

CHAPTER IV

RESEARCH FINDING & DISCUSSION

The result obtained in this stage of the study confirm the research conducted based on the following data description in this chapter. As mentioned in the previous chapter that researcher employed an English textbook that entitled Pathway to English for twelfth grade as the textbook that being analysed, the textbook consist of 10 chapters while the researcher will analyse 5 chapters which start from 6 chapter till 10 chapter. The researcher determine the chapter analysis is according to the academic year or the even semester. In the textbook, firstly researcher attempted to find the LOTS and HOTS exercise items in each of chapters. The collected data which include the frequency of LOTS and HOTS items that being categorized is presented in the findings. Furthermore, to clarify how the researcher perform the inference to collect the data based on the text, it is described in the discussion section

A. General Description of Textbook

Pathway to English published by Erlangga in 2017, this series of books is designed to help high school students learn English. It's based on the improved 2013 curriculum and aims to give them a better understanding of the language. The textbook allows learners to practice the four skills, listening, speaking, reading and writing, that eventually help the students develop their discourse competence. During the lessons, students will engage in activities that relate to other subjects such as natural science or social science. Each unit of specific cross-curriculum materials provides content-based reading and activity-based activities relevant to those subject areas. In this textbook, students will have the chance to apply English competencies to the area of experiences and actions that will guide the usage of English in the real world. Furthermore, there are 4 of features which is contained in this textbook: (a) Genre-based approach: stimulating learners to various text types, (b) Meaningful activities: motivating the students to use English in communication in real life, (c) Extensive Reading: stimulating discussion and promote communication in the classroom, (d) character building: exposing the students to various morals. In addition, the textbook contained of 10 chapters those are, (1) Is He such a Hard-Working Animator?, (2) I'm on Top of the

World, (3) What Is Corruption, (4) If I Had Wings Like a Bird, I would Fly Fast, (5) If Only He Had Not Cheated, (6) In Contrast to the Good Side, (7) Pros and Cons, (8) Although It Is Difficult, It Is Possible, (9) Overall, It's an Excellent Movie, and (10) Sing for the World¹.

B. Findings

In this data description, the researcher discussed the LOTS and HOTS items of the level cognitive domains contained in each exercise. In addition the discussion below is according to the research of question at the first chapter. Meanwhile, some description will be described in form of table, where in this analysis process the researcher has figured out of the exercise items which have been determined into three kind of difference items, those are *Question Items*, *K-W-L Table*, and *Self-Reflection*. To determine the level items the researcher use Bloom's Taxonomy Revised by Anderson and Krathwohl as an indicator levels². as for the chapters to be analysed is starting from chapter 6 to 10 that has been determined during the research process.

In representing the data of the analysis LOTS and HOTS items in exercise of English textbook entitled "Pathway to English" for 12th grade published by Erlangga, the researcher use code and samples as a description to simplify the reading, the code description can be seen as below :

- QIN: Question Items Number
- SR: Self-Reflection
- P: Page

1. The implementation of LOTS and HOTS items in the textbook

In this section, the researcher will explain the first of research question contained in the previous chapters. Based on the first research question, the researcher will review

¹ Eudia Grace, Theresia sudarwati, *Pathway to English* (Erlangga, 2017)

² Allyn & Bacon, "*Table adapted from: Anderson, L.W., & Krathwol, D.R (2001). A Taxonomy for learning, teaching, and assessing*", abridged edition, Boston, <http://eductechalogy.org/swfapp/blooms/wheel/engage.swf>

what are lots and hots items implemented in the exercise of this textbook. in this case the researcher will also divide into 2 forms of description, where in the first description, the researcher will focus on explaining the LOTS items while the second explanation the researcher will focus on explaining the HOTS items, the descriptions is as follows;

a. LOTS (Lower-Order of Thinking Skills)

In this part, the researcher will describe the chapters which have been determined. The explanation related to this section is about the LOTS items which have been categorized into several levels and what exercise items are implemented in this case. Furthermore, The table below is the description about the levels of cognitive domain, the researcher will divide in two difference table, the first table will be the indicator of LOTS which contains of Remembering (C1), Understanding (C2), and Applying (C3), here is the description;

Table 4.1Adapted from: Anderson, L.W & Krathwohl, D.R (2001). A taxonomy for learning, teaching, and assessing.

Bloom’s Taxonomy Revised		
Levels	Verbs and Sample Objectives	Discussion Questions
<p>Remembering Be able to recall information such as dates, events, places, ideas, definitions, formulas, and theories</p>	<p>Arrange, Define, Describe, Detail, Draw, Duplicate, Identify, Label, List, Locate, Match, Name, Outline, Point, Recall, Recite, Recognize, relate, Repeat, State, Underline.</p>	<p>What is...? When was..? Who was..? What happened after...?</p>
<p>Understanding Be able to grasp the meaning of the information, express it in own words, and/or cite</p>	<p>Classify, Confirm, Contrast, Converts, Decipher, Defend, Differentiate, Equate, Estimate, Examine, Express, Extend,</p>	<p>Can you name...? What is an example of..? Where does.. differ from..?</p>

examples	Generalize, Give Example, Group, Paraphrase, Rewrite, Substitute, Tell, Translate	What was the main idea..? Can you provide a definition for?
Applying Be able to apply knowledge or skills to new situations. Use information and knowledge to solve a problem, or answer a question.	Apply, Calculate, Change, Choose, Complete, Demonstrate, Determine, Direct, Discover, Divide, Employ, Formulate, Gather, Graph, Make, Model, Multiply, Perform, Present, Provide, Recount, Report, Show, Use, Utilize.	How does.. explain? Examine the graph and tell me..? Which events led to..? What questions would you ask of?

1) Chapter 6. In Contrast to the Good side

The categorization of LOTS items in chapter 6 will be described in the table below³:

Table 4. 2 LOTS Category Items Chapter 6
LOTS (Lower-Order of Thinking Skills)

Type of Exercise	Levels Cognitive Domain	Code	Samples
Question Items	Remembering	QIN/5/P/93	Match the statements in column A with B with the statements in column B
	Understanding	QIN/3/P/91	In Groups of four or five, discuss the following Questions
	Applying	QIN/4/P/91	Presents your discussion result in front of the class

³ Eudia Grace, Theresia sudarwati, *Pathway to English* (Erlangga, 2017), p 91-98

			other groups may give comment or additional information
		QIN/9/P/95	Complete this dialogue and with the conjunctive adverbs ! Nevertheless, even if, and in spite
		QIN/11/P/97	Make a conversation about these topics

Based on the table, the LOTS items in this chapter has been categorized into three levels of cognitive domain that implemented in question items. As for the categorization of the items shows that 1 item is classified at the level of Remembering (C1), 1 items is classified at the level of Understanding (C2) and 3 items are classified at the level of Applying (C3).

2) Chapter 7. “Pros and Cons”

The categorization of LOTS items in chapter 7 will be described in the table below⁴:

Table 4. 3 LOTS Category Items Chapter 7
LOTS (Lower-Order of Thinking Skills)

Type of Exercise	Levels Cognitive Domain	Code	Samples
	Remembering	QIN/17/P/118	Read the text and then answer the following questions in pairs
		QIN/19/P/119	Match the phrases in column A with

⁴ Eudia Grace, Theresia sudarwati, *Pathway to English* (Erlangga, 2017), p 102-128

Question Items			the phrases in column B to make good sentences
	Understanding	QIN/6/P/103	Read those arguments, group the arguments in the right column
		QIN/18/P/118	Discuss the following questions
		QIN/18/P/123	Discuss the following questions
	Applying	QIN/2/P/102	Fill in the blanks with the words provided while listening to the dialogue
		QIN/3/P/9110	Read the following issues and then find the topics discussed
		QIN/13/P/115	Read the text, then complete the following mind map
		QIN/26/P/124	Work in a group of three, pretend that one of you is the host of radio programme and the other two are the callers. Act it out based on the script. Then record the activity

Based on the table, the LOTS items in this chapter has been categorized into three levels of cognitive domain that

implemented in question items. As for the categorization of the items shows that 2 items are classified at the level of Remembering (C1), 3 items are classified at the level of Understanding (C2) and 4 items are classified at the level of Applying (C3).

3) Chapter 8. “Although It is difficult, it is possible”

The categorization of LOTS items in chapter 8 will be described in the table below⁵:

Table 4. 4 LOTS Category Items Chapter 8
LOTS (Lower-Order of Thinking Skills)

Type of Exercise	Levels Cognitive Domain	Code	Samples
Question Items	Remembering	QIN/2/P/132	Discuss the following questions
		QIN/13/P142	Read the following text involving the use of even though, although and though then answer the following questions
	Understanding	QIN/21/P/149	Read the extracts and express the ideas in the extract using <i>although</i> , <i>though</i> , and <i>even though</i>
	Applying	QIN/4/P/133	Fill in the blanks with the words provided and then

⁵ Eudia Grace, Theresia sudarwati, *Pathway to English* (Erlangga, 2017), p 132-152

			read it aloud
		QIN/6/P/135	Discuss the following questions with your friends and your teacher
		QIN/9/P/138	Complete the dialogue with the correct responds dialogue 1-3

Based on the table, the LOTS items in this chapter has been categorized into three levels of cognitive domain that implemented in question items. As for the categorization of the items shows that 2 item is classified at the level of Remembering (C1), 1 items is classified at the level of Understanding (C2) and 3 items are classified at the level of Applying (C3).

4) Chapter 9. “Overall, It’s an excellent movie !”

The categorization of LOTS items in chapter 9 will be described in the table below⁶:

Table 4. 5 LOTS Category Items Chapter 9
LOTS (Lower-Order of Thinking Skills)

Type of Exercise	Levels Cognitive Domain	Code	Samples
	Remembering	QIN/1/P/155	Listen to the monologue. Tick, information given about the drama or movies from the monologues
		QIN/6/P/158	Discuss the following

⁶ Eudia Grace, Theresia sudarwati, *Pathway to English* (Erlangga, 2017), p 155-182

Question Items			questions with your friends and your teacher
		QIN/4/P/157	Based on the monologues in activities 1, 2 and 3, match the following comments with these movies
		QIN/8/P/163	Read the following review and then answer questions
		QIN/9/P/164	Match the words in column A with the meanings in column B
		QIN/15/P/172	Label the pictures
		QIN/16/P/173	Choose the correct meaning
	Understanding	QIN/2/P/156	Listen to the each monologue and decide which poster depicts the film described
	Applying	QIN/7/P/160	Complete these sentences with information you get from the previous review in pairs
		QIN/10/P1/164	Read the following book review and then complete the table
		QIN/14/P/172	Find some examples of

			appraisals and punch lines in movie review. Write them in your book and identify them
		QIN/17/P/174	Complete the following reviews with words from the previous activity
		QIN/21/P/179	Find a review on the internet, in a magazine or an English newspaper. Use the information to make dialogue with your friend

Based on the table, the LOTS items in this chapter has been categorized into three levels of cognitive domain that implemented as question items. As for the categorization of the items shows that 7 items are classified at the level of Remembering (C1), 1 item is classified at the level of Understanding (C2) and 5 items are classified at the level of Applying (C3).

5) Chapter 10. “Sing for the world”

The categorization of LOTS items in chapter 9 will be described in the table below⁷:

⁷ Eudia Grace, Theresia sudarwati, *Pathway to English* (Erlangga, 2017), p 185-199

Table 4. 6 LOTS Category Items Chapter 10

LOTS (Lower-Order of Thinking Skills)			
Type of Exercise	Levels Cognitive Domain	Code	Samples
Question Items	Remembering	QIN/3/P/186	Check your understanding of the dialogue
	Understanding	QIN/7/P/189	Discuss with your friends Correy's experiences based on his statements
	Applying	QIN/2/P/185	Listen to your teacher sing some lyrics of a famous song. Complete the blank spaces 9
		QIN/2/P/185	Listen to a dialogue between Meg Kidman and Steve Silaen. Then, complete the blank spaces with the worlds provided
		QIN/4/P/186	Listen to "The World is ours". Then, fill in the table. You may search facts on the internet
QIN/9/P/188		Discuss Correy's great experiences when singing "The world is ours" with your friends, use the text above to find	

		some information
	QIN/15/P/194	Based on the lyrics of “The World Is Ours”, answer the following questions

Based on the table, the LOTS items in this chapter has been categorized into three levels of cognitive domain that implemented as question items. As for the categorization of the items shows that 1 item is classified at the level of Remembering (C1), 1 item is classified at the level of Understanding (C2) and 5 items are classified at the level of Applying (C3).

b. HOTS (Higher-Order of Thinking Skills)

In this part, the researcher will describe the chapters which have been determined. The explanation related to this section is about the HOTS items which have been categorized into several levels and what exercise items are implemented in this case. Furthermore, The table below is the description about the levels of cognitive domain, the second table will be the indicator of HOTS which contains of Analysing (C4), Evaluating (C5), and Creating), here is the description;

Table 4. 7 Adapted from: Anderson, L.W & Krathwohl, D.R (2001). A taxonomy for learning, teaching, and assessing.

Bloom’s Taxonomy Revised		
Levels	Verbs and Sample Objectives	Discussion Questions
Analysing Be able to break down knowledge into parts and	Analyse, Appraise, Associate, Break Down, Criticize, Discern, Diagram, Discriminate, Dissect, Distinguish,	What is the relationship between ...and..? Why does.. work?

show and explain the relationships among the parts.	Elect, Establish, Explain, Expound, Illustrate, Inspect, Profile, Question, Refute, Separate, Simplify, Subdivide, Summarize, Test.	What distinction can be made about.. and..? What was the turning point..?
Evaluating Be able to judge or asses the value of material and methods for a given purpose	Argue, Asses, Attack, Compare and Contrast, conclude, Critique, Debate, Decide, Deduce, Diagnose, Evaluate, Forecast, Improve, Judge, Justify, Measure, Prioritize, Prove, Rate, Recommend, Resolve, Revise, Select, Solve.	How does.. meet criteria for..? What judgments can you make about..? Can you compare and contrast..?
Creating Be able to pull together parts of knowledge to form a new whole and build relationships for new situations	Assemble, Categorize, Collect, Combine, Compile, Compose, Construct, Create, Design, Develop, Devise, Elaborate, Generate, Manage, Rearrange, Reconstruct, Reorganize, Synthesize, Theorize, Write.	What would happen if..? How can we solve..? How many ways can you..? Why..?

1) Chapter 6. In Contrast to the Good side

The categorization of HOTS items in chapter 6 will be described in the table below:

Table 4. 8 HOTS Category Items Chapter 6
HOTS (Higher-Order of Thinking Skills)

Type of Exercise	Levels Cognitive Domain	Code	Samples
Question Items	Evaluating	QIN/6/P/93	Read the situation and state whether these statements True (T) or False (F). if they are wrong, correct it
	Creating	QIN/7/P/94	Combine the gold sides and the bad sides using conjunctive adverbs
		QIN/8/P95	Rearrange the jumbled words to make good sentences, begin with the first word
		QIN/10/P/96	Write sentences using comparison and contrast. Use connectives: However, on the other hand, in contrast to, nevertheless, or even if, one has been done for you as an example
Self-Reflection	Evaluating	SR/P/98	How did I overcome the difficulties..?

The HOTS items which has been categorized in this table was implemented as question items and self-reflection, furthermore the level of the items are classified in two levels of cognitive domain. 1 of question items is classified at the level of

Evaluating (C5), 3 of question items are classified at the level of Creating (C6) while 1 of Self-Reflection items is classified at the level of Evaluating (C5).

2) Chapter 7. “Pros and Cons”

The categorization of HOTS items in chapter 7 will be described in the table below:

Table 4. 9 HOTS Category Items Chapter 7
HOTS (Higher-Order of Thinking Skills)

Type of Exercise	Levels Cognitive Domain	Code	Samples
Question Items	Analysing	QIN/14/P/115	Answers the following questions based on the text in activity 13
	Creating	QIN/7/P107	Study the following dialogue in pairs, create a similar dialogue based on the following texts
		QIN/20/P/120	Read the following message, then create constructive statements to help Siloh find the solution
K-W-L Table	Creating	KWL/P/113	<ul style="list-style-type: none"> •Write to things you already know about expressing disagreement in the column K of the K-W-L Table. •Write to questions in the column W of the K-W-L Table.

			<ul style="list-style-type: none"> •Write what you have learnt from the reading in the column L of the K-W-L Table.
Self-Reflection	Evaluating	SR/P/128	How did I overcome the difficulties..?

Meanwhile, the HOTS items in this chapter has been categorized into three levels of cognitive domain. furthermore, the type of exercise items was implemented as question Items, K-W-L Table and Self reflection. Based on the table, it shows that 1 of question item is classified as Analysing (C4), 2 of questions item are classified as Creating (C6), 1 of K-W-L item is classified as Creating (C6) and 1 of self reflection is classified as Evaluating (C5).

3) Chapter 8. “Although It is difficult, it is possible”

The categorization of HOTS items in chapter 8 will be described in the table below:

Table 4. 10 HOTS Category Items Chapter 8
HOTS (Higher-Order of Thinking Skills)

Type of Exercise	Levels Cognitive Domain	Code	Samples
Question Items	Analysing	QIN/15/P/145	Analyse the use of although, even though, and though used in the following sentences
	Evaluating	QIN/17/P148	Compare the patterns of the use of although, even though and though with the following sentences, do you find any different

			patterns?
	Creating	QIN/5/P/134	In pairs, create a response to the following questions or statements about the previous monologue see the examples
		QIN/14/P144	Read the previous texts once again, then develop the writers opinion about endangered species or friendship into an interactive dialog
		QIN/18/P148	Work in pairs. Think of a programme to save endangered flora or fauna. Use the following questions as a guideline
		QIN/20/P/149	Look at the pictures and create three statements about them using <i>although</i> , <i>though</i> and <i>even though</i>
K-W-L Table	Creating	KWL/P/140	<ul style="list-style-type: none"> •Write to things you already know. •Write to questions in the column W of the K-W-L Table. •Write what you have learnt from the reading in the column L of the

			K-W-L Table.
Self-Reflection	Evaluating	SR/P/152	How did I overcome the difficulties..?

The HOTS items in the chapter 8 has been categorized into three levels of cognitive domain. furthermore, the type of exercise items was implemented as question Items, K-W-L Table and Self reflection. Based on the table, it shows that 1 of question item is classified as Analysing (C4), 4 of questions item are classified as Evaluating (C5), 1 of question item is classified as Creating (C6), 1 of K-W-L item is classified as Creating (C6) and 1 of self reflection is classified as Evaluating (C5).

4) Chapter 9. "Overall, It's an excellent movie !"

The categorization of HOTS items in chapter 9 will be described in the table below:

Table 4. 11 HOTS Category Items Chapter 9
HOTS (Higher-Order of Thinking Skills)

Type of Exercise	Levels Cognitive Domain	Code	Samples
Question Items	Analysing	QIN/18/P/175	Decide whether each paragraph is an orientation, an interpretative recount, an evaluation or an evaluative summation. Tick the right column
	Evaluating	QIN/3/P157	Listen to the speakers talking about some films. Do the people like the film they have seen? Write your reason to strengthen your answers

		QIN/ 11/P/166	Decide whether each statements is true or false. If it is true, give the evidence. If it is false, make some corrections
		QIN/23/P/180	Make a review of one of the following works art
	Creating	QIN/13/P170	How would you compare these? Write the metaphorical expression to compare the two works of art. One has been done for you as an example
		QIN/22/P/179	Rearrange the following jumbled paragraphs
K-W-L Table	Creating	KWL/P/113	<ul style="list-style-type: none"> •Write to things you already know. •Write to questions in the column W of the K-W-L Table. •Write what you have learnt from the reading in the column L of the K-W-L Table.

The HOTS items in this chapter has been categorized into three levels of cognitive domain. furthermore, the type of exercise items was implemented as question Items, K-W-L Table and Self reflection. Based on the table, it shows that 1 of question item is classified as Analysing (C4), 3 of questions item are classified as Evaluating (C5), 2 of question item is classified as Creating (C6), 1 of K-W-L item is classified as Creating (C6).

5) Chapter 10. “Sing for the world”

The categorization of HOTS items in chapter 10 will be described in the table below:

Table 4. 12 HOTS Category Items Chapter 10
HOTS (Higher-Order of Thinking Skills)

Type of Exercise	Levels Cognitive Domain	Code	Samples
Question Items	Analysing	QIN/16/P/195	Analyse the grammar of “The world is ours” Lyrics by completing the columns
		QIN/17/P/196	Find the structures of the “We Are the World” lyrics. Then, analyse and complete the following table
	Evaluating	QIN/11/P/192	Discuss the following problems and solution to understand song Lyrics
	Creating	QIN/18/P/197	Write the main idea from each verse and the refrain of “we are the World”
		QIN/19/P/197	Discuss with your friends the morals and your view about the lyrics of “We are the world”
K-W-L Table	Creating	KWL/P/113	<ul style="list-style-type: none"> •Write to things you already know. •Write to questions in the column W of the K-W-L Table.

			• Write what you have learnt from the reading in the column L of the K-W-L Table.
Self-Reflection	Evaluating	SR/P/	How did I overcome the difficulties..?

The HOTS items in this chapter has been categorized into three levels of cognitive domain. furthermore, the type of exercise items was implemented as question Items, K-W-L Table and Self reflection. Based on the table, it shows that 2 of question item is classified as Analysing (C4), 1 of question item is classified as Evaluating (C5), 2 of question item is classified as Creating (C6), 1 of K-W-L item is classified as Creating (C6) and 1 of self reflection is classified as Evaluating (C5).

2. The number of items categorized into LOTS and HOTS

In this section, the researcher will explain the second of research question contained in the previous chapters. Based on the second research question, the researcher will discuss how many items are LOTS and HOTS categorized in the exercise of this textbook. The data is according to the description on the previous table. In this data, the researcher found the LOTS and HOTS items which is contained in each chapter of textbook. In addition, to make it clearly, the researcher will also explain in detail through the table description below to emphasize which chapter is dominating items with the level of Remembering (C1), Understanding (C2), Applying (C3), Analysing (C4), Evaluating (C5), and Creating (C6).

Table 4. 13 Total number of LOTS and HOTS items

Chapter	Frequency					
	C1	C2	C3	C4	C5	C6
6. In Contrast to the Good side	1	1	3	-	2	3
7. Pros & Cons	2	3	4	1	3	3
8. Although It Is Difficult, It Is Possible	2	1	3	1	2	5
9. "Overall, It's an excellent movie !"	7	1	5	1	4	3
10. Sing for The World	1	1	5	2	2	3

Refers to the table above, we could figure out the items dominating in each chapter of the textbook. In the level of Remembering (C1) it is dominated in chapter 9, at the level of Understanding (C2) it is dominated in chapter 7, at the level of Applying (C3) it is dominated in chapters 9 and 10, at the level of Analysing (C4) it is dominated in chapter 10, at the level of Evaluating (C5) it is dominated in chapter 9 while at the level of Creating (C6) it is dominated in chapter 8.

C. Discussion

In this section we will discuss the items listed above one by one in order to clarify researcher's data in categorizing them into certain levels. To make it systematic and easy to understand, researcher organized the items based on the lower-level that starting from C1 Level to the higher-level or C6 Level. The researcher also describe it one by one according to the code and include the samples items based on the exercise items analysed.

1. LOTS

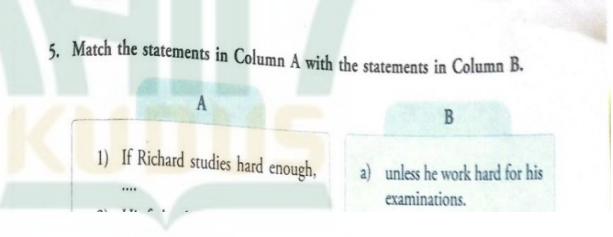
In this section, the researcher will explain the details of the exercise items that have been analysed in this textbook. The description of the explanation that will be presented in this section is regarding LOTS items with the type of question item and question discussion exercises starting at the Remembering (C1) level up to the Analysing

(C3) level. Moreover, these descriptions will be described one by one in table form and the researcher will also include samples taken from the book to strengthen the data being analysed, here is an explanation;

a) Remembering (C1)

In this part, the items that categorized into level Remembering (C1) will be described in the table below based on the order of chapter, here as the description;

**Table 4. 14 Description C1 and Samples Chapter 6
Chapter 6. In Contrast to the Good Sides**

Code, Verb & Question discussion	Description C1 And Samples
QIN/5/P/93: “Match the statements..”	This exercise is categorized as level C1 (remembering) because based on the order of questions where the words “ <i>match</i> ” the statements” here refer to the remembering category. This also underlies that at this level students are supposed to be able to recall information such as dates, events, places, ideas, definitions, formulas, and theories. 

Based on the table description, the exercise items that has been analysed in chapter 6 only found 1 question item which is categorized as LOTS with the level Remembering (C1) while the thing that is referred to here is the verb of *match* contained in the question as the description.

Table 4. 15 Description C1 and Samples Chapter 7
Chapter 7. Pros and Cons

Code, Verb & Question discussion	Description C1 And Samples
<p>QIN/17/P/118 : Discussion questions “What is the topic...?”</p>	<p>The following exercise is categorized into the LOTS with level C1 (Remembering) because it is seen from the exercise that students are asked to answer questions based on the existing text, the types of questions contained in this exercise also indicate that this type of exercise is included in level C1 (Remembering) where the activity carried out is recalling relevant knowledge from long term memories.</p> <p>17. Read the text and then answer the following questions in pairs.</p> <p>a. What is the topic of the text?</p> <p>b. What is the role of the Internet in education?</p>
<p>QIN/19/P/119 : “Match the phrases..”</p>	<p>In this section students are asked to “match the statements in the column with the other column” so that they become true sentences. Based on the question commands, this exercise is categorized into the LOTS form with level C1 (remembering) because of the activities are be able to recall information such as dates, events, places, ideas, definitions, formulas, and theories</p> <p>19. Match the phrases in column A with the phrases in column B to make good sentences.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 45%;"> <p style="text-align: center; margin: 0;">A</p> <p>1) Although LED TVs are considerably energy efficient than plasma TVs,</p> </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 45%;"> <p style="text-align: center; margin: 0;">B</p> <p>a) I sometimes find something interesting behind the gossip.</p> </div> </div>

In this chapter 7, the LOTS items with the level Remembering (C1) that has been found, amount 2 question items, based on the description, the verb which is referred to the level C1 is *match*, while the other one is in the pattern of discussion question by the key word of *what is..?* that asserted in the previous description.

Table 4. 16 Description C1 and Samples Chapter 8
Chapter 8. Although It Is Difficult, It Is Possible

Code, Verb & Question discussion	Description C1 And Samples
QIN/2/P/132: Discussion questions “ What are...?, Who is...? ”	<p>In this part, students are asked to discuss the following question, based on the discussion question, the words of “what are, who is, why is, what can” refers to the activity in the discussion question of C1 (Remembering).</p>
	<p>In addition, this exercise is categorized as LOTS with the level C1 (Remembering) where is the students are able to recall information such as dates, events, places, ideas, definitions, formulas and theories.</p> <p>2. Discuss the following questions.</p> <p>a. What are they talking about?</p> <p>b. According to the dialogue, who is John?</p>
QIN/13/P/142: Discussion Questions “ How long..?, Who saved..?, What is..? ”	<p>In this exercise students are asked to read texts 1 and 2, which in this text involves the use of even though, although and though then students will answer several questions according to the existing text. Looking at the activities carried out as well as the types of question commands implemented, show that this exercise is categorized at C1 (Remembering) as LOTS, through this exercise</p>




	<p>students are supposed to recall information such as dates, events, places, ideas, definitions, formulas, and theories.</p> <p>a. Reading for specific information</p> <ol style="list-style-type: none"> 1) - How long has WWF tried to preserve endangered species in their habitats? - 2) Who saved the endangered species? ^ 3) How many species could be saved? ^ 4) Who can play a vital role in saving endangered species? <p>b. Reading for main ideas of the text</p> <p>What is the text about?</p>
--	---

The LOTS items with the level Remembering (C1) that has been found In this chapter 8, amount 2 question items, based on the description, the exercise are represented as question discussion such as **what are..?**, **who is...?**, **how long..?**, **who saved..?** and so on. It disclose that this items are categorize as LOTS as described in the previous table.

Table 4. 17 Description C1 and Samples Chapter 9
Chapter 9. Overall, It’s an Excellent Movie

Code, Verb & Question discussion	Description C1 And Samples								
QIN/1/P/155: “Tick information..”	<p>In this exercise students will listen to a dialogue, then they will give a tick according to the information they hear. Seeing the form of activity in this exercise, which is related to recall or recognition of specific information, therefore this exercise is categorized in the LOTS form with level C1 (Remembering).</p> <p>1. Listen to the monologues. Tick (✓) information given about the drama or movies from the monologues.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Film/Drama</th> <th>Year of Release</th> <th>Director</th> <th>Running-time</th> </tr> </thead> <tbody> <tr> <td><i>You Who Came From the Stars</i></td> <td>18 December 2013</td> <td>Jang Tae Yoo</td> <td>70 minutes</td> </tr> </tbody> </table>	Film/Drama	Year of Release	Director	Running-time	<i>You Who Came From the Stars</i>	18 December 2013	Jang Tae Yoo	70 minutes
Film/Drama	Year of Release	Director	Running-time						
<i>You Who Came From the Stars</i>	18 December 2013	Jang Tae Yoo	70 minutes						

<p>QIN/6/P/158: Discuss question: “What is...?, What can be..?, What does..?”</p>	<p>Based on the discuss questions in this exercise, as well as the form of the activity carried out, namely recall or recognition of specific information, this exercise is categorized in the LOTS form with level C1 (Remembering).</p> <p>5.) Discuss the following questions with your friends and your teacher.</p> <ol style="list-style-type: none"> What is a review text? What can be reviewed? 						
<p>QIN/8/P/163: Discussion question “What is the..., Who produced..., What kind...?”</p>	<p>based on the discuss questions in this exercise where students are asked to read a text first then they answer several questions based on the text, and see the form of the activity carried out, namely recall or recognition of specific information, this exercise is categorized into the LOTS form with a level C1 (Remembering).</p> <ol style="list-style-type: none"> What is the text about? Who produced the film? When was the film first released? 						
<p>QIN/9/P/164: “Match the words...”</p>	<p>The following exercises are categorized into the LOTS form with level C1 (Remembering), based on the activities carried out by students, namely match the words in column A with the correct meaning in column B and also the form of the activity recall or recognition of specific information.</p> <p>9. Match the words in column A with the meanings in column B.</p> <table border="1" data-bbox="453 1364 1041 1494"> <thead> <tr> <th data-bbox="453 1364 642 1407">A</th> <th data-bbox="642 1364 1041 1407">B</th> </tr> </thead> <tbody> <tr> <td data-bbox="453 1407 642 1451">1) director</td> <td data-bbox="642 1407 1041 1451">a) a person or company that publishes books, etc.</td> </tr> <tr> <td data-bbox="453 1451 642 1494">2) actor</td> <td data-bbox="642 1451 1041 1494">b) time during which something lasts</td> </tr> </tbody> </table>	A	B	1) director	a) a person or company that publishes books, etc.	2) actor	b) time during which something lasts
A	B						
1) director	a) a person or company that publishes books, etc.						
2) actor	b) time during which something lasts						

<p>QIN/15/P/17 2: “Label the pictures...”</p>	<p>The following exercises are related to recall or recognition of specific information, where in this exercise students are asked to give appropriate labels to each image, the word of “label” refers to the activity in the level of C1 (Remembering) so that this exercise is categorized as LOTS with the activity of the level is recall information such as dates, events, places, ideas, definition, formulas, and theories.</p> <p>15. Label the pictures.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>Clipart.com</p> </div> <div style="text-align: center;">  <p>Fergregory/istock.com</p> </div> <div style="text-align: center;">  <p>Clipart.com</p> </div> </div> <p>1. _____ 2. _____ 3. _____</p>
<p>QIN/16/P/17 3: “Choose the correct...”</p>	<p>In this exercise students are asked to choose the correct word meaning, based on the activity carried out, that is recognize of specific information, this exercise is categorized into the LOTS form with Level C1 (Remembering).</p> <p>16. Choose the correct meaning of the following words.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>1) cops</p> <p>a) criminals</p> <p>b) judges</p> <p>c) police</p> </div> <div style="width: 45%;"> <p>9) top-grossing</p> <p>a) most criticised</p> <p>b) most exciting</p> <p>c) best selling</p> </div> </div>
<p>QIN/4/P/157: “Match the following comments...”</p>	<p>This exercise asks students to match which comment is correct based on the monologue in the previous activity (1, 2 and 3). Seeing the form of activity carried out in this exercise, it is categorized as LOTS with level C1 (Remembering) where in this activity students are able to recall information on such as ideas, definitions and theories.</p>

4. Based on the monologues in Activities 1, 2 and 3, match the following comments with these movies.

a superb entertainment with a wonderful story

ranking over US\$300 million worldwide

a must-watch fantasy drama

- You Who Came From the Stars*
- Maleficent*
- Transformers 4: Age of Extinction*

The film is disappointing.

According to the table above, in this chapter disclosed that the LOTS items which is represented in this chapter 9 is amount 7 items. Meanwhile, the items are consist of question items and question discussion, such as the word of **label, match, choose, tick** are refers to the level of C1, while the discussion question, such as **what is..?, who produced..?, what does..?** are refers to the level C1 as well.

Table 4. 18 Description C1 and Samples Chapter 10

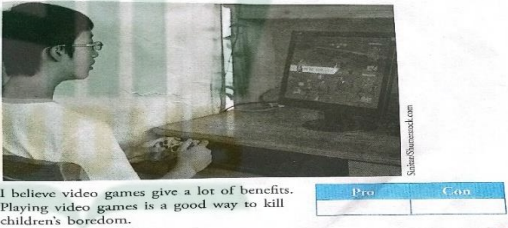
Chapter 10. Sing For The World	
Code, Verb & Question discussion	Description C1 And Samples
<p>QIN/3/P/186: “Check of your understanding..”</p>	<p>Based on the instructions in the exercises given, the students are asked to check the understanding, despite the use of the word check understanding, this items doesn't mean could be categorized as C2 (understanding), it adjust the questions that contains in this discussion. the exertion of discussion questions such as “what is.., what did mean..” refers to the discussion question in the level C1 (Remembering), where in this level that is categorized as LOTS, students are supposed to recall information such as, ideas, definition, and theories.</p> <p>✓3. Check your understanding of the dialogue.</p> <ol style="list-style-type: none"> a. Listening for specific information What is “The World Is Ours”? b. Listening for main ideas What is the dialogue about?

In this chapter 10, we only could found the items that has been categorized into level C1 is amount 1 item, in the other hand, the verb which is refers to the level C1 is **check**, and it has been described in the table above, why this item is categorized as the C1 level.

b) Understanding (C2)

The items that categorized into level Understanding (C2) will be described in the table below based on the order of chapter, here as the description;

Table 4. 19 Description C2 and Samples Chapter 7


Chapter 7. Pros and Cons	
Code, Verb & Question discussion	Description C2 and Samples
<p>QIN/6/P/103: “Group the arguments.”</p>	<p>This form of exercise is categorized as LOTS with the level C2 (Understanding), according to the question, the word of “group the arguments” refers to the activity in level C2 (Understanding), where the students are able to grasp the meaning of the information, express it in own words, and/or cite examples</p> <p>6. Read these arguments. Group the arguments in the right column.</p> <p>a.</p>  <p>I believe video games give a lot of benefits. Playing video games is a good way to kill children's boredom.</p>
<p>QIN/18/P/118 : Discussion questions “What is the purpose..?, What do you call this...?, The text above is</p>	<p>The following exercise is categorized into the LOTS with level C2 (Understanding), in this activity students are asked to answer questions based on the existing text, the types of questions contained in this exercise also indicate that this type of exercise is included in level C2 (Understanding) where the activities carried out to grasp the meaning of the information, express it in own words, and/ or cite examples</p>

<p>mostly written in...tense?"</p>	<p>18. Discuss the following questions.</p> <ol style="list-style-type: none"> What is the purpose of the text in Activity 16? What do you call this kind of text? Explain the text organisation in your own words.
<p>QIN/18/P/123 : Discussion questions “Where can you find, shows the good side”</p>	<p>The following exercise is categorized into the LOTS form with level C2 (Understanding) because seen from the type of question, where the use of question “where can you find, shows the good side,” refer to the C2 (Understanding) activity, in addition, in this level students are supposed to be able to grasp the meaning of the information, express it own words, and/or cite example</p> <p>23. Discuss the following questions.</p> <ol style="list-style-type: none"> Where can you find con conjunctions? Where can you find contrastive words? The writer shows the good side of the topic by using . . .

Based on the table above, this chapter disclose, if there is only 1 question items which has been categorized as Understanding (C2) as well as 2 question discussion others. Furthermore, the verb which is refers to the C2 level is **group**, while the question discussions which is refers to that level are **what do you call..?, where can you find..?** and so on.



Table 4. 20 Description C2 and Samples Chapter 8

<p>Chapter 8. Sing For The World</p>	
<p>Code, Verb & Question discussion</p>	<p>Description C2 and Samples</p>
<p>QIN/21/P/149: “Express the ideas...”</p>	<p>In this part, students are asked to read the extracts and afterward they express the ideas using the although, even though, etc., the words of “express” here refers to the activity in the level of C2 (Understanding). In addition, this exercise is categorized as LOTS where in this level the</p>

	<p>students are able to grasp the meaning of the information, express it in own words, and/or cite examples.</p> <p>21. Read the extracts and express the ideas in the extracts using <i>although</i>, <i>though</i>, and <i>even though</i>.</p> <p>First Extract</p> 
--	--

In this chapter 8, we only could found the items that has been categorized into level C2 is amount 1 item, in the other hand, the verb which is refers to the level C2 is **express** where it has been described in the table above.

Table 4. 21 Description C2 and Samples Chapter 9

Chapter 9. Overall, It's an Excellent Movie	
Code, Verb & Question discussion	Description C2 and Samples
<p>QIN/2/P/156 : “Decide which poster depicts..”</p>	<p>In the following exercise, students are asked to listen to each monologue and then they will decide which poster is appropriate based on the dialogue. Looking at the activities carried out, this exercise is categorized in the form of LOTS with Level C2 (Understanding) according to the activity, namely constructing meaning from oral through classifying</p> <p>2. Listen to each monologue and then decide which poster depicts the film described.</p> <p>a. </p> <p>b. </p>

The verb **decide** which is contained in the exercise in chapter 9 is categorized into the level C2 as the description that has been stated on the table. According to

the data, in this chapter is disclose that only one of question items which has been found with the category of Understanding (C2) level.

Table 4. 22 Description C2 and Samples Chapter 10
Chapter 10. Sing for the World

Code, Verb & Question discussion	Description C2 and Samples						
QIN/7/P189 : “ Discuss correy’s statement..”	The following form of exercise is that students will discuss Correy’s experience based on the statements contained in the table. Seeing the activities carried out, namely explaining ideas or concepts, this form of exercise is categorized into the LOTS form with a C2 (Understanding) level. 7. Discuss with your friends Correy’s experiences based on his statements. See the examples. <table border="1" data-bbox="436 808 1021 994"> <thead> <tr> <th data-bbox="436 808 498 873">No</th> <th data-bbox="498 808 789 873">Correy Statement</th> <th data-bbox="789 808 1021 873">Correy’s Experience</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 873 498 994">a.</td> <td data-bbox="498 873 789 994">“Back then, I held something in my hand as if it had been a microphone and the world seemed to be up there with me when standing on the stage.”</td> <td data-bbox="789 873 1021 994">Correy was dreaming of becoming a popular singer.</td> </tr> </tbody> </table>	No	Correy Statement	Correy’s Experience	a.	“Back then, I held something in my hand as if it had been a microphone and the world seemed to be up there with me when standing on the stage.”	Correy was dreaming of becoming a popular singer.
No	Correy Statement	Correy’s Experience					
a.	“Back then, I held something in my hand as if it had been a microphone and the world seemed to be up there with me when standing on the stage.”	Correy was dreaming of becoming a popular singer.					

In this chapter 10, we only could found the items that has been categorized into level C2 is amount 1 item, in the other hand, the verb which is refers to the level C2 is **discuss** where it has been described in the table above.

c) Applying (C3)

the items that categorized into the level of Applying (C3) will be described in the table below based on the order of chapter, here as the description;

Table 4. 23 Description C3 and Samples Chapter 6
Chapter 6. In Contrast to the Good side


Code, Verb & Question discussion	Description C3 and Samples
QIN/4/P/91:	In this section, students are asked to “ present ”

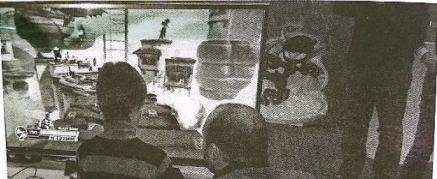
<p>“Present your discussion..”</p>	<p>their discussion results to the front of the class, but the discussion results presented are the results of the discussion that took place in the previous exercise, and in this case the students who doesn't take the presentation will be asked for comments and additional information. This activity is classified as C3 (Applying) because it deals with activities that students do that is Be able to apply knowledge or skills to new situations. Use information and knowledge to solve a problem, or answer a question.</p> <p>4. Present your discussion result in front of the class. Other groups may give comment or additional information.</p>
<p>QIN/9/P/95: “Complete this dialogue..”</p>	<p>This exercise is categorize as level C3 (Applying), based on the order of questions where the words “Complete this dialogue” here refer to the applying category. This also underlies that at this level students are supposed to be able to apply knowledge or skills to new situations. Use information and knowledge to solve a problem, or answer a question.</p> <p>9. Complete this dialogue with the conjunctive adverbs: <i>nevertheless, even if</i> and <i>in spite of</i>.</p> <p>Sandrina : Hey, David! What are you reading? David : I am reading a novel. Sandrina : What's the title? David : <i>Never Lost Hope</i> by Kim Novak. Sandrina : It looks like a very thick novel. I prefer reading short stories to novels. I have to spend weeks reading a novel, but I just spend about one hour to read a short story. (1) _____ I have a real intention in reading a novel, I will not read one.</p>
<p>QIN/11/P/97: “Make a conversation..”</p>	<p>In this part the students are asked to “make a conversation” about the topics below, the word make refers to the C3 (Applying), cause in this level the students are supposed to be able to apply knowledge or skills to new situation. In addition, they could see the example that provide in the textbook about the these topics, and they must involve the use of however, on the other hand, in</p>


	<p>contrast to, nevertheless , and even if.</p> <p>11. Make a conversation about one of these topics.</p> <ul style="list-style-type: none"> • The good and bad sides of social media • The advantages and the disadvantages of homeschooling • The positives and negatives of globalisation <p>Your monologue should involve the use of <i>however, on the other hand, in contrast/in contrast to, nevertheless, and even if.</i></p>
--	---

The verbs **presents, complete** and **make** which are contained in the exercise in chapter 6 is categorized into the level C3 as the description that has been stated on the table. According to the data, in this chapter is disclose if there are amount of 3 questions which has been found with the category of Applying (C3) level.

Table 4. 24 Description C2 and Samples Chapter 7

Chapter 7. Pros and Cons	
Code, Verb & Question discussion	Description C3 and Samples
<p>QIN/2/P/102: “Fill in the blanks...”</p>	<p>The form of the exercise in this section is the students are asked to fill in blanks sentence based on the dialogue they listen to. This exercise is categorized as LOTS with level C3 (Applying) the word “fill in blanks” has an equivalent that refers to activities at the level of C3 (Applying). In addition, in this level students are supposed to apply knowledge or skills in new situation and answer a question or perform another task.</p> <p>2. Fill in the blanks with the words provided while listening to the dialogue.</p> <div style="text-align: center;">  </div> <p>Louis : Eva. I need 1) _____ about infotainment programmes on TV. Eva : Infotainment programmes? What’s the problem?</p>


<p>QIN/3/P9110: “Find the topics...”</p>	<p>in this part the students are asked to read the following issues and then find the topic discussed. The word of “find the topic” has an equivalent that refers to activities at level of C3 (Applying) that is “discover”, where in this activity students are able to apply knowledge or skills to new situation. Use information to solve a problem or perform another task.</p> <p>9. Read the following issues and then find the topics discussed.</p> <p>a. You know, I can't deny the fact that computers help us a lot in this information age. I can't imagine what this world would be like if there were no computers. How could I handle so much work in my office? How could the police regulate the traffic lights without the help of computers? How would we communicate with each other in different places without computers?</p>
<p>QIN/13/P/115 “Complete the following mind map”</p>	<p>in this exercise students are asked to read a text with the title "Pros and Cons on Video Games" then students will “complete a mind map” containing several statements based on the text. This exercise is categorized into LOTS with level C3 (Applying). Looking at the activities carried out in this exercise is students are supposed to use information and knowledge to solve a problem or perform another task.</p> <p>13. Read the text. Then, complete the following mind map.</p> <p>Pros and Cons on Video Games</p> 
<p>QIN/26/P/124 “Pretend that one of you is the host...”</p>	<p>In this section students are asked to work in groups with a total of 3 people in each group. In this activity, one of them will act as a radio host and the other 2 students will act as callers. The script used is based on the text contained in the</p>

	<p>textbooks. This type of exercise is categorized into LOTS with level C3 (Applying) because seeing the activities carried out here are able to apply knowledge or skills to new situations. Use information and knowledge to solve a problem, answer a question, or perform another task.</p> <p>26. Work in a group of three. Pretend that one of you is the host of a radio programme and the other two are the callers. Act it out based on the script. Then record the activity.</p> 
--	---

In this chapter 7, there are amount of 4 questions which has been found and categorized into Applying (C3) level. The exercise items are dominated as question items rather than question discussion, while the verbs that contained in the question items such as, **fill**, **find**, **complete**, and **pretend** where each items has been described on the table above.

Table 4. 25 Description C3 and Samples Chapter 8
Chapter 8. Although It Is Difficult, It Is Possible

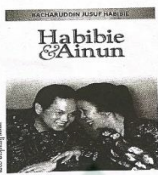

Code, Verb & Question discussion	Description C3 and Samples
QIN/4/P/133 : “ Fill in the blanks...”	After learning about conjunctions though/although students are asked to fill in the gaps in sentences in a text. This exercise shows that students apply the form of information they have previously obtained into other situations so that this exercise is categorized into the LOTS form with level C3 (applying) with the activity of using information in another familiar situation.

	<p>4. Fill in the blanks with the words provided and then read it aloud.</p> <p style="text-align: center;"> although even though though </p> <p style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> Do you have a very close friend? How long have you been close? A famous saying reminds us about close friends. A close friend is a friend who comes to you when the world leaves you. 1) _____ a close friend is busy, he or she will always have time for you. A close friend is a person to share a lot of things with. 2) _____ you can talk about a lot of things, you </p>
<p>QIN/6/P/135 : Discussion questions “Have you ever...?, When do...?, What Lessons...?”</p>	<p>Based on the types of questions in this exercise, it shows that this exercise is categorized into the LOTS form with level C3 (Applying) considering that the activity carried out is using information in another familiar situation.</p> <p>6. Discuss the following questions with your friends and your teacher.</p> <ol style="list-style-type: none"> a. Have you ever said something positive when your friends are in a bad situation? b. How do you say it in your mother language? c. When do you usually say it? d. Why do you say it? e. Why do you think you should say it?
<p>QIN/9/P/138 : “Complete the dialogues..”</p>	<p>Based on the question commands, in this exercise students will listen to several different dialogues and then students will complete the dialogue with the appropriate response. Seeing the activities carried out, that is recall or recognition of specific information, this exercise is categorized into the LOTS form with level C3 Applying.</p> <p>9. Complete the dialogue with the correct responses.</p> <p>Dialogue 1</p> 

In this chapter 8, there are amount of 3 exercise items which has been found and categorized into Applying (C3) level. The 2 exercise items are dominated as question items while the other one as question discussion. The verbs that contained in the question items such as, **fill** and **complete**, and the question discussions such as **have you ever...?**, **what lesson...?**, have been described in the table above.

Table 4. 26 Description C3 and Samples Chapter 9
Chapter 9. Overall, It's an Excellent Movie!

Code, Verb & Question discussion	Description C3 and Samples
QIN/7/P/160: “ Complete these sentences..”	This exercise is categorized into the LOTS form with level C3 (Applying), as for the background is an activity carried out by students where students will complete the sentences with the information they got in the previous review. The activities related to this level are explaining an idea. 7. Complete these sentences with information you get from the previous review in pairs. a. The genre of the film is... b. The director of the film is...
QIN/10/P1/164 : “ Complete the table..”	In this exercise students will read a book review then they will complete several table columns, this exercise shows that students will carry out analytical activities after reading a book review, this exercise is categorized as LOTS with the level C3 (Applying), where students are supposed to apply knowledge or skills to new situations. Use information and knowledge to solve a problem, or answer a question.

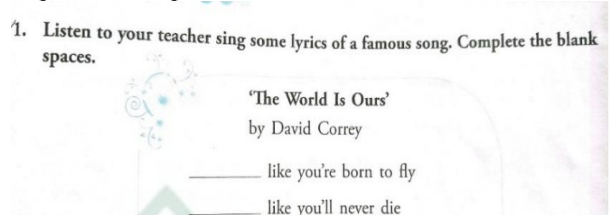

	<p>10. Read the following book review and then complete the table.</p> <div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><i>Habibie & Ainun Book Review</i> by Mama Obito</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Title : Habibie & Ainun Author : Bacharuddin Jusuf Habibie Publisher : PT THC Mandiri Pages : 323</p> </div> </div> <p><i>Habibie & Ainun</i> tells the love story of the third president of Indonesia, Bacharuddin Jusuf Habibie and his wife, Ainun Habibie. The story flows</p> </div>
<p>QIN/14/P/172: “Find some..”</p>	<p>After they learned about appraisals & punch lines, in the previous discussion, the exercise the students did this time was to find some examples of appraisals & punch lines in film reviews, then they would write them down and identify them. Seeing the activities carried out by students, namely using information in another familiar situation, this exercise is categorized in the LOTS form with C3 level (Applying).</p> <p>14. Find some examples of appraisals and punch lines in movie reviews. Write them in your book and identify them.</p>
<p>QIN/17/P/174: “Complete the following reviews..”</p>	<p>The following form of exercise that students do is to complete a review of several films by using the words in the previous exercise (16), bearing in mind that the activity being carried out is using information in another familiar situation, this exercise is categorized into the LOTS form with level C3 (Applying).</p> <p>17. Complete the following reviews with words from the previous activity.</p> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1; padding: 10px;"> <p style="text-align: center;"><i>The Departed Movie Review</i></p> <p><i>The Departed</i> is a (1) _____ movie directed by Martin Scorsese and featuring (2) _____ (3) _____, such as Leonardo di Caprio and Matt Damon. The (4) _____ was written based on the legendary Hong Kong movie: <i>Infernal Affairs</i> and is more than your typical (5) _____ of (6) _____ versus mafia.</p> </div> <div style="flex: 0.2; text-align: center;">  </div> </div>

<p>QIN/21/P179: “Find a review...”</p>	<p>In this exercise, students are asked to find a review on the internet, in a magazine or an English newspaper then they are asked to use the information to make dialogue with their friends. Some of the information that must be included in the dialogue is; (a) the title of the film, the actor/actress/director, (b) a short plot, summary, (c) appraisals or punch lines. Seeing the activities carried out in this exercise, namely carrying out or using a procedure through executing or implementing, this exercise is categorized in the form of LOTS with level C3 (Applying)</p> <p>21. Find a review on the Internet, in a magazine or an English newspaper. Use the information to make a dialogue with your friend.</p> <p>Remember that your dialogue should include information about:</p> <ul style="list-style-type: none"> • the title of the film, the actor/actress/director, • a short plot, summary, • appraisal or punch line.
--	--

In this chapter 9, there are amount of 5 questions which has been found and categorized into Applying (C3) level. Most of the exercise items are dominated as question items, while the verbs that contained in the question items such as, **fill, find, and complete** where each items has been described on the table above. In addition, based on the data, the verb **complete** is the most dominating verb used in the exercise of this chapter.

Table 4. 27 Description C3 and Samples Chapter 10
Chapter 10. Sing for the World

<p>Code, Verb & Question discussion</p>	<p>Description C3 and Samples</p>
<p>QIN/1/P/185: “Complete the blank spaces..”</p>	<p>In this activity students will listen to some of the song lyrics that will be sung by their teacher then students will complete the missing parts according to the song lyrics. According to the word complete and also the activity employed, this item is categorized as LOTS with the level C3 (Applying), where the students are able to apply knowledge or</p>

	<p>skills to new situations. Use information to answer a question or perform another task.</p> <p>1. Listen to your teacher sing some lyrics of a famous song. Complete the blank spaces.</p> 
<p>QIN/2/P/185: “Complete the blank spaces..”</p>	<p>The following exercise also has the same activities as in the previous explanation, but in this exercise students must complete sentences in a dialogue that they have listened to with the word provided. The word of complete refers to the activity in the LOTS category with the level C3 (Applying) where in this level the students are able to apply knowledge or skills to new situations. Use information to answer a question or perform another task.</p> <p>2. Listen to a dialogue between Meg Kidman and Steve Silaen. Then, complete the blank spaces with the words provided.</p>  <p>Meg Kidman : Hi. How are you Steve? Steve Silaen : Fine. What about you? You look so _____.</p>
<p>QIN/4/P/186: “Fill in the table..”</p>	<p>In this section, the activity invites students to listen “The World Is Ours”, then they will fill the table as same as the example. The students may search facts on the internets. Based on the activity this exercise is categorized as LOTS with the level C3 (Applying) it could be seen that their activity is using information in another familiar situation.</p>

	<p>4. Listen to "The World Is Ours". Then, fill in the table. You may search facts on the Internet.</p> <table border="1" data-bbox="444 262 1024 453"> <thead> <tr> <th colspan="5">Give your opinion about the followings.</th> </tr> <tr> <th>The Singer</th> <th>The Theme</th> <th>The Refrain</th> <th>The Lyrics</th> <th>The Song</th> </tr> </thead> <tbody> <tr> <td>great/boring</td> <td>super/ uninteresting</td> <td>terrific/not nice</td> <td>interesting/ bad</td> <td>fantastic/ annoying</td> </tr> </tbody> </table>	Give your opinion about the followings.					The Singer	The Theme	The Refrain	The Lyrics	The Song	great/boring	super/ uninteresting	terrific/not nice	interesting/ bad	fantastic/ annoying
Give your opinion about the followings.																
The Singer	The Theme	The Refrain	The Lyrics	The Song												
great/boring	super/ uninteresting	terrific/not nice	interesting/ bad	fantastic/ annoying												
<p>QIN/9/P/188: "Find some information.." "</p>	<p>In this exercise students will discuss to find some information about Correy's extraordinary experience when singing the song "The World Is Ours" using the text contained in the textbook. The use of word find refers to the activity in the level C3 (Applying) that is discover, according to the activity this items would be categorized as LOTS with the level C3 (Applying) where the students are able to apply knowledge or information to perform another task.</p> <p>6. Discuss Correy's great experiences when singing "The World Is Ours" with your friends. Use the text above to find some information. See the example.</p> <p>a. <u>travelling the globe</u></p> <p>b. _____</p>															
<p>QIN/15/P/19 3 "answer the following questions.."</p>	<p>In this part students are asked to answer to the following discussion questions, according to the discussion question of "complete the following mind map, identify the message song. what is your understanding of the lyrics. why does the lyrics repeat" shows that this items is categorized as LOTS with the level C3 (Applying) were in this level students are able to apply knowledge or skills to new situations. Use information and knowledge to solve a problem, answer a question or perform another task.</p>															

15. Based on the lyrics of 'The World Is Ours,' answer the following questions.

a. Reading for specific information
Work in groups to complete the following mind mapping.

In this chapter 10, there are amount of 5 questions which has been found and categorized into Applying (C3) level. Most of the exercise items are dominated as question items rather than question discussion, while the verbs that contained in the question items such as, **fill**, **find**, and **complete**. Furthermore, the question discussion such as **what is your understating**, **why does the lyrics repeat**, those each items have been described on the table above.

2. HOTS

In this section, the researcher will explain the details of the exercise items that have been analysed in this textbook. The description of the explanation that will be presented in this section is regarding HOTS items with the type of question item and question discussion exercises starting at the Analysing (C4) level up to the Creating (C3) level. Moreover, these descriptions will be described one by one in table form and the researcher will also include samples taken from the book to strengthen the data being analysed, here is an explanation

a. Analysing (C4)

the items that categorized into the Level of Analysing (C4) will be described in the table below based on the order of chapter, here as the description;

**Table 4. 28 Description C4 and Samples Chapter 7
Chapter 7. Pros and Cons**

Code, Verb & Question discussion	Description C4 and Samples				
Discussion questions “ what is the purpose, analyse the structure.. ”	The following exercise is categorized in the HOTS form with level C4 (Analysing), considering that the activity carried out in this exercise is breaking information into parts to explore understanding and relationships. The categorization of this exercise is based on the activities carried out by students, namely answering several questions based on the text in activity 13 where looking at the type of question instructions listed shows that this exercise can be categorized into the HOTS form with level C4 (Analysing).				
	<p>14. Answer the following questions based on the text in Activity 13.</p> <ol style="list-style-type: none"> a. What is the purpose of writing about the controversy over video games? b. Analyse the structure of the text by matching the columns. <table border="1" data-bbox="428 888 997 1012"> <thead> <tr> <th data-bbox="428 888 722 956">The Text</th> <th data-bbox="722 888 997 956">Structure of the Text</th> </tr> </thead> <tbody> <tr> <td data-bbox="428 956 722 1012">1) Pros and Cons about Video Games</td> <td data-bbox="722 956 997 1012">a) Argument 'against' 1</td> </tr> </tbody> </table>	The Text	Structure of the Text	1) Pros and Cons about Video Games	a) Argument 'against' 1
The Text	Structure of the Text				
1) Pros and Cons about Video Games	a) Argument 'against' 1				

In this chapter 7, the exercise items that has been found and categorized as Analysing (C4) level is amount of 1 item. While the type of the exercise based on data is question discussion, bearing in mind, the questions discussion that contained in that exercise such as **what is the purpose**, and **analyse** the structure has been disclosed that the exercise was categorized in the C4 level as an the table description above.

Table 4. 29 Description C4 and Samples Chapter 8

Chapter 8. Although It Is Difficult, It Is Possible								
Code, Verb & Question discussion	Description C4 and Samples							
QIN/15/P/145 : “ Analyse the use....”	<p>In accordance with the question command, that is "analyse" the use of <i>although</i>, <i>even though</i>, and <i>though</i> in the sentences contained in the table, this exercise is categorized into HOTS form with level C4 (Analysing) considering that the activity carried out here is breaking material into constituent parts or determining how the parts relate to one another.</p> <p>15. Analyse the use of <i>although</i>, <i>even though</i> and <i>though</i> used in the following sentences. See the example.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="text-align: center; vertical-align: middle;">The use of <i>even though</i> in the sentences</td> <td colspan="3" style="text-align: center;">Against expectation/opposing</td> </tr> <tr> <td style="text-align: center;">Signs</td> <td style="text-align: center;">S + P + O + others</td> <td style="text-align: center;">S + modal + P + O + others</td> </tr> </table>	The use of <i>even though</i> in the sentences	Against expectation/opposing			Signs	S + P + O + others	S + modal + P + O + others
The use of <i>even though</i> in the sentences	Against expectation/opposing							
	Signs	S + P + O + others	S + modal + P + O + others					

The verb of **analyse**, which is contained in the exercise in chapter 8 is categorized into the level C4 as the description that has been stated on the table. According to the data, in this chapter is disclose if there is only amount of 1 item which has been found with the category of Analysing (C4) level.

Table 4. 30 Description C4 and Samples Chapter 9

Chapter 9. Overall, It’s an Excellent Movie!	
Code, Verb & Question discussion	Description C4 and Samples
QIN/18/P/175: “ Decide whether each..”	<p>In the following exercise, students will decide which paragraph is an orientation, an interpretive recount, an evaluation or an evaluative summation, students will give a check mark in the correct column according to the expectations they</p>

	<p>specified, this activity shows that students carry out analysis activities so that this exercise is categorized in the form of HOTS with level C4 (Analysing), namely breaking information into parts to explore understandings and relationships.</p> <p>18. Decide whether each paragraph is an orientation, an interpretative recount, an evaluation or an evaluative summation. Tick the right column.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">No.</th> <th style="width: 45%;">Paragraph</th> <th style="width: 15%;">Orientation</th> <th style="width: 15%;">Interpretative Recount</th> <th style="width: 10%;">Evaluation</th> <th style="width: 10%;">Evaluative Summation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">a.</td> <td>The <i>Hunger Games</i> is a 2012 American science fiction adventure film directed by Gary Ross and based on the novel of the same name by Suzanne Collins. The film</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	No.	Paragraph	Orientation	Interpretative Recount	Evaluation	Evaluative Summation	a.	The <i>Hunger Games</i> is a 2012 American science fiction adventure film directed by Gary Ross and based on the novel of the same name by Suzanne Collins. The film				
No.	Paragraph	Orientation	Interpretative Recount	Evaluation	Evaluative Summation								
a.	The <i>Hunger Games</i> is a 2012 American science fiction adventure film directed by Gary Ross and based on the novel of the same name by Suzanne Collins. The film												

The verb of **decide** which is contained in the exercise in chapter 8 is categorized into the level C4 as the description that has been stated on the table. According to the data, in this chapter is disclose if there is only amount of 1 item which has been found with the category of Analysing (C4) level.

Table 4. 31 Description C4 and Samples Chapter 10

Chapter 10. Sing for the World	
Code, Verb & Question discussion	Description C4 and Samples
QIN/16/P/195 : “ Analyse the grammar..”	Same as the term of the exercise where the students are asked to analyse the grammar structure of “The World Is Ours” by completing the columns, this exercise is categorized as HOTS with the level C4 (Analysing) that bearing in mind the activity of this level is breaking information into some parts.

	<p>16. Analyse the grammar of 'The World Is Ours' lyrics by completing the columns. See the examples.</p> <table border="1" data-bbox="448 256 1034 465"> <thead> <tr> <th data-bbox="448 256 653 314">Imperative</th> <th data-bbox="653 256 844 314">Statement</th> <th data-bbox="844 256 1034 314">Conjunction + Statement</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 314 653 465">Run like you're born to fly V1 + conj. + S + be + V3 + Adv</td> <td data-bbox="653 314 844 465">The world is ours. S + be + complement</td> <td data-bbox="844 314 1034 465">When we all come together, we're seven billion stars conj. + S + V1 + adv. + S + be + complement</td> </tr> <tr> <td data-bbox="448 465 653 505"></td> <td data-bbox="653 465 844 505"></td> <td data-bbox="844 465 1034 505"></td> </tr> </tbody> </table>	Imperative	Statement	Conjunction + Statement	Run like you're born to fly V1 + conj. + S + be + V3 + Adv	The world is ours. S + be + complement	When we all come together, we're seven billion stars conj. + S + V1 + adv. + S + be + complement			
Imperative	Statement	Conjunction + Statement								
Run like you're born to fly V1 + conj. + S + be + V3 + Adv	The world is ours. S + be + complement	When we all come together, we're seven billion stars conj. + S + V1 + adv. + S + be + complement								
<p>QIN/17/P/196 : "Analyse the structure of the lyric.."</p>	<p>in this following item, students are asked to find the structures from "we are the world" lyrics, and afterward they will analyse and complete it into the table, based on the activity that is breaking information into parts to explore understandings and relationships this exercise is categorized as HOTS with the level C4 (Analysing).</p> <p>~17. Find the structures of the 'We Are the World' lyrics. Then, analyse and complete the following table.</p> <p>'We are the World' is a single recorded by the super group "USA for Africa" for charity in 1985. Written by Michael Jackson and Lionel Richie, the sales of the charity jingle, which was produced by Quincy Jones and Michael Omartian for the album <i>We Are the World</i>, achieved more than 20 million copies, which was terrific.</p>									

In this chapter 10, there are amount of 2 items which has been found and categorized into Analysing (C4) level. Most of the exercise items are dominated as question items, where each items has been described on the table above. In addition, based on the data, the verb **analyse** is the most dominating verb used in the exercise of this chapter.

b. Evaluating (C5)

the items that categorized into the Level of Evaluating (C5) will be described in the table below based on the order of chapter, here as the description;

Table 4. 32 Description C5 and Samples Chapter 6

Chapter 6. In Contrast to the Good side											
Code, Verb & Question discussion	Description C5 and Samples										
<p>QIN/6/P/93: “State these statements..”</p>	<p>The following exercise is categorized into C5 (Evaluating), based on the questions the students are asked to “state the statements true or false”, in addition, they also need to correct the wrong statements, it shows that this activity is categorized as C5 (Evaluating), cause the word “correct it” refers to justify the statement, it means, in this level students are supposed to be able to judge or asses the value of material and methods for a given purpose</p>										
	<p>6. Read the situation and state whether these statements true (T) or false (F). If they are wrong, correct it.</p> <p><i>Situation: It is hard for Tom to see Clara recently. However, his sister says that tonight Tom will be at home.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0f2f1;"> <th style="width: 5%;">No.</th> <th style="width: 65%;">Statement</th> <th style="width: 5%;">T</th> <th style="width: 5%;">F</th> <th style="width: 20%;">Correction</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>If you want to see my brother, you must come to my house tonight.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	No.	Statement	T	F	Correction	1.	If you want to see my brother, you must come to my house tonight.			
No.	Statement	T	F	Correction							
1.	If you want to see my brother, you must come to my house tonight.										

The verb of **state** which is contained in the exercise in chapter 6 is categorized into the level C5 as the description that has been described on the table. According to the data, in this chapter is disclose if there is only amount of 1 item which has been found with the category of Evaluating (C4) level.

Table 4. 33 Description C5 and Samples Chapter 8

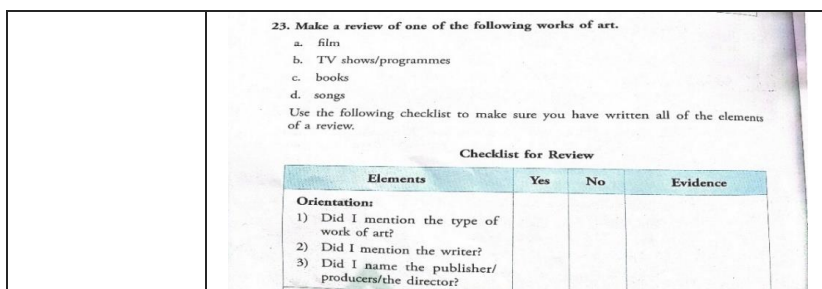
Chapter 8. Although It Is Difficult, It Is Possible	
Code, Verb & Question discussion	Description C5 and Samples
QIN/17/P148 : “ Compare the pattern..”	<p>In this exercise students are asked to compare and find differences in form in using <i>although</i>, <i>even though</i> and <i>though</i> with the following sentences. Based on the activities carried out in this exercise, it shows that this exercise is categorized in the form of HOTS with Level C5 (Evaluating) where the students are able to judge or asses the value of material and methods for a given purpose.</p> <p>17. Compare the patterns of the use of <i>although</i>, <i>even though</i> and <i>though</i> with the following sentences. Do you find any different patterns? If you do, what are they?</p> <ol style="list-style-type: none"> a. We continued to have a chat until midnight even though we were tired. b. I am going to stay in touch with him although I have to spend much time.

The verb of **compare** which is contained in the exercise in chapter 8 is categorized into the level C5 as the description that has been described on the table. According to the data, in this chapter is disclose if there is only amount of 1 item which has been found with the category of Evaluating (C4) level.

Table 4. 34 Description C5 and Samples Chapter 9

Chapter 9. Overall, It’s an Excellent Movie!	
Code, Verb & Question discussion	Description C5 and Samples
QIN/3/P157: “ Write your reason..?”	<p>Based on this exercise students are asked to first listen to a conversation about several films, then they will use this information to fill out a rating table whether the people in the dialogue like the film they have watched into 3 categories namely, Like, Dislike, Neutral. Moreover, they will provide reasons to substantiate their statements.</p>

	<p>This activity refers to the HOTS with the level C5 (Evaluating), where the students are able to asses the value of material.</p> <p>3. Listen to the speakers talking about some films. Do the people like the film they have seen? Write your reasons to strengthen your answers.</p> <table border="1" data-bbox="459 378 1009 539"> <tr> <td>Film 1</td> <td>Like</td> <td>Dislike</td> <td>Neutral</td> <td></td> </tr> <tr> <td>Film 2</td> <td>Like</td> <td>Dislike</td> <td>Neutral</td> <td></td> </tr> </table>	Film 1	Like	Dislike	Neutral		Film 2	Like	Dislike	Neutral							
Film 1	Like	Dislike	Neutral														
Film 2	Like	Dislike	Neutral														
<p>QIN/ 11/P/166: “Decide whether each statements..”</p>	<p>In this activity students are asked to decide which statement is true or false, if the statement is true then students will provide evidence or reasons why the statement is true, but if the statement is wrong then students will provide corrections to that matter. Seeing the form of activity carried out related to justifying a decision, this exercise is categorized into the HOTS form with level C5 (Evaluating).</p> <p>11. Decide whether each statement is true or false. If it is true, give the evidence. If it is false, make some corrections.</p> <table border="1" data-bbox="479 944 997 1194"> <thead> <tr> <th>No.</th> <th>Statement</th> <th>True/False</th> <th>Evidence/Correction</th> </tr> </thead> <tbody> <tr> <td>a.</td> <td>The reviewer had to read the novel many times because the plot is hard to follow.</td> <td></td> <td></td> </tr> <tr> <td>b.</td> <td>The story resembles Romeo and Juliet since both stories are fact.</td> <td></td> <td></td> </tr> <tr> <td>c.</td> <td>The novel is also read by people from other countries.</td> <td></td> <td></td> </tr> </tbody> </table>	No.	Statement	True/False	Evidence/Correction	a.	The reviewer had to read the novel many times because the plot is hard to follow.			b.	The story resembles Romeo and Juliet since both stories are fact.			c.	The novel is also read by people from other countries.		
No.	Statement	True/False	Evidence/Correction														
a.	The reviewer had to read the novel many times because the plot is hard to follow.																
b.	The story resembles Romeo and Juliet since both stories are fact.																
c.	The novel is also read by people from other countries.																
<p>QIN/23/P/180 : “Make a review of...”</p>	<p>The following exercise asks students to make a review of one of the works of art; a) films, b) TV shows/programmes, c) books, d) songs using the table to make sure the have written all of elements of a review. Seeing the form of the activity carried out in this exercise, namely the Justifying course of action, this exercise is categorized into the HOTS form with a C5 (Evaluating) level.</p>																



In this chapter 9, there are amount of 3 items which has been found and categorized into Evaluating (C5) level. Most of the exercise items are dominated as question items, while the verbs that contained in the question items such as, **write**, **decide**, and **make** where each items has been described on the table above.

Table 4. 35 Description C5 and Samples Chapter 10

Chapter 10. Sing for the World	
Description C5 and Samples	
Code, Verb & Question discussion	
QIN/11/P/192: “Can you sing..?, Are you good at..?, What should you do..?”	<p>In this part students are asked to discuss the following problem and solutions to understand song lyrics, the use discussion questions of can you sing..?, do you have any advice.., are you good at..?, what should you do..?, shows that this item is categorized as HOTS with the level C5 (Evaluating) where the activity carried out here is able to asses the value for a given purpose.</p> <ol style="list-style-type: none"> Can you sing 'The World Is Ours' without reading the lyrics? Do you have any advice or tricks to sing the song without reading the lyrics? Do you still remember when you had trouble understanding the lyrics of English songs? When you are in class, do you understand precisely what the English teacher is saying? Are you good at grammar?

In this chapter 10, the items that has been categorized into Evaluating level only found is amount 1

item. The question discussion which is contained in this exercise items such as, **can you sing..?, are you good at..?, what should..?** was disclosing if this items is categorized as Evaluating (C5) level. Meanwhile, for the description detail, it can be rereferred to the table above.

c. Creating (C6)

the items that categorized into the level of Creating (C6) will be described in the table below based on the order of chapter, here as the description;

**Table 4. 36 Description C6 and Samples Chapter 6
Chapter 6. In Contrast to the Good side**


Code, Verb & Question discussion	Description C6 and Samples						
<p>QIN/7/P/94: “Combine the good sides....”</p>	<p>This exercise invites students to “combine two different” sentences using the Conjunctive Adverbs found in each column with the name "The Good Sides & The Bad Sides". Where students must be able to implement Conjunctive Adverbs correctly between these two sentences. This activity is categorized into level C6 (Creating) where students are asked to pull together parts of knowledge to form a new whole and build relationships for new situations.</p> <p>7. Combine the good sides and the bad sides using conjunctive adverbs.</p> <table border="1" data-bbox="464 1090 985 1281"> <thead> <tr> <th data-bbox="464 1090 577 1177">Conjunctive Adverbs</th> <th data-bbox="577 1090 771 1177">The Good Sides</th> <th data-bbox="771 1090 985 1177">The Bad Sides</th> </tr> </thead> <tbody> <tr> <td data-bbox="464 1177 577 1281">nevertheless</td> <td data-bbox="577 1177 771 1281">With the help of mobile technology, we are able to talk to our friends and</td> <td data-bbox="771 1177 985 1281">It rises another problem that is insentivity towards our surroundings.</td> </tr> </tbody> </table>	Conjunctive Adverbs	The Good Sides	The Bad Sides	nevertheless	With the help of mobile technology, we are able to talk to our friends and	It rises another problem that is insentivity towards our surroundings.
Conjunctive Adverbs	The Good Sides	The Bad Sides					
nevertheless	With the help of mobile technology, we are able to talk to our friends and	It rises another problem that is insentivity towards our surroundings.					
<p>QIN/8/P95: “Rearrange the jumbled words..”</p>	<p>The form of the exercise in this section students are asked to “rearrange” jumbled sentences into correct sentences by starting with the first word. This exercise is included in HOTS with level C6 (Creating) where at this level the activities carried out are related to generating new ideas, products or</p>						

	<p>perspectives.</p> <p>8. Rearrange the jumbled words to make good sentences. Begin with the first word.</p> <ol style="list-style-type: none"> 1) Tony – his – room – will not – unless – clean – tells him – to – his mother. 2) Unless – really – something – it is – urgent – about – Mr Henz – will not – see – today – anybody. 3) You – go – anywhere – can't – your father – you – gives – unless – permission. 4) The – will – office – open – unless – holiday – is – a – it. 						
<p>QIN/10/P/96 : “Write sentences...”</p>	<p>The following exercise is categorized into level C6 (Creating), this level is included in the HOTS category, according to the existing question commands where students are asked to “write sentences” using comparison and contrast and using the connectives that have been determined in the questions. The activities related to level C6 (Creating) are reorganizing elements into a new pattern or structure through generating new ideas</p> <p>10. Write sentences using comparison and contrast. Use connectives: <i>however, on the other hand, in contrast/in contrast to, nevertheless or even if</i>. One has been done for you as an example.</p> <p>See the differences between Arctic and Antarctic.</p> <table border="1" data-bbox="488 868 958 980"> <thead> <tr> <th data-bbox="488 868 735 911">Arctic (North)</th> <th data-bbox="735 868 958 911">Antarctic (South)</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 911 735 946">1) ice-covered sea</td> <td data-bbox="735 911 958 946">1) ice-covered land</td> </tr> <tr> <td data-bbox="488 946 735 980">2) surrounded by land</td> <td data-bbox="735 946 958 980">2) surrounded by a great</td> </tr> </tbody> </table>	Arctic (North)	Antarctic (South)	1) ice-covered sea	1) ice-covered land	2) surrounded by land	2) surrounded by a great
Arctic (North)	Antarctic (South)						
1) ice-covered sea	1) ice-covered land						
2) surrounded by land	2) surrounded by a great						

In this chapter 6, there are amount of 3 items which has been found and categorized into Creating (C6) level. Most of the exercise items are dominated as question items, while the verbs that contained in the question items such as, **combine**, **rearrange**, and **write** where each items has been described on the table above.

Table 4. 37 Description C5 and Samples Chapter 7


Chapter 7. Pros and Cons	
Code, Verb & Question discussion	Description C6 and Samples
QIN/7/P107: “Create a	Based on the pattern of questions, students are asked to study the dialogue on page 107, after

<p>similar...”</p>	<p>which students will “create a dialogue” that is the same as the previous example based on some of the existing text. The types of categories in this exercise are HOTS at level C6 (Create) because they are in accordance with the activities carried out at this level, namely reorganizing elements into a new pattern or structure</p> <p>7. Study the following dialogue. In pairs, create a similar dialogue based on the following texts.</p> 
<p>QIN/20/P/120 : “Create constructive statements...”</p>	<p>In this exercise, students are first asked to read a short message on the page, then they will “create a contrasting statement” to help Siloh find a solution in this case. Given the form of activities performed, this exercise is categorized as HOTS with level C6 (Create), where the students are able to pull together parts of knowledge to form a ne whole and build relationship for new situation.</p> <p>20. Read the following message. Then, create contrastive statements to help Siloh find the solution.</p> <div style="border: 1px solid black; padding: 10px;"> <p>Hi there,</p> <p>How dangerous is riding a motorcycle? I've heard a lot about how dangerous they are and how high the odds of getting in an accident are. I live in a relatively small town where motorcycle and car accidents are extremely rare. If I were to ride a motorcycle, it would be in a small neighborhood, without too much traffic. How high are the odds of getting into an accident?</p> <p>Thanks,</p> <p>Siloh</p> </div>

In this chapter 7, there are amount of 2 items which has been found and categorized into Creating (C6) level. Most of the exercise items are dominated as question items, where each items has been described on the table above. In addition, based on the data, the verb **create** is the most dominating verb used in the exercise of this chapter.

Table 4. 38 Description C6 and Samples Chapter 8
Chapter 8. Although It Is Difficult, It Is Possible


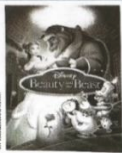
Code, Verb & Question discussion	Description C6 and Samples				
<p>QIN/5/P/134: “Create a response..”</p>	<p>In this part, the students are asked to “create” a response to the following questions or statement, the word of create refer to the activity in HOTS with the level C6 (Creating). In addition, in this category the students are able to pull together parts of knowledge to form a new whole and build relationships for new situations.</p> <p>5. In pairs, create a response to the following questions or statements about the previous monologue. See the examples.</p> <table border="1" data-bbox="471 678 959 788"> <thead> <tr> <th data-bbox="471 678 745 730">Question or Statement</th> <th data-bbox="745 678 959 730">Possible Response</th> </tr> </thead> <tbody> <tr> <td data-bbox="471 730 745 788">Do you have a very close friend?</td> <td data-bbox="745 730 959 788">Exactly!</td> </tr> </tbody> </table>	Question or Statement	Possible Response	Do you have a very close friend?	Exactly!
Question or Statement	Possible Response				
Do you have a very close friend?	Exactly!				
<p>QIN/14/P144 : “Develop the writer’s opinion..”</p>	<p>Based on the discussion of questions in this exercise, shows this exercise is categorized in the form of HOTS with level C6 (Creating) that is generating new ideas, products, or ways of viewing things. Remembering that the activities carried out by students are reading the previous text that has been determined on the previous page then making an author's opinion about endangered species or friendship into an interactive dialogue. This activity is carried out in the form of group work with 4 members.</p> <p>14. Read the previous texts once again. Then, develop the writer's opinion about endangered species or friendship into an interactive dialog.</p> <ol style="list-style-type: none"> Work in groups of four. Use the expressions of asking for information and agreement, and signs to open a conversation. Use <i>although</i>, <i>even though</i> and <i>though</i> in your dialogue. <table border="1" data-bbox="450 1402 1006 1505"> <tr> <td data-bbox="450 1402 712 1505">Opinions about endangered animals</td> <td data-bbox="712 1402 1006 1505">Opinions about friendship</td> </tr> </table>	Opinions about endangered animals	Opinions about friendship		
Opinions about endangered animals	Opinions about friendship				

<p>QIN/18/P148 : “Think of programme to save..”</p>	<p>In this exercise students are asked to work in pairs where they will think about a program to save endangered flora or fauna by using a few questions as guidelines. The activities carried out by students in this exercise show that the exercise is categorized in the form of HOTS with level C6 (Creating) considering that activities at this level are generating new ideas, producing or ways of viewing things.</p> <p>18. Work in pairs. Think of a programme to save endangered flora or fauna. Use the following questions as a guideline.</p> <ol style="list-style-type: none"> What is the programme called? What is the goal of your programme? Why do you think the programme is necessary? Who is going to support your programme?
<p>QIN/20/149: “Create three statements..”</p>	<p>This exercise is categorized into the HOTS form with level C6 (Creating) considering that the activities carried out in this exercise are students are asked to pay attention to some of the pictures contained in this exercise then they will be asked to “create” statements based on the illustrations they see by using the conjunctions <i>although</i>, <i>though</i>, and <i>even though</i>. The form of activity related to level C6 (Creating) is generating new ideas or ways of viewing things.</p> <p>20. Look at the pictures and create three statements about them using <i>although</i>, <i>though</i> and <i>even though</i>.</p> 

In this chapter 8, there are amount of 4 questions which has been found and categorized into Creating (C6) level. Most of the exercise items are dominated as question items, while the verbs that contained in the question items

such as, **create**, **develop**, and **think of program**, where each items has been described on the table above. In addition, based on the data, the verb **create** is the most dominating verb used in the exercise of this chapter.

Table 4. 39 Description C6 and Samples Chapter 9

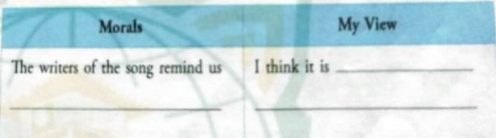
Chapter 9. Overall, It's an Excellent Movie!	
Code, Verb & Question discussion	Description C6 and Samples
<p>QIN/13/P170: “Write the metaphorical..”</p>	<p>In this activity, students will write a comparison of metaphorical expressions found in works of art as exemplified. The form of this activity is categorized in the form of HOTS with level C6 (Creating) with the form of activity being carried out is Generate new ideas or ways of viewing things</p> <p>3. How would you compare these? Write the metaphorical expression to compare the two works of art. One has been done for you as an example.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>The music of <i>Aladdin: The Movie</i>, especially in the duet, is spectacular, following the success of its predecessor <i>Beauty and the Beast</i>.</p> </div> <div style="text-align: center;">  </div> </div>
<p>QIN/22/P/179: ”Rearrange the following..”</p>	<p>This exercise is categorized as HOTS with the level C6 (Creating), according to the question of exercise, where students are aske to rearrange the following jumbled paragraph, the word of “rearrange” refer to the activity in the level C6 (Creating), bearing in mind in this level students are able to pull together parts of knowledge to form a new whole and build relationship for new situations.</p>

	<p>22. Rearrange the following jumbled paragraphs into a good review. The title is <i>Maleficent – The Movie Review</i>.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>_____ The movie received mixed reviews from critics, who praised Angelina Jolie’s performance and the visual effects, but criticised its plot. Angelina Jolie’s magnetic performance outshines <i>Maleficent</i>’s dazzling special effects; unfortunately, the movie around them fails to justify all that impressive effort.</p> </div>
--	--

In this chapter 6, there are amount of 2 items which has been found and categorized into Creating (C6) level. Most of the exercise items are dominated as question items, while the verbs that contained in the question items such as, **rearrange**, and **write** where each items has been described on the table above.

able 4. 40 Description C6 and Samples Chapter 10

Chapter 10. Sing for the World											
Code, Verb & Question discussion	Description C6 and Samples										
<p>QIN/18/P/197: “Write the main idea from...”</p>	<p>Based on the question, the students are asked to write the main idea from each verse and the refrain of “We are the World”, the word of write refers to the activity in the level C6 (creating). In addition, this items is categorized as HOTS with the level C6 (Creating) where the students are able to pull together parts of knowledge to form a new whole and build relationships for new situation.</p> <p>18. Write the main idea from each verse and the refrain of ‘We Are the World’.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">verse 1</td> <td>persuasion to pay more attention to unlucky people</td> </tr> <tr> <td>verse 2</td> <td></td> </tr> <tr> <td>verse 3</td> <td></td> </tr> <tr> <td>verse 4</td> <td></td> </tr> <tr> <td>refrain</td> <td></td> </tr> </table>	verse 1	persuasion to pay more attention to unlucky people	verse 2		verse 3		verse 4		refrain	
verse 1	persuasion to pay more attention to unlucky people										
verse 2											
verse 3											
verse 4											
refrain											
<p>QIN/19/P/197: “Discuss the</p>	<p>In this part, the students are asked to discuss about the morals and their view about the lyrics of</p>										

<p>morals and your view about..”</p>	<p>“We are the World”. Look further about the activity carried out, this items would be categorized as HOTS with the level C6 (Creating) as for the thing that underlies it is they generate their point of view about the morals and the lyrics of “We are the World”. In addition in level students are supposed to pull together parts of knowledge to form a new whole and build relationships for new situations.</p> <p>~19. Discuss with your friends the morals and your view about the lyrics of ‘We Are the World.’</p> 
---	--

In this chapter 6, there are amount of 2 items which has been found and categorized into Creating (C6) level. Most of the exercise items are dominated as question items, while the verbs that contained in the question items such as, **write**, and **discuss** where each items has been described on the table above.

3. K-W-L Table

The K-W-L is a self report of what students know and have learned. it can be reach in learning of service , social issues and content learning⁸. This exercises also encourage students to make connection between prior knowledge and new information thus facilitating the construction of meaning. In addition, using this K-W-L as the exercise for students would help teacher to give encouragement, motivation, and facilitation of referral when

⁸ Cassady et.al, “*KWLs And Anchor Tasks: Assessing The Dimensions of Student Learning Through Service*”, California Study Group, 2004.

students need it⁹. Furthermore, for using K-W-L table there are following three steps as below¹⁰:

- a) The first column with K “What I Know” is the column for students to highlight the importance of prior knowledge then in order to make connection in what they already know and it is a very important part of learning.
- b) The second column with W “What I Want to Know/ What I Want to Find Out”, in this column the students must generate a list of what they want to learn by demonstrate how they organize and categorize a suggestion and the way to use the information.
- c) The third column with L “What I Learned”, this third column ask students to make a notes for review what they have been learned.

In the textbook that has been employed by researcher as an media to analyse shows there are 3 K-W-L tables of 5 chapters which has been analysed. The first K-W-L is in the *chapter 7 Pros and Cons* while the other are in the *chapter 8 Although It Is Difficult, It Is Possible* and in the *chapter 10 Sing for the World*. In accordance with this exercise items, the researcher will show the K-W-L table description that contained in the textbook as below;

- d) K-W-L Chapter 7 Pros and Cons (page. 113)
 - Write to things you already know about expressing disagreement in the Column K of the K-W-L Table.
 - Think of what you want to know about expressing disagreement. Write two questions in the Column W of the K-W-L Table.
 - After reading the text, write what you have learnt from the reading in the Column L of the K-W-L Table¹¹.

⁹ Shelley et al, “*Revisiting the K-W-L: What We Knew; What We Wanted to Know; What We Learned.*”, *Reading Horizons*, 1997, P.233-242

¹⁰ Richard Greenwood, “*Pupil involvement in planning topics using KWL grids: opinions of teachers, student teachers and pupils.*”, *Educational Studies*, 2018, DOI: <http://www.tandfonline.com/action/showCitFormats?doi=10.1080/03055698.2018.1509773>

- e) K-W-L Chapter 8 Although It Is Difficult, It Is Possible (page. 140)
 - Write what you know about the use of even though, although, and though in the K Column of the K-W-L table.
 - Think of two questions you want to know about the use of *even though, though and although*.. Write them down in the column W of the K-W-L Table.
 - After Reading the text in the activity 13, write what you have learned in the Column L of the K-W-L Table¹².
- f) K-W-L Chapter 10 Sings for The World (Page. 193)
 - Write what you know about song lyrics in Column K of the K-W-L Table.
 - Think of two questions you want to know about song lyrics. Write them down in Column W of the K-W-L Table.
 - Read the Lyrics of “The World Is Ours”. Then, write what you have learnt in Column L of the K-W-L Table¹³.

Table 4. 41 Sample of K-W-L Table

K	W	L
What I Know	What I want to find out	What I have Learnt

Based on the textbook, the K-W-L (Known, Want, Learn) Table is categorized as HOTS with the level C6 (creating), as for the background of this categorization is

¹¹ Eudia Grace, Theresia sudarwati, *Pathway to English* (Erlangga, 2017), p 113.

¹² Eudia Grace, Theresia sudarwati, *Pathway to English* (Erlangga, 2017), p 140.

¹³ Eudia Grace, Theresia sudarwati, *Pathway to English* (Erlangga, 2017), p 193.

related to the activities carried out by students, where the students are asked to write or generate their ideas, while in this level they also pull together parts of knowledge to form a new whole and build relationship for new situations.

4. Self-Reflection

According to the form of exercise items that has been analysed in the textbook, the Self-Reflection is categorized as the HOTS with the level C5 (Evaluating), evaluating is defined as judgments but it might properly be termed as opinions about the value for some purpose of ideas, works and material¹⁴, in accordance with this category it could be seen from the activity of the exercise where the students are being asked to make some evaluation from what they have known, something that they want to find out and what they have learned, as for the background of this categorization is related to the activities carried out by students, where the students are asked to reflect on themselves after learning.

Moreover, self-reflection can be as an appliance that gives students opportunities to reflective about the learning that has been taken place, by practicing self-reflection for students it can lead them to get better academic achievement, in other hand students also could analyse their self ability then show up the way they solve problem when they got the difficulties and it would help teacher to get understand more about students problem after learning process. Furthermore, the Self-Reflection is presented in tabular form in last of each chapter in the textbook.

And the researcher will show the example of self-reflection from the textbook itself, as below;

¹⁴ Benjamin S.Bloom, "Taxonomy of Educational Objectives", David McKay Company, 1956, p 185.

Table 4. 42 Sample of Self-Reflection

Before studied this chapter	I I didn't understand: _____
When I was studying this chapter	Difficulties: _____ How did I overcome the difficulties: _____ _____
Having studied this chapter	this I think _____ _____

5. Analysis of Syllabus

According to the syllabus, the researcher will briefly explain the relationship between the textbook analysed and the topic employed, and here are the results;

- a. Chapter 6: According to the syllabus in this chapter, the basic competence (KD 3.5 and 4. 5) asked students to “apply and compile” meanwhile, the learning activities of syllabus invites the students to “listen and imitate”, “read and identify”, “compare”, and carry out communicative actions orally and in writing. Therefore, the chapter of this textbook is accurately used the cognitive level of Bloom’s Taxonomy as the reference. In addition, the cognitive levels that figured out this chapter are C1, C2, C3, C5 and C6.
- b. Chapter 7: According to the syllabus in this chapter, the basic competence (KD 3.6, 4.6.1 and 4.6.2) asked students to “distinguish, grasp the meaning and compile” meanwhile, the learning activities of syllabus invites the students to “model”, “discuss and present”, “read and analyse”, and “report and evaluate”. Therefore, the chapter of this textbook is accurately used the cognitive level of Bloom’s Taxonomy as the reference. In addition, the cognitive levels that figured out this chapter are C1, C2, C3, C4, C5 and C6.

- c. Chapter 8: According to the syllabus in this chapter, the basic competence (KD 3.7 and 4.7) asked students to “apply and compile” meanwhile, the learning activities of syllabus invites the students to “read and identify”, “compare”, and “evaluate”. Therefore, the chapter of this textbook is accurately used the cognitive level of Bloom’s Taxonomy as the reference. In addition, the cognitive levels that figured out this chapter are C1, C2, C3, C4, C5 and C6.
- d. Chapter 9: According to the syllabus in this chapter, the basic competence (KD 3.8 and 4. 8) asked students to “distinguish and grasp of the meaning” meanwhile, the learning activities of syllabus invites the students to “listen and imitate”, “listen and imitate”, “read and discuss”, “present and analyse” and “evaluate”. Therefore, the chapter of this textbook is accurately used the cognitive level of Bloom’s Taxonomy as the reference. In addition, the cognitive levels that figured out this chapter are C1, C2, C3, C4, C5 and C6.
- e. Chapter 10: According to the syllabus in this chapter, the basic competence (KD 3.9 and 4.9) asked students to “interpret and grasp of the meaning” meanwhile, the learning activities of syllabus invites the students to “listen and asking question”, “imitate”, and “evaluate”. Therefore, the chapter of this textbook is accurately used the cognitive level of Bloom’s Taxonomy as the reference. In addition, the cognitive levels that figured out this chapter are C1, C2, C3, C4, C5 and C6.