

## High Order Thinking Skill (HOTS) in English Textbook *Bahasa Inggris: Work in Progress: A Content Analysis*

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### Article History

Submitted : February 20<sup>th</sup>, 2024  
Revised : February 25<sup>th</sup>, 2024  
Accepted : February 29<sup>th</sup>, 2024

### KEYWORDS

Content Analysis,  
English Textbook,  
High Order Thinking Skills,  
Bloom's Taxonomy,  
HOTS integration.

### ABSTRACT

The purpose of this research was to analyse the activities and tasks in *Bahasa Inggris: Work in Progress* English textbook and determine whether high order thinking skill based on the cognitive domain of Bloom's Taxonomy are integrated in the activities and tasks. The research design used is content analysis, with the data source being the textbook itself. The data collection technique used was content analysis and are analysed using descriptive analysis. The findings showed that all six levels of the cognitive domain in Bloom's Taxonomy are present in the textbook's task and activities. From the 184 activities present in the textbook, HOTS activities totals to 31% with L4 consists of 17 activities (9%), L5 consists of 18 activities (10%), lastly L6 consists of 19 activities (10%), while LOTS activities totals to 71% with L1 consists of 82 activities (45%), L2 consists of 32 activities (17%), L3 consists of 16 activities (9%). Thus, high order thinking skill (HOTS) is proven to be integrated in the activities and tasks in the textbook. The results implied that the textbook considers the internal and external factors that are affecting teachers and the current status quo of the students by integrating HOTS activities at a moderate amount as not to overwhelm the students.

## INTRODUCTION

In any learning process, textbooks are one of the essential instruments that needs to be available for both the educators and learners. *Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 22 Tahun 2022* defined textbook as "... books that are composed for learning based on the national educational standards and the current applied curriculum", with Hidayah (2021) defining textbook as a lesson book in a specific subject that's used in school and is greatly used in most schools in Indonesia. Bloom's Taxonomy is a multi-tiered model of classifying thinking according to six cognitive levels of complexity, established in 1956 by Benjamin Bloom and his team. The cognitive domain of Bloom's Taxonomy serves as a framework to categorize thinking skills, ranging from lower-order to higher-order thinking skill. Educators frequently utilize this taxonomy as a mean to design learning objectives and assessments, ensuring a progression from basic knowledge acquisition to advanced thinking skills in educational settings. The lowest three levels are knowledge, comprehension, and application and the highest three levels are analysis, synthesis and evaluation (Forehand, 2005). In 2001, the taxonomy was revised by Bloom's former students, Lorin Anderson and David Krathwohl, whom rearranged the taxonomy levels and renamed the levels from a noun form to a verb form. Thus, the lowest three became remember, understand, and apply and the highest three became analyze, evaluate, and create (Erdiana & Panjaitan, 2023). In this research, the revised taxonomy was used.

The current curriculum in Indonesia is the *Merdeka* curriculum. Developed with a more flexible, material-leaning, and character and competence development of the learners, the purpose of the *Merdeka* curriculum is to support the vision of Indonesian education and as part of the government's

attempt to recover from the learning loss that occurred during and after the COVID-19 pandemic. According to the Programme for International Student Assessment (PISA) study results, it was revealed that 70% of students at the age of 15 are under the minimum competence in understanding simple text or applying basic mathematical concept. Within the last 10 to 15 years, there has been no significant improvement on the PISA score. This study reveals that there is a major gap of learning quality between each region and each socio-economic group, and the COVID-19 pandemic only worsens this gap. In a study by Donnelly & Patrinos (2022), it was found that while a particular subgroup experience learning gains, the remaining participants experience learning loss. With a certain demographic of students experienced a more significant learning loss more than others. Thus, a way to combat this gap is by integrating high order thinking skill in textbooks. The importance of knowledge in being the outcome of education and its support for students to deal with the changes in the 21<sup>st</sup> century can't be denied, however there are other cognitive skills and competences that needs to be enhanced in different levels, specifically the higher order thinking skill (Qasrawi, R., & Beniabdelrahman, A., 2020). The textbooks are expected to affect not only the students' learning progress but also their critical thinking. Critical thinking is of the utmost significance in education and learning, especially considering *Merdeka* curriculum's aim and purpose, which is to mitigate the learning loss of Indonesian students due to the COVID-19 pandemic as teachers, parents, and students know firsthand the impact of prolonged period of remote learning, from rising rates of depression and anxiety to the loss of student learning (Dorn et al., 2021)

When compared to prior studies, such as a study by Febriyani et al., (2020), titled *An Analysis on Higher Order Thinking Skill (HOTS) in Compulsory English Textbook for the Twelfth Grade of Indonesian Senior High Schools*, the study analyzed the tasks in the 2018 revised version of the English textbook for 12<sup>th</sup> grade students from the previous *K-13* curriculum, a textbook published prior to the pandemic, in which the results shows that 77,8% of the tasks are categorized as lower order thinking skill tasks. Another study with similar results was conducted by Erdiana & Panjaitan (2023), titled *How is HOTS Integrated into the Indonesian High School English Textbook*, where the study analysed the reading comprehension exercises in an English textbook for 12<sup>th</sup> grade students from the previous *K-13* curriculum, in which the results shows that 80,6% of the reading comprehension exercises are categorized as lower order thinking skill exercises. Lastly, in a study by Fitriani & Kirana (2022), titled *Higher Order Thinking Skill (HOTS) in English Language Textbook in Senior High School*, aims to study the thinking level of reading comprehension exercises in an English textbook for 12<sup>th</sup> grade students from the previous *K-13* curriculum published in 2018, the result shows that the reading comprehension exercises are dominated with lower order thinking skill exercises, totalling to 77%.

With these in mind, this research is aimed to conduct a content analysis based on the existing learning theory of the revised Bloom's taxonomy to determine how the book fulfils the aim of the latest curriculum by integrating high order thinking skill in the activities and tasks. The significance being there are no prior studies on the subject of this research, thus providing information for teachers, students and schools alike to determine whether or not the *Bahasa Inggris: Work in Progress* textbook integrates high order thinking skills within the activities and tasks.

## METHOD

This research is categorized into content analysis. According to Gheyle & Jacobs (2017), content analysis is a research method to analyze various forms of content and its features to determine textual meaning. According to Bengtsson (2018), the purpose of content analysis is to organize and elicit meaning from the data collected and to draw realistic conclusions from it. Weninger (2018) points out that content analysis is one of the methods in textbook analysis, which is defined as "a broad field that builds on multiple theories in order to investigate the cultural politics of meaning-making in language learning materials". Therefore, content analysis is used due to the research's source of data which is a textbook and the data being the tasks and activities within the said textbook.

The primary data source of this research is from the first edition of *Bahasa Inggris: Work in Progress*, an English textbook for 10<sup>th</sup> grade students, written by Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih and was published in 2022. The book consists of 4 chapters for the first semester and 2 chapters for the second semester. Whilst the secondary data source the teacher's handbook of the *Bahasa Inggris: Work in Progress*, also written by Budi Hermawan, Dwi Haryanti, and Nining

Suryaningsih and was published in 2022. Other secondary data sources are books and research papers with similar type of research, mainly surrounding Bloom's taxonomy and content analysis as a guide in analysing and interpreting the data. The data extracted from the book are activities and tasks that can be classified into the levels of thinking skill based on the cognitive domain of Bloom's taxonomy.

The technique used in collecting the data of this research is through content analysis. The procedure followed of collecting the data are as follows:

1. Acquiring the digital copy of the textbook from the official Merdeka curriculum digital repository,
2. Find the activities and tasks within each chapter,
3. Determine which activities and tasks can be analyzed based on Bloom's Taxonomy,
4. Collecting the data for further analysis in the form of a table.

The technique used in analyzing the data is through descriptive analysis. The procedure of conducting the descriptive analysis are as follows:

1. Classifying all the activities according to the thinking levels in the cognitive domain of Bloom's Taxonomy,
2. Inputting the data into Microsoft Excel to calculate the thinking level distribution of each chapter,
3. Presenting the findings in the form of a table and bar charts.

## FINDINGS

Established in 1956 by Benjamin Bloom and his team, the cognitive domain of Bloom's Taxonomy serves as a framework to categorize thinking skills, ranging from lower-order to higher-order thinking skill. Educators frequently utilize this taxonomy as a mean to design learning objectives and assessments, ensuring a progression from basic knowledge acquisition to advanced thinking skills in educational settings (Forehand, 2005). High Order Thinking Skill (HOTS) represents the higher order of thinking skill in the domain. The skills acquired in this level can indicate that a student has acquired a deeper comprehension of a subject. This order consists of analysing, evaluating, and creating. While Low Order Thinking Skill (LOTS) represents the lower order of thinking skills in the domain. The skills acquired in this level are the foundations of advancing to higher order thinking skill. This order consists of remembering, understanding, and applying.

In Indonesia, English is one of the foreign languages that's taught in schools. In the revised curriculum, it's stated that the purpose of teaching English is to develop the students communicative competence in English with the goal that after students graduate from senior high school, they're able to communicate in English (Somba et al., 2022). In the teachers' guide book by Hermawan et al., (2022) for the subject of this research, it's explained that the textbook is written with the consideration of fulfilling the current demand of the world, which is multimodal literacy. Multimodal literacy is defined as the knowledge and competence in accessing and using the semiotic resource that the students have and to use it correctly in order to understand the world so they can achieve their goals in life as well as to become responsible lifelong learners that someday may contribute to their community. The current demand of the world can be achieved through the current *Merdeka* curriculum, the curriculum's purpose is to develop the multimodal literacy and to actualize the vision of Indonesian education, as well as to mitigate the learning loss that occurred during the COVID-19 pandemic and the learning gap that worsened due to the pandemic.

The purpose of the curriculum is then actualized into the learning outcomes in the textbook which are: 1) After the students finish the material learning from the textbook, the students are expected to be able to use spoken, written and visual text in English to communicate accordig to the situation, purpose, and the listener or reader. Various types of text such as narrative, descriptive, procedure, exposition, recount, report, and original text as the main reference for the 10<sup>th</sup> grade. 2) Students can use English to convey their wants or feelings and discuss topics relevant to their daily lives or current issues appropriate to their age. 3) Students read written text to acquire and learn information. The competence in inference begins to emerge when the ability to understand information in English start to develop. 4) Students can produce a variety of written and visual text based on the awareness of the purpose and goal of the readers.

The learning outcome is then passed down to the learning objectives of the textbook, which are: 1) To identify the context, main idea, and detailed information from descriptive, recount, procedure,

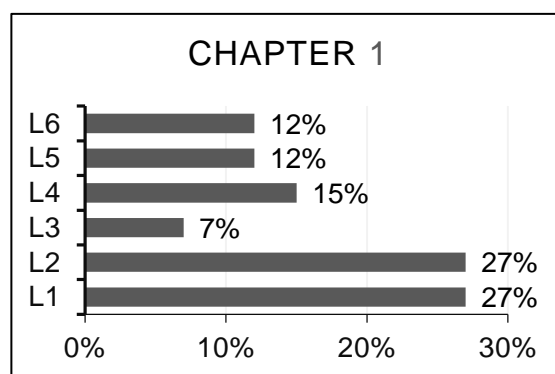
expository, and narrative text presented in multimodal forms. 2) To communicate ideas and simple opinion in various activities, discussions, collaborations and presentation. 3) To write descriptive, recount, procedure, expository, and narrative text through text structure organizer and correct linguistic features and to present it.

In terms of stucture, the textbook consists of two main themes, which are *Sports* and *Arts*. *Sports* are taught for the first semester which are further divided into *Great Athletes*, *Sports Events*, *Sports and Health*, *Healthy Foods*, while *Arts* are taught for the second semester and further divided into *Graffiti* and *Fractured Stories*. Each chapter contains seven tasks and each of the tasks are separated into Part A, B, C, and so on. Some of the parts may contain further questions. At the end of each chapter, there are additional activities such as *Chapter Review*, *Reflection*, *Assessment*, and *Enrichment*. *Chapter Review* is aimed for students' to independently check their own comprehension of the chapter. *Reflection* is aimed for students to reflect on what they just learned, which can give teachers an idea of how the students' feel about the material that has been explained, the teacher's way of teaching and things that students have learned. *Assessment* is intended to measure the students' knowledge and competence regarding the materials present in the chapter, where students need to create a project that they will present in front of the class. *Enrichment* is intended to provide further material and exercises that students can do independently. Within the six chapters, there are a total of 184 activities distributed in 42 tasks. As stated previously, the researcher focuses on activities related to the categorization of thinking skills. The indicators to determine the number of relevant activities are WH questions and instructions such as: create, compare, classify, apply, describe, and match.

**Table 1.** Data Result

Chapter	Thinking Skill Level						Total
	L1	L2	L3	L4	L5	L6	
Chapter 1	11	11	3	6	5	5	41
Chapter 2	22	4	3	0	2	1	32
Chapter 3	22	4	2	6	3	3	40
Chapter 4	11	6	0	1	1	3	22
Chapter 5	8	4	2	0	4	3	21
Chapter 6	8	3	6	4	3	4	28
<b>Total</b>	<b>82</b>	<b>32</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>184</b>

As seen from the table above, the number of activities are allocated in six chapters with a total of 184 activities. Chapter 1 contains 41 activities, Chapter 2 contains 32 activities, Chapter 3 contains 40 activities, Chapter 4 contains 22 activities, Chapter 5 contains 21 activities, and lastly Chapter 6 contains 28 activities. Regarding to the thinking skill level present in the activities, from the lowest (L1) to the highest (L6) the results are: 82 activities classified as L1, 32 activities classified as L2, 16 activities classified as L3, 17 activities classified as L4, 18 activities classified as L5, and lastly 19 activities classified as L6. In order to present the findings in further detail, the data above are

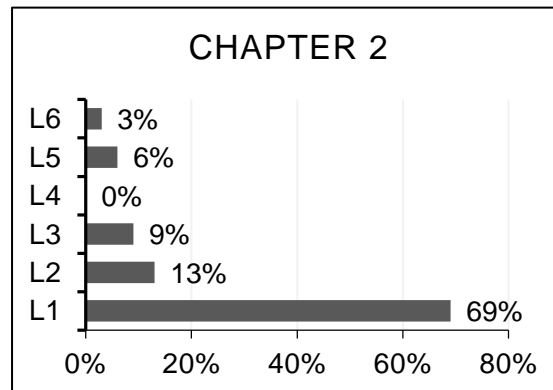


converted into the percentage of each level of thinking skill present in the activities.

**Figure 1.** Percentage of Thinking Skill Level in Chapter 1's Activities

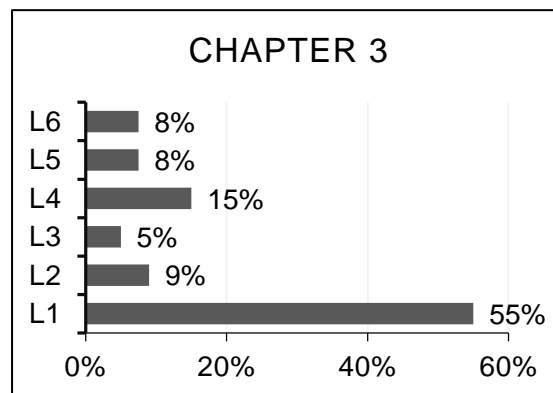
From the bar chart above, out of the 41 activities present in the chapter, L1 consists of 11 activities (27%), L2 consists of 11 activities (27%), L3 consists of 3 activity (7%), L4 consists of 6

activities (15%), L5 consists of 5 activities (12%), lastly L6 consists of 5 activities (12%). It can be concluded that only 11 out of 41 activities are categorized as HOTS, the activities in Chapter 1 are dominated by LOTS activities by totalling to 61% while HOTS activities total to 39%.



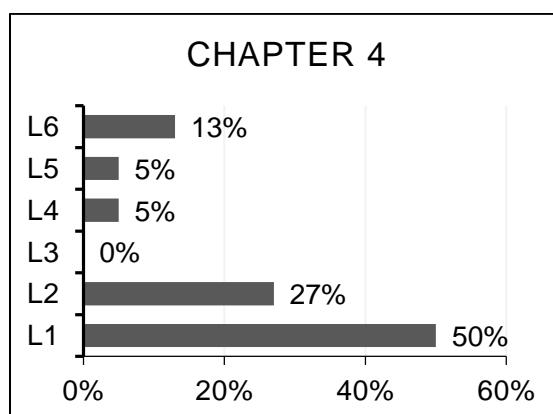
**Figure 2.** Percentage of Thinking Skill Level in Chapter 2's Activities

From the bar chart above, out of the 32 activities present in the chapter, L1 consists of 22 activities (69%), L2 consists of 4 activities (13%), L3 consists of 3 activities (9%), L4 consists of 0 activities (0%), L5 consists of 2 activities (6%), lastly L6 consists of 1 activities (3%). It can be concluded that only 3 out of 32 activities are categorized as HOTS, the activities in Chapter 2 are dominated by LOTS activities by totalling to 91% while HOTS activities total to 9%.



**Figure 3.** Percentage of Thinking Skill Level in Chapter 3's Activities

From the bar chart above, out of the 40 activities present in the chapter, L1 consists of 22 activities (55%), L2 consists of 4 activities (9%), L3 consists of 2 activities (5%), L4 consists of 6 activities (15%), L5 consists of 3 activities (8%), lastly L6 consists of 3 activities (8%). It can be concluded that only 12 out of 40 activities are categorized as HOTS, the activities in Chapter 3 are dominated by LOTS activities by totalling to 69% while HOTS activities total to 31%.



**Figure 4.** Percentage of Thinking Skill Level in Chapter 4's Activities

From the bar chart above, out of the 22 activities present in the chapter, L1 consists of 11 activities (50%), L2 consists of 6 activities (27%), L3 consists of 0 activities (0%), L4 consists of 1 activities (5%), L5 consists of 1 activities (5%), lastly L6 consists of 3 activities (13%). It can be concluded that only 5 out of 22 activities are categorized as HOTS, the activities in Chapter 4 are dominated by LOTS activities by totalling to 77% while HOTS activities totals to 23%.

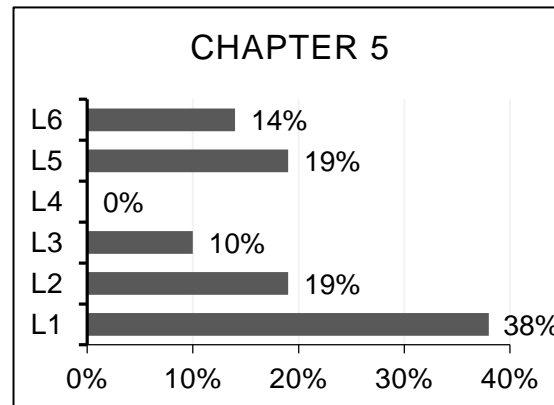


Figure 5. Percentage of Thinking Skill Level in Chapter 5's Activities

From the bar chart above, out of the 21 activities present in the chapter, L1 consists of 8 activities (38%), L2 consists of 4 activities (19%), L3 consists of 2 activities (10%), L4 consists of 0 activities (0%), L5 consists of 4 activities (19%), lastly L6 consists of 3 activities (14%). It can be concluded that only 7 out of 21 activities are categorized as HOTS, the activities in Chapter 5 are dominated by LOTS activities by totaling to 67% while HOTS activities total to 33%.

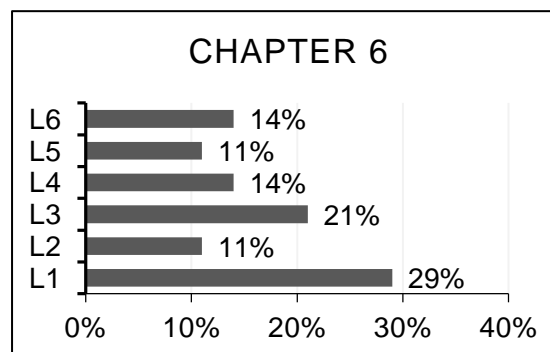


Figure 6. Percentage of Thinking Skill Level in Chapter 6's Activities

From the bar chart above, out of the 28 activities present in the chapter, L1 consists of 8 activities (29%), L2 consists of 3 activities (11%), L3 consists of 6 activities (21%), L4 consists of 4 activities (14%), L5 consists of 3 activities (11%), lastly L6 consists of 4 activities (14%). It can be concluded that only 11 out of 28 activities are categorized as HOTS, the activities in Chapter 6 are dominated by LOTS activities by totaling to 61% while HOTS activities total to 39%.

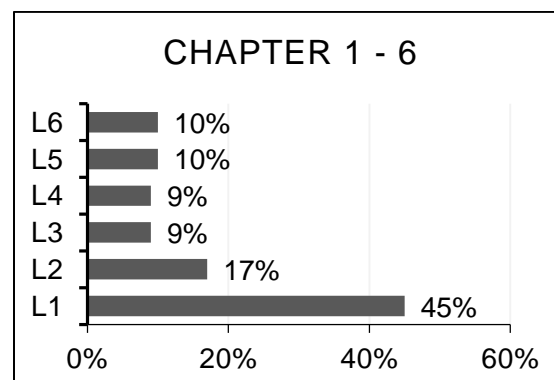


Figure 7. Percentage of Thinking Skill Level in Chapter 1-6's Activities



From the bar chart above, out of the total 184 activities present in the textbook, L1 consists of 82 activities (45%), L2 consists of 32 activities (17%), L3 consists of 16 activities (9%), L4 consists of 17 activities (9%), L5 consists of 18 activities (10%), lastly L6 consists of 19 activities (10%). It can be concluded that 54 out of 184 activities are categorized as HOTS, the activities in the textbook are dominated by LOTS activities by totalling to 71% while HOTS activities total to 29%.

## DISCUSSIONS

As seen from the findings, the categorization of the activities applied the cognitive domain of Bloom's Taxonomy with the objective of assessing the amount of thinking skills. The six cognitive domains are labeled from the lowest to the highest, with L1 being the lowest domain and L6 being the highest. L1 (Remember) represents the first level of thinking skill, L2 (Understand), L3 (Apply) represents the third, L4 (Analyse) represents the fourth, L5 (Evaluate) represents the fifth, and lastly L6 (Create) represents the sixth and highest level of thinking skill. Based on the findings, 54 out of 184 activities in the textbook are classified as HOTS activities, where L4 consists of 17 activities, L5 consists of 18 activities, and lastly with the most activities, L6 which consists of 19 activities. Thus, HOTS activities total to 29% of the total activities in the textbook. Thus, the activities in the textbook are dominated with LOTS activities, mainly L1 thinking skill which makes up 45% of the activities in the textbook with 82 activities, followed by L2 with 32 activities and lastly L3 with 16 activities. When listed consecutively from the most to the least amount of thinking skill in activities, it can be listed as follows: L1 with 82 activities (45%), L2 with 32 activities (17%), L6 with 19 activities (10%), L5 with 18 activities (10%), L4 with 17 activities (9%) and lastly L3 with 16 activities (9%). In comparison to previous studies, the findings of this research align with studies from Febriyani et al., (2020), Erdiana & Panjaitan (2023), and Fitriani & Kirana (2022), where the number of activities, questions, and tasks in the textbook that are classified as HOTS are significantly lower than of LOTS activities, questions and tasks. In fact, LOTS activities, specifically L1, makes up most of the activities, questions, and tasks present in the textbook.

The researcher would like to point out that although the textbook's activities are mainly consisted of LOTS activities, it's important to keep in mind that the thinking skill acquired in LOTS are the foundations of advancing to HOTS. This point is proven when its observed how the activities are arranged following Bloom's Taxonomy, where at the beginning of the chapters, activities classified as LOTS, mainly L1, L2 and L3 are encountered and as the chapter progresses, the thinking skill in activities increase over time, this is where HOTS activities are encountered at the end of each chapter, mainly L4, L5 and L6. The lack of HOTS activities and tasks may be considered to some as a shortcoming from the textbook itself. In a study by Budiwati et al., (2023), it was found that the 4<sup>th</sup> grade science textbook from the *Merdeka* curriculum contains misconceptions, such as overgeneralization and oversimplification. This can be defended as to "simplify" science for the young learners. Unfortunately, these shortcomings can lead students to interpret the information in the textbook incorrectly. This can easily be prevented by proactive teachers by studying the materials and catching the shortcomings before teaching. However, this might not be the case for all teachers.

The teachers are also an important factor to consider. A teacher that's aware of the curriculum's purpose and goal may expand the materials in the textbook and add more HOTS activities that students can engage with outside of the textbook. Especially considering in a study by Priantini et al., (2022) stated that the *Merdeka* curriculum and its platform emphasizes proactive attitude towards progressive and transformative change through its project-oriented learning, which can be more flexible, active and adaptive. Teachers have the freedom to apply whichever learning methods that are both fun and effective for the students to maximize the teaching and learning process. However, some teachers may only teach students through the materials present in the textbook and don't expand on the materials. There are also outside factors that may affect teachers' such as low wage, lack of facilities in developing the teachers' quality and inadequate school facilities. It's also important to note that the textbook is just a device, despite their important role in the teaching and learning process. It still has drawbacks, where the questions within the textbook is typically focused on facts or simple concepts and doesn't take into account the students' prior knowledge (Nangoy et al., 2023). Thus, the integration of HOTS activities is important.

An assumption may be made that by including more HOTS activities, it can develop the students' HOTS faster, or in Putri et al., (2021) might say as "... the questions and instructions in the textbook should be in the higher level of cognitive to support students' critical thinking". Which may just cause the opposite of the intended goal to happen. It's also important to consider the current status quo regarding Indonesian students, where according to PISA, 70% of Indonesian students at the age of 15

are under the minimum competence in understanding simple text, especially the learning loss that occurred due to COVID-19 and the learning gap that occurred after the pandemic which worsened the students' literary comprehension, therefore language learning materials must be carefully selected due to its crucial role in exposing English to the students' while also taking into account the target language skill and the students' language levels and age (Risky et al., 2022), including the learning loss that occurred to the students. Thus, by integrating more HOTS activities in the textbook, students will be demotivated to learn as they find the activities too challenging for them, especially considering that English is considered as a foreign language in Indonesia. The learning loss that occurred due to the pandemic

Fortunately, there are strategies to minimize learning loss as stated in Wahyudi (2021), the strategy includes optimizing teaching and learning supports during school closures by designing varied learning and prepare various approaches to actively involve students and adjust it for students with limited online access and most importantly to coordinate and communicate with parents to ensure that students are involved in learning, task completion and parental control while using smartphone with internet access. Another strategy is by compensating the learning loss when schools reopen. By giving extra hours for students that are behind in lessons, it can help them to catch up and minimize the effect of learning loss.

## CONCLUSION

Therefore, based on the findings of the research with the total data of 184 activities present in the textbook, HOTS activities totals to 31% with L4 consists of 17 activities (9%), L5 consists of 18 activities (10%), lastly L6 consists of 19 activities (10%), while LOTS activities totals to 71% with L1 consists of 82 activities (45%), L2 consists of 32 activities (17%), L3 consists of 16 activities (9%), it can be concluded that high order thinking skill based on the cognitive domain of Bloom's Taxonomy are integrated in the task and activities in the textbook while also considering the internal and external factors that are affecting teachers and the current status quo of the students.

## ACKNOWLEDGMENTS

The researchers would like to thank all those who have helped the researchers in the process of preparing this work both directly and indirectly.

## COMPETING INTERESTS

The authors would like to declare that there are no competing interests in this research.

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