



**ANALYSIS OF READING SECTIONS  
IN STUDENT'S BOOK *ACTIVATE! B2*  
VIEWED FROM HIGHER-ORDER THINKING SKILLS**

**a final project  
submitted in partial fulfillment of the requirements  
for the degree of Sarjana Pendidikan  
in English**

**by  
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2018**

## DECLARATION OF ORIGINALITY

I Rahmad Hendra Hermansyah hereby declare that this final project entitled *Analysis of Reading Sections in Students' Book Activate! B2 Viewed from Higher-Order Thinking Skills* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, September 2018

A handwritten signature in black ink, consisting of stylized, overlapping letters and lines, positioned above the printed name.

Rahmad Hendra Hermansyah

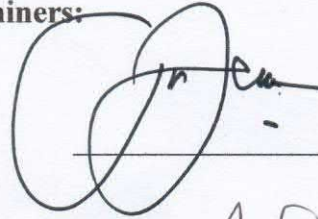
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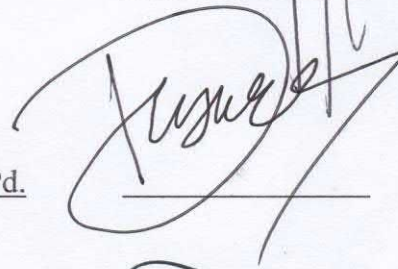
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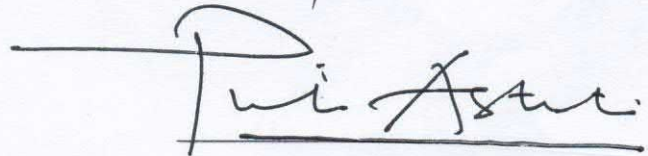
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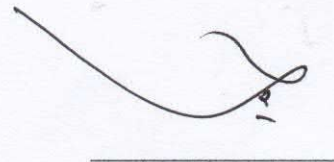
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## ACKNOWLEDGEMENTS

First and foremost, all praise is due to Allah, the Almighty God, the greatest of all. Thank you for all blessing, so I have finally completed my final project.

My warmest gratitude goes to my advisor, Sri Wahyuni, S.Pd., M.Pd. for providing me with guidance, advice, and supportive feedback in writing this final project. I am also immensely grateful for her patience and kindness during the time of final project consultation.

I also express my deepest gratitude to my parents, Ibuke and Bapake, for their endless love, attention, and great affection throughout my life. In particular, I should mention my brother, Mas Alam for supporting me through those brother talks.

A bunch of thanks I would express to SMP K Tri Tunggal, a wonderful school where I did my teaching practice as well as introducing me to *Activate B2!*, a book which I have completely analyzed as my final project topic.

Great support comes from my friends in SMK Muhammadiyah 02 Boja. They always support me to finish my study even though I am a novice teacher there. I do not know how many times I had to leave my classes when I would do my final project consultation. Thank you for your understanding.

I owe thanks to the members of *DPM FBS UNNES* who have showed me the sincere meaning of spirit and struggle. Thanks for always inspiring me to be a good man as well as encouraging me to challenge myself and break my limit for around two years. Thanks for showing me the meaning of dedication, contribution, and service.

The time I spent to study in the English Department of Universitas Negeri Semarang would not be that precious without my classmates in *Rombel 4*, and my partners of final project consultation; Pangku, Ajeng, Tiara, Aik. I wish to thank for the time we share. From those people I realize that family is not always about blood.

Final thanks are due to Tia, my partner of helpful discussions, whose love, attention, and advice on many aspects have contributed to the writing of this final project.

Semarang, September 2018

Rahmad Hendra Hermansyah

## ABSTRACT

Hermansyah, Rahmad Hendra. 2018. *Analysis of Reading Sections in Students' Book Activate! B2 Viewed from Higher-Order Thinking Skills*. Final Project. English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Sri Wahyuni, S.Pd., M.Pd.

Keywords : *Activate! B2, reading sections, higher-order thinking skills*

This study investigates reading sections in students' book *Activate! B2 Viewed from Higher-Order Thinking Skills*. The analysis aims to evaluate and explain the extent to which reading sections in student's book *Activate! B2* are relevant to Higher-Order Thinking Skills and critical thinking tasks.

This study employed a qualitative approach. It analyzed reading sections of Student's Book *Activate! B2* using two theoretical frameworks of analysis, Bloom's Taxonomy (1956) to reveal Higher-Orders Thinking in terms of taxonomy and Numrich's sequence of Critical Thinking Tasks to uncover structure of the reading tasks in the textbook.

The findings reveal an inference that the tasks in HOTS level are less than the tasks in LOTS level which the tasks are dominantly found in the Understanding level. In addition, the results of the study using Numrich' Sequence of critical thinking tasks show that lower critical thinking tasks are more dominant than higher critical thinking task. The tasks are dominated by understanding and organizing tasks which are focusing on the text while the skill practice is comprised of distinguishing relevant details from the text.

The purpose of using textbook is to develop critical thinking. Therefore, this textbook is less appropriate for this purpose because the presented tasks do not require higher critical thinking skills.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the introduction of the study, which consists of the background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, the scope of the study, definition of key terms, and outline of the report.

### **1.1 Background of the Study**

In the last few decades, there has been a passionate effort to raise the level of educational achievements. In contrast with the previous generations, the 21<sup>st</sup> century is challenging and reshuffling the very foundations of our society in new, powerful, and often alarming ways. It is also stated by Wagner in Assaly (2015) that the 21<sup>st</sup> century requires greater breadth and depth of skills in producing meaning in students' life. In line with this, students need to master several skills: critical thinking and problem solving, collaboration and leadership, effective oral and written communication, accessing and analyzing information, curiosity, and imagination.

Critical thinking is defined by Scriven and Paul (2009) as the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. Bloom's Revised Taxonomy (2001) presented critical thinking

skills in a hierarchical order also distinguished it into two levels of thinking, Higher-Order Thinking Skills (HOTS) consisting of creating, evaluating, analyzing and Lower-Order Thinking Skills (LOTS) including applying, understanding, and remembering. Therefore, critical thinking and higher order thinking, while not synonymous, are closely related. Lewis and Smith cited in Smith and Szymanski (2013) indicated the confusion over the definition of higher order thinking is caused by the inconsistent use of the term critical thinking.

Schools, which take more part in childhood education, are demanded to have more attention to the teaching-learning process in order to give it over to the importance of developing students' Higher-Order Thinking Skills (HOTS). The learning process should encourage students to be more critical and creative instead of merely recalling information. Students are hopefully able to understand and apply the information, associate it, clarify whether it is appropriate, and eventually produce a new form of information or use it in their daily life.

In accordance with the importance of HOTS as well as the importance of English as a language for students' international communication, English Language Teaching should not only take into account the teaching process to improve students' English mastery, but also to develop students' HOTS. Furthermore, all of the course components, including textbooks, must be closely relevant to developing students' HOTS.

Textbook undoubtedly plays an important role in Teaching English as a Second Language (TESL), so it is no exaggeration to say that textbook is a core component of an ESL course. Moreover, Hutchinson and Torres in Litz (2006)

suggested that textbook is an almost universal element of English Language Teaching (ELT). A textbook can be referred to the published learning materials specially designed to help language learners improve their linguistic and communicative abilities (Sheldon, 1987). It is a set of learning materials resources for supporting teachers in developing their classroom learning process. In addition, it effectively provides students with good learning resources for self-directed learning, materials for presentation and learning materials for independent learning. Cunningsworth (1995) added that the textbook is a source of ideas and activities, a reference for students, a syllabus reflected in pre-determined learning objectives, and a support for less confident novice teachers.

It is interesting to know that most TESL textbooks are dominantly comprised of reading passages. Those reading passages are not only texts with many linguistic features to understand, but they can also be supporting items to help students develop their way of thinking. Correspondingly, the comprehending questions following the passages are able to enhance students' level of English proficiency and prompt students to develop their Higher-Order Thinking Skills. Students need to learn how to get the meanings and develop them instead of merely knowing those meanings. In a simple way, from comprehending questions students will learn to think higher and more critical.

The roles of a textbook, as presented above, have a close relationship with teachers and students as the textbook users, as well as schools as the educational institutions which provide the teaching-learning activities. Cunningsworth (1995) said that the fundamental role of textbooks is to be at the service of teachers and

learners but not their master. A textbook should be able to correspond with the teachers and students' aims. Hence, in dealing with those matters, a textbook evaluation is, properly speaking, necessary in order to fulfill both teachers and students' needs. According to Cheng (2011), the quality of TESL textbooks has intensely improved in recent years; nevertheless, selecting an appropriate textbook for teaching-learning process is still a challenging thing for most schools and teachers. In terms of selecting the textbook in the school, each school has an authority depending on its particular needs. SMP K Tri Tunggal Semarang uses *Activate! B2* as the main English textbook for grade nine. *Activate! B2* was published by Pearson Longman in 2010. This book provides a reading section followed by some comprehending questions for each unit.

A study which employed Bloom's Revised Taxonomy in evaluating a textbook has been conducted by Masoudi (2018). She analyzed the content and tasks in *Vision* as a newly developed EFL course books for high school students in Iran. Surprisingly, she found that the whole books were focusing on lower order skills and only one HOT task was found in one of the books. In addition, Brawn (2004) scrutinized the tasks' structure in the course book *Beyond the Course Book: Thinking tasks for Intermediate ESL Learners*. That study analyzed the tasks in the course books for intermediate ESL learner using Numrich's sequence of critical thinking tasks. The results showed that the tasks were divided into several categories, they were tasks in literal level, tasks in applied level, tasks in low level inference, tasks with visual support, and poorly design tasks. Those studies recommended that further research employ more than one theoretical

framework to investigate the tasks found in a textbook in order to deepen the findings.

This study, henceforth, is an attempt to analyze reading sections in students' textbook *Activate! B2* viewed from HOTS. It is entitled "Analysis of Reading Sections in Students' Book *Activate! B2* Viewed from Higher-Order Thinking Skills". It scrutinizes whether reading sections in English textbook *Activate! B2* are relevant to develop students' HOTS of Bloom's taxonomy in the cognitive domain and Numrich' Sequence of critical thinking tasks. In order to explain the relevance between reading sections and student's higher-order thinking skills, this study employed a qualitative approach by using descriptive study.

## **1.2 Reasons for Choosing the Topic**

This study analyzed the reading sections displayed in students' book *Activate! B2* used for grade nine of SMP K Tritunggal Semarang. Two reasons have been the writer's point of considerations in choosing the topic:

The first one is that higher-order thinking skills play crucial roles in 21<sup>st</sup> century learning, also it is believed that HOTS are vital for students to master. Hence, relating HOTS to educational component is needed.

The second reason is that *Activate! B2* is published in 2010 and in the first year used by SMP K Tri Tunggal for grade nine. It was published by a non-Indonesian publisher, whereas it is used by a school in Indonesia which is non-English speaking country. According to Azizifar and Baghelani (2014), they



stated that it is important to become accustomed to new textbooks as well as specifically recognizing strengths and weaknesses in textbooks already in use. Therefore, it is interesting to analyze the content of this book specially the reading sections in this textbook whether they meet students and teachers' needs in developing students higher-order thinking skills.

### **1.3 Research Questions**

Based on background of the study and reasons for choosing the topic, this study endeavours to address the following questions:

- (1) To what extent are reading sections in student's book *Activate! B2* relevant to Higher-Order Thinking Skills of Bloom's Taxonomy?
- (2) To what extent are reading sections in student's book *Activate! B2* relevant to Numrich' Sequence of critical thinking tasks?

### **1.4 Objectives of the Study**

Following background of the study, reasons for choosing the topic and research questions, the objectives of this study are:

- (1) to evaluate and explain reading sections in student's book *Activate! B2* relevant to Higher-Order Thinking Skills;
- (2) to evaluate and explain reading sections in student's book *Activate! B2* relevant to critical thinking tasks.

### **1.5 Significance of the Study**

This research is expected to be useful theoretically, practically, and pedagogically. Theoretically, this research can enrich available knowledge and references on textbook evaluation and Higher-Order Thinking Skills as well as critical thinking. Practically, the results provided in this research can be useful for any teachers who would like to select a textbook for the same grade. The book users can know the strengths and weaknesses of the book in terms of ELT course. Pedagogically, this study provides guidance and deeper insights on how to appropriately select a textbook for education level.

### **1.6 Scope of the Study**

This study focuses on Reading Sections of student's book *Activate! B2* for grade nine of SMP K Tri Tunggal. Readings sections, in this study, are viewed from Higher Order Thinking Skills according to Cognitive Domain of Bloom's revised Taxonomy (2001). In order to strengthen the results, the reading sections are also analyzed using Numrich' Sequence of critical thinking tasks (2010).

### **1.7 Definition of Key Terms**

There are several key terms used in this study. The definitions of the key terms are provided below.

#### **1.7.1 Textbook**

The definition of textbook here is according Buckingham in Tarigan (1990), he stated that textbook is a learning media which is used in schools and colleges to

support a teaching program. While Tarigan and Tarigan (1990: 13) stated that textbook is a lesson book in the specific field of study, which is a standard book written by the experts in that field according to the instructional purpose, completed by suitable teaching media which is easy to be understood by the users in schools or college.

### **1.7.2 Textbook Evaluation**

The term “evaluation” generally applies to the process of making a value judgment. According to Hutchinson and Waters (1987) explained that evaluation is the matter of judging the fitness of a something for a particular purpose. In education, the term “evaluation” is used in reference to operations associated with curricula, programs, interventions, methods of teaching and organizational factors. Cronbach (1963) in Fatima, states that evaluation process should be focused on gathering and reporting information that could help guide decision making in an educational program and curriculum development. Therefore, evaluation of textbook is also considered to function as a kind of educational judgment

### **1.7.3 Higher Order Thinking Skills**

The definition of Higher-order thinking skills refer to Bloom’s revised taxonomy of learning (Anderson, 2001; El-fatihi, 2017). Higher-order thinking skills cover three levels of thinking in a hierarchical order, they consist of creating, evaluating, and analyzing.

### **1.7.4 Reading Section**

Reading is an attempt to get information from a text. William (1984) defines reading as a process whereby one looks at and understands what has been written.

It can be described that reading is a process of inputting information in form of written text to human brain system by scanning all of them. That information, thereby, is changed as sequences of meanings by brain system.

### **1.7.5 *Activate! B2***

*Activate! B2* is an English Textbook written by Elaine Boyd and Mary Stephens published by Pearson Longman in 2010. It consists of students' book, teacher book, and workbook. Student's book *Activate! B2* consists of 12 Units. Each of units has six sections, Listening, Reading, Speaking, Grammar, Vocabulary, and Writing. It also is equipped with CD for listening.

## **1.8 Outline of the Report**

This study consists of five chapters, each of which is followed by some subchapters. To help the readers comprehend this study, the report is arranged as follows.

Chapter I is introduction. This chapter provides the readers with the background of the study, the reasons for choosing the topic, the research questions, the objectives of the research, the significance of the study, the scope of the study, the definition of key terms, and the outline of the report. In general, this chapter provides the framework or the ground thinking to bridge the following chapters.

Chapter II is review of related literature. It consists of three subchapters, including review of previous studies, review of theoretical background, and theoretical framework. This second chapter elaborates theories used in in this

study as well as providing fundamental references to analyze and discuss the findings of the study. Review of previous studies presents 20 relevant studies from national and international journals, which are about textbook evaluation as well as their differences and similarities with the present study. Theoretical review discusses underlying theories used in this study. It includes the theory of textbook, textbook evaluation, 21<sup>st</sup>-Century Skills, Bloom's Cognitive Domain, Higher-Order Thinking Skills, and Numrich' Sequence of Critical Thinking Tasks. In addition, theoretical framework provides a figure summarizing the conceptual structure of the current study, including the research questions addressed and the instruments for each of them.

Chapter III is research methodology. It explains the research approach, object of the study, type of the data, roles of the researcher, procedures of data collection, procedures of data analysis, and triangulation. This study is a qualitative study, and the object of the study is Student's Book *Activate B2!*. The data were documents taken from reading sections of the textbook then analyzed in three steps, they are listing, identifying, and evaluating.

Chapter IV is findings and discussion. It provides the description about the relevance of reading sections in *Activate! B2* to Higher-Order Thinking Skills. The first subchapter reveals that the tasks in HOTS level are less than LOTS tasks. Most of the tasks are dominantly found in the Understanding level as the type of task. The next subchapter is to answer the second research question which is about the relevance of reading sections in *Activate! B2* to Numrich' Sequence of critical thinking tasks. It is revealed that that lower critical thinking tasks are more

dominant than higher critical thinking tasks. The tasks are dominated by understanding and organizing tasks which are focusing on the text while the skill practice is comprised of distinguishing relevant details from the text. Chapter V is conclusions and suggestions which summarizes overall discussion and presents some relevant suggestions.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter covers three main discussions. The first one is review of previous studies, which provides reviews of some research related to this study. The second discussion is theoretical review, which explains theories underlying the analysis and discussion of this study. The last one is theoretical framework.

#### **2.1 Review of the Previous Study**

In order to know the strength of the present study, literature review is conducted. There are forty previous studies which become literature of this research and are categorized according to the area of the study.

Textbook evaluation becomes the first area of the study. Some studies on textbook evaluation have been conducted by Alharbi (2017), Fatima (2015), Ahour (2013), Tok (2010), Perez-Liantada (2009), and Bhatia (2002). Tok (2010) attempted to examine the advantages and disadvantages of one type of TEFL materials, English language textbook “spot on”, used in state primary schools in Turkey. The sample of the research consisted of 46 English teachers chosen randomly from state primary schools in Malatya and Adıyaman City Centres. A five-likert type scale was used for evaluation. The course book was evaluated in terms of ‘layout and design, activities and tasks, language type, subject, content and skills and whole aspect’. It revealed that ‘spot on’ textbook actually did not stand up reasonably well to a systematic in-depth analysis and that the negative

attributes far out-weighed the positive characteristics. Unlike those studies which investigated a textbook as its impressionistic performance and content appropriateness, this present study only focuses on reading sections.

The second area of the study is using Bloom's Revised Taxonomy to evaluate a textbook. The investigation on the cognitive levels of master class textbook's questions using Bloom's Revised Taxonomy was once conducted by Assaly (2015), Zawahreh (2012), Fitzpatrick and McPherson (2010), Lee (2009), Lee and Collins, (2008), and Majdzadeh (2000). Those studies aimed at evaluating the cognitive levels of the questions of a textbook. A checklist based on Bloom's Revised Taxonomy was the instrument used to categorize the cognitive levels of these questions. The researchers used proper statistics to rank the cognitive levels of the comprehension questions. Those previous studies confirm similarity with the present study in terms of the theoretical frameworks of the two studies, both the present study and the previous studies use Bloom's Revised Taxonomy to evaluate the books. However, the present study limits the object of the study only to Reading Sections of the book while the previous studies analyzed all of the sections in the book. Whereas the previous studies only analyzed the books using Bloom's Revised Taxonomy, this study uses the Numrich's Sequences of Critical Thinking tasks in order to strengthen the results of the study.

Furthermore, the third area of the study is analyzing reading sections of the student's book. There were studies on reading texts of the student's book conducted by Al-Gazho (2013), Alamri (2008), Ababneh (2007), Shatnawi



(2005), and Gooden and Gooden (2001). Al-Gazho (2013) attempted to evaluate readings sections on Action Pack Eleven as well determining to what extent the reading texts are authentic. This research was based on the specific reading outcomes under the Reading Section in the General Guidelines and General and Specific Outcomes for English Language in Jordan of 2006. Frequencies and Percentages were used for presenting the results of the research questions. Those previous studies employed a quantitative study by using statistical data to present the results of the studies. Also, the teachers' and supervisors' perspectives concerning that content were used to collect the data. On the other hand, this present study is a qualitative research using documentation to collect data with the interpretation of the writer in presenting the findings of the research. Although the present study and previous studies are concerned in the reading sections in a textbook, they used different methodology.

In dealing with HOTS, a number of studies have been conducted on HOTS in English language classrooms (Malini & Sarjit, 2014; Chinedu, Kamin & Olabiyi, 2015; Grigatte, 2005; Ahiri et al, 2013; Michael & Jones, 2015; Rahimali, 2018; Lateef, Dahar, & Latif, 2016), and this becomes the fourth area of the study. Ahiri et al (2013) investigated the effect of learning strategies on HOTS of students with different learning styles. They performed research on the comparisons among higher-order thinking skills of students who were taught by collaborative learning, competitive learning and contextual teaching and learning. Besides they investigated these comparisons among HOTS of students with auditory, visual and kinaesthetic learning styles, their findings revealed that the

application of contextual, competitive and collaborative learning has different effects on students' HOTS. The contextual learning is more effective and useful for kinesthetic students, collaborative learning is more useful to be applied to auditory students and competitive learning is good for visual students. Therefore, the design of the learning-teaching processes should be modelled according to the students learning style preferences.

Another studies conducted on the implementation of HOTS have been done (see e.g. Teemant & Hausman, 2016; Heong et al, 2012; Arshad, 2014; Hussin, 2006; Krishnan, 2014; Ganapathy & Kaur, 2014; Nourdad, 2015). Unlike the previous ones, these studies more focused on HOTS in assessment. Krishnan (2014) conducted a study to investigate teachers' responses towards the idea of incorporating HOTS in School Based Assessment (SBA). It was found that the teachers are aware of the importance of HOTS in producing creative thinking society. The teachers stated that HOTS should be well prepared and organized in order to encourage them to accept the implementation of HOTS since it can improve students' critical thinking.

Furthermore, studies which have been conducted by Majumdar (2015), Ali (2012), Razak and Lee (2012), Subran (2011), Waycott et al. (2009) investigated ICT in promoting students' HOT skills. A study carried out by Ali (2012) showcased Malaysian polytechnic lecturers' teaching practices with ICT utilisation to promote HOTS. That study was also set out to investigate the lecturers' teaching methods and strategies as well as their experiences concerning the issue of using ICT to promote HOTS in their classrooms. The results show

that the use of ICT by lecturers is influenced by their confidence level and the amount of support and training received from the institution. Another finding shows that the lecturers acknowledge the importance of ICT in higher education, but their teaching does not conform to the facilitation of HOTS in the classroom. The research suggests incorporating viewpoints from other stakeholders such as the administrators, students and the community in order to glean comprehensive understanding of the issue.

To sum up, studies conducted by Brawn (2004) and Xu (2001) on the tasks' structure in the course book is the fifth area of the study. Brawn (2004) scrutinized the tasks' structure in the course book *Beyond the Course Book: Thinking tasks for Intermediate ESL Learners*. That study analyzed the tasks in the course books for intermediate ESL learner using Numrich's sequence of critical thinking tasks. The results showed that the tasks were divided into several categories, they were tasks in literal level, tasks in applied level, tasks in low level inference, tasks with visual support, and poorly design tasks.

As reviewed, although many studies have shown the need for textbook evaluation, the result of HOTS in English Language classroom teaching and HOTS in textbook, critical thinking tasks in a textbook, as well promoting HOTS through ICT, almost no study has specifically scrutinized higher order thinking instructions and critical thinking tasks structures of reading sections in an English textbook. In order to fill this gap by benefiting from the findings in the literature review, the present study aims to investigate HOTS and Critical Thinking instructions on reading sections found in an English textbook. The findings will

be helpful and beneficial for EFL learners, instructors and also school which used this textbook.

## **2.2 Theoretical Review**

This sub-chapter discusses theoretical review of this study. There are five points which are related to this research, theory about textbook, textbook evaluation, 21<sup>st</sup> century skills, Blooms' Taxonomy: cognitive domain, and Numrich' Sequence of Critical Thinking Tasks.

### **2.2.1 Textbook**

A textbook can be referred to published materials specially designed to help language learners to improve their linguistic and communicative abilities (Sheldon: 1987). Another definition of textbook stated that it is one of learning media which is used in schools and colleges to support a teaching program (Buckingham in Tarigan, 1990). Textbook is also a lesson book in specific field of study, which is a standard book written by the experts in that field according to the instructional purpose, completed by suitable teaching media which is easy to be understand by the users in schools or college (Tarigan and Tarigan, 1990: 13). Moreover, the definition is emphasized by Sitepu (2012) that textbook is all book used in the teaching and learning process, including working book, modules, and reference book.

Course books can serve several major roles regarding its use. The first role, course books are best seen as resources in achieving aims and objectives that

have already been set in terms of learner needs (Cunningsworth, 1995). They should not determine the aims themselves or become the aims. We are primarily concerned with teaching language and not the textbook. Besides, course books have multiple roles in ELT and can serve as a resource for presentation material (spoken and written); a source of activities for learner practice and communicative interaction; a reference source for learners on grammar, vocabulary, pronunciation, *etc.*; a source of stimulation and idea for classroom language activities; a syllabus (where they reflect learning objectives which have already been determined); a resource for self-directed learning or self-access work; and a support for less experienced teachers who have yet to gain in confidence.

It is suggested that one of the primary advantages of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them (Haycroft in Litz, 2001). Second, students often harbor expectations about using a textbook in their particular language classroom and program and believe that published materials have more credibility than teacher-generated or "in-house" materials (Sheldon, 1988).

Third, textbooks are generally sensitive to students' needs, even if they are not designed specifically for them, they are efficient in terms of time and money, and they can and should allow for adaptation and improvisation (O'Neill, 1982). Fourth, textbooks yield a respectable return on investment, are relatively inexpensive and involve low lesson preparation time, whereas teacher-generated materials can be time, cost and quality defective. In this way, textbooks can

reduce potential occupational overload and allow teachers the opportunity to spend their time undertaking more worthwhile pursuits (O'Neill, 1982; Sheldon, 1988).

The fifth advantage, identified by Cunningsworth (1995), is the potential which textbooks have for serving several additional roles in the ELT curriculum. He argues that they are an effective resource for self-directed learning, an effective resource for presentation material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who have yet to gain in confidence. Although some theorists have alluded to the inherent danger of the inexperienced teacher who may use a textbook as a pedagogic crutch, such an overreliance may actually have the opposite effect of saving students from a teacher's deficiencies (O'Neill, 1982; Williams, 1983; Kitao & Kitao, 1997).

Finally, textbooks are pointed out to play a pivotal role in innovation (Hutchinson and Torres, 1994). They suggest that textbooks can support teachers through potentially disturbing and threatening change processes, demonstrate new and/or untried methodologies, introduce change gradually, and create scaffolding upon which teachers can build a more creative methodology of their own.

### **2.2.2 Textbook Evaluation**

The term "evaluation" generally applies to the process of making a value judgment. According to Hutchinson and Waters (1987), evaluation is the matter of judging the fitness of something for a particular purpose. In education, the term

“evaluation” is used in reference to operations associated with curricula, programs, interventions, methods of teaching and organizational factors. Evaluation process should focus on gathering and reporting information that could help and guide decision making in an educational program and curriculum development (Cronbach in Fatima, 2010). Therefore, textbook evaluation is also considered to function as a kind of educational judgment.

According to Cunningsworth (1995), there are two general approaches to textbook analysis.

a. Impressionistic overview

We can form a general impression of a coursebook fairly quickly, just by looking through it and getting an overview of its possibilities and its strengths and weaknesses, noting significant features which stand out. This is 'what most of us would do when sample copies of a new course land on our desk. We can soon see what various features of the coursebook are like, such as the quality of the visuals, how attractive and clear the layout is, what the whole course package is made up of, 'how the items included in the coursebook are sequenced, etc.

This kind of impressionistic overview 'is useful and gives us a general introduction to the material. It is particularly appropriate when doing a preliminary sift through a lot of coursebooks before making a shortlist for more detailed analysis, and also when looking at new material that may be considered for adoption at a later date. But it will not necessarily identify any significant omissions .in the course book or locate' any important weaknesses. Nor can it be

relied on to give enough detail to ensure a good match between what the coursebook contains and the requirements of the learning/teaching situation.

b. In-depth evaluation

It is more penetrating in its approach and has its own agenda. As well as seeing what is prominent and obvious in a coursebook. Some questions in this context are about how the coursebook presents the grammar with particular reference to its meaning and use, how it teaches the use of articles, whether it includes anything on intonation, and whether it deals with the organization of the language above the level of the sentences.

Materials evaluation are distinguished into two types, namely, predictive evaluation and retrospective evaluation (Ellis, in Tok, 2010). A predictive evaluation is designed to make a decision regarding what materials to use. Teachers who are required to carry out a predictive evaluation determine which materials are best suited to their purposes. Once the materials have been used, further evaluation may be conducted to find out whether the materials have worked out for them, and this type of evaluation is called retrospective evaluation. As can be understood from the aforementioned definitions, both predictive and retrospective evaluations aim at making the teaching/-learning environment more effective. They both help teachers to make appropriate judgment concerning the effectiveness of their teaching including the materials they used.

According to Los Angeles Unified School District Textbook Evaluation in Cheng (2011), there are some model standards, current teaching strategies and methods are used to rate textbook effectiveness. The standards include whether



the book integrates four language skills (speaking, listening, reading, writing); incorporates life skills included in course outline, receptive skills before productive (listen/read before speak/write); integrates different learning styles (aural, oral, visual, kinesthetic); incorporates and varies different methodologies and techniques; grouping strategies (individual, pair, group and team work); incorporates higher level thinking skills and problem solving; sufficient student practice; grammar (taught in context, spiraling activities); interactive/communicative approaches; vocabulary (target vocabulary in lesson, recycled in lesson); writing activities integrated in text; assessments and self-evaluations at end of unit.; design and format (illustrations, type size, color/black white, layout); pace appropriate to level; promotes cross-cultural awareness;

In this case, there are some criteria for evaluating textbook developed by Williams (1983). The first one is the evaluative scheme relates assumptions about teaching a second evaluation language to a set of linguistic, pedagogical, general, and technical criteria. Next, the ESL (English as a Second Language) textbook should be consistent with the methodology die psychological and linguistic principles underlying current, accepted methods of second-language teaching. But textbook writers should not jump aboard die bandwagon of innovation for die sake of it. The third criterion is textbook should provide appropriate guidance for the teacher of English who is not a native speaker of English. Fourth, catering to the needs of the second-language learner can be a complex task in a multilingual setting. Finally, there are second-language problems in learning vocabulary and

syntax that arise from differences between the cultures associated with the target language and the mother tongue.

### **2.2.3 21<sup>st</sup> Century Skills**

The framework of 21<sup>st</sup> century skills, according to Trilling and Fadel (2009), refers to skills which are relevant to key issues and problems of these times, such as global awareness (multicultural awareness); environmental literacy (ecological awareness and resource sustainability); financial literacy (economic and business knowledge); health literacy (health care, nutrition, and preventive medicine); and civic literacy (civic engagement, community service, and social justice). There are three sets of skills most in demand in the 21st century including learning and innovation skills; information, media, and technology skills; life and career skills.

The first set of 21st century skills focuses on critical learning skills and innovation as elaborated below (Trilling & Fadel, 2009).

1. Critical thinking and problem solving (expert thinking)

Critical thinking and problem solving are considered the new basics of 21st century learning. Recent research in *cognition*, the science of thinking, has punctured a time-honored tenet of teaching—that mastering content must come before an attempt to put it to good use. As it turns out, using knowledge as it is being learned—applying skills like critical thinking, problem solving, and creativity to the content knowledge—increases motivation and improves learning outcomes.

2. Communication and collaboration (complex communicating)

While education has always been concerned with the basics of good communicating—correct speech, fluent reading, and clear writing—digital tools and the demands of our times call for a much wider and deeper personal portfolio of communication and collaboration skills to promote learning together.

### 3. Creativity and innovation (applied imagination and invention)

Creativity and innovation can be nurtured by learning environments that foster questioning, patience, openness to fresh ideas, high levels of trust, and learning from mistakes and failures. They can be developed, through practice over time.

#### **2.2.4 Bloom's Taxonomy: Cognitive Domain**

Cognitive domain related to the learners' thinking. This objective emphasizes remembering or reproducing something which has been learned. Cognitive objectives vary from simple recall of material learned to highly original and creative ways of combining and synthesizing new ideas and materials.

The cognitive taxonomy, which was proposed by Bloom (1956), is the most commonly used in the area of education. The original taxonomy is viewed as more than a measurement tool (Anderson, 2001). He believed it could serve as means for determining the congruence of educational objectives, activities, and assessments in a unit, course, or curriculum; and panorama of the range of educational possibilities against which the limited breadth and depth of any particular educational course or curriculum could be contrasted.

The six levels within the cognitive domain are divided into two levels of thinking skills: The first level is called Lower-Order Thinking Skills (LOTS),

which includes knowledge, comprehension and application; while the other one is Higher-Order Thinking Skills (HOTS), covering analysis, synthesis and evaluation. (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956; Truschel, 2010).

This following table explains more detail about revised Bloom's Taxonomy in cognitive domain according to Anderson *et al* (2001):

**Table 2.1** revised Bloom's Taxonomy in cognitive domain

1. Remember – Retrieve relevant knowledge from long-term memory		
1.1 Recognizing	Identifying	Locating knowledge in long-term memory that is consistent with presented material
1.2 Recalling	Retrieving	Retrieving relevant knowledge from long-term memory
2. Understand – Construct meaning from instructional messages, including oral, written, and graphic communication		
2.1 Interpreting	Clarifying, paraphrasing, interpreting, Translating	Changing from one form of representation to another
2.2 Exemplifying	Illustrating, instantiating	Finding a specific example or illustration of a concept
2.3 Classifying	Categorizing, subsuming	Determining that something belongs to a category
2.4 Summarizing	Abstracting,	Abstracting a general theme or major

2.5 Inferring	generalizing Concluding, extrapolating, interpolating, predicting	point(s). Drawing a logical conclusion from presented information
2.6 Comparing	Contrasting, mapping, matching	Detecting some correspondences between two ideas or two objects
2.7 Explaining	Constructing models	Constructing a cause-effect model of a system
3. Apply – Carry out or use a procedure in a given situation		
3,1 Executing	Carrying out	Applying a procedure to a familiar task
3.2 Implementing	Using	Applying a procedure to a n familiar task
4. Analyze – Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose		
4.1 Differentiating	Discriminating distinguishing, focusing, selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presentsed material (e.g., distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2 Organizing	Finding, coherence, integrating,	Determining how elements fit or function within a structure (e.g., structure evidence in a historical description into

4.3 Attributing	outlining, parsing, structuring Deconstructing	evidence for an against a particular historical explanation)  Determine a point of view, bias, values, or intent underlying presented material (e.g., determine the point of view of the author of an essay in terms of his or her political perspective)
5. Evaluate – Make judgments based on criteria and standards		
5.1 Checking	Coordinating, Detecting, Monitoring,	Detecting inconsistencies or fallacies within a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., determine if a scientist's conclusions follow from observed data)
5.2 Critiquing	Tesing	Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., judge which of two methods is the best way to solve a given problem)

6. Create – Put elements together to form a coherent or functional whole; recognize elements into a new pattern or structure		
6.1 Generating	Hypothesizing	Coming up with alternative hypotheses based on criteria (e.g., generate hypotheses to account for an observed phenomenon)
6.2 Planning	Designing	Devising a procedure for accomplishing some task (e.g., plan a research paper on a given historical topic)
6.3 Producing	Constructing	Inventing a product (e.g., build habitats for a specific purpose)

### 2.2.5 Higher-Order Thinking Skills

Lewis and Smith (1993) cited in Smith and Szymanski (2013) indicated the confusion over the definition of higher order thinking is caused by the inconsistent use of the term critical thinking. They noted that critical thinking has been assigned three meanings they are critical thinking as problem solving, critical thinking as evaluatio, and critical thinking as a combination of the two. They later identified a series of domains of teaching embodied in what they designated as higher other thinking. Thinking associated with the analysis of arguments involves one domain. When it is done with reflective manner it is critical thinking. The other domain is related to problem solving, they also added

that critical thinking skill, creative thinking skill, problem solving skill, and decision-making skill are included in higher- order thinking.

The definition of Higher-order thinking skills refer to Bloom's revised taxonomy of learning (Anderson, 2001; El-fatih, 2017). Higher-order thinking skills cover three levels of thinking in a hierarchical order, they consist of creating, evaluating, and analyzing. Higher order thinking involves breaking down complex material into parts, detecting relationships, combining new and familiar information creatively within limits set by the context, and combining and using all previous levels in evaluating or making judgments (McDavitt, 1993).

Higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking. Some researchers and scholars use the terms "critical thinking" and "higher order thinking" interchangeably, while others define "critical thinking" as a form of higher order thinking. Some use the terms "critical thinking" and "problem solving" interchangeably; yet for others, critical thinking is a form of problem solving. Still others define "critical thinking" as a part of the process of evaluating the evidence collected in problem solving or the results produced by thinking creatively (Crowl et al., 1997). On the hand, critical thinking is a particular domain of higher-order thinking skills (Lewis, A., & Smith, D, 1993)

Higher-order thinking skills are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas. Successful applications of the skills result in explanations, decisions, performances, and products that are valid within the context of available knowledge and experience



and that promote continued growth in these and other intellectual skills. Higher order thinking skills are grounded in lower order skills such as discriminations, simple application and analysis, and cognitive strategies and are linked to prior knowledge of subject matter content. Appropriate teaching strategies and learning environments facilitate their growth as do student persistence, self-monitoring, and open-minded, flexible attitudes.

### **2.2.6 Numrich' Sequence of Critical Thinking Tasks**

In analyzing reading sections of textbook evaluation, Bloom's Taxonomy is considered too general. Therefore, the writer also viewed the reading sections from Numrich' Sequence of critical thinking tasks.

Numrich' Sequence is just one sequence rather than the one (Beamont, 2010). This sequence does not only serve as a practical planning tool for teachers, but it also helps teachers become aware of what students should do. It helps teachers recognize the options they have in the teaching and learning process. Numrich' Sequence also provides students with opportunities to deal with the issues which are important to them. This may stimulate an enjoyable, engaging, and productive learning for students, which will help them achieve ultimate academic goal of being active thinkers as well as active users of English.

Numrich' Sequence of critical thinking tasks is comprised of seven task types, which can be grouped into three categories: focusing on the students' world, focusing on the text, and focusing beyond the main text (Beamont, 2010). The task types can be divided into 27 skills as presented in the following table.

**Table 2.2** Numrich' Sequence of Critical Thinking Tasks

<b>Perspective</b>	<b>Critical Thinking Tasks</b>	<b>Skills Practiced</b>
Focus on the Students' World	1. Observing	Looking
		Listening
	2. Identifying Assumption	Sharing background
		Expressing opinions
Clarifying values		
Focus on the Text	3. Understanding and Organizing	Summarizing
		Distinguishing relevant details
		Ordering
		Classifying
		Comparing and contrasting
		Explaining cause and effect
	4. Interpreting	Making inferences
		Interpreting meaning
		Hypothesizing
		Theorizing
Focus beyond the Text	5. Inquiring Further	Surveying the public
		Interviewing a specialist
		Researching
	6. Analyzing and Evaluating	Synthesizing information
		Critiquing
		Reflecting on related ideas
		Making logical conclusions
		Reevaluating assumptions
	7. Making Decisions	Proposing solutions
		Problem solving
Taking action		
Participating		

### (1) Observing

Observing is the starting point of the sequence. Some teachers may not directly consider it to be critical thinking. However, observing can be critical thinking because it involves basic analysis. This task type merely asks students to look at or listen to a stimulus related to the main text and to identify what they see or hear. The skills involved at this stage are looking, listening, noticing, and naming.

### (2) Identifying Assumption

The difference between observing and identifying assumption is that at this stage, students react to what they see or hear. Identifying assumption is provide students with opportunity to share their backgrounds, express opinions, and clarify their current thinking or values on the topic.

### (3) Understanding and Organizing

Understanding and organizing task demands students to focus on the text. Students read a passage, listen to an interview, or look at an image and demonstrate their comprehension. Although some teachers may believe that focusing on the text is not critical thinking, the ability to understand the content is important to develop critical thinking skills. In understanding and organizing, students are to identify main ideas and details. Students can also take what they have read, heard, or seen in the text and put information in order, classify or categorize information, and compare and contrast. Students can also use the information to talk about cause and effect.

### (4) Interpreting

With interpreting, students begin to look below the literal level. They make inferences, interpret meaning, and hypothesize about what they have read, heard, or seen. This task type is quite challenging for students as it is the heart of critical thinking. They should not directly draw an answer by their first impression or their personal experience. They must be guided by a critical examination of the evidence instead.

#### (5) Inquiring Further

In this task type, students gain information from the text and their first impressions or assumptions on the topic, then go deeper. Activities related to inquiring further include surveying the public, identifying and interviewing a specialist on the topic, and conducting library or Internet research. Inquiring further requires some teacher instruction or guidance.

#### (6) Analyzing and Evaluating

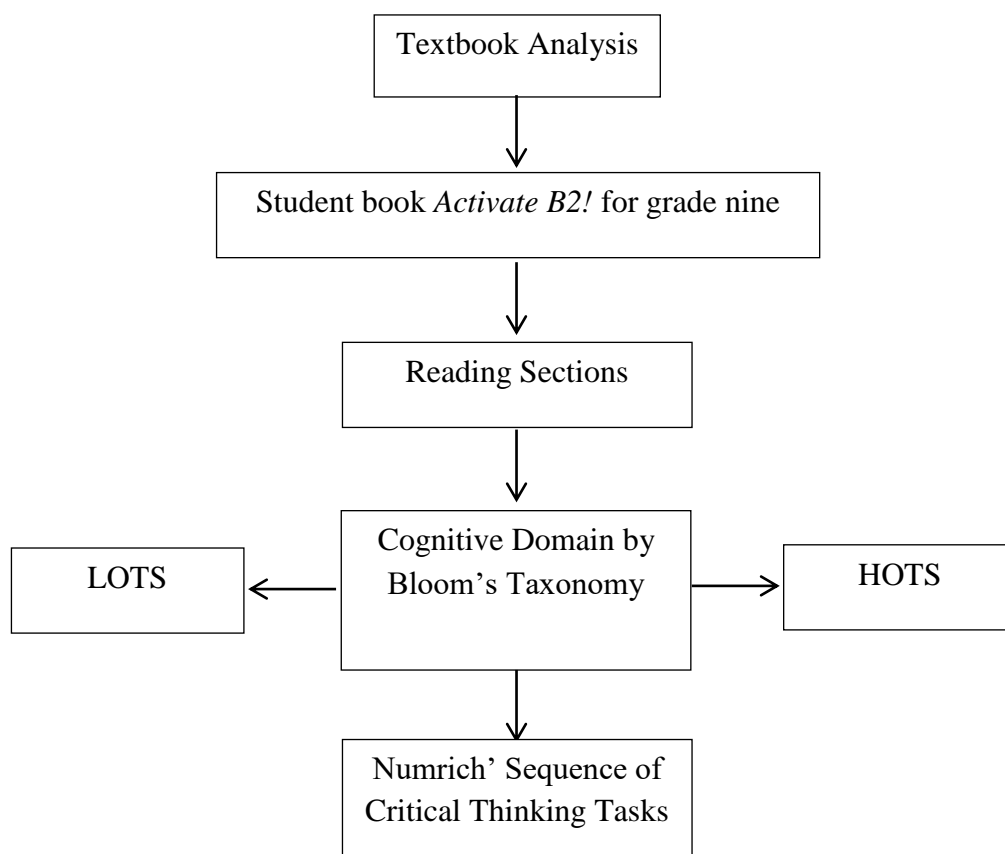
At this stage, students may produce ultimate writing or speaking activity that enables the teacher to assess their development in language and critical thinking.

#### (7) Making Decisions

Making decisions let the students to use critical thinking skills in a non-classroom setting. It relates classroom activities to real-life activities. Students may see a problem in their home, community, or the broader world and address it. It can be a task assigned by the teacher; however, ideally it is not teacher initiated.

### 2.3 Theoretical Framework

The theoretical review presented above leads the researcher to conduct research on student book *Activate! B2* for grade nine used students of SMP K Tri Tunggal. The research focuses on Reading Passages and Comprehending Questions from each Passage. They are viewed from Higher/Lower Order Thinking Skills according to Cognitive Domain of Bloom's Taxonomy and Numrich' Sequence of Critical Thinking Tasks.



**Figure 2.1** Theoretical Framework

The above framework portrays how the writer conducted this study to answer the research questions. Firstly, the writer collected reading sections of students' book *Activate! B2*. By employing textbook analysis, the reading sections

were viewed from the cognitive domain of Bloom's revised taxonomy. The cognitive domain particularly refers to Lower-Order Thinking Skills (LOTS) and Higher-Order Thinking Skills (HOTS). Furthermore, to answer the second research question, Numrich' Sequence of critical thinking tasks was employed in this study.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This final chapter provides conclusions based on the findings and discussion of this study. In addition, two suggestions are provided in this chapter.

#### **5.1 Conclusions**

This study investigates the extent of Reading Sections in students' book Activate! B2 are relevant to develop students' Higher Orders Thinking Skills and Critical Thinking Skills. According to the data analysis and the findings of the study in the previous chapter, the conclusions can be drawn as follows.

The first one is, an analysis of tasks viewed from Bloom's taxonomy reveals an inference that the tasks in HOTS level are less than LOTS tasks. Most of tasks are dominantly found in the Understanding level and it is good at developing students' skill to comprehend text as the tasks. However, too many questions in this level will not work to develop students' higher order thinking skills. The most frequent tasks highly differ from other tasks, so it can be said that the textbook are not divided the tasks for each level equally.

The second one is, the results of the study using Numrich' Sequence of critical thinking tasks shows that lower critical thinking tasks are more dominant than higher critical thinking task. It has three scope of the analysis they are perspective of the text analysis, the task type analysis and the skills practiced analysis. It can be inferred several points of the Critical Thinking Tasks Structure from the textbook.

The first point that the tasks dominantly structured by the questions which are focusing on the text, while the most frequents tasks found in the textbook is understanding and organizing task which is comprised of distinguishing relevant details from the text. The second point is, the purpose of using textbook is to develop critical thinking, this textbook is less appropriate for this purpose because the tasks presented is not required higher critical thinking skills.

## **5.2 Suggestions**

Considering the findings and significance of the study, two suggestions are given for School and English language teachers and further research. The first suggestion is for School and English language teachers, especially those who are involved in Teaching English as a Foreign Language (TEFL). When selecting English textbook, the school and teachers are supposed to relate the materials in the textbook to students' higher order thinking skills and critical thinking skills development. These can give considerable benefits to school and teachers to develop students' English proficiency and higher order thinking skills and critical thinking skills. In regard to Teaching English Language Teaching (TESL), the current study provides the strength and weaknesses of textbook in providing the tasks for classroom activities in order to be suitable with 21st century learning.

In addition, further research on student's textbook analysis of *Activate! B2* can take another sections of this book using Bloom' Taxonomy and Numrich' Sequence of critical thinking tasks. Also, further researcher can take another book as the object of the study using Bloom' Taxonomy and Numrich' Sequence of



critical thinking tasks. Accordingly, further research can discuss the same book using different theoretical framework.

Considering this study investigated the tasks found in reading sections of *Activate! B2*, it is to say that there will be different findings when the researcher scrutinizes other sections by employing the same theoretical framework. Although this research is a textbook evaluation, the result is possibly different or distinctive when the researcher analyzes different sections to see to what extent this textbook is appropriate for developing students' Higher-Order Thinking Skills and fostering students' critical thinking skills.

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