CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents three main points, which are: review of related studies, review of theoretical studies, and theoretical framework. Review of previous studies is a review of prior studies that are closely related to the current study. Review of theoretical studies is examining previous theories that have been used in the current study. The last point is theoretical framework which depicts why and how this present research is carried out.

A. Theoretical Description

1. Lower-Order Thinking Skills (LOTS)

Lower-order thinking skills (LOTS) is used to reveal the basic factual knowledge, it is also regarded as essential and very necessary as it helps the pupils develop their line of thoughts, acquire knowledge on different topics and apply the knowledge effectively. LOTS are part of six hierarchical that classified as cognitive domains of thinking skills in Bloom's Taxonomy[1]. It had been suggested by Benjamin Bloom as well regarding to the difference levels of the cognitive skills which are divided into two levels as Lower order thinking skills (LOTS) & Higher order of thinking skills (HOTS) and the first three levels which include, Remembering, Understanding, Applying are usually called as lower-order thinking skills. Furthermore, thinking skills can be considered of the demanded skills that are highly required to facilitate learners process where their memories are not be able to bear the tremendous amount of knowledge and digit[2].

Mastering LOTS before proceeding to mastering HOTS is a prominent part of the pupils learning process. It

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[1] Maria E.O. Barut, Ariyadi Wijaya, *"Examining Middle School Student's Lower Order Thinking Skill", Advances in Social Science, Education and Humanities Research, Vol. 528, published by Atlantis Press SARL, p.362, 2021,* *http://creativecommons.org/licenses/by-nc/4.0/*

[2] Qasrawi, R., & BeniAndelrahman, A, *" The higher and lower-order thinking skills (HOTS and LOTS) in Unlock English textbooks (1st and 2nd editions) based on Bloom's Taxonomy: An analysis study", International Online Journal of Education and Teaching (IOJET), p.7(3),2020, 744-758.* *https://iojet.org/index.php/IOJET/article/view/866*

has been observed that HOTS and LOTS are interconnected and HOTS cannot be developed and enhanced separately from LOTS, considering that LOTS are the simple thinking process that serve as a basis for more complex ones which will never take place without them[3].

2. Higher Order of Thinking skills (HOTS)

The notion of Higher Order of Thinking Skills (HOTS) can be a multi-layered approach to describing the material, completing, representing, and building relationships by incorporating the most fundamental mental processes that can be leveraged to enhance students thinking skills.[4] HOTS also tend to be essential in developing lifelong learning that enables learners to respond effectively to the 21st century demands[5]. More further, HOTS is approached as the "Top End" of Bloom's (or any other) Taxonomy: Analyse, Evaluate and Create. In the other hand, HOTS is also defined into three categories and it would be explained as below;

a) HOTS as Transfer Category

HOTS as Transfer Category means involving to enable students not only to recall and comprehend, but also to apply knowledge in more and more contexts [6].In accordance with the goal behind of the cognitive taxonomies that is equipping students to be able to do transfer. This concept is associated with the student's capacity to think, in which the student is able to utilize

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[3] Elena Tikhonova, Natalia Kudinova, *"Sophisticated Thinking: Lower Order Thinking Skills", SGEM (International Multidisciplinary Scientific Conferences on Social Sciences and Arts), Education and Education Research, p.2, 2015, DOI: 10.5593/SGEMSOCIAL2015/B12/S3.117*

[4] TJ Syarifah et al, *"Student's Critical Thinking ability with higher order thinking skills (HOTS) question based on self-efficacy", J Phys: Conf.ser 1265012013, p.2, 2019, doi:10.1088/1742-6596/1265/1/012013*

[5] Qasrawi, R., & BeniAndelrahman, A, *" The higher and lower-order thinking skills (HOTS and LOTS) in Unlock English textbooks (1st and 2nd editions) based on Bloom's Taxonomy: An analysis study", International Online Journal of Education and Teaching (IOJET), p.7(3),2020, 744-758. https://iojet.org/index.php/IOJET/article/view/866*

[6] Susan M.Brookhart,"How to Asses High-Order Thinking Skiils in Your Classroom", *ASCD Alexandria, Virginia USA,p3,2010, ISBN: 978-1-4166-1048-9*

the knowledge and abilities acquired during their learning in a new environment. The application of "New Context" here means the student has not thought of before, but not necessarily something universally new, then it can be conclude that the students ability in developed their learning in new context must be comprehensive. More further, HOTS as transfer category is also conceived as students being bale to relate their learning to other elements beyond those they were taught to associate with it[7].

b) **HOTS as Critical Thinking**

Critical thinking is reasonable, reflective thinking that is focused and deciding what to believe or do, another example in this category *defines critical thinking as* "artful thinking", which includes reasoning, questioning, and investigating, observing and describing, comparing and connecting, finding complexity, and exploring view points. It means HOTS as critical thinking that, a capability of students to apply wise judgment or produce a reasoned critique as well as to reason, reflect and make sound decisions[8].

c) **HOTS as Problem Solving**

A problem is an objective that cannot be solved by memorizing a solution. All fields of study have problems. Some problems are closed, such as a set of mathematical problems that are designed to be solved by repeated practice with a specific algorithm. However, many problems are open, meaning that they can have multiple correct answers, multiple ways to solve the same problem, or they are real questions for which the answers are unknown. In other hand, there are many different ways of people to solve the problems and it depends on the values and assumption they bring to the task. In the scope of education the goal of teaching is equipping students to be able to identify and

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solve problems in their academic work and live. Furthermore it can be summed up, if HOTS as problem solving here is the general mechanism behind all thinking which include critical thinking, creative thinking and effective communication as well as solving new problems that they define themselves then creating something new as the solution [9].

3. Bloom's Taxonomy
a) *The original Bloom's Taxonomy*

In early 1940's, The cognitive researcher and psychologist Benjamin Bloom was one of the best-known instructional psychologists who attempted to implement the cognitive principle based on the theories of cognition and the human information processing theory. According to this theory, a human's mind uses various mental processes while manipulating, developing, learning, understanding, storing, and retrieving information. In 1956, Bloom published the Taxonomy of Educational Objectives in the Cognitive Domain. According to this taxonomy, Bloom and his colleagues classified different learning modes and levels according to the mental processes that students engage in as they learn.[10]

A popularity of taxonomy bloom that is gained immediate the continued use of Bloom's original taxonomy, which has been in use for nearly six decades, has caused some educators to question whether it is still applicable in this day and age, as it has been the subject of extensive research and study on intellectual abilities and human thought processes. One of those educators was Lorin Anderson, a former student of Benjamin Bloom. Anderson and Krathwohl (2001) revised Bloom's taxonomy to be more adaptive to our current

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[9] Susan M.Brookhart,"How to Asses High-Order Thinking Skiils in Your Classroom", *ASCD Alexandria, Virginia USA,p4,2010, ISBN: 978-1-4166-1048-9*

[10] Afnan N.Darwazeh & Robert Maribeh Branch, "A revision to the Revised Bloom's Taxonomy",*38th annual Proceedings, 2015 Annual Proceedings – Indianapolis: Volumes 1 & 2, https://files.eric.ed.gov/fulltext/.*

age by proposing another taxonomy that will meet curriculum designers, teachers, and students needs better than the Bloom's one.

In discussing the principles by which a taxonomy might be developed, it was agreed that the taxonomy should be an educational-logical-psychological classification system. In further, the constructing of taxonomy every effort should be made to avoid value judgments about objectives and behaviours. for instance, it can be seen from the use of taxonomy as an aid in developing a precise definition and classification of such vaguely defined terms as "thinking" and problem solving. Bloom also considered his early efforts a starting point, as evidenced in a memorandum from 1971 in which he stated "Ideally each key area should have its own taxonomy in its own language – more detailed, closer to specific the language and thought of its experts, reflecting its own sub-division and level of education accordingly, with possibility of new categories, combinations of categories and deletion of appropriate categories"[11].

b) ***Bloom's Taxonomy Revised 2001 : Anderson & Krathwohl***

The revised Bloom's Taxonomy, which had been proposed by Anderson, omits several points either in the cognitive process dimension, or in the knowledge dimension. a former student of Bloom, updated and revised the taxonomy reflecting relevance to 21st century work for both students and teachers. Anderson modified the original terminology by changing Bloom's categories from nouns to verbs. Anderson renamed the

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[11] Benjamin S. Bloom, Max D. Engelhart, Edward J. Furst, Walker H. Hill, David R.Krathwoll, "Taxonomy of Educational Objectives", *Handbook 1 Cognitive Domain by A committee of college and University Examiners, 1953, https://eclass.uoa.gr/modules/document/file.php/PPP242/Benjamin%20S.%20Bloom%20-%20Taxonomy%20of%20Educational%20Objectives%2C%20Handbook%201_%20Cognitive%20Domain-Addison%20Wesley%20Publishing%20Company%20%281956%29.pdf*

knowledge 220 categories into remember, comprehension into understanding and synthesis into create categories. Anderson also changed the order of synthesis and placed it at the top of the triangle under the name of Create. Thus, Anderson and Krathwohl's revised Bloom's taxonomy became: Remember, Understand, Apply, Analyse, Evaluate and Create.
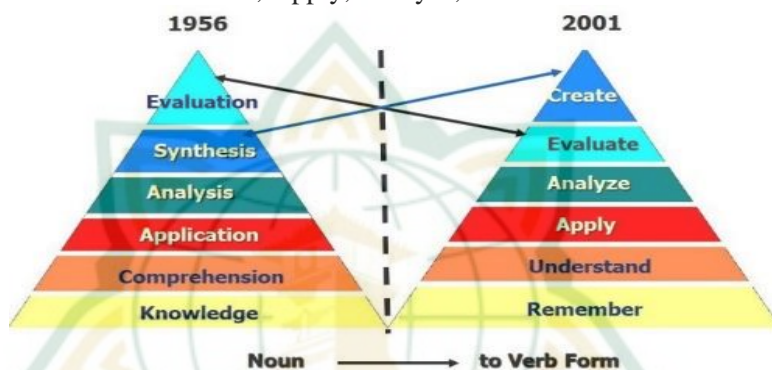

Figure 2.1 The Revised Bloom's Taxonomy
by Anderson and Krathwohl (2001).

The modification that made by anderson & krathwohl is related to the level of cognitive process, where this new version is meant to be more general, while the definition of the level cognitive process are as below:

1) **Remembering**: Be able to recall information such as dates, events, places, ideas, definitions, formulas, and theories.
2) **Understanding:** Be able to grasp the meaning of the information, express it in own words, and/or cite examples
3) **Applying:** Be able to apply knowledge or skills to new situations. Use information and knowledge to solve a problem, or answer a question.
4) **Analysing:** Be able to break down knowledge into parts and show and explain the relationships among the parts.

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5) Evaluating: Be able to judge or asses the value of material and methods for a given purpose

6) Creating: Be able to pull together parts of knowledge to form a new whole and build relationships for new situations

4. The Notion of Textbook

Textbooks are defined as a key component in most language programs. In certain circumstances, textbooks may form the foundation for the majority of language instruction and language practice that takes place in the classroom. These textbooks may be used to inform the content of lessons, the proportion of skills taught, and the types of language activities that students engage in. In other cases, the textbook may be primarily used to supplement the teacher's instruction.[12]. Textbooks are one of the most common teaching materials used in foreign language courses. In short, it is very important that textbooks cover the fundamental; aspects of language and culture, and that they meet the needs of learners, their cultural background and their level of language knowledge. Therefore, it's genuinely important to help teachers choose the most appropriate ones for their classes[13], bearing in mind the role of textbooks in learning process is necessarily, and they are identified as :

- An affective for self-directed learning and self study
- A valuable resource for presentation material (written and spoken)
- A source of ideas and activities for learner practice and communicative interaction
- A reference source for students on learning grammar, vocabulary, pronunciation, etc
- A syllabus
- A resource for self-directed learning or self-access work

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[12] Jack C. Richards, "The Role of Textbooks in a Language program", *Cambridge University Press, Cambridge, UK, 2001, https://www.professorjackrichards.com/wp-content/uploads/role-of-textbooks.pdf.*

[13] Radic-Bojanic B, Topalov J, "Textbooks in the EFL Classroom: Defining, assessing and analyzing", *Journal-article, Zbornik Radova Faculty of Philosophy, 2016, DOI. 10.5937/zrffp46-12094*

- A support for less experienced teachers to gain confidence and demonstrate new methodologies[14].

Most textbooks combine modern and traditional language teaching techniques. They incorporate ideas such as learner development, task-based methodology and cross-curricular themes while offering a grammar framework and extensive practice with vocabulary, grammatical constructions and functions.[15]. The textbooks symbolize "the visible heart of any ELT program" and they offer significant advantages for both students and teachers. Their view is based on the premise that textbooks are written by prominent linguists[16]. The majority of teachers feel comfortable utilizing a textbook as a basis for their lesson plans. They consider it convenient to have a textbook as a teaching aid since the texts and tasks support their teaching process as pedagogical tools taught in class[17]. In other side, textbooks also can improve students language skills by using them as a useful means in order to stimulate discussions[18].

A textbook also define a considerable amount of the content, arrangement and aims of the curriculum, but it also influences the way in which certain topics are presented. This demonstrates that the language learning process is so intricate that textbooks are unable to accommodate the diverse needs of learners worldwide. There is no one-size-fits-all textbook that can adequately meet the requirements of all learners. Each textbook is

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[14] Alan Cunningsworth, "Choosing your Coursebook", *Macmillan Heineman Education, Oxford, 1995, p.7, ISBN. 0435240587*

[15] Tom Hutchinson and Euncie Torres,"The textbook as agent of change", *Elt Journal,Volume 48, 1994,p.4,* DOI:10.1093/ELT/48.4.315 https://textbookuse.pbworks.com/f/Textbooks%2Bas%2Bagents%2Bof%2Bchange.pdf.

[16] Leslie E.Sheldon,"Evaluating ELT textbooks and Materials", *ELT Journal Vlume 42, Oxford University Press,1988*

[17] Radic-Bojanic B, Topalov J, "Textbooks in the EFL Classroom: Defining, assessing and analyzing", *Journal-article, Zbornik Radova Faculty of Philosophy, 2016, DOI. 10.5937/zrffp46-12094*

[18] Tom Hutchinson and Eunice Torres,"The textbook as Agent of Change", *EL T Journal Volume 48/4 October 1994 © Oxford University Press 1994,Pages 315-328,* http://eltj.oxfordjournals.org/

unique and has its own advantages and disadvantages, so no textbook intended for the general market can be entirely suitable for a particular group of learners.[19].

Teachers may have different ideas about the same textbook based on their experience, teaching style, and what their students need. It's like what one teacher sees as a plus in a textbook might be seen as a minus in another. Most teachers have been taught to think of a textbook as a finished product, not the beginning of their teaching[20]. The textbook serves as a basic set of materials, a starting point for the teacher and their class, providing a grammatical and practical framework that allows for flexibility, adaptability, and spontaneous and creative learning in the classroom.

The use of a textbook minimizes the risk of learning gaps and ensures that the student is always aware of the direction of the course, as there is a clear roadmap from start to finish. The textbooks are simply suggestions for action, rather than guidelines for implementation. Teachers should review the suggestions and decide whether or not to accept them. In addition, the teachers consider that without the utilization of textbooks and teacher guides, it would be extremely challenging and sometimes even impossible to effectively teach and provide instruction from day to day[21].

5. Exercise

The Longman Dictionary for Contemporary English defines exercise as a series of questions included in a textbook intended to assess a student's knowledge and proficiency. Exercise can also be referred to as a task.

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[19] R.L. Allwirght,"What do we want teaching materials for?",ELT Journal Volume 36, 1981, *http://eltj.oxfordjournals.org/*

[20] Kathleen Graves, "Designing Language Courses: A Guide For Teachers", *Heinle & Heinle Publishers, International Thomson Publishing Europe,2000, ISBN 0-8384-7909-X*

[21] Jeremy Harmer, "The Practice of English Language Teaching", *Fourth Edition, Published by Pearson Longman, 2001, https://www.academia.edu/25472823.*

Additionally, exercise is an activity designed to provide instruction or to test an individual.[22]

An exercise is also defined as an activity that requires both focus and effort in order to improve training. The outcome of the activity is evaluated and there is a practical correlation between the two. Both of these activities are designed to evaluate the student's performance[23], in practice of exercise, there are two kinds of the practice exercise, they are:

1. Controlled Exercise (free writing)

   In free writing, the students are provided with a composition topic that allows them to apply freely what they have just learned. Once the process has established a good habit, they are encouraged to write about their proficiency in the area of their particular interest.

2. Guided Exercises Guided

   Exercise provides students with a sense of assurance that they are adhering to the instructions on how to proceed. Learners are required to make the same choices using their own language and to generate their own terms.[24]

6. Syllabus

A syllabus defines as a summary outline of a discourse, treatise or course of study or of examination requirements. The construction syllabus has conveyed information related to learning objectives, grading requirements, and basic logistics associated with a given course. Furthermore, the syllabus also can identifies how student success is measured, and may place restrictions on the what, how, and why of learning-either intentionally or

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[22] *"Oxford English Dictionary", Oxford University Press, 2008, p154, ISBN 0199548412*

[23] Wiwin simanungkalit.et.al*, "An analysis on writing exercise in English textbook for grade seven entitled "when English rings a bell", Journal Universitas HKBP Nommennsen, 2016, p16, https://jurnal.uhn.ac.id/index.php/jsp/article/download/113/54/*

[24] Alan Cunningworth, *"Evaluating and Selecting ELF Teaching Material", London: Heineman Educational Press, 1984, p82, ISBN. 9780435280062, 0435280066*

unintentionally[25]. In addition, the following syllabus is used as a guide to see the quality of the books that have been used by researcher to analyse the LOTS and HOTS items.

Bahasa Inggris Peminatan

Satuan Pendidikan   : SMA / MA
Kelas   : XII (Dua Belas)
Alokasi Waktu : 4 jam pelajaran/minggu
Kompetensi Inti :

- **KI-1 dan KI-2:Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

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Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan such ... that;	• Fungsi sosial Menjelaskan, memberi informasi, dsb. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Pernyataan dan pertanyaan keterangan (circumstance) - Kata yang menyatakan hubungan dua keadaan benda dengan pengaruhnya: *So ....that ...; Such .....that ....* - Penggunaan nominal singular dan plural secara tepat, dengan atau *tanpa a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal - Ucapan, tekanan kata, intonasi, ejaan dan tanda baca, dan	• Menyimak dan menirukan percakapan tentang tindakan memberi dan memnta informasi terkait hubungan sebab akibat sesuai dengan konteks penggunaannya. • Membaca dengan cermat untuk mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan percakapan tersebut. • Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam percakapan tersebut. • Membaca dengan cermat beberapa percakapan serupa dari sumber lain. • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa percakapantersebut.

Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran
so ... that)	tulisan tangan. • Topik Perbuatan, kegiatan, dan tindakan di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.	• Secara lisan dan tulis, melakukan tindakan komunikatif yang telah dipelajari untuk tindakan memberi dan memnta informasi terkait hubungan sebab akibat sesuai dengan konteks. • Melakukan refleksi tentang proses dan hasil belajarnya.
4.1 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan	• *Fungsi sosial* Menjelaskan/memberikan tambahan informasi secara efektif • *Struktur teks* - Memulai - Menanggapi (diharapkan/di luar dugaan)	• Menyimak dan menirukan percakapan tentang tindakan memberi dan memnta informasi terkait benda dengan pewatas berupa sifat, jenis, dan fakta keadaan/ kejadian

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Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran
tindakan memberi dan meminta informasi terkait benda dengan pewatas berupa sifat, jenis, dan fakta keadaan/kejadian, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan prepositional phrase, adjective clause: finite dan non-finite)	• *Unsur kebahasaan* - Kalimat pernyataan dan pertanyaan terkait benda dengan pewatas berupa sifat, jenis, dan fakta keadaan/ kejadian antara lain; *who, which, that/driven, based, developing, carrying/ the essay, after the break*, dsb. - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal	akibat sesuai dengan konteks penggunaannya. • Membaca dengan cermat untuk mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan percakapan tersebut. • Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam percakapan tersebut. • Membaca dengan cermat beberapa percakapan serupa dari sumber lain. • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa percakapantersebut.
4.2 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait benda	- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. • *Topik* orang, benda, binatang, di	• Secara lisan dan tulis, melakukan tindakan komunikatif yang telah dipelajari untuk tindakan memberi dan memnta informasi terkait benda dengan

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Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran
dengan pewatas berupa sifat, jenis, dan fakta keadaan/kejadian, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan peserta didiksebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.	pewatas berupa sifat, jenis, dan fakta keadaan/ kejadian sesuai dengan konteks. • Melakukan refleksi tentang proses dan hasil belajarnya.
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keterangan (circumstance), sesuai dengan konteks	• *Fungsi sosial* Menjelaskan benda/memberikan informasi tambahan • *Struktur teks* - Memulai - Menanggapi (diharapkan/di luar dugaan) • *Unsur Kebahasaan* - Kalimat pernyataan dan pertanyaan keterangan (circumstance) - Pewatas (Modifiers) antara lain;	• Menyimak dan menirukan percakapan tentang tindakan memberi dan memnta informasi terkait keterangan (circumstance) sesuai dengan konteks penggunaannya (klausa finite atau klausa non-finite) sesuai dengan konteks penggunaannya. • Membaca dengan cermat untuk mengidentifikasi fungsi sosial, struktur teks dan unsur

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Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran
penggunaannya. (Perhatikan unsur kebahasaan klausa finite atau klausa non-finite)	*Which/that, Who,Whose,Where.* - *Relative Clauses:* kalimat dengan pewatas - Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi • *Topik* Perbuatan, kegiatan, dan tindakan di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan peserta didiksebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.	kebahasaan percakapan tersebut. • Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam percakapan tersebut.
4.3 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keterangan (circumstance), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		• Membaca dengan cermat beberapa percakapan serupa dari sumber lain. • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa percakapantersebut. • Secara lisan dan tulis, melakukan tindakan komunikatif yang telah dipelajari untuk tindakan memberi dan memnta informasi terkait keterangan (circumstance) sesuai dengan konteks penggunaannya (klausa finite atau klausa non-finite) sesuai dengan konteks. • Melakukan

Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran
		refleksi tentang proses dan hasil belajarnya.
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian terjadinya/dilakukannya sesuatu yang tidak nyata pada saat ini dan pada waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan conditional:	• *Fungsi sosial* Menyatakan persyaratan terjadinya/dilakukannya sesuatu, menyatakan penyesalan, menyatakan dan menanyakan pengandaian terjadinya/ dilakukannya sesuatu yang tidak nyata pada waktu lampau • *Struktur Teks* - Memulai - Menanggapi (diharapkan/di luar dugaan) • *Unsur Kebahasaan* - Kalamat pernyataan dan pertanyaan terkait pengandaian terjadinya/ dilakukannya sesuatu yang tidak nyata pada saat ini dan pada waktu lampau.	• Menyimak dan menirukan percakapan tentang tindakan memberi dan memnta informasiterkait pengandaian terjadinya/dilakukannya sesuatu yang tidak nyata pada saat ini dan pada waktu lampau sesuai dengan konteks penggunaannya. • Membaca dengan cermat untuk mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan percakapan tersebut. • Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam percakapan tersebut. • Membaca dengan cermat beberapa percakapan serupa dari sumber

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Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran
past dan past perfect)	- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.	lain.
4.4 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian terjadinya/dilakukannya sesuatu yang tidak nyata pada saat ini dan pada waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• *Topik* Berbagai hal terkait dengan interaksi antara guru dan peserta didik selama proses pembelajaran, di dalam maupun di luar kelas, yang dapat menumbuhkan perilaku yang termuat dalam KI.	• Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa percakapantersebut. • Secara lisan dan tulis, melakukan tindakan komunikatif yang telah dipelajari untuk tindakan memberi dan memnta informasiterkait pengandaian terjadinya/dilakukannya sesuatu yang tidak nyata pada saat ini dan pada waktu lampau sesuai dengan konteks. • Melakukan refleksi tentang proses dan hasil belajarnya.
3.5 Menerapkan fungsi sosial, struktur teks,	• *Fungsi sosial* Memastikan, meningkatkan	• Menyimak dan menirukan percakapan tentang

Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran
dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan pertentangan dan kebalikan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan even if ..., unless ..., however, on the other hand, in conbtrast, nevertheless)	tekad, menyemangati, dsb. • *Struktur Teks* - Memulai - Menanggapi (diharapkan/di luar dugaan) • *Unsur Kebahasaan* - Kalamat pernyataan dan pertanyaan terkait pengandaian terjadinya /dilakukannya sesuatu yang tidak nyata pada saat ini dan pada waktu lampau - Kata untuk menyatakan pengandaian: *whether or not ... no matter ..., even if ...* - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal	tindakan memberi dan memnta informasi terkait pengandaian terjadinya/dilakukann ya sesuatu yang tidak nyata pada saat ini dan pada waktu lampau sesuai dengan konteks penggunaannya. • Membaca dengan cermat untuk mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan percakapan tersebut. • Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam percakapan tersebut. • Membaca dengan cermat beberapa percakapan serupa dari sumber lain. • Membandingka n fungsi sosial, struktur teks, dan unsur kebahasaan beberapa percakapantersebut.
4.5. Menyusun teks interaksi transaksional lisan dan tulis yang	- Ucapan,	

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Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran
melibatkan tindakan memberi dan meminta informasi terkait hubungan pertentangan dan kebalikan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • *Topik* Kegiatan dan tindakan yang penting dan relevan dengan peserta didik SMAyang dapat menumbuhkan perilaku yang termuat dalam KI.	• Secara lisan dan tulis, melakukan tindakan komunikatif yang telah dipelajari untuk tindakan memberi dan memnta informasiterkait pengandaian terjadinya/dilakukannya sesuatu yang tidak nyata pada saat ini dan pada waktu lampau sesuai dengan konteks. • Melakukan refleksi tentang proses dan hasil belajarnya.

3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks pembahasan ilmiah (discussion) lisan dan tulis dengan memberi dan meminta informasi terkait	• Fungsi Sosial Membahas suatu isu dari beberapa sudut pandang
	• Struktur Teks Struktur untuk setiap sudut pandang dapat mencakup
	  - Penyampaian isu yang dibahas dan ulasan umumnya
	  - pandangan, asumsi terhadap isu
		• Menyimak guru membacakan beberapateks pembahasan ilmiah (discussion) lisan dan tulis dengan memberi dan meminta informasi terkait pembahasan isu kontrovesial dan aktual dari beberapa (minimal dua) sudut pandang.
		• Menirukan guru membaca teks tersebut secara

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Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran
pembahasan isu kontrovesial dan aktual dari beberapa (minimal dua) sudut pandang, sesuai dengan konteks penggunaannya	- argumentasi pendukung - kesimpulan atau saran • *Unsur kebahasaan* - Kosa kata terkait dengan topik yang dibahas. - Kata sambung untuk menunjukkan perbandingan, kontras, dan urutan, *a.l. on the other hand, conversely, because, consequently, thus,* dsb..	bermakna, dengan intonasi, ucapan, dan tekanan kata yang benar. • Menanyakan informasi dari teks yang dibaca • Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks tersebut. • Mempelajari contoh tabel analisis isi teks yang sedang dipelajari.
4.6 Teks pembahasan ilmiah (discussion) 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks pembahasan ilmiah (discussion) lisan dan tulis, terkait isu kontroversial dan aktual	- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal - Ucapan, tekanan kata, intonasi, ejaan dan tanda baca, tulisan tangan • *Topik*	• Membahas cara mempresentasikan hasil analisis tersebut. • Mempresentasikan hasil analisis secara lisan dalam kelompok masing-masing. • Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif dari sumber lain. • Mempresentasikan hasil analisis secara lisan di depan kelompok lain.

Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran
4.6.2 Menyusun pembahasan ilmiah (discussion) lisan dan tulis, terkait isu kontroversial dan aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Institusi, benda, binatang dan gejala/peristiwa alam dan sosial terkait dengan mata pelajaran lain di Kelas XII, yang dapat menumbuhkan perilaku yang termuat dalam KI.	• Menulis teks pembahasan ilmiah (discussion) lisan dan tulis dengan memberi dan meminta informasi terkait pembahasan isu kontrovesial dan aktual dari beberapa (minimal dua) sudut pandang secara kontekstual. • Melaporkan secara lisan, pendek, dan sederhana tentang teks pembahasan ilmiah (discussion) lisan dan tulis dengan memberi dan meminta informasi terkait pembahasan isu kontrovesial dan aktual dari beberapa (minimal dua) sudut pandang. • Melakukan refleksi tentang proses dan hasil belajarnya.
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi	• *Fungsi sosial* menyatakan hasil yang diluar dugaan. • *Struktur teks* - Memulai - Menanggapi	• Menyimak dan menirukan percakapan tentang memberi dan meminta informasi tindakan memberi

Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran
transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait konsesi, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan even though, although)	(diharapkan/di luar dugaan) • *Unsur kebahasaan* - Kalimat pernyataan dan pertanyaan terkait konsensi - Kata untuk menyatakan konsensi: *even though, although* - Kosa kata: tindakan dan kegiatan yang terkait dengan pembelajaran di SMA dan kehidupan peserta didik sebagai remaja - Penggunaan *nominal singular dan plural* secara tepat, dengan atau tanpa *a, the, this, those, my, their, dsb* secara tepat dalam frasa nominal - Ucapan, tekanan kata, intonasi, ejaan dan tanda baca	dan memnta informasi terkait konsesi sesuai dengan konteks penggunaannya. • Membaca dengan cermat untuk mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan percakapan tersebut. • Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam percakapan tersebut. • Membaca dengan cermat beberapa percakapan serupa dari sumber lain. • Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa percakapantersebut. • Secara lisan dan tertulis, melakukan tindakan komunikatif memberi dan meminta informasi terkait
4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait konsesi, dengan memperhatikan fungsi sosial,		

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Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran
struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Tulisan tangan. • *Topik* Kegiatan dan tindakan yang penting dan relevan dengan peserta didik SMAyang dapat menumbuhkan perilaku yang termuat dalam KI.	konsesi sesuai dengan konteks yang berbeda. • Melakukan refleksi tentang proses dan hasil belajarnya.
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks ulasan (review) lisan dan tulis dengan memberi dan meminta penilaian terkait film/buku/cerita, sesuai dengan konteks penggunaannya 4.8 Menangkap makna secara	• *Fungsi sosial* Memberi informasi tentang suatu karya seni yang akan dibaca, ditonton, atau dibeli suatu. • *Struktur text* (gagasan utama dan informasi rinci) - Pendahuluan (orientasi): menempatkan karya dalam konteks umum dan khusus, seringkali dengan membandingkan dengan karya lain sejenis. - Ulasan interpretatif yang merangkum	• Menyimak dan menirukan beberapa model teks ulasan (review), lisan dan tulis, terkait film/buku/cerita. • Membaca dengan cermat teks ulasan (review) terkait film/buku/cerita dengan intonasi, ucapan, dan ejaan yang benar • Bertanya dan mempertanyakan hal-hal lain yang belum dipahami terkait fungsi sosial, struktur teks dan unsur kebahasaan dari teks khusus yang sedang dipelajari. • Membaca dan

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Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran
kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks ulasan (review), lisan dan tulis, terkait film/buku/cerita	jalan cerita menjelaskan latar belakangnya, opsional, tapi seringkali ada dan diulang-ulang. - Evaluasi atau penilaian terhadap karya dan atau proses memproduksinya, biasanya diulang-ulang. - Rangkuman penilaian: pernyataan tajam atau telak yang merangkum penilaian reviewer secara umum (opsional) • *Unsur kebahasaan* - Kosa kata: terkait karakter, watak, dan setting dalam karya yang dinilai - Penggunaan nominal singular dan plural secara tepat, dengan	mendiskusikan contoh tabel analisis isi teks ulasan (review),lisan dan tulis, terkait film/buku/cerita yang sedang dipelajari. • Mempelajari cara mempresentasikan hasil analisis tersebut. • Mempresentasikan hasil analisis secara lisan dalam kelompok masing-masing. • Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks ulasan (review),lisan dan tulis, terkait film/buku/cerita dari sumber lain. • Mempresentasikan hasil analisis secara lisan di depan kelompok lain. • Melakukan refleksi tentang proses dan hasil belajarnya.

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Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran
	atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal - Semua jenis *adverbia.* - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • *Topik* Film, sinetron, buku, drama, opera, konser, pameran, balet, dsb, yang memberikan keteladanan.	
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA 4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan	• *Fungsi sosial* Menghibur, menyampaikan pesan moral lagu dan menghargai lagu sebagai karya seni • *Unsur kebahasaan* - Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. - Penggunaan nominal singular	• Menyimak danbertanya-jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari lirik lagu, secara kontekstual. • Membaca, menyimak, dan menirukan lirik lagu secara lisan. • Membahas informasi dalam lirik lagu • Bertanya dan mempertanyakan

Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran
unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA	dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal - Ucapan, tekanan kata, intonasi, ejaan, dan tanda baca, dan tulisan tangan • *Topik* Berbagai hal terkait dengan kehidupan peserta didik sebagai remaja dan peserta didik SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.	tentang fungsi sosial dan unsur kebahasaan dari lirik lagu, yang sedang dipelajari secara kontekstual. • Membacakan dan menyalin lirik lagu yang telah dipelajari dengan memperhatikan fungsi sosialdan unsur kebahasaan. • Melakukan refleksi tentang proses dan hasil belajarnya.

B. Theoretical Framework

Determination of the curriculum in education is the basis used as a reference in the learning process. Indonesia itself has also changed its curriculum several times, this curriculum change has also followed and adapted to existing educational developments. As we know, the development of education in this era places a lot of emphasis on mastering 21st century skills. Where is the mastery of 21st century skills which include critical thinking skills and problem solving, creativity and innovation, collaboration, question formulation,

global awareness, communication skills, and technology skills.[26]

The curriculum currently used is the 2013 or K13 curriculum, which in this educational setting concerns 21st century skills. This was determined by the Ministry of Education and Culture of the Republic of Indonesia which emphasizes 21st century skills in the classroom context in the current curriculum .The use of teaching materials such as textbooks must also comply with the established curriculum. The textbook is part of the system of social control because it's a source of information that's officially accepted as fair and objective.

Textbooks are composed of short, well-structured sentences and are written in plain language. There are no extraneous foreign words in the text. The text is well-structured with good title and subtitle structure, which makes it easier to navigate through the text. With various assignments, questions, summary and glossary of new ideas, the textbook helps students to read better and improve their cognitive skills.[27] On the other hand, another thing that needs to be considered apart from the material in it is the form of exercises presented in the book. The use of exercises that help students improve their abilities is also very important. This can be seen from the categories of questions set. Based on Bloom's Taxnomy there are 6 cognitive levels that can be used as a reference in making questions.

The previous discussion pertaining to related studies and theoretical review lead to the research that is conducted. This precent research investigates an English Textbook entitled "Pathway to English" published by Penerbit Erlangga. It focuses on LOTS and HOTS items found in this textbook. The analysis is based on Bloom's Taxonomy Revised (2001).

C. Review of Previous Study

The researcher collected some review that related to the prior research based on the other thesis that has been conducted. This step aims to look for comparisons then to find new sight for further research, those researches are explained as follow:

No	Researchers	Tittle	The Results	Similarities	Differences
1.	Ervina Juli Aryani (2020)	Higher Order Thinking Skiils (HOTS) Realization in Reading Comprehension Questions Found In English Textbooks	This research is focused on a content analysis examining reading comprehension question found in textbooks entitled "Bahasa Inggris SMA/MA/MAK Kelas X, XI, XII Edisi Revisi 2017" Published by the Ministry of Education and Culture[28].	have similarities in research objectives, that is researching about HOTS in English textbooks	The previous research was focused on HOTS realization in reading comprehension question in textbook entitled "Bahasa Inggris SMA/MA/MAK kelas X, XI, XII. Meanwhile this research is focused on an analysis of LOTS and HOTS items based on Bloom's Taxonomy

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[28] Ervina Juli Aryani, "Higher Order Thinking Skills (HOTS) Realization in Reading Comprehension Questions Founds in English Textbooks", (a final

					Revised in English textbook entitled "pathway to English" for twelfth grade students
2.	Shanaz Putri Belia (2019)	Higher Order Thinking Skills (HOTS) in Teachers Selection Exercise Books in SMAN Sidoarjo	The findings of this researcher explain how the teachers incorporate Higher Order Thinking Skill (HOTS) in English Exercise books of UKBM which used by the teachers[29].	Have the same aim that conduct a research of HOTS Exercise in English textbook.	This study has conducted a research on how teachers incorporate HOTS in Exercise book which used by the teachers. But in this study the researcher was analyzed the LOTS and HOTS items based and Bloom's taxonomy in English textbook

project, English Department Faculty of Languages and Arts Universitas Negeri Semarang, 2020).

[29] Shanaz Putri Belia, "Higher Order Thinking Skills (HOTS) in Teachers Selection of Exercise Books in SMAN 2 Sidoarjo", (Thesis, English Language Education Department Universitas Islam Negeri Sunan Ampel Surabaya,2019)

3.	Siti Nurhaliza Damanik, Yett Zaini	The analysis of reading comprehension in English Textbook By using Higher Order Thinking Skill at Grade X of SMAN 2 Padang	The aim of this research is identify the reading comprehension questions in English textbook by using Higher Order Thinking Skill as well as analyze and evaluate reading comprehension questions in English textbook[30].	The previous study also analyzing the HOTS question in English textbook that using at Grade X	In this study researcher just focused on the LOTS and HOTS items in English textbook for twelfth grade.
4.	Jusnaeni 2020	Students' Perception Toward Higher Order Thinking Skills (HOTS) Used By English Teacher At	the particular study aimed to finding out Students" perception toward higher order thinking	have the similarities that is conducting a research of HOTS (Higher Order of	The previous research did not analyzed the english textbook but they were focused on the

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[30] Siti Nurul Hapizah Damanik, Yett Zainil, "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 ISSN 2302-3198 published by FBS universitas Negeri Padang)

		SMA Negeri 2 Wajo (A descriptive Research)	skills (HOTS) used by English teacher at SMA Negeri 2 Wajo[31].	Thinking Skills)	student's perception Toward HOTS used by English teacher at SMA Negri Wajo
5.	Enis Faizah 2021	An analysis of Higher Order Thinking Skills (HOTS) Questions on Reading Section of English National Examination in Secondary School	In this study the researcher wants to know to what extend the HOTS questions in English National in SMA/MA and compare to HOTS questions SMK/MAK level in 2016/2017-2018/2019 Academic Year and its developme	The similarities of this research is an analysis of HOTS question	The previous study was analysis of HOTS question on reading section of English National Examination while in this study the researcher anlyzing the LOTS and HOTS items based on Bloom's Taxonomy revised in English textbook.

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[31] Jusnaeni, "Student's Perception Toward Higher order Thinking Skills (HOTS) Used By English Teacher at SMA Negeri 2 Wajo", (Submitted to the faculty of teacher training and Education Muhammadiyah of Makassar in partial fulfilment of the requirement for the degree of education in English Department, 2020)

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			nt till now[32].		

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[32] Enis Faizah, "An analysis of Higher Order Thinking Skills (HOTS) Questions on Reading Section of English National Examination in Secondary School", (presented to state Islamic institude of Kediri in partial fulfilment of the requirement for the degree of magister in English language Education, 2021)