

IMPLEMENTATION OF HIGHER ORDER THINKING SKILLS (HOTS) IN WRITING EXERCISES ON THE COMPULSORY ENGLISH TEXTBOOK

Fatihatus Nurfazura¹, Ria Kamilah Agustina²
Department of English Language Education
Universitas Hasyim Asy'ari, Jombang 61471, Indonesia^{1,2}
Email: ¹fnurfazura8@gmail.com, ²riakamilah88@gmail.com

ABSTRACT

Writing is one of the important things from the four basic skills in English learning. One of the efforts that a teacher can make to improve students critical thinking in writing skills is Higher Order Thinking Skills (HOTS). The characteristic of the textbook should be designed for lower to higher-order thinking skills. Therefore, the purpose of this study is to empirically assess the distribution of higher-order thinking skills, according to the revised Bloom's Taxonomy, within the textbook's writing exercises. This qualitative research employs content analysis, focusing on an English textbook published by the Indonesian Ministry of Education and Culture in 2018. The researcher used Miles and Huberman technique to analyze the data. This research used the source triangulation method to test the credibility of the data. The results of the research show that the distribution of high-level thinking abilities (HOTS) in this textbook is included in the lower-order thinking skills. This has been proven by only 9 out of 21 questions (42.8%) focusing on HOTS, compared to 12 questions (57.1%) focusing on LOTS. It shows that the distribution of the higher-order thinking skill of writing exercises in the English textbook "Bahasa Inggris SMA/MA/SMK/MAK" is unequal. It does not show the higher-order thinking skills properly. Hopefully, the results of this research can provide information and knowledge and can be used as a reference for further research.

Keywords: *HOTS, Writing Exercises, English Textbook*

INTRODUCTION

Much of the richness of language teaching comes from supporting materials, the most common form of material support for language teaching coming through textbooks. Textbooks play a significant role as assistive tools in the English teaching and learning process. Cunningsworth (1995) states that English textbooks have a variety of roles that include being a tool for introducing written and oral material, encouraging interaction, providing grammar and

vocabulary references, and acting as a resource for class activities and offerings. Ayu (2020) also supports that Textbooks are still significant to use in the classroom. Penny (1996) states that textbooks should provide a variety of topics and assignments for different levels, learning styles, and interests of the learners. Therefore, the teacher needs to check the various exercises in the textbook.

Writing is one of the significant things from the four basic skills in English learning. By writing, someone is giving time to think, trying ideas on paper, choosing words, rethinking, revising, and rearranging. According to Sopiani & Said (2019), Based on teacher information, students English skills are still far from being expected about critical thinking. One of the causal factors is that Indonesian students do not train much in solving contextual questions, demanding intellectual activity, argumentation, and creativity in finishing it. Therefore, the teacher should improve students critical thinking.

One effort that teachers can make to improve students critical thinking skills in writing is Higher Order Thinking Skills (HOTS). The terms higher-order thinking skills or strategies or patterns can also use to describe any cognitive activity that is beyond the low-level stages of understanding and application according to Bloom's taxonomy. Zohar (2004) states teachers also need to use HOTS because it helps, motivates, and makes them enjoy learning English, especially writing skills.

The implemented of learning higher-order thinking Skills (HOTS) in senior high schools based on Bloom's taxonomy is related to other criteria such as multiple intelligences, critical thinking, problem-solving skills, and more language integration skills. The characteristics of the textbook should be designed from lower to higher-order thinking skills. This process begins with the knowledge of the comprehension level that recently came to the highest level. Questions is categorize according to their level of difficulty. Most critically, great exam questions organize to test and measure students multiple skills and levels of understanding (Sukmawijaya et al., 2020).

Before finally using a textbook as a source of instructional materials, teachers should evaluate the contents of the textbook they will use and adapt them

to the current curriculum. The current curriculum used by researchers in English textbooks is the 2013 curriculum. The 2013 curriculum is design with a focus on student-centeredness and not teacher-centeredness. Responding to teachers need to find a good textbook based on the 2013 Curriculum: 2018 revised version, the government has published several Textbooks developed based on the four core competencies mandated by the 2013 curriculum. From all of the textbooks published, one of them focuses on teaching English to twelfth-grade students at the high school level. The Title of the Textbook is English SMA/MA/SMK/MAK Class XII (revised version 2018). This book has two types. Students book, and the teacher's book. The Student Book contains all the material that students will study, and the teacher's book provides complete information about how to use the student textbook in the various active communication activities.

Therefore, researchers set out to assess it. As states byWahab (2013). there are several reasons for evaluating a textbook. One of the main reasons is the need to adopt new Textbooks. Another reason is to identify the specific strengths and weaknesses of the Textbooks already in use. On the other hand, evaluations is obtaine as an integral part of the teaching and learning process. One of the fundamental components of any curriculum plays a significant role in determining whether what students learn is absolutely by the implemented curriculum.

Some studies have investigated the analysis of higher-order thinking skills in textbooks. The results of previous studies show that the majority of reading comprehension questions in the Textbook for Year X of the high school published by the Ministry of Education at the lowest level of revised Bloom's taxonomy(Atiullah et al., 2019). Meanwhile,Damanik & Zainil (2019)showed that the reading comprehension questions used the HOTS criteria. As a result of the analysis, Reading comprehension questions in English textbooks have almost reached the proportion but are still under the standard of good proportions.Sukmawijaya et al. (2020)also showed that The results of the analysis concerning the HOTS in English language skills were relevant significantly. The English textbook shows that most of the materials in the four skills in each chapter contain high-level thinking (148 tasks) skills that are integrate well.Manurung &

Sari (2022) give other results. The result showed that the distribution of cognitive level in essay questions was dominantly by lower-order thinking skills (LOTS) than higher-order thinking skills (HOTS). Laila & Fitriyah (2022) give another result. The result showed that from 142 reading comprehension questions, 82% classify as LOTS, and 17% classify as HOTS. It indicated that this textbook concentrated more on lower-level than higher-level thinking questions.

The gap for this study was that all the previous studies mentioned above did not investigate higher-order thinking Skills (HOTS) on writing exercises in the English Textbook Bahasa Inggris SMA/MA/SMK/MAK Class 12. Based on the previous statement, the researcher chose the English textbook Entitled Bahasa Inggris SMA/MA/SMK/MAK Kelas XII to analyze the writing exercise published by the Minister and Education. This research uses the 2018 revised textbook, the second revision. Because, the first revisions did not meet curriculum standards. By the objective, the researcher tried to analyze and explain the title *Implementation of Higher Order Thinking Skills (HOTS) in Writing Exercises in The Compulsory English Textbook*.

Meanwhile, the research aims to describe the distribution of Higher Order Thinking Skills (HOTS) in the writing exercises of the English textbook for class XII of Senior High School and the dominant cognitive domain of higher-order thinking skills found in writing exercises in the English textbook for class XII Senior High School.

LITERATUREREVIEW

Higher Order Thinking Skills (HOTS)

Higher-order thinking Skills were developed by Bloom in 1956. Bloom's taxonomy was designed to encourage higher-order thinking skills with six levels. These six stages were knowledge, comprehension, application, analysis, synthesis, and evaluation. However, the stages of taxonomy have been updated as remembering, understanding, applying, analyzing, revising, and creating.

According to Sulaiman et al. (2017), higher-order thinking skills use the mind broadly to construct or find something unique. Higher-order thinking skills

allow a person to apply the new knowledge and use it in a new situation to receive potential answers. Higher Order Thinking Skills (HOTS) was implemented in schools to allow the students to apply, analyze, evaluate, and think creatively. HOTS is defined in terms of (1) transfer, (2) critical thinking, and (3) problem-solving (Brookhart, 2010).

According to Richland & Simms (2015), higher-order thinking and constructive thinking are used to form inferences and solve issues needing previous knowledge. This is known as higher-order thinking, when a person takes new knowledge and information stored in memory and connections, rearranges it, and extends it to attain a goal or find probable answers to perplexing situations.

Higher Order Thinking Skills Based on Revised Bloom's Taxonomy

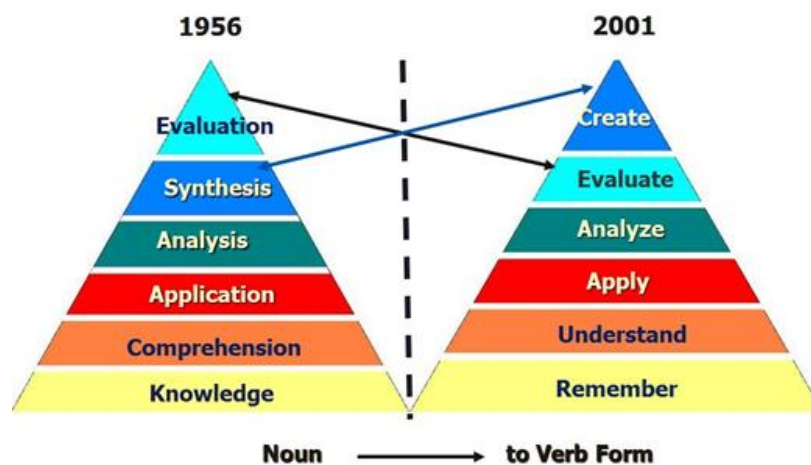
This taxonomy was created by Benjamin Bloom in 1956. He is the assistant director of the University of Chicago's Board of Examination. Bloom's taxonomy has generally been known as a rule of principles in critical assessment planning that have roles on various subjective levels. There are three objectives in Bloom's taxonomy: the cognitive domain, which focuses on developing intellectual capabilities and skills; the Affective domain, which focuses on interests, attitudes, and values; and the Psychomotor domain, which concentrates on behaviors that emphasize aspects of motor skills. Those domains help assess students' behavior in the teaching and learning process (Bloom, 1956).

According to Airasian (2001), the most commonly taught and assessed educational objectives are those in the cognitive domains. Pratiwi (2014) states that Cognitive domain skills are related to thought processes. The cognitive domain study process includes skills that involve processing information, building understanding, applying knowledge, solving problems, and conducting research. In the cognitive domains of Bloom's taxonomy, there are six taxonomy levels: knowledge, comprehension, application, analysis, synthesis, and evaluation.

However, this taxonomy have been revised. According to Laila & Fitriyah (2022), Anderson and Krathwol describe Bloom's taxonomy as Remember (C1),

Understand (C2). Apply (C3), Annalyze (C4), Evaluate (C5), and Create (C6). The differences of the original Bloom's taxonomy and the revised edition of Bloom's taxonomy can be seen in the Picture 1

**Picture 1: The Differences in Bloom and Anderson's Taxonomy
(Wilson, 2016)**



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

Writing

The general meaning of writing is a communication tool, a skill tool, and self-expression. It is said that writing is the fourth skill in language learning. Writing conveys our ideas or experiences into composition so that readers can understand what it means. In other words, a message can send messages by writing.

Writing activities are becoming increasingly crucial in everyday life. According to Harmer (2004), writing produces language and expresses ideas,

feelings, and opinions. Writing not only requires the correct use of vocabulary, sentences, and paragraph arrangement options to generate and organize ideas but also needs to convert those ideas into readable text.

Harmer (2004) also states that Writing has always formed part of the syllabus in teaching English. However, it can be used for various purposes, ranging from merely a “backup” for grammar teaching to a central syllabus strand in its own right, where mastering the ability to write effectively is seen as a critical objective for learners.

Writing Exercises

Exercises is an activity to occupy the interest and effort of to ask and to exert for the sake of education improvement, In the other words, exercise can be called as task to (Simanungkalit, 2019).

Hyland (2019) states that the tasks assist the teachers to provide a learning environment that both encourages writing and develops an understanding of how language is used for communicative purpose. It means that the tasks are the tools for learners and teacher to achieve learning purpose in the classroom by encouraging students to engage in writing and develop the understanding. The students requires to have good skills to write and produce quality writing, which make the readers understand it.

Criteria of Writing Exercises

According to Cunningsworth & Tomlinson (1984) in practice exercise, there are two kinds of practice exercise, they are:

Controlled Exercise (Free Writing)

In free writing, students are given the topic of composition, that is, let them freely use the content they have just practiced. They are ready to write down their abilities in a particular area of interest and at the same time develop quite good habits.

Guided Exercise

In contrast to free writing, in guided exercise, students must make the same decisions and make some of their own expressions, and make them that they are doing the right thing and getting advice on how to do it.

RESEARCH METHOD

This study used a descriptive qualitative research design utilizing a content analysis technique. Content analysis is a research design that employs procedures to determine the quality and themes of documents, discourses, or books (Wahyuni, 2019).

The researcher used an English Textbook for Class XII Entitled Bahasa Inggris SMA/MA/SMK/MAK as the subject of the data published by the Ministry of Education and Culture of Indonesia. The textbook contains 11 chapters and 176 pages designed for 2013 curriculum. This study focused on the distribution of higher-order thinking Skills (HOTS) in writing exercises.

The procedure of this research was the researcher would read a textbook. Then, the researcher would read about cognitive domain theory and higher-order thinking Skills theory according to Bloom's Taxonomy. The next step was analyzing the distribution of higher-order thinking Skills (HOTS) in the writing exercises of the English textbook. The final step determined the dominant cognitive domain of higher-order thinking Skills (HOTS) in writing exercises in the Textbook Bahasa Inggris SMA/MA/SMK/MAK.

The technique of data collection used in this research was the researcher would read the textbook chapter per chapter 3-4 times, The researcher would collect the writing exercises in the Bahasa Inggris SMA/MA/SMK/MAK Textbook, researcher would present the writing exercises in the table, The researcher would sort and analyzing the HOTS in the writing exercises contained in each lesson material, then made a checklist table, The researcher would describe of HOTS implementation in the textbook, The researcher would determine the dominant cognitive domain of Higher Order Thinking Skills (HOTS) in writing exercises based on revised Bloom taxonomy (Anderson

&Krathwohl, 2001).

In analyzing the data, the researcher uses data analysis. Activities in data analysis are data reduction, data presentation, triangulation, and concluding/verification.

FINDINGSANDDISCUSSION

The Distribution of Higher Order Thinking Skills in the Writing Exercises of English Textbook For Class XII of Senior High School

The discussion interprets and describes the research findings of the issuesand other new understanding or insights of the problem after the author has taken the findings into consideration. It should connect to the introduction by way of the research questions or hypotheses you posed and the literature you reviewed, but it does not simply repeat or rearrange the introduction.

This study finds that among 149 exercises practice all four basic language skills and the language components in the textbook. Only 21 exercises are classified as writing skills. only 21 exercises are classified as writing skills. only 7 chapters are included in the writing exercises distribution out of a total of 11 chapters in the English textbook. After the researcher collected the questions of writing exercises, those questions are analyzed using checklist table to find out the distribution of cognitive domain based on revised edition of Bloom’s taxonomy. The result can be seen in the table 1.

Table 1: The Distribution of Cognitive Domain of Higher Order Thinking Skills in Writing Exercises Based on Revised Bloom’s Taxonomy

Ch	No	Writing Exercises Questions	Cognitive Domain of Bloom’s Taxonomy						Reason
			Lower Order Thinking			Higher Order Thinking			
			C1	C2	C3	C4	C5	C6	
2	1	Work in groups. Work in groups of 3-5 students. Find other text that uses “if clause” in it. Then, identify the “if clause” in the your text together with your group.		V					Students are directed to identify the “if clause” in other text and find the pattern as well

Ch	No	Writing Exercises Questions	Cognitive Domain of Bloom's Taxonomy						Reason
			Lower Order Thinking			Higher Order Thinking			
			C1	C2	C3	C4	C5	C6	
		Find the patterns as well. Write the result in the following spaces.							
	2	Exchange your work. Exchange your groups work with other groups work. Check the work. You may give some corrections and suggestions in other place of paper					V		Students are directed to exchange their work to other groups and give some corrections
3	3	What's the caption?. Look at the following picture and write a caption for the picture			V				Students are directed to apply the picture as a guide for understanding the caption writing
	4	Work in groups. Now, sit in groups of four. Bring a picture from home and make four copies. Distribute them to your friends and ask them to write a caption on each picture			V				Students are directed to apply a picture as a guide for understanding the caption writing
4	5	Let's apply for a job. Write an application letter to respond to the above job vacancy above. Use these points about parts of application letters to help you.						V	Students are directed to create an application letter
	6	Do the project individually. Find another example of application letters in the internet. Analyze whether you can find the parts of application				V			Students are directed to analyze the application letter in the internet to find the part of application letters that

Ch	No	Writing Exercises Questions	Cognitive Domain of Bloom's Taxonomy						Reason
			Lower Order Thinking			Higher Order Thinking			
			C1	C2	C3	C4	C5	C6	
		letters hat you have learned. Exchange with friends.							students have learned
5	7	What is the trending news?. Write a piece of news item by responding to these questions		V					Students are directed to write a piece of news by responding these questions
	8	Write a news item. Choose an interesting or newsworthy events that has happened at or around the school. Write it up in the form of newspaper report for publication in your school magazine. Include these elements when writing					V		Students are directed to create a news about what happened at or around the school
	9	Let's do some peer editing. Work in pairs. Exchange your writing. Check your friends writing. Pay attention to these points when reading it.					V		Students are directed to check their friends writing to make a judgement
	10	Rewrite the news. Rewrite the news above using your own words. Use this sentence to begin your rewiting					V		Students are directed to rewrite the news by using their own words
	11	Write a news report. The following are notes from a journalist's notebook. Read it carefully. Then, follow the insructions below!					V		Students are directed to create a news paper.
6	12	Summarize the news. Cut any news from any			V				Students are dircted to cut any news from any

Ch	No	Writing Exercises Questions	Cognitive Domain of Bloom's Taxonomy						Reason
			Lower Order Thinking			Higher Order Thinking			
			C1	C2	C3	C4	C5	C6	
		newspaper and bring it to the class							newspaper as an application to write down the important points of the news
9	13	Find a procedure text in groups, find a procedure text about how to make something or how to do something. You can go to the library or search in the internet. Use the following questions to help you select the text.		V					Students are directed to understand the material by find the procedure text about how to make or to do something. On the library or internet
	14	Find the commands. Look through your text. Write down the commands (imperative sentences). Share what your group has with the class		V					Students are directed to understand the material by find the imperative sentences in the text.
	15	Find the time sequencers. Look through your text. Write down the time sequencers. Share what your group has with the class		V					Students are directed to understand the material by find the time sequencers in the text
	16	Find the adverbials. Look through your text again. Write down the adverbials. Share what your group has with the class		V					Students are directed to understand the material by find the adverbials in the text.
	17	Create your own text. Now, write a procedural text of your own. Choose a goal that you are good at. You can go to the library or search in the						V	Students are directed to create a procedural text

Ch	No	Writing Exercises Questions	Cognitive Domain of Bloom's Taxonomy						Reason
			Lower Order Thinking			Higher Order Thinking			
			C1	C2	C3	C4	C5	C6	
		internet to find help. Use these points when writing the text							
	18	Work in pairs to edit the text. Exchange your writings with other pairs. Check your friends writings. Pay attention to these points when reading it.					V		Students are directed to make a judgement about their friend writing based on criteria or points from material
	19	Rearrange the sentences. Rearrange the following sentences to form a good paragraph			V				Students are directed to rearrange the sentences provided to form a good paragraph
11	20	Rewrite the lyrics. Refer back to the lyrics in sub B. Use the words in the words in the box to complete the sentence. The first letter of the word is given as clue. Some words can be used more than once			V				Students are directed to rewrite the lyrics and use the word in the box provided to complete the sentences
	21	Do the comprehension questions. Read again the lyrics of the song above. Then, answer the following questions. Discuss the answers in groups of two or three students		V					Students are directed to do a comprehend questions by read again the lyrics of the song above. Then, answer the questions
Total			0	7	5	1	3	5	
			12			9			
Score			12/21x100%= 57.1%			9/21x100%= 42.8%			

In this research, the researcher used triangulation methods to text the validity and credibility of data processing results. The data is the result of the three data

sources collected. Came from the researchers, supervisors, and English teachers.

The analysis of textbook data revealed that out of 149 exercises, only 21 were dedicated to writing, indicating an imbalance in the distribution of writing exercises. Reading practice dominated with a total of 32 questions among the four basic skills of English. The researcher suggest that this uneven distribution may be influenced by time constraints in the classroom, as answering higher-level questions typically requires more time. Despite efforts to balance question types, the priority on time efficiency may skew the distribution. Furthermore, the study found that understanding skills received the highest distribution among the three skills at lower-order thinking levels, consistent with previous research by Manurung & Sari (2022). In their study, understanding domain comprised 42.2% or 62 questions, indicating a prevalent focus on lower-order thinking skills over higher-order ones.

The analysis of a Grade 12 English textbook, as scrutinized by Laila & Fitriyah (2022), revealed a notable imbalance in the distribution of thinking skills. Lower-order thinking skills (LOTS) were predominant, comprising over 82% of exercises, while higher-order thinking skills (HOTS) constituted only 18%. This discrepancy is concerning given the target audience of class XII Senior High School students, who should be encouraged to develop advanced cognitive abilities. The findings underscore a gap in educational material design, potentially hindering the cultivation of critical thinking among students at this level.

Furthermore, these findings are consistent with research conducted by Damanik & Zainil (2019), who found that only 36 questions (9.7%) out of 172 items in their study were categorized as higher-order thinking level. Similarly, Atiullah et al. (2019) revealed that only 24 questions out of 158 items were categorized as higher-order thinking questions. In both studies, the number of questions classified as lower-order thinking exceeded those at the higher-order thinking level. These results collectively emphasize the potential need for reassessment and enhancement of the distribution of higher-order thinking questions in English textbooks to better stimulate and foster higher-order thinking skills among students.

Next, as the first domain in the higher-order thinking skills in the textbook, the analyze domain receiving only 4.7% of questions compared to 23.8% for the create domain. Only one chapter, Chapter 4, incorporates analyze domain exercises, primarily focusing on dissecting parts of an application letter. However, the examples of analyze questions are limited, potentially hindering students' development of analytical thinking skills. To address this limitation, the researcher suggests diversifying the types of analysis questions to include connecting conclusions with supporting statements, distinguishing relevant from irrelevant material, and exploring the connections between ideas. This approach aims to enhance students' analytical skills and promote deeper understanding within the context of writing exercises.

Then, the second category is the evaluate domain. The evaluate domain in the textbook comprises only 14.2% of questions, with examples mainly centered on assessing peers' work. However, these questions could be expanded to include literary criticism and analysis of text quality based on the reader's perspective. Additionally, evaluate domain questions are limited to three chapters, each featuring just one question. These questions tend to focus on judging peers' work, lacking diversity. To enhance student learning, questions should be varied to prompt evaluation of different ideas and texts, fostering critical thinking skills within the evaluate domain.

The last category is the create domain. The create domain comprises the highest proportion of questions at 23.8% out of 9, indicating its importance in college education where students are expected to deeply understand discrete information items. However, create domain questions are limited to only three textbook chapters, with the majority found in Chapter 5, likely due to the varied writing exercises centered around news items. Examples of create domain questions primarily involve tasks such as creating news items, application letters, news reports, and procedural texts. Overall, the researcher believes that the training provided in the Grade 12 material adequately cultivates critical thinking skills by prompting students to engage in higher-level thinking, aligning with the researcher's perspective on effective student training.

In conclusion, The distribution of higher-order thinking skillss in writing exercises within the textbook reveals potential imbalance and room for improvement. With four chapters lacking writing exercises out of 11, there's an opportunity for more even integration across all chapters to enhance students' writing skills. This underscores the importance of comprehensive curriculum design. Additionally, discrepancies between specified skills and exercise content highlight the need for careful review and alignment to ensure coherence and effectiveness in achieving educational objectives.

The Dominant Cognitive Domain of Higher Order Thinking Skills Found in Writing Exercises in The English Textbook For Class XII of Senior High School

After the researcher find the distribution of Higher Order Thinking Skills in writing exercises of English textbook. the researcher find out the dominant cognitive domain of writing exercises in the English textbook. the result can be seen in the table 2.

Table 2: The Dominant Cognitive Domain of The Higher Order Thinking Skills Found in Writing Exercises

Higher Order Thinking Skills	Total of Writing Exercises	Total Score (%)
Analyze	1	$1/21 \times 100\% = 4.7\%$
Evaluate	3	$3/21 \times 100\% = 14.2\%$
Create	5	$5/21 \times 100\% = 23.8\%$
Total	9	$9/21 \times 100\% = 42.8\%$

The analysis of writing exercises in the English textbook for Class XII Senior High School reveals an imbalance in the distribution of higher-order thinking skills. The create domain stands out with the highest proportion of questions, surpassing analyze and evaluate domains. This contrasts with previous studies by Laila & Fitriyah (2022), Manurung & Sari (2022), and Damanik & Zainil (2019), which showed varying distributions. The prevalence of the create domain suggests a deliberate focus on encouraging creative thinking in students. In conclusion, the dominant cognitive domain of higher-order thinking skills in the textbook's writing exercises is the create domain, highlighting an emphasis on fostering original and innovative ideas.

CONCLUSION

The distribution of Higher Order Thinking skills in writing exercises of the English textbook "Bahasa Inggris SMA/MA/SMK/MAK" for Class XII reveals an imbalance in the distribution with only 21 out of 149 exercises dedicated to this skill. Reading exercises dominate, with 32 questions, indicating a need for improvement in fostering students' higher-order thinking abilities. Time constraints in the classroom may have influenced this distribution, prioritizing efficiency over higher-order thinking development. There is a notable shortfall in the distribution of higher-order thinking questions, particularly in the analyze and evaluate domains, comprising only 9.5% of total questions. This highlights the need for reconsideration and improvement in distributing higher-order thinking questions to better cultivate advanced cognitive skills among students. Additionally, discrepancies between specified skills and exercise content suggest a need for alignment and improvement in curriculum design. Further analysis revealed that the create domain had the highest distribution among higher-order thinking skills, comprising 23.8% of the questions.

The researchers suggest to the textbook writers to focus on higher level of thinking. The textbook writers need to modify and revise the distribution of the writing exercises in each chapter. The researchers hopes the English teacher to evaluate or check the content of the textbook, the teacher also encourage the students to train their critical thinking or higher order thinking skill outside the school. And the researcher suggest to the readers of this study to get some references or perspectives about the textbook selection, about the reading problem, and the importance of the higher order thinking skill in the educational or the social life.

REFERENCES

- Airasian, P. W. (2001). *Classroom assessment: Concepts and applications*. ERIC.
- Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning teaching and assessing: a revision of Bloom`s taxonomy of educational objectives*. Longman.

- Atiullah, K., Fitriati, S. W., & Rukmini, D. (2019). Using revised bloom's taxonomy to evaluate higher order thinking skills (hots) in reading comprehension questions of english textbook for year x of high school. *English Education Journal*, 9(4), 428–436.
- Ayu, M. (2020). Evaluation cultural content on English textbook used by EFL students in Indonesia. *Journal of English Teaching*, 6(3), 183–192.
- Bloom, B. S. (1956). *Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain* (2nd ed.). Addison Wesley Publishing Company.
- Cunningsworth, A. (1995). *Choosing Your Coursebook (Handbooks for the English Classroom)*. Macmilan publishers.ltd.1998.
- Cunningsworth, A., & Tomlinson, B. (1984). Evaluating and selecting EFL teaching materials. (*No Title*).
- Damanik, N. H., & Zainil, Y. (2019). The analysis of reading comprehension questions in English textbook by using higher order thinking skill at grade X of SMAN 2 Padang. *Journal of English Language Teaching*, 8(1), 249–258.
- Harmer, J. (2004). *How To Teach Writing* (1st ed.). Pearson Longman.
- Hyland, K. (2019). *Second language writing*. Cambridge university press.
- Laila, I., & Fitriyah, I. (2022). An analysis of reading comprehension questions in english textbook based on revised Bloom's taxonomy. *Journal of English Teaching*, 8(1), 71–83.
- Manurung, I. D., & Sari, D. P. (2022). HOTS (Higher Order Thinking Skills) in English Reading Exercises Textbook. *Proceeding International Conference On Language, Literature And Culture*, 1, 391.
- Penny, U. (1996). *A Course in Language Teaching: Practice of Theory (Cambridge Teacher Training and Development)*.
- Pratiwi, N. (2014). An Analysis of Reading Exercises in Pathway to English Textbook for the Eleventh Grade of Senior High School Students. *Jakarta: UIN*.
- Richland, L. E., & Simms, N. (2015). Analogy, higher order thinking, and education. *Wiley Interdisciplinary Reviews: Cognitive Science*, 6(2), 177–192.
- Simanungkalit, W. S. (2019). *An Analysis on Writing Exercises in english Textbook for Grade Seven Entitled "When English Rings a Bell"*.
- Sopiani, P. S., & Said, I. (2019). Investigating Students' Higher Order Thinking Skills (HOTS) in Writing Skill (A Case Study at the Eleventh Grade of a Senior High School in Banjar). *Journal of English Education and Teaching*, 3(3), 328–342.
- Sukmawijaya, A., Yunita, W., & Sofyan, D. (2020). Analysing Higher Order Thinking Skills on the Compulsory English Textbook for Tenth Graders of Indonesian Senior High Schools. *JOALL (Journal of Applied Linguistics and*

Literature), 5(2), 137–148.

- Sulaiman, T., Muniyan, V., Madhvan, D., Hasan, R., & Rahim, S. S. A. (2017). Implementation of higher order thinking skills in teaching of science: A case study in Malaysia. *International Research Journal of Education and Sciences (IRJES)*, 1(1), 2158–2550.
- Wahab, A. M. M. (2013). Developing an English language textbook evaluative checklist. *IOSR Journal of Research & Method in Education*, 1(3), 55–70.
- Wahyuni, S. (2019). *Qualitative research method: Theory and practice*.
- Wilson, L. O. (2016). Anderson and Krathwohl Bloom's taxonomy revised understanding the new version of Bloom's taxonomy. *The Second Principle*, 1(1), 1–8.
- Zohar, A. (2004). *Higher Order Thinking in Science Classrooms: Students' Learning and Teachers' Professional Development* (1st ed.). Springer Netherlands.