to determine how many percentages of the instructions fall into a piece of the six classes. By analyzing the cerebral domain, the researcher knew the most instructions into LOTS/HOTS. Before analyzing the perceptive domain, the researcher identified the instructions for speaking or writing. Because the English textbook's instructions were mixed with all language skills that the researcher identified it first. Therefore, the researcher identified the instructions which was speaking and writing skill in this English textbook to do the next analysis of this research.

Classifying LOTS/HOTS is convenient enough. According to Anderson and Krathwohl, LOTS involves remembering, understanding, and applying, and HOTS consists in analyzing, evaluating, and creating. Therefore, the researcher ensured the instructions of the English textbook were LOTS/HOTS level. The researcher informed the result of the English textbook was appropriate or not or it is a reference for teachers who look for a good English textbook that can achieve the teachers' wants that the instructions of English textbook should be in the level of HOTS. In addition, the purposes of the research were not only as a reference for the teachers but also it informed readers to know the accurate result of LOTS/HOTS in the English textbook that it was as a consideration to choose a good English textbook for students using curriculum 13 and the research gave the significance result both of LOTS/HOTS that it cannot make readers confused if the research only focused research one of them such as only LOTS or HOTS.

Textbooks should feature helpful exercises that direct students to participate in speaking, thinking critically, and interacting with the material in order to speed up the learning process. Well-crafted questions Encourage kids to engage with documents, develop their significance, and start exercising critical and thoughtful thought according to Day and Jeong-Suk's analysis of Malia's thesis.<sup>16</sup> As a result, English textbooks ought to have a high degree of activity, as suggested by Anderson and Krathwohl in their studied Bloom Taxonomy. The pupils can also develop their critical thinking skills. It must be more advanced, requiring analysis, evaluation, and and producing, and not only restricted to memorizing, comprehending, and implementing. As a result, the students gain knowledge in both linguistic proficiency and how to think critically while approaching a topic in the simplest manner possible<sup>17</sup>

Textbook analysis usually researched the analysis of reading comprehension or tasks, the analysis of script errands in the English prime, English tested from the course or educational government that classifies using the theory of Bloom Taxonomy, BNSP, and many more theories. Many researchers are using qualitative and quantitative research to get the information deeply. Research about the analysis of speaking and writing instructions in English textbooks using the theory of Revised Bloom Taxonomy is extremely rarely found, especially the English textbook is curriculum 13 with the title of 'Think Globally Act Locally' is the title of the Bahasa Indonesia textbook for English speakers. By the tenth junior high, this English book is still a charitable work school students, especially in Bandar Lampung. This investigation was not only classifying the speaking and writing instructions into cognitive domain grounded on the Revised bloom

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<sup>16</sup> Malia Anjani Ritonga. 2020. *Thesis entitled Cognitive Domains on Speaking Activities in English Textbook for Junior High School Grade VII*. Pg. 13.

<sup>17</sup> David R. Krathwohl (2002) *A Revision of Bloom's Taxonomy: An Overview, Theory Into Practice*, 41:4, London: University Library Utrecht. Pg. 212-218.

taxonomy but also researcher analyzed the instructions in the textbook which was speaking and writing instruction and which was not.

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

Founded on the Revised Bloom Taxonomy Theory, this study analyzed the cognitive domains of an English textbook and group them into LOTS and HOTS. The identification of the English textbook's speaking and writing guidelines for ninth-grade junior high school students, who were being taught to "Think Globally Act Locally," was another sub-focus of this study.

### **D. Problem Formulation**

The research questions for this study had been formulated in accordance with the background description as follows:

1. "Think Globally Act Locally" for Junior High School, an English textbook Grade IX uses the Revised Bloom Taxonomy Theory. What types of cognitive domains was found on speaking and writing instructions in this text?
2. In the English textbook "Think Globally Act Locally" for Junior High School Grade IX, which used the Revised Bloom Taxonomy Theory, what were the dominating level categories of cognitive domains found on speaking and writing instructions?

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

Based The research's goals were as follows, and they were based on how the problem was formulated in the previous section:

1. To determine which various cognitive areas might be found on speaking and writing instructions in the English textbook "Think Globally Act Locally" for Junior High School Grade IX.
2. The English textbook "Think Globally Act Locally" for Junior High School Grade IX used the updated Bloom

taxonomy to identify the dominating level categories of cognitive domains on speaking and writing instructions.

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

### 1. The theoretical benefit

This exploration cylinder be beneficial as a sourced of reference for the relevant study on the speaking and writing instructions of the aspects of cognitive domains founded on the Revised Bloom Taxonomy and similarly the researcher gave a wide insight about the speaking and writing instructions analysis in the English textbook and check it into the aspects of cognitive domains.

### 2. The practical benefit

- a. The English teachers chose the appropriate English textbook based on their grade and level of thinking in the school for students to achieve the goal based on seeing the cognitive domains in the English textbook.
- b. The English book writers could be more conscientious and aware in making or designing English textbooks by examining the completeness of competence and evaluating the contents of the English textbook.
- c. The future researchers escalated the knowledge and information about deep analysis of the cognitive domain in the English textbook.
- d. The scholars enhanced their knowledge about the cognitive domains included in the English textbook.
- e. The publisher could be more conscientious and aware in publishing an English textbook by evaluating an English textbook.

## **G. Previous Related Research**

The relevant research results were the results obtained by the previous research that had been done. The relevant research aimed to support and could be a foundation to do the research for future research.

1. Malia Anjani Ritonga's thesis, "Cognitive Domain Talking Exercises in the English Textbook for Junior High School Grade VII," was completed at the University of Muhammadiyah Sumatera Utara's Faculty of Teachers Training and Education. The study's findings showed that the English textbook fell short since it did not cover all cognitive areas. Six cognitive domains—remembering, comprehending, applying, analyzing, producing, and evaluating—are included in Bloom's Taxonomy. Only four sorts were included in the English textbook: remembering, understanding, applying, and creating. The dominating 1 was creating just 4% and applying for 44%. As a result, this English textbook was classified as Lower Order Thinking (LOTS) based on the results. And the exploration process which was used in this revision was evocative qualitative with a content analysis plan that the writer used to analyze any material in the English textbook.<sup>18</sup>
2. Nana Pratiwi's thesis, " By Using the Revised Bloom Taxonomy, the English Workbook for SMP/MTS was analyzed and was completed at the State Islamic University of Jakarta's Faculty of Teachers' Education and Tarbiyah. As a consequence of this study, the author concentrated on the Lower Order Thinking for junior high school grade 8. Remembering and Understanding was the predominate cognitive domain in this English workbook. Each of them earned 33%, while applying earned 28.9%. Analyzing received 4.3% of the total, while evaluating and creating received 0.25%. According to the writer's assertion, it was enough for the pupils to be applying, using, and implementing the information in that grade in order to encounter the purposes of the teaching and learning process. And the examination process which was secondhand in this education was qualitative, which used

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<sup>18</sup> Malia Anjani Ritonga. "Cognitive Domain on Speaking Activities in English Textbook for Junior High School Grade VII" (thesis, UMSU, 2020).

the descriptive analytical study that describes and elaborates the English workbook data by analyzing.<sup>19</sup>

3. Rezita Ayu Febriyani, Wisma Yunita, and Indah Damayanti from the University of Bengkulu published a journal named The title of the study is "An Evaluation on Higher Order Thought Skill (HOTS) in Required English Textbook for the Twelfth Grade of Indonesian Senior High Schools." Higher Order Thinking (HOTS) is less common than Lower Order Thinking (LOTS) in this language skill task, according to this study. The two cognitive domains that dominated this textbook's tasks were remembering (40.40%) and understanding (26.26%). The researcher felt that it was difficult for him to complete the activities to be HOTS, and that the writers did not understand that the K13 program needed to be able to develop children' higher order thinking skills. Additionally, the researcher employed statistical calculations to ascertain the impact of each level of the Updated Bloom Taxonomy, particularly in HOTS, leading to the adoption of a descriptive quantitative research strategy in this work.<sup>20</sup>
4. 'Cognitive Domains Found on Speaking Skill Questions Used in English Language Textbook' is a journal article produced by A.R. Sanggenafa and Rini J from the English Department, Faculty of Letters, Petra Christian University, Surabaya, Indonesia. Based on the idea of the Revised Bloom Taxonomy, which was implemented in the speaking skill questions used in the textbook, this study demonstrated that there were 5 of 6 groups in the cognitive domain. According to the author, Low Order Thinking (LOTS) is the dominating order thinking talent

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<sup>19</sup> Nana Pratiwi. "Analysis of English Workbook for SMP/MTS by Using Revised BloomTaxonomy" (Disertasi, UIN Jakarta, 2015).

<sup>20</sup> Rezita Ayu Febriyani, Wisma Yunita, and Indah Damayanti, "An Analysis on Higher Order Thinking Skill (HOTS) in Compulsory English Textbook for the Twelfth Grade of Indonesian Senior High Schools," *Journal of English Education and Teaching* 4, no. 2 (2020): 170–83, <https://doi.org/10.33369/jeeet.4.2.170-183>.

found in the textbook. The majority of speaking questions in the textbook fell under the category of remembering, accounting for 76.47% of all questions. The author believed that senior high school pupils may benefit from it as a vital skill to enhance their abilities and reach the higher. The research method was used in this study that was descriptive qualitative which the researcher wanted to get the deepest information about the phenomenon.<sup>21</sup>

5. The International Journal paper by Maryam Mizbani and Azizah Chalak from the English English department at Islamic Azad University, Iran, is titled "Examining Listening and Speaking Processes of Iranian EFL Textbook Prospect 3 Utilizing Bloom Updated Taxonomy." In order to assess the ability to put thoughts in order using the Expanded Bloom Taxonomy this study demonstrated examining the listening and speaking activities of the junior high school third grade textbook. As a consequence, all speaking and listening tasks tended to favor Lower Order Thinking (LOTS), with remembering serving as the dominant category. The author believed that junior high school students needed more time to refine their thoughts. The author claims that teachers need to include more activities in order to boost student performance. 'Analyzing Listening and Speaking Activities of Iranian EFL Textbook Prospect 3 Through Bloom Revised Taxonomy' is an article from the Islamic Azad University, Iran, Department of English, written by Maryam Mizbani and Azizah Chalak. In order to evaluate the order thinking skill based on the idea of the Revised Bloom Taxonomy, this study demonstrated examining the listening and speaking activities of the junior high school third grade textbook. As a consequence, all speaking and listening tasks tended to favor Lower Order Thinking (LOTS), with remembering serving as the dominant

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<sup>21</sup> Agustien Raquela and Julia Eka Rini, "Cognitive Domains Found on Speaking Skill Questions Used In English Language Textbook," *Kata Kita* 4, no. 1 (2016): 38–42.



category. The writer thought that it was not good enough for junior high school students to improve their thinking. The author contends that additional activities must be used by teachers to encourage children to engage in higher order thinking. The material of the book must be expanded by the authors to include higher order thinking skills. In this study, a descriptive mixed-method design was adopted, with a qualitative component to elicit the most detailed information on the phenomena and a quantitative component to tabulate the findings of the analysis.<sup>22</sup>

Grounded on the results of the five types of research above, there were similarities in analyzing books to provide information about cognitive domains in the English textbook and to determine more LOTS/HOTS. However, both focused on determination of results where there were more LOTS or HOTS, and three analyzed overall LOTS/HOTS to provide accurate results. In addition, another that used the same methodology in this research was Qualitative Research focused on getting in-depth information and valid information about the problem.

On the other hand, there was an alteration among five types of research above and my research that it becomes my novelty and it could make someone interested to read this research. The difference was in the variable that used in the study. Research numbers 1 and 4 focused on using 1 variable, namely speaking skill, research number two, and three had the same variable, namely analyzing four language skills, and research number five used speaking and listening skills as variables to be analyzed. Meanwhile, my research focused on using speaking and writing skills as variables that studied because both skills were categorized as productive skills, and

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<sup>22</sup> Maryam Mizbani and Azizeh Chalak, "Analyzing Listening and Speaking Activities of Iranian EFL Textbook Prospect 3 Through Bloom's Revised Taxonomy," *Advances in Language and Literary Studies* 8, no. 3 (2017): 38, <https://doi.org/10.7575/aiac.all.v.8n.3p.38>.

another reason was speaking and writing skills was the most difficult skills faced by students in class. In addition, the following difference was in the subject, namely the English textbook. Researchers had looked for references to books that had been used by other researchers that had been published on the official website to search for journals/theses such as the total title of English education thesis at UIN RIL, google scholar, science direct, scopus, research gate, and tandfonline. The search resulted have not yet been researched into the English textbook entitled 'Think Globally Act Locally', especially for the ninth grade of junior high school students, and it revised in 2018. Therefore, the researcher chose this title with full consideration for the in-depth research on problems posed by this research.

## **H. Research Method**

### **1. Research Design**

Because the goalmouth of this examination was to thoroughly define the events that occur throughout the investigation, the researcher employed qualitative research methods. According to Creswell, "qualitative research that aims to explain phenomena by collecting data as deeply as possible" is what Gay's book describes.<sup>23</sup> The depth of the researcher's data was highlighted in qualitative research. The quality of this qualitative study improved the deeper and more in-depth the data was collected. Additionally, Gay, Mills, and Airasian claim that qualitative research involves the gathering, To better understand a certain phenomenon or interest, narrative and visual data are analyzed and interpreted.<sup>24</sup> Based on both statements from two experts above, the researcher concluded that qualitative research was a process of getting the depth data

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<sup>23</sup> L. R. Gay, G. E. Mills, and Peter Airasian, *Educational Research: Competencies for Analysis and Applications*, Tenth Edition (New Jersey: Pearson, 2012), hal 7.

<sup>24</sup> L. R. Gay, G. E. Mills, and Peter Airasian, *Educational Research: Competencies for Analysis and Applications*, 10.

of the phenomenon in difference views such as different expert's views. The final written report of qualitative had a flexible structure. Therefore, the researcher chose qualitative design because the research wanted to get the depth data effectively and efficiently as the strong data in this research. In addition, the researcher wanted to discovery out the classes of cognitive domains are originate on speaking and writing instructions in English Textbook 'Think Globally Act Locally' for Junior High School Grade IX which classified into LOTS/HOTS and also the analysis of speaking and writing instructions contained in the English textbook.

## **2. Data and Data Source**

For this research, the figures that used is speaking and writing instructions in the English textbook. And the data source taken from the English textbook for the ninth grade of junior high school students and the book's title was 'Think Globally Act Locally' published by the Ministry of Education and Culture of Republic of Indonesia, in 2018.

## **3. Research Instrument**

The All tools used to conduct research using a certain approach were referred to as research instruments. Gay define an tool as a device for gathering data. Additionally, they stressed the used of humans as a qualitative research tool, using information derived from arguments, photos, and data. It implied that the examiner himself was the research tool. Additionally, tables and highlights were the research's tools.

**Table 1.1**  
**Data Presentation Table**

No	Unit	Activity	Speaking/ writing Instructions	Cognitive Domain of Revised Bloom Taxonomy					
				LOTS			HOTS		
				C1	C2	C3	C4	C5	C6
TOTAL									
				Total of LOTS			Total of HOTS		
SCORE				<i>total LOTS</i>			<i>total HOTS</i>		
				<i>total of the instru</i>			<i>total of the instru</i>		
				$\times 100\% = \dots\%$			$\times 100\% = \dots\%$		

*Adapted from Lorin W Anderson and D. R. Krathwohl (2001)*

**Notes:**

LOTS : Lower Order Thinking skill  
Order Thinking skill

HOTS : Higher

C1 : Remembering

C4 : Analyzing

C2 : Understanding

C5 : Evaluating

C3 : Applying

C6 : Creating

**Table 1.2**  
**The Occurrence and Percentage of Cognitive Domain Table**

No	Cognitive Dimension	Frequencies	Percentage
1	Low Order Thinking	Remembering	
2		Understanding	
3		Applying	
4	High Order Thinking	Analyzing	
5		Evaluating	
6		Creating	
		Total	

*Adapted from Lorin W Anderson and D. R. Krathwohl (2001)*

**Notes:**

Frequencies: total of the instructions are categorized in each cognitive domains

Percentage : total of the instructions are categorized in each cognitive domains in percentages

How to count the percentage per cognitive domain:

$$\frac{\text{frequencies}}{\text{total of the instructions}} \times 100\% = \dots \%$$

**4. Technique of Data Collection**

Data for this study gathered through document analysis. An additional method of data collecting that supported triangulation and theory development is document analysis.<sup>25</sup> Document analysis used as a research tool in qualitative case studies that create detailed accounts of a specific phenomenon, event, group, or program. Skimming (a shallow study), reading (a detailed investigation), and interpretation are all parts of document analysis. The researcher found meaning, gain comprehension, and get insight into the study topic by using documents of all kinds, according to Merriam in Glenn's.<sup>26</sup> There were many different formats for the records that might be analyzed systematically as part of a research. Ads, agendas, attendance records, and meeting minutes are just a few examples. There are also Introduction papers, publications and literature, notebooks and publications, printed event initiatives, messages and notes, maps and charts, newspaper headlines and articles, program requests, submission forms, and TV show scripts, as well as organizational or group reports, survey information, and multiple public records, are all examples

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<sup>25</sup> J. M. Corbin and L. A. Strauss, *Basics of qualitative research: Techniques and procedures for developing grounded theory*, 3 ed (California: Sage Publications, 2008), p 35.

<sup>26</sup> Glenn A. Bowen, "Document Analysis as a Qualitative Research Method," *Qualitative Research Journal* 9, no. 2 (2009): 27–40, <https://doi.org/10.3316/QRJ0902027>.

of materials.<sup>27</sup> Because the researcher studied the instructional objectives, which are in the form of verbs in the English textbook's speaking and writing instructions, the unit of this analysis was the words of speaking and writing instructions in the English textbook. In this schoolwork, the data examination table of cerebral aspects of the Studied Bloom taxonomy was used in the data analysis process:

- 1) Reading the English textbook and identifying the speaking and writing instructions in the English textbook.
- 2) Used the learning standard and cognitive domain categories to analyze the verbs of the objectives.
- 3) Arranged the verbs of objectives according to the Revised Bloom taxonomy cognitive domains to determine the level they cover: remembering (C1), comprehending (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6). Each unit will analyze the data.
- 4) Determined the number of verbs of objectives contained in each group and analyzed the data analysis results.
- 5) Next, categorized the data analysis results into LOTS or HOTS to determine the dominant 1 in the English textbook's speaking and writing instructions.

## 5. Research Procedure

To get the best possible study results, the research carried out in line with Creswell's research protocol, which is as follows:

- 1) Chooed the topic of the research  
The cognitive domain of speaking and writing instructions in English textbook for ninth grade Junior High School students "Think Globally Act

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<sup>27</sup> Glenn A. Bowen, "Document Analysis as a Qualitative Research Method," p .23

Locally' published in 2018 is the focus of this research.

2) Data collection

The data collecting stage was the act of taking notes and categorizing the speaking and writing instructions into the cognitive areas described in the English textbook 'Think Globally Act Locally'.

3) Data Examination

It was the process of data evaluation, cleansing, manipulation, and modeling to find useable information, inform conclusions, and improve decision-making. The examiner assessed the cognitive domains into the cognitive domain table, count the results of the data, classified them into the LOTS/HOTS table, count the results to determined the dominance of the data, and concluded the final result in this study.

4) Data Reporting

As the last step of the study, it was the stage of reporting and summarizing the research findings. The researcher presented the findings in descriptive language to convey the results in depth and summarize the data result in simple sentences to make it easier to comprehend and remember.

## 6. Data Analysis

Miles and Huberman propose that the facts enquiry step in this study be completed in three distinct methods..<sup>28</sup> The processes are data concentration, data exhibition, and illustration or confirming assumptions.

1) Data Condensation

Data condensation was the first step in the data analysis process. The process of choosing, stressing, simplifying, abstracting, and modifying the data that

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<sup>28</sup> M. B. Miles & A. M. Huberman. (2014). *Qualitative Data Analysis: A Method Sourcebook*. Thousand Oaks, CA: Sage Publications. 10-12.

appears within the totality of written up notes from the field, transcripts of interviews, papers, and other empirical evidence was known as data condensation. The major source of data for the investigation writing and speaking assignments from the English textbook "Think Globally Act Locally" for ninth-grade junior high school students.

## 2) Data Display

The presentation of data was the additional stage in data analysis. A exhibition, in general, was a well-organized, reduced assortment of facts that enables assumption formation and implementation. Furthermore, it was the act of showing facts in plane system and analyzing the data using checkered inscriptions, which made it calmer to grasp. In this schoolwork, the academic displays data using counters and checkered inscriptions, which were often employed in qualitative research.

## 3) Drawing and verifying conclusions

Afterward completing figures condensing and data exhibition, the data analysis stage of this research's conclusion-making process. At this point, the researcher started to determine the kind of data, group it into LOTS/HOTS, and matched it to the categories used for data analysis. The researcher then continued to describe and explain how the study's results were presented before drawing conclusions.

## 7. The Trustworthiness of the Data

This study required numerous methods to increase the quality of qualitative investigation statistics so that it accounted aimed at and confirmed. Rendering to Moleong, there were four sorts of validity requirements in qualitative research: credibility, dependability, conformability, and transferability.

### 1) Credibility



The authenticity of the data is envisioned to inspire truth-based facts collection. Some strategies for establishing credibility include triangulation, source, member, expanding the researcher's attendance in the area, aristocrat deliberations, and reference tolerability checks. To confirm the accuracy and validity of the data in this study, the scholar employed triangulation. Triangulation is a method for tackling a problem by combining many methods or data sources. There are five different forms of triangulation, according to Guion in Batchiar's, that support the validation and verification of qualitative data.<sup>29</sup> They include multiple triangulation, triangulation of investigators, triangulation of theories, triangulation of data, and triangulation of procedures. The researcher used investigator triangulation in this study, which necessitates the use of a data validator with expertise in textbook analysis. The three validators that the researcher need are a supervisor, a specialist in textbook analysis, and an English teacher who had used the English textbook. As a result, the validator may offer reliable facts, and the researcher used both the validator's and the researcher's findings to assess whether the conclusion was sincere or founded on the truth.

## 2) Dependability

If there was a chance that there were mistakes made in the data gathering and interpretation, this criteria employed to ensure prudence. Therefore, the facts explained scientifically. Human error was common, especially in research because of the involvement, period, and acquaintance limitations. In this schoolwork, the academic audit the complete research process in order to carry out a dependability test.

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<sup>29</sup> Batchtiar S. Bachri, 'Meyakinkan Validitas Data Melalui Triangulasi Pada Penelitian Kualitatif', *Jurnal Teknologi Pendidikan*, Vol. 10, No.1, April 2010, p. 55.

Additionally, a supervisor or independent auditor audited the whole scope of the researcher's research-related activities. However, the researcher performed an audit with the help of the supervisor, who then alter the entire research process to reduce any flaws in the research's presentation or the methodology.

3) Confirmability

Confirmability testing entails evaluating the study findings pertaining to the procedure in the most unbiased manner feasible. The research satisfied the criterion for confirmability if the findings were functional to the methodology used. In order to regulate the purpose of the figures, the researcher performed a confirmability test alongside a dependability test by a supervisor and validator. Additionally, the emphasis of the confirmability criteria must be on the facts rather than the person. The confirmability done using one of four techniques. The confirmability in this study accomplished by investigator triangulation, which called for the employment of a validator to further the researcher's data. The data was validated by three validators. They were an English teachers with experience, a supervisor, and a master of textbook analysis.

4) Transferability

Transferability was helpful in this research as a transfer value activity that could still be utilized or used in other contexts. When the study applied in many contexts and social settings, the transfer value justified. For academics, the handover worth is highly reliant on the consumer. The researcher's resulted may be applied to and synthesized with other textbooks from other publishers because the setting is distinct. The researcher used the research's findings to help other people comprehend what the qualitative study's findings mean. The researcher provided a

comprehensive, understandable, organized, and reliable explanation while putting this study together. As a result, the research's conclusions used in different contexts.

## **I. Systematic of Discussion**

In this exploration, the confab separated into few sections. Each subdivision conversed and decorated certain topics, as trails:

### **1. Chapter I**

The first chapter contains the outline, which included the title validation, the context of the investigation, the focus and subfocus of the research, the credentials of the inquiry, the restriction of the research, the research inquiries, the goals of the research, the implication of the research, the possibility of the research, the application studies, the research organization, and the systematic discussion.

### **2. Chapter II**

A review of the literature on several concepts and sources that provide the basis for supporting research were provided in Chapter II. Chapter II of this study presents the theories of the cognitive domains, which were separated into LOTS and HOTS, the theory of the Revised Bloom Taxonomy, and data from the English textbook for junior high school students in the ninth grade, entitled "Think Globally Act Locally."

### **3. Chapter III**

Chapter III contained a description of the research object. This chapter presented the facts and data acquired during the study and offers a basic description of the cognitive domains organized into LOTS/HOTS based on the Revised Bloom Taxonomy theory as the research object.

### **4. Chapter IV**

The fourth chapter offered study data and results. This section included all of the data acquired, as well as the outcomes of the data investigation and data explanation.

## 5. Chapter V

The investigation's findings and criticisms were available in Chapter V. This chapter condensed what may be inferred from the research's findings and provides references based on those findings.



## CHAPTER II LITERATURE REVIEW

### A. The Concept of Textbook Analysis

#### 1. English Textbook

##### a. Definition of Textbook

Before proceeding to the discussion of textbook analysis, it is crucial to begin the discussion from the concept of textbook. A textbook is a structured manual of training in a particular focus, specifically for usage in institutes or academies. According to Brown, textbook is one of the text's type and a book is used in an educational curriculum.<sup>1</sup> He also adds that textbook is crucial for teachers and students to do the educational curriculum in schools or colleges. In addition, Tarigan said that A textbook is an academic guide in a certain field of interest that is a standard guide prepared by specialists in the subject area, according to the didactic goal, and supplemented with appropriate teaching media that users grasp readily in schools or colleges.<sup>2</sup> He goes on to say that a textbook is a type of learning medium that is utilized in higher education institutions to supplement the course of study.

As a consequence from both experts' opinions above, The researcher comes to the conclusion that textbooks is a guideline book which contains about teaching and learning materials that usually is used by teachers to teach students about the materials which supported by suitable and interesting media which it will make the students understand easily in schools and college. The researcher also believes that textbooks are a crucial medium for teaching and learning in the classroom and it is a supporting media to get and search the knowledge of the material that have given by the teacher.

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<sup>1</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, New York: Longman, 2001), 137.

<sup>2</sup> H. G. Tarigan and D. Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 2009), 37.

Since textbook is full of explanation of the materials. Teachers also can use more than 1 textbook as reference for their teaching and learning program, the more materials they get, the more knowledge they know about the topic. It has a supporting thing to teach students the easy explanation of the material itself.

b. Kinds of Textbook.

Present are three different kinds of course book: individual, bound, and series..<sup>1</sup> These are the following explanation of the textbook's types:

- a) A single textbook is one that has just one book. Since there is just one textbook in this universe, there is neither a bound copy nor a series of textbooks.

Ramlan, M. 1983. *Sintaksis*, as an illustration. CV Karyono in Yogyakarta.



*Figure 2.1 Example of Single Textbook*

- b) Bound A bound textbook is a set of lessons designed for a particular grade or class. This implies that there is just one book for each class or grade in basic school, subordinate high school, and elder high school, but it is bound.
- c) As an illustration, see Alisyahbana, Sutan Takdir, 1975, *Tata Bahasa Baru Bahasa Indonesia I dan II*, Jakarta: Dian Rakyat.

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<sup>1</sup> Nini Ibrahim and Muhammad Anwar, *Telaah Kurikulum Dan Buku Teks Bahasa Indonesia*, (Jakarta: Uhamka Press, 2006), 114.



*Figure 2.2 Example of Bound Textbook*

- d) Series Series textbooks are bound lesson books that cover a range of rankings, such as those from fundamental school to senior in height school. It implies that there are limits in each grade of school and that the title, authors, and publisher are all the same. Therefore, a textbook can be considered a series if the authors or publishers publish all textbooks under the same book title and binding.

For instance:

- Tarigan, Henry Guntur and Djago Tarigan, 1985, Terampil Berbahasa Indonesia, Bandung: Penerbit Angkasa. (For elementary school, they have 9 bounds).
- Tarigan, Henry Guntur and Djago Tarigan, 1985, Terampil Berbahasa Indonesia, Bandung: Penerbit Angkasa. (For junior high school, they have 6 bounds).
- Tarigan, Henry Guntur and Djago Tarigan, 1985, Terampil Berbahasa Indonesia, Bandung: Penerbit Angkasa. (For elementary school, they have 6 bounds).

According to the aforementioned statement, the topic of this study is the ninth-grade junior high school English textbook "Think Globally Act Locally." This English textbook falls under the category of bound books. since this English textbook has three boundaries based on the facts it contains. It is not a series textbook because the title, materials, and themes that are included in each grade's textbook are unique. Every English textbook that

the Ministry of Education and Culture publishes has a separate title, themes, resources, and instructional techniques for delivering the textbook.

c. Function of Textbook

One of the most crucial instructional resources jumble-sale in institutes and academies to sustenance a curriculum is the textbook. According to Sitepu, the textbook serves as both a manual for students to study by and a roadmap for teachers to follow when delivering a topic. The textbook is used by students to prepare alone or in groups for class instruction and learning, to engage in that instruction and learning, to complete teacher-assigned work, and to prepare for tests and formative and summative assessments. Teachers utilize the textbook to make lesson plans, extra learning materials, contextual learning sources, assign homework, set up, and do a number of other tasks.

Additionally, R. Bamberger, V. G. Beilinson, H. Hacker, and the other authors on Jaan Mikk suggest that the textbook's goals should include motivating students to learn, representing the information, organizing the information and coordinating with other educational tools, guiding students in their learning activities, acquiring a concrete topic and teaching learning strategies, supporting students' self-assessment of their learning, and differentiating instruction.<sup>2</sup>

In actual practice, it is acknowledged that using textbooks is beneficial for both instructors and students.<sup>3</sup> The textbook helps instructors provide guidance for lectures, lead them through discussions, and help with homework assignments. The textbook acts as a manual for students, assisting students in planning their learning

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<sup>2</sup> Jaan Mikk, *Textbook: Research and Writing* (New York: Peter Lang, 2000) 17-18.

<sup>3</sup> Herlinda Riana, "The Use Of Textbook In Teaching And Learning Process (A Case Study Of Two Eyl Teachers) Riana Herlinda," no. 1998 (2014): 59–62.



both inside and outside of the classroom, studying on their own, completing assignments, and preparing for tests. Despite the fact that the comments regarding the benefits of textbooks above disagree, they all serve the same function—that of serving as a manual for teachers and students throughout the teaching and learning processes in the classroom. The researcher comes to the conclusion that the purpose of this English textbook is to direct students in their study of the material, provide information for students and teachers, inspire teachers to acquire effective teaching and learning strategies, support media by providing students with assessments to help them better understand the material, and direct students and teachers in carrying out the teaching and learning program in the classroom.

d. Role of Textbook

The textbook serves two purposes: both the lecturers' and students'. The textbook is essential to the teaching and learning process in the classroom, for both students and teachers. In accordance with Tomlinson and Cunningsworth, the textbook can be used as an archive of content for presentation (a dialect spoken and printed), endeavors for pupils perform and expressive interactions, the piece for learners in grammar, vocabulary, pronunciation, etc., tools to facilitate modeling and ideas for classes, a syllabus, a source for self-paced instruction or self-access work, and an aid for new language learners.<sup>4</sup> Additionally, the function of the textbook varies significantly from instructor to teacher and from classroom to classroom, although Gelfman, Podstrigich, and Losinskaya's article on Lisa gives a general overview of the textbook's intermediate function.<sup>5</sup>

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<sup>4</sup> Alan Cunningsworth, *Choosing your Coursebook* (London: Macmillan Heineman, 1995), 7.

<sup>5</sup> Lisa Okeefe. 2012. *International journal entitle 'A Framework Textbook Analysis'*. University of Limerick, Ireland. P. 2.

- To instruct and motivate pupils to create new knowledge
- To give logical and consistent mathematical systems, -
- To balance the precision and detail of information,
- To prompt fresh inquiries;
- To give pupils engaging, original, and multifaceted knowledge.

If the English teacher is accompanied with a strong textbook, the students will be able to learn and practice the English subject more easily. Aside from that, based on the titles of English contents on it, the English textbook can assist students and teachers in studying systematically. Based on both experts' opinions above, the researcher chooses the Tomlinson and Cunningsworth's opinion about the role of the textbook because that is related to this English textbook which this English textbook as sources of materials and activities, a reference for learning in grammar, vocabulary, pronunciation and as a syllabus for teachers to give the materials to students as the teaching and learning material. Both of the experts' opinions are correct, there is no false of them but the other hand, the researcher thinks that the Tomlinson and Cunningsworth's is appropriate with this English textbook. In addition, the researcher adds the roles of this English textbook are as a source for teacher to make the good teaching strategy in the classroom and as a motivation for students to study at home and in class.

## 2. Textbook Analysis

### a. Definition of Textbook Analysis

Textbook analysis is crucial for teacher to choose the good textbook based on the students' needs and the curriculum. According to Armbruster and Anderson on Jaan Mikk proposed that textbooks are the main source of knowledge in many subjects.<sup>6</sup> In contrast, analysis looks for data

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<sup>6</sup> Ibid, 15.

across a number of categories and offers the essential information using Cunningsworth.<sup>7</sup> To discover the precise advantages and disadvantages of currently in use textbooks, a rigorous review of the texts is conducted using a systematic assessment procedure.<sup>8</sup> Additionally, the knowledge gained through the examination of the textbook is crucial for evaluating both the benefits and applicability of the present textbook as well as the efficacy of language education in general. Using clearly established guidelines, Mikk defines textbook analysis as the process of gathering information on the properties of textbooks.<sup>9</sup> The rules have two options which sometimes the rules are clear, simple and the process of analysis can be computerised. On the other hand, sometimes the rules include some subjective evaluation and then trained analysis are needed to obtain the reliable data. The analysis in this study comes near to expert opinions since the experts do not necessarily need to establish specific guidelines to support their ideas or they may not even be aware of any rules at all. The researcher might describe textbook analysis as a strategy for detecting these features and judging the effectiveness of textbooks in order to collect the detailed data of the textbook based on the opinions of the experts.

b. Function of Textbook Analysis

Textbook analysis is crucial for teachers in some aspects or it becomes a reference when teachers want to search a good textbook for the students in teaching and learning program in the classroom. Textbook analysis make teachers easier to find the appropriate textbook based on students' need and curriculum. According to Jaan, textbook analysis can enable to predict the value of the efficacy of the textbook

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<sup>7</sup> Alan Cunningsworth, '*Choosing your Coursebook*', 9.

<sup>8</sup> I. McGrath, '*Materials Evaluation and Design for Language Teaching*' (Edinburgh: Edinburgh University Press, 2002), 22.

<sup>9</sup> Jaan Mikk, *Textbook: Research and Writing*, 77.

before they will use textbook in schools.<sup>10</sup> He adds textbook analysis also enables to avoid low quality textbook reach the point of being field-tested in schools and having a potential negative impact on students' learning process. In addition, Cunningsworth says that textbook analysis aids in teacher development and enables educators to better understand the nature of their subject matter.<sup>11</sup> He also adds that it is like in teaching training which materials analysis is an important component because it helps teachers and students become more aware of some of the main characteristics to look for in textbooks and exposes them to a variety of published materials. In addition, The function of textbook analysis is to identify the best materials for EFL teaching resources that will fit for the students.<sup>12</sup> As a consequence, the researcher thinks that textbook analysis is crucial is important for teacher, reader, researcher and the others who in the educational environment that need to do the textbook analysis. However, it is more important for teachers who search the textbooks to be their supporting media to teach the students in the schools. This research is so helpful for teachers all over the world because this research make teachers easy to search the best textbook for teaching and learning process. Therefore, the function of textbook analysis is to get the good and useful information of the textbook which the results can help the readers such as teacher and researcher to get the information of the textbook as much as they need. In addition, for the teacher it also help them as a reference to search a good textbook which is appropriate with students' needs and the curriculum.

c. Methods of analyzing the textbook

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<sup>10</sup> Ibid. 78.

<sup>11</sup> Alan Cunningsworth, '*Choosing your Coursebook*', 14.

<sup>12</sup> Mutiara Ayu and Rita Indrawati, "*EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook*," *Teknosastik* 16, no. 1 (2019): 21, <https://doi.org/10.33365/ts.v16i1.87>.

Method is also crucial in analyzing the textbook. Method of analyzing the textbook can give the information about how people analyze the textbook. Since method helps people to know the important things that should be more attention to be analyzed. Researcher can choose which one of the methods which is appropriate to be used as a methodological tool to perform the vertical type analysis. Textbook analysis methods must be reliable and valid to get the high quality textbooks.<sup>13</sup> According to McGrath, three approaches—the impressionistic approach, the checklist approach, and the in-depth approach—can be used to analyze the textbook.<sup>14</sup> The impressionistic method seeks to provide a general impression of the subject. The publisher's blurb, which is a brief synopsis of the book on the back cover, the contents page (to get a feel of the syllabus-type and coverage), and the book itself—looking at the subjects, organization, layout, and illustrations—are typically included in an impressionistic review. Additionally, Cunningsworth and McGrath proposed that impressionistic overview can also be used to get a sense of a book by carefully examining representative features like the layout of a unit or lesson, more specific features like how certain language elements are handled, or by analyzing exercises.

The checklist approach involves creating a list of objects that may be used for comparison, identification, or verification. Once an item's presence has been verified, it is crossed off the list. Additionally, Tucker in McGrath advocated that a textbook analysis A full set of prerequisites based on the fundamental linguistic, psychological, and pedagogical elements that support modern approaches to language learning should be included in the checklist.exercises The in-depth approach

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<sup>13</sup> Jaan Mikk, *Textbook: Research and Writing* , 78.

<sup>14</sup> Ian McGrath, 'Materials Evaluation and Design for Language Teaching' (Edinburgh: Edinburgh University Press, 2005), 35-38.

goes beyond the claims stated by the publisher and author to take into account factors such as the language used to describe the resources, underlying ethical or learning presumptions, or, in a larger sense, whether the materials are likely to live up to the claims being made for them.

According to Weninger and Kiss, content analysis, critical discourse analysis, and multimodal analysis are the three basic frameworks that scholars often use.<sup>15</sup> Both quantitative and qualitative research designs can be used for textbook analysis. Qualitative research is the best method for obtaining descriptive research and the most in-depth data. They all use various techniques to analyze the textbook. Analysis of textbook content frequently uses content analysis. In a well-defined textual sample, units are often identified for analysis, coded according to predefined criteria specified by the researcher, and then the data is reduced by quantifying the results and drawing conclusions about the relevance of the result. Depending on the subject or area of concentration of the textbook study, many textbook applications have been used. Considering the aforementioned techniques, the researcher believes that content analysis is a suitable tool for assessing In light of the aforementioned techniques, the researcher believes that content analysis is the best strategy for examining the English textbook. The researcher examines the content analysis method that is most suited for analyzing the English textbook utilizing the Revised Bloom Taxonom theory. Thus, in order to study the textbook, the researcher opts for a content analysis strategy. To obtain the most detailed information on this English textbook, the researcher uses a qualitative research methodology.

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<sup>15</sup> C. Weninger, 'Textbook Analysis', *The Encyclopedia of Applied Linguistics*, 2018, 4, doi: 10.1002/9781405198431.wbeal1489.

## B. Bloom Taxonomy

### 1. Original Bloom Taxonomy

Benjamin S. Bloom, an educational psychologist who conducted extensive study and development on thinking processes in the learning process, established the original Bloom's Taxonomy. In 1942, Bloom graduated with a doctorate in education from the University of Chicago. He was born in Lansford on February 21st, 1913, Pennsylvania. He is a well-known education consultant and activist who has had a significant impact on the development of India's educational system. He founded the University of Chicago's Measurement, Evaluation, and Statistical Analysis (MESA) program as well as the International Association for the Evaluation of Educational Achievement (IEA).<sup>16</sup> Bloom's Taxonomy, a conceptual outline for thinking skills, was effectively established in 1956 by Bloom, Englehart, Furst, Hill, and Krathwohl.<sup>17</sup> It is a framework that categorizes talents into low-level and high-level categories. Of course, achieving the lower level must come before achieving the higher level.

The words *tassein* and *nomos*, which are used to describe taxonomy, are Greek words. The Arabic term for categorization is *tassein*, while the Greek word for rule is *nomos*. Taxonomy is the study of categorization hierarchy over fundamental concepts or laws. Benjamin S. Bloom later used the phrase to describe the teaching and learning process.

Bloom classified the goal of education into three categories of intellectual actions based on this premise.<sup>18</sup> The three different categories of intellectual acts are intellectual, emotional, and psychomotor. The first field, known as the cognitive area, is concerned with knowledgeable or thoughtful abilities, while

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<sup>16</sup> Elliot W. Eisner, Profiles of Famous Education: Benjamin Bloom 1913 – 1999, Prospects, vol. XXX, no. 3, September 2000. p. 1

<sup>17</sup> Retno Utari, Taxonomy Bloom: Apa dan Bagaimana Menggunakannya? (WidyawaraPusdiklat KNPk), p. 2.

<sup>18</sup> Peter W. Airasian and Michael K Russell, Classroom Assessment, (New York: Mc-GrawHill, 2008), p. 69.

the next area, known as the emotive domain, is value-related. Because the cognitive domain often solely pertains to development, Bloom's taxonomy is sometimes known as Bloom's cerebral taxonomy. The initial categorization divided the cognitive domain into six groups. The five components are acquaintance, understanding, submission, examination, mixture, and assessment..<sup>19</sup>

**Table 2.1**

**The Bloom's cognitive domain taxonomy**

No	Cognitive Dimension	Definition
1	Knowledge	It deals with memory and recall techniques. It requires remembering both particulars and general truths as well as a pattern, structure, or environment. The recall scenario for measuring entails little more than recalling the necessary information.
2	Comprehension	It is the art of explaining knowledge in one's particular confrontations. It describes a certain level of comprehension or trepidation in which a person is aware of what is being conveyed and is able to use the information or concept without necessarily connecting it to other information or comprehending its full implications. It stands for the most fundamental level of comprehension.
3	Application	It is the ability to use information in fresh circumstances. It entails applying abstraction in specific, concrete circumstances (to address brand-new or original challenges). The abstraction might take the shape of overarching concepts, procedural norms, or generalized approaches. Technical concepts, notions, and theories, which need to be retained and applied, can also be considered abstractions.

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<sup>19</sup> David Krathwohl, *Theory into Practise*, Vol. 41, Number 4 autumn (2002), p. 214.



4	Analysis	It involves how to segment information into components and illustrate the connections between those parts. It entails breaking down a communication into its component pieces or aspects in order to clarify the comparative grading of thoughts and/or the relationships amongst the concepts presented. These evaluations aim to make the communication clearer, show how it is structured, how it works to express its effects, as well as its foundation and arrangements.
5	Synthesis	Synthesis is the process of fusing different pieces of knowledge to create a cohesive whole and create connections for novel circumstances. It entails the assembly of components and pieces to create a whole. Working with bits, sections, elements, and the like, then arranging and integrating them in a way that results in a pattern or structure that was before unclear, is what this entails.
6	Evaluation	Evaluation is the process of basing conclusions on standards. It necessitates evaluations of the usefulness of materials and processes for specific objectives, quantitative and qualitative evaluations of how well materials and procedures meet criteria, and the application of an assessment standard. The student may choose the criteria or they may be prescribed to him.

## 2. Revised Bloom Taxonomy

Bloom's student, Lorin Anderson Krathwohl collaborated with various psychologists from the flow of cognitivism to create a new version of Bloom's taxonomy cognitive dimensions pyramid, which was published in 2001 to coincide with the changing age.<sup>20</sup> Six main categories, including knowledge,

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<sup>20</sup> L. W. Anderson and D. R. Krathwohl, 'A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Education Objectives' (New York: Longman, 2001) p. 263.

understanding, application, analysis, synthesis, and assessment, made up the original structure. Recalling, comprehending, applying, analyzing, evaluating, and producing make up the framework of the Bloom Taxonomy revision based on Anderson and Krathwohl. The shift from noun to verb marks the distinction. The new bloom taxonomy's authors chose to rename these categories using their verb forms in order to represent the verb-noun link, which is why the difference exists.<sup>21</sup> The first three stages of the revised edition are Low Order Thinking (remembering, comprehending, and implementing) and High Order Thinking (analyzing, evaluating, and inventing).<sup>22</sup>

Questions and learning objectives are categorized by the taxonomy within the facets of the cognitive process. Encouragement of retention and transfer, which, when they occur, denote meaningful learning, are two of the most crucial educational aims. Recalling knowledge in the same way that it was presented during instruction is referred to as retention. The ability to use what has been taught to handle new issues, offer new perspectives, or facilitate the study of new material is known as transfer. To put it another way, retention calls on students to retain the information they have learned, whereas transfer calls for them to remember the information as well as understand and apply it.

Six categories of process are included in the revised Bloom's Taxonomy, with the category most closely associated with retention being "Remember," with the remaining five being "Understand, Apply, Analyze, Evaluate, and Create." The updated Bloom's Taxonomy includes six process categories, with "Remember" being the one most strongly linked to

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<sup>21</sup> Ibid. 265.

<sup>22</sup> David R. Krathwohl (2002) *A Revision of Bloom's Taxonomy: An Overview, Theory Into Practice*, 41:4, London: University Library Utrecht. Pg. 212-218.

memory retention. The other five categories are "Understand, Apply, Analyze, Evaluate, and Create".<sup>23</sup>

**Table 2.2**  
**Cognitive Dimension of Revised Bloom's Taxonomy**

No	Cognitive Dimension	Definition
1.	Remembering	information recognition or memory recall.
2.	Understanding	Determine the meaning of graphic spoken and written communications.
3.	Applying	executing or applying a method in a certain circumstance.
4.	Analyzing	separating a substance into its component pieces and figuring out how those components interact.
5.	Evaluating	forming conclusions based on standards or criteria.
6.	Creating	combining components to create a cohesive or useful whole, rearrange components to create a new pattern, and combine components to create a new item.

**Table 2.3**  
**Examples of Instructional Verbs and Questions (Anderson and Krathwohl, 2001)**

No	Cognitive Dimensions	Verb	Sample Question
1	Remembering	Choose Identify Label Repeat Locate Memorize	Who? Where? Which 1? What? How?

<sup>23</sup> Ibid. 216.

		<p>Omit</p> <p>Share</p> <p>Recognize</p> <p>Spell</p> <p>State</p> <p>Describe</p> <p>Define</p> <p>List</p> <p>Say</p> <p>Match</p> <p>Name</p> <p>Recite</p> <p>Select</p>	<p>What is the best 1?</p> <p>Why?</p> <p>How much?</p> <p>When?</p> <p>What does it mean?</p>
2	Understanding	<p>Classify</p> <p>Defend</p> <p>Demonstrate</p> <p>Explain</p> <p>Express</p> <p>Extend</p> <p>Give example</p> <p>Illustrate</p> <p>Indicate</p> <p>Interpret</p>	<p>In your own words, explain.</p> <p>What are the facts?</p> <p>Why does this matter?</p> <p>Is this equivalent to?</p> <p>Give an instance</p> <p>Choose the best explanation.</p> <p>Shorten this sentence.</p> <p>What would take place if?</p> <p>Briefly describe...</p> <p>Describe what is taking place.</p> <p>What does this mean?</p> <p>Is this true that...?</p> <p>Which of the following is true?</p> <p>What appears to be?</p>

		<p>Infer</p> <p>Match</p> <p>Paraphrase</p> <p>Present</p> <p>Select</p> <p>Show</p> <p>Summarize</p> <p>Distinguish</p> <p>Tell</p> <p>Translate</p>	
3	Applying	<p>Apply</p> <p>Choose</p> <p>Generalize</p> <p>Organize</p> <p>Produce</p> <p>Select</p> <p>Show</p> <p>Solve</p> <p>Use</p> <p>Judge</p>	<p>Speculate on what might occur if...</p> <p>Pick the best phrases that apply.</p> <p>Analyze the results.</p> <p>What would happen</p> <p>Describe what might occur.</p> <p>Tell how, when, where, and why. Also, indicate how much change would occur.</p> <p>Determine the outcome of</p>
4	Analyzing	<p>Analyze</p> <p>Categorize</p> <p>Classify</p> <p>Compare</p>	<p>What is the driving force?</p> <p>What findings?</p> <p>What is the author's point of view?</p> <p>What is the author's presumption?</p> <p>State the viewpoint of.</p> <p>What is the foundation?</p>

		<p>Differentiate</p> <p>Distinguish</p> <p>Identify</p> <p>Drill</p> <p>Infer</p> <p>Point out</p> <p>Select</p> <p>Survey</p>	<p>What's the central notion?</p> <p>Which literary style is employed?</p> <p>What method of persuasion?</p> <p>The sentences that are least crucial are</p> <p>What is the connection between?</p>
5	Evaluating	<p>Appraise</p> <p>Judge</p> <p>Criticize</p> <p>Defend</p> <p>Compare</p>	<p>What errors, tenets, and contradictions do you see?</p> <p>Which is more significant, morally superior, better, rational, legitimate, or appropriate?</p> <p>Find the mistakes.</p>
6	Creating	<p>Choose</p> <p>Combine</p> <p>Compose</p> <p>Construct</p> <p>Create</p> <p>Design</p> <p>Develop</p> <p>Do</p> <p>Formulate</p> <p>Hypothesize</p>	<p>How would you run the test?</p> <p>Offer a substitute.</p> <p>Fix the issues below.</p> <p>How else could you...?</p> <p>Give a rule.</p> <p>Can you create a plan that would...?</p> <p>Can you think of novel and peculiar uses for...?</p> <p>Why don't you create a method of your own to...?</p> <p>Can you create something to?</p>

		Invent	
		Make	
		Make up	
		Originate	
		Organize	
		Plan	
		Produce	
		Role play	

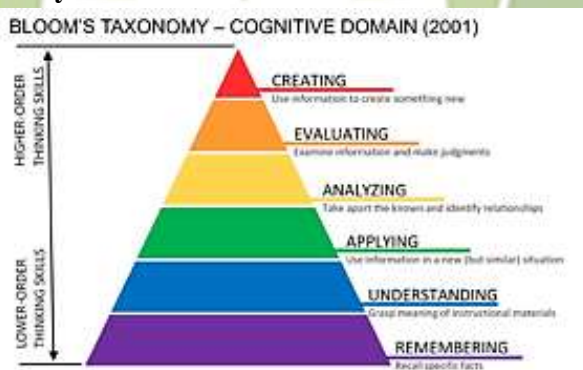
### C. Lower Order Thinking Skill (LOTS)/Higher Order Thinking Skill (HOTS)

Before discussing the main point of LOTS/HOTS definition, the process of getting LOTS/HOTS is crucial to explain. The first process of analysis LOTS/HOTS in English textbook is identifying the level of students' intelligence to attain the goal of instruction and erudition process which is making students' intelligence more active and increased on learning materials. There are 3 categories of intelligence such as cognitive, affective, and psychomotor. Cognitive is related to learning objectives that are oriented towards thinking ability. Additionally active are cognitive mechanisms, which use long-term memory to confirm that the symbols being drawn will, in fact, form the sounds of the word the writer is trying to type. Affective is associated with attitudes, value systems, feelings, and emotions. Psychomotoric also has to do with using skeletal muscles or motor abilities. In order to determine if the English textbook is acceptable for the present curriculum and the requirements of the scholars, the researcher analyzes the cognitive domains of the English textbook in this study. Additionally, it can determine the degree of kids' thinking. The education system in Indonesia has put the cognitive aspect as an important aspect for

students.<sup>24</sup> This can be understood in the conservatory prospectus that still places intellectual as something that must be mastered. Parents will do anything to encourage their children to become intelligent humans, so that they can achieve academically. Students are required to have strong abilities in terms of logic and language/verbal. Therefore, the researcher chooses the cognitive domain to measure students' intelligence in the English textbook by using revised Bloom Taxonomy theory.

There are six types of the cerebral course width and associated rational courses, according to Bloom.<sup>25</sup> They are analyzing (C4), applying (C3), remembering (C1), comprehending (C2), assessing (C5), and producing (C6). The six cognitive dimension categories listed above can be categorized in directive to regulate the level of LOTS/HOTS.

### The Pyramid of LOTS/HOTS level



**Figure 2.3** The Pyramid of LOTS/HOTS level

**Source:** <https://citt.ufl.edu/resources/the-learning-process/designing-the-learning-experience/blooms-taxonomy/>

<sup>24</sup> Haryadi and Aripin, "Melatih Kecerdasan Kognitif, Afektif, Dan Psikomotorik Anak Sekolah Dasar Melalui Perancangan Game Simulasi 'Warungku' ". Jurnal Desain Komunikasi Visual & Multimedia, vol 01, no. 02 (2015), 39-50.

<sup>25</sup> David R . Krathwohl, *Theory Practice and Revising Bloom "A Revision of Bloom's Taxonomy : An Overview"* 41, no. 4 (2008): 212–18, <https://doi.org/10.1207/s15430421tp4104>.



1. Lower Order Thinking Skill (LOTS)

Lower Order Thinking abilities, or LOTS, are only concerned with improving students' receptive abilities through imparting knowledge through teachers' explanations. Within the KTSP curriculum, LOTS was used. Scholars would be capable to recognize the curriculum in order to complete tasks or comprehend the resources. The three levels below are remembering (C1), comprehending (C2), and applying (C3) in the pyramid of cognitive domain. They are at level LOTS. Recalling (C1) is connected to the pupils' ability to access pertinent information from lasting memory. Constructing connotation from instructional communications, with oral, textual, and visual communication, is understanding (C2). The last LOTS level involves analyzing (C3) and performing or applying a method in a given circumstance.

2. Higher Order Thinking Skill (HOTS)

HOTS is a popular educational concept that began in the United States and has since extended to other countries.<sup>26</sup> Higher Order Thinking Skills, or HOTS, are a requirement for students in order to develop their critical thinking and creativity during the teaching and learning process. By integrating critical and creative thinking, HOTS places more emphasis on student elaboration in learning than merely finishing the teacher's task. Analyzing (C4), assessing (C5), and producing (C6) are the three levels of HOTS, which is the higher level of cognitive domain in the top three levels, according to the image above. The fourth level of Bloom's pyramid, analyzing (C4), calls for pupils to start evaluating what they've learnt using their own judgment. At this stage, kids can discern between fact and opinion because they understand the underlying organization of information

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<sup>26</sup> <https://willyrenandya.com/elt-concept-17-hots/>

better. Students who evaluate (C5) are capable of making decisions based on standards and criteria. Additionally, creating (C6) refers to the ability of students to rearrange pieces into a new pattern or structure as well as combine certain elements to make a cohesive or useful whole.

There are some benefits for students, if the English textbook is in the HOTS level.<sup>27</sup> At this stage, kids can discern between fact and opinion because they understand the underlying organization of information better. Students who evaluate (C5) are capable of making decisions based on standards and criteria. Additionally, creating (C6) refers to the ability of students to rearrange pieces into a new pattern or structure as well as combine certain elements to make a cohesive or useful whole. Develop emotional intelligence in students, especially when they deal with or work with others in the future. They understand why they feel or act the way they do, and they may learn to manage their emotions and actions when appropriate. Furthermore, by putting themselves in others' shoes, they will gain a better understanding of others' feelings and how to deal with them. Enable students to have a deep appreciation for art, literature, and environment, allowing them to love their surroundings and lifestyles.

The 2013 curriculum is being used by every public junior high school in Bandar Lampung, but LOTS is not an adequate level for pupils nowadays. To address the issues they face in their everyday lives, the government anticipates that students will develop their critical and analytical thinking skills. Students in the 2013 curriculum must thus think at the HOTS level. On the other hand, LOTS continue to be present in each exercise in the English textbook.

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<sup>27</sup> <https://www.linkedin.com/pulse/higher-order-thinking-skills-hots-really-hot-le-dinh-bao-quoc>

## D. The Concept of Speaking and Writing Instructions

### 1. Speaking Instructions

Language comprises of four skills: speaking, listening, reading, and writing, as well as grammar and pronunciation.<sup>28</sup> The language skills and language elements are presented through an integrated method. Speaking is a useful skill in the course of instruction and erudition. Speaking, according to Ladouse (in Nunan), is the capacity to describe oneself in a given setting, to accurately explain deeds or circumstances, to contrary or to articulate a stream of thoughts confidently talking refers to the production of sounds and words as a meaningful verbal language. Speaking is an excellent tool for collaborating with others and articulating feelings or opinions with listeners in order to meet their requirements. Furthermore, according to Torky, the creation, receipt, and dispensation of evidence are all a part of the interactive process that spoken language uses to produce meaning. Additionally, Torky asserts that the interactive process of constructing meaning that is spoken language includes the generation, receipt, and processing of information.<sup>29</sup> The ability to communicate vocally, coherently, fluently, and correctly for transactional and educational reasons while employing accurate pronunciation, syntax, and vocabulary as well as the pragmatic and discourse rules of the spoken language is another definition of speaking.

The types of communication actions that are commonly used are posing questions, forming sentences, translating Indonesian to English sentences,

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<sup>28</sup> M Muhassin. *Teachers' Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study at Sman 9 Bandar Lampung*. (Humaniora, 2016), 485. <https://journal.binus.ac.id/index.php/Humaniora/article/view/3601>

<sup>29</sup> Torky, S. A. *The Effectiveness of Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage* (Ain Sham: Ain Sham University, 2006), 23.

implementing notes, reviewing and skimming, circumstances practice, responding to questions in consuming literature, cloze, copying, retelling, either true or false in reading, rearranging, discussion, true/false in listening, answering questions in listening, summarizing in listening, describing in reading, seeking a synonym from the text, gap-filling, and composing words in English.<sup>30</sup>

The researcher discovers that speaking is a way of interpersonal communication and a channel for information transfer between the speaker and the listener in order to meet the needs of both parties. The act of instructing, providing directions, or being told what to do are all examples of what is meant by the term of instruction. On the other hand, speaking instruction is a step that students must do to develop their speaking abilities, or it's similar to the students having to complete the stages in a task or activity that primarily focuses on developing their speaking abilities. Speaking training is crucial because it enables students to develop their EFL speaking abilities and engage in spontaneous and natural conversation with native speakers. If the proper speaking activities are taught in the classroom, speaking may also boost general learners' enthusiasm and make the English language classroom a dynamic and fascinating place to be. According to Thornbury on Anne and Joseph, multidisciplinary methods of speaking teaching commonly include drills, information-gap exercises, casual dialogues, and role plays.<sup>31</sup>

According to Thornbury, the aim of speaking is to communicate knowledge between the speaker and the listener (transactional function), as well as to develop positive relationships between people (interpersonal

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<sup>30</sup> Op. Cit, 500

<sup>31</sup> Anne Burns and Joseph Siegel, *International Perspective on Teaching The Four Skills in ELT* (Gewerbestrasse: Palgrave Macmillan, 2018), 6.

function).<sup>32</sup> Speaking is important in language classes not just as a means of communiqué but similarly as a tool for accelerating the study of academic material and the target language. Therefore, speaking training is crucial for students to learn how to talk effectively or how to present their thoughts in front of an audience.

Speaking instructions are one of the four language skills that students must learn in this study's activities from the English textbook. In the English textbook, an example of speaking directions is We'll accurately spell the words, punctuate them properly, and pronounce each word out and clearly.

As a result, the speaking command is a directive to provide information verbally to an audience.

## 2. Writing Instructions

Every university student, educator, researcher, and independent writer must be a skilled writer. All of these roles require significant skills since the caliber of their writing serves as a gauge of their competence. Such organizations favor a particular style of writing over another when providing information. Along with speaking, listening, reading, and writing, the four fundamental abilities of language include writing. Only after the first three skills have been learned or gained can the top skill on the hierarchy, writing ability, emerge. This is the main justification behind the term "secondary skill" used across the globe. Even while educated elites and the academic majority view it as a sign of knowledge, intellect, and an educationally upright attitude, the general public views it as a secondary talent. According to White (in Gautam), writing is a kind of learning, putting out your thoughts can help you to get deeper insights into any subject.<sup>33</sup> Despite the fact that speaking and writing are

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<sup>32</sup> Ibid, 7.

<sup>33</sup> Pitamber Gautam, "Writing Skill: An Instructional Overview," *Journal of NELTA Gandaki 2* (2019): 74–90, <https://doi.org/10.3126/jong.v2i0.26605>. 73.

connected skills, 1's competency level in 1 cannot be assumed to automatically convert into the other. In addition, Hilter and Hyder said that because writing is a more formal act of establishing a lasting record, it necessitates more precision and attention than speaking.<sup>34</sup> When we speak, we assess our listeners' reactions and immediately clarify any issues that have been misunderstood. Since such exchanges do not occur in paper, our communication skills must be clear. If efficacy in writing is to be preserved, they appeal for clarity, conciseness, exactitude, and appropriacy.

Instruction is telling the redears how to do something which the instructions are in the English textbook. The most effective teaching strategies, according to Badger and White, include components of product, genre, and process pedagogies with special emphasis paid to what strategy is most suitable given the knowledge and experience of the students being taught.<sup>35</sup> Writing instruction is giving instructions or step how to write well based on the context of the English textbook. The importance of writing has three things based on Graham<sup>36</sup>:

- 1) By discussing what we learn in writing, we are better able to comprehend and recall the information.
- 2) Writing on what we read will help pupils grasp what we read better. It occurs because pupils' reading comprehension will increase when they write about the stuff they have read.
- 3) Both reading comprehension and writing proficiency can be improved. It follows that teaching more writing components or abilities and encouraging pupils to write more will both enhance reading

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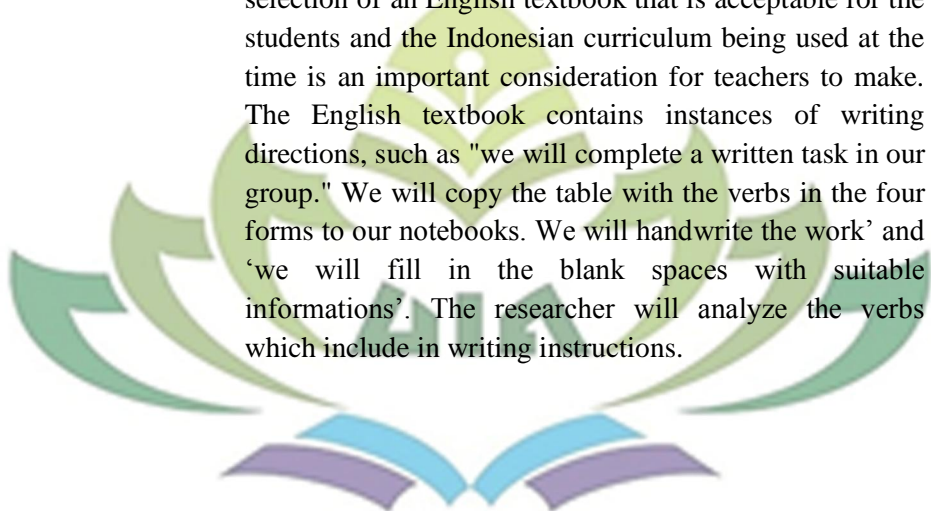
<sup>34</sup> Ibid. 75.

<sup>35</sup> Emina McLean, "Writing and Writing Instruction: An Overview of the Literature," 2022. 9.

<sup>36</sup> Ibid. 6.

comprehension. On the other hand, reading education enhances spelling, quantity, quality, and overall writing ability.

The researcher concludes that in order for students to comprehend how to write the information based on the context in the English textbook and to accomplish the best writing assignment possible, writing instructions are crucial. Writing training must take into account students' cognitive abilities since their ability to write at the HOTS level will inspire them to think critically and broadly. The selection of an English textbook that is acceptable for the students and the Indonesian curriculum being used at the time is an important consideration for teachers to make. The English textbook contains instances of writing directions, such as "we will complete a written task in our group." We will copy the table with the verbs in the four forms to our notebooks. We will handwrite the work' and 'we will fill in the blank spaces with suitable informations'. The researcher will analyze the verbs which include in writing instructions.



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