

**LOTS AND HOTS ANALYSIS IN EXERCISE OF ENGLISH
TEXTBOOK AT SEVENTH GRADE OF SMP IT RABBI
RADHIYYA
THESIS**

This thesis is submitted to fulfill the requirement for 'Sarjana' degree in English
Language Education



**BY :
ANGGI FINANSU
NIM. 20551005**

**ENGLISH TADRIS STUDY PROGRAM
EDUCATION (TARBIYAH) DEPARTMENT
STATE COLLEGE OF ISLAMIC STUDIES
(IAIN) CURUP**

2025

PENGAJUAN SKRIPSI

Kepada

Yth. Bapak Rektor IAIN Curup

Di Curup

Assalamu'alaikum Warahmatulahi Wabarokatuh

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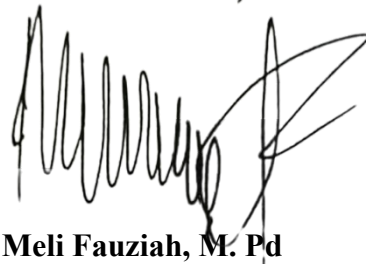
Advisor



Jumatul Hidayah, M. Pd

NIP. 19780224200212 2 002

Co-Advicor



Meli Fauziah, M. Pd

NIP. 19940523 202012 2 003

THE STATEMENT OF OWNERSHIP

The writer who signed below:

Name : Anggi Finansu

Nim : 20551005

Faculty : Tarbiyah

Department : English Study Program

State that the thesis with the title **“LOTS and HOTS Analysis in Exercise of English Textbook at Seventh Grade of SMP IT Rabbi Radhiyya”** This statement is made truthfully, if in the future there is a mistake in this statement, the writer is willing to accept punishment or criticism from IAIN Curup in accordance with applicable regulation.

Curup, 07 February 2025

The Researcher


ANGGI FINANSU
NIM. 20551005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
FAKULTAS TARBIYAH

Jl. Dr. AK Gani No. 01 PO 108 Telp. (0732) 21010-21759 Fax 21010 Kode Pos 39119
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id

APPROVAL

Nomor: **309** /In.34/E.TAR/I/PP.00.9/03/2025

Name : Anggi Finansu
NIM : 20551005
Faculty : Tarbiyah
Department : English Tadris Study Program
Title : LOTS and HOTS Analysis in Exercise of English Textbook at
Seventh grade of SMP IT Rabbi Radhiyya

Had Examined by examining board of English Tadris Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day/Date : Wednesday, February 19th 2025

Time : 08.00-09.30 AM

At : Munaqasah Room 02 IAIN Curup

Had been received to fulfill the requirement for the degree of *Strata I* in English Tadris Study Program of Tarbiyah Faculty IAIN Curup.

Curup, February 2025

Examiners,

Head,

Secretary,

Jumatul Hidayah, M.Pd
NIP. 19780224 200212 2 002

Meli Fauziah, M.Pd
NIP. 19940523 202012 2 003

Examiner I,

Examiner II,

Dr. Leffi Noviyanty, M.Pd
NIP. 19761106 200312 2 004

Dr. Sakut Anshori, S.Pd.I. M.Hum
NIP. 19811020 200603 1 002

Dean

Faculty of Tarbiyah

Dr. Sutarto, S.Ag., M.Pd
NIP. 19740921 200003 1 003



PREFACE

All praise to Allah SWT that the writer had finally finished writing her thesis entitled **Lots and Hots Analysis in Exercise of English Textbook at Seventh Grade of IT Rabbi Radhiyya**” This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being perfect in the future.

Curup, 10 Januari 2025

Writer

ANGGI FINANSU

NIM. 20551005

ACKNOWLEDGEMENT



Assalammu'alaikum Wr.Wb.

Alhamdulillah rabbil'amin, all of praises to Allah SWT the all mighty and merciful god who has given the researcher mercy, blessing and guidance so the researcher can finish this research completely. Peace and salutation always be given to Prophet Muhammad (Peace Be Upon Him), and all of his family and followers who have been a good example for every Muslim in this world and has brought us from the darkness (Jahiliyah) to the lightness (Islam) as we felt together.

The researcher finished this thesis entitled ***Lots and Hots Analysis in Exercise of English Textbook at Seventh Grade of SMP IT Rabbi Radhiyyah***. This thesis is presented in order to fulfil of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to presents to deepest appreciation to:

1. Prof. Dr. Idi Warsah, M.Pd.I., as the rector of IAIN Curup for his direction and permission of conducting this thesis.
2. Dr. Sutarto, S.Ag., M.Pd. both as the decan of faculty of Tarbiyah

3. Mrs. Jumatul Hidayah, M.Pd. the head of the department English education IAIN Curup who give author the best support. And as a supervisor who has helped the author a lot in revising and shaping ideas in writing this thesis.
4. Mrs. Meli Fauziah, M.Pd as my co-advisor in writing this thesis, by providing time, corrections, suggestions and support in completing this thesis.
5. Mrs. Meli Kusmaningrum, M.Pd as a rater and lecturer who has helped support my thesis.
6. Sarwo Edy, M.Pd. as a rater and lecturer who has helped and supported my thesis.

Finally with humility, hoping that this thesis can be useful for others and the author realizes that this thesis is still very far from perfection. therefore, the author apologizes for all shortcomings and to Allah asking for His Riddho. for the help of the parties, the author expresses his deepest gratitude.

Wassalamu'alaikum Wr, Wb.

MOTTO

“Enjoy every process you go through in your life, so that you know how great you have struggled until this moment.”

“Allah tidak akan membebani seseorang melainkan sesuai dengan kesanggupannya”

(Al-Baqarah 2: 286)

DEDICATION

This thesis is dedicated to:

1. Special thanks to the writer's beloved parents, namely Father Suhardin and Mother Helmina. thank you for every drop of sweat in every step of sacrifice and hard work done to give the best to the author, strive for all the writer's needs, educate, guide, and always provide sincere love, motivation, and support and pray for the author in any circumstances so that the author is able to survive to step by step in achieving dreams in the future. Thank you for always being by the author's side and being the reason for the author in completing the writing of this thesis to obtain a Bachelor of Education degree.
2. To my brothers Yogi Suhelsu, Rama Suhelsu and sister, thank you very much for your support morally and materially, thank you also for all the motivation and support given to the author so that the author was able to complete his studies until his bachelor's degree.
3. For myself Anggi Finansu, thank you for being strong until this moment, who is able to control myself from external pressure. Who does not give up no matter how difficult the obstacles of college or the process of preparing a thesis, who is able to stand tall when hit by existing problems. Thank you myself, I hope to remain humble.
4. My lovely, my best friends: Risa, Agnez, Maya, you are my best.

ABSTRACT

Anggi Finansu : **LOTS and HOTS Analysis in Exercise of English Text Book at Seventh Grade of SMP IT RR Rejang Lebong**
Advisor : **Jumatul Hidayah, M.Pd**
Co-Advisor : **Meli Fauziah, M.Pd**

This descriptive qualitative study examines the manifestation of lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS) exercises in the Bahasa Inggris: Bright an English 1 for SMP/MTS Grade VII K-Merdeka textbook. A comprehensive analysis of 139 exercises revealed that 112 (approximately 86%) were categorized as LOTS. These exercises assess foundational skills like recalling facts, completing simple tasks, and basic comprehension, with formats including fill-in-the-blank, cloze tests, and multiple-choice questions. Among them, 47 exercises fall under C1 (Remembering), 28 under C2 (Understanding), and 38 under C3 (Applying). In contrast, HOTS exercises make up 27 (14%) of the total and promote critical thinking through tasks that require analysis, evaluation, and synthesis of information. These exercises include activities like completing dialogues and engaging in discussions, with 15 exercises in C4 (Analyzing) and 12 in C5 (Evaluating). The analysis highlights the dominance of LOTS, aligning with the cognitive development theory by Wang and O'Loughlin, which suggests that junior high school students are mostly in the "Concrete Operational" stage. LOTS exercises lay the foundation for knowledge acquisition, preparing students for more complex reasoning in higher-order thinking. The findings emphasize the importance of a balanced approach in educational materials, ensuring that students are equipped with both foundational knowledge and critical thinking skills. The distribution of LOTS exercises is consistent across chapters, with Chapter 1 containing the highest proportion. HOTS exercises encourage deeper cognitive engagement, helping students analyze, evaluate, and synthesize language concepts. The study underscores the textbook's role in fostering a progressive learning environment, aligning with the K-Merdeka curriculum's goals of promoting both basic and advanced cognitive tasks for language acquisition and real-world applications.

Keywords: LOTS, HOTS, document analysis, English language learning, SMP/MTS, K-Merdeka curriculum, textbook analysis

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BIOGRAPHY

CHAPTER 1

INTRODUCTION

A. Background of the research

English textbooks play a pivotal role in shaping students' linguistic and cognitive abilities, particularly at the middle school level, where foundational skills in language learning are established. The design of exercises in textbooks not only aims to enhance language acquisition but also fosters critical thinking and problem-solving abilities. The integration of cognitive taxonomies, such as Lower-Order Thinking Skills (LOTS) and Higher-Order Thinking Skills (HOTS), is essential for developing students' competencies that align with 21st-century educational goals.

Textbooks also are indispensable resources in the teaching and learning process, particularly in language education, where they serve as both instructional tools and references for students. In the context of teaching English as a foreign language (EFL), textbooks play a crucial role in structuring lessons, providing exercises, and facilitating the development of linguistic and cognitive skills. For seventh-grade students, who are in the early stages of mastering English, textbooks must be designed not only to teach the language but also to promote critical thinking and problem-solving abilities¹

¹ Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press

LOTS refers to basic thinking processes, including remembering, understanding, and applying, which form the foundation of cognitive learning. On the other hand, HOTS involves advanced thinking processes such as analyzing, evaluating, and creating, which are critical for deeper learning and adaptability in complex situations². Effective English language exercises should ideally strike a balance between LOTS and HOTS, allowing students to build essential knowledge while challenging them to engage in more profound analytical and creative tasks.

A well-designed textbook integrates exercises that cater to both Lower-Order Thinking Skills (LOTS) and Higher-Order Thinking Skills (HOTS). LOTS involve fundamental cognitive processes such as remembering, understanding, and applying, which are necessary for building a foundation in language learning³. These skills enable students to acquire vocabulary, grammar, and basic language comprehension. Conversely, HOTS, which include analyzing, evaluating, and creating, empower students to use language critically and creatively, fostering deeper learning and the ability to apply knowledge in novel situations.

Research highlights the significance of incorporating HOTS in English education to promote critical thinking and language proficiency⁴. However, studies often reveal that textbook exercises disproportionately emphasize LOTS,

² Bloom, B. S. (1956) *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain*. P.122

³ Anderson, L. W., & Krathwohl, D. R. (2001) *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. P.233

⁴ Krathwohl, D. R. (2002) *A Revision of Bloom's Taxonomy: An Overview*. *Theory Into Practice*, 41(4), 212–218.

limiting opportunities for students to develop higher-order skills. In Indonesia, the emphasis on HOTS has been reinforced by the 2013 Curriculum until *Merdeka* Curriculum, which advocates for an active, student-centered learning approach. Despite this, challenges remain in the implementation of HOTS-oriented exercises in textbooks used at junior high schools, including SMP IT RR.

In line with the goals of the implementation of *Merdeka* Curriculum in Indonesia, educational materials are expected to shift from rote memorization and passive learning to active, student-centered approaches. The curriculum emphasizes the integration of HOTS to prepare students for 21st-century challenges, where critical thinking, problem-solving, and creativity is paramount. However, research in the Indonesian educational context indicates that many English textbooks predominantly focus on LOTS, leaving HOTS underrepresented⁵. This imbalance hinders the development of students' higher-order thinking abilities, which are crucial for achieving both academic success and real-world application of language skills.

The benefit of using textbooks in teaching is that they give students access to resources and information, which helps them become more proficient teachers. Although the teacher is a trustworthy source of information, textbooks can offer additional details. This is a result of teachers not always covering everything, possibly as a result of the lessons' limited time. Understanding the elements

⁵ Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017–1054

influencing the process of teaching and learning, it is important to examine the writing exercises found in textbooks that instructors utilize to instruct students. Textbooks should serve as resources for students to learn on their own as well as a means of instruction in the classroom.⁶

The textbook "BRIGHT: An English Course 1 for SMP/MTs Class VII (K-Merdeka)" was chosen for this study for several reasons. First, it is one of the most widely adopted English textbooks for seventh-grade students in schools implementing the *Merdeka* Curriculum, including SMP IT RR. Its widespread use makes it a critical resource to analyze, as its content directly impacts a significant number of students and educators. Second, these textbook claims to align with the principles of the *Merdeka* Curriculum, which emphasizes fostering students' creativity, independence, and critical thinking skills through well-designed instructional materials. Investigating whether these claims are reflected in the textbook's exercises provides valuable insights into its effectiveness.

Additionally, compared to other textbooks available for the same grade level, "BRIGHT: An English Course 1" stands out for its structured approach to integrating a variety of exercises that aim to cover linguistic and cognitive skills.⁷ However, initial observations suggest a potential imbalance in the distribution of LOTS and HOTS activities, which warrants a closer examination. Unlike other textbooks that may heavily rely on LOTS, this textbook's alignment with the

⁶ Richard, Jack C. 2001. *Curriculum Development in Language Teaching*. America: Cambridge University Press.

⁷ *Bright English for VII grader based on Merdeka Curriculum Implementation*. Airlangga Press.

Kurikulum Merdeka makes it an ideal candidate for evaluating the representation and quality of HOTS-oriented exercises.

The last previous study is conducted by Kurnia Atiullah entitled “Using Revised Bloom’s Taxonomy to Evaluate Higher Order Thinking Skills (Hots) in Reading Comprehension Questions of English Textbook for Year X of High School”. The result shows that majority of reading comprehension questions in the textbook being studied is in the lowest level of revised Bloom’s taxonomy; remembering with 134 items whereas higher order thinking skills are only found in 24 out of 158 items. It was concluded that the reading comprehension questions of the English textbook for Year X of high school is lack of higher order thinking skills. The result of the study is expected to benefit the English teachers, textbook writers and further researchers to elaborate the implementation of higher order thinking skills in the instruction and acquisition of English. The distinction between this research and the most current one is that the earlier research examined reading comprehension on the X grade textbook, but the investigator in this study examines how HOTS are appeared in every kind of exercise in the first-grade textbook in secondary school.

This study is grounded in Bloom’s Revised which provides a framework for categorizing educational objectives and cognitive skills. The taxonomy offers a systematic approach to analyze the cognitive demands of textbook exercises, enabling researchers to assess whether these activities effectively target both lower-order and higher-order thinking skills.

By focusing on this textbook, the research aims to contribute to the broader discourse on improving the quality of English language education in Indonesia. It highlights the importance of developing textbooks that not only teach language skills but also foster critical and creative thinking, preparing students for future academic and professional challenges. Based on the phenomenon above, the researcher interested to investigate LOTS and HOTS the textbook Bahasa Inggris BRIGHT AN ENGLISH COURSE 1 for SMP/MTs Grade VII (K-MERDEKA) The analysis consists of a small number of questions that call on the students to utilize HOTS.

B. Research Questions

Based on the phenomenon above, the problem of the study is as follows:

1. How are LOTS items exercises manifested in the textbook entitled *Bright an English course* for SMP/MTS Grade VII K-Merdeka?
2. How are HOTS items exercises manifested in the textbook entitled *Bahasa Bright an English course* for SMP/MTS Grade VII K-Merdeka?

C. Objective of the Research

Based on the research above, the objective of this study are:

1. To analyze the LOTS items exercises manifested in the textbook entitled *Bahasa Inggris: Bright an English course* for SMP/MTS Grade VII K-Merdeka

2. To analyze HOTS items exercises manifested in the textbook entitled *Bright an English course* for SMP/MTS Grade VII K-Merdeka.

D. Delimitation of the Research

To ensure the research is conducted effectively, the researcher focuses on analyzing LOTS and HOTS items exercises manifested in the textbook entitled *Bahasa Inggris: Bright an English 1* for SMP/MTS Grade VII K-Merdeka. These chapters were selected as they are representative of the textbook's overall content. The selection is grounded on the completeness of activity categories within each chapter. The activities in the textbook are organized into five overarching categories: observing and asking questions, collecting information, communicating, reflecting, and associating. Preliminary observations reveal that these four chapters exhibit the most comprehensive inclusion of these categories compared to other chapters in the textbook

E. Definition of Key Term

1. Lower Order Thinking Skills (LOTS)

LOTS are those parts of thinking that require basic concept understanding, recall, and repetition. LOTS aids in the development of a solid knowledge base and strengthens grasp of previously taught concepts. In addition to enhancing memory retention, LOTS is the initial step in problem solving⁸.

⁸ A Revision of Bloom's Taxonomy: An Overview. *Theory Into Practice*, 41(4), 212–218.

2. Higher Order Thinking Skills (HOTS)

According Krathworl indicators to measure the high-level thinking skills include: analyzing, evaluating, creating. Thus, HOTS is a thinking skill that not only requires the ability to re member, but also other higher capabilities include the ability to analyze, evaluate, and create.⁹

3. Exercise

Exercise is a series of questions in a book that assess an Exercise that tests students' order-word knowledge and proficiency can be referred to as well as task.¹⁰ exercise action meant to instruct or assess someone.¹¹

4. English Textbook

Brown state that “the most obviously and most common form of material supports for language instruction comes through textbook”. It means that textbooks the most common factor that supports the success of teaching learning process¹².

F. Systematic of The Research

This research's methodology is as follows the research background, the research questions, and the goal of the study are included in Chapter I. research, the research's importance, its boundaries, and the definitions of important terms.

⁹ Widana, I. (2017). Modul Penyusunan Soal Higher Order Thingking Skills (HOTS).Direktorat Pembinaan SMA Ditjen Pendidikan Dasar Menengah.

¹⁰ Longman, 1985. Longman Dictionary of Contemporary eight edition. England: Longman Group UK Limmited.

¹¹ Oxford Advanced Learner's Dictionary. 2008. Oxford: Oxford University Press.

¹²Teaching by Principles: An Interactive Approach to Language Pedagogy.Englewood Cliffs, NJ: Prentice Hall Regents

The theoretical framework supporting this research is presented in Chapter II. The research technique, which includes the type of research, the population and sample, the data collection method, the research instrument, validity, reliability, and data analysis technique, was covered in Chapter III.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theory

1. Concept Lots and Hots

Students with Low Order Thinking Skills (LOTS) are able to think in a functional way. Students who use the LOTS method typically copy, imitate, memorize, remember, and obey instructions from others in order to acquire information or learning materials. Typically, LOTS questions of this kind only assess the three lowest ability levels—memorization, comprehension, and creation. Therefore, the only easy way to answer a question of this nature is to memorize the theory.

Higher Order Thinking Skills (HOTS) are high-level thinking abilities such as the capacity for critical, logical, metacognitive, and creative thought. In order to develop their critical, logical, reflective, metacognitive, and creative thinking skills, students must manipulate preexisting knowledge and ideas using the HOTS thinking process and concepts in a way that entails fresh interpretations. When students synthesize, generalize, explain, hypothesize, and analyze information until they reach a conclusion, for instance, they are combining facts and ideas. A person can use higher-order thinking skills when they connect, rearrange, and develop information to accomplish a task or find

a solution to a challenging situation. This process involves relating newly received information to previously stored information in memory.¹³

HOTS questions are tools for measuring higher order thinking skills, which are higher order thinking skills than recitation, recall, or restating information without processing it. The following skills are measured by HOTS questions in the context of assessment: 1) transfer one concept to another; 2) process and apply information; 3) look for connections between different types of information; 4) use information to solve problems; 5) analyze the problems; and 6) critically analyze ideas and information. However, Still, HOTS-based questions aren't always harder than recall questions recollections inquiries.¹⁴

Therefore, the true definition of HOTS is the capacity to solve problems through critical and creative thought. Problem-solving requires both critical and creative thinking. To find answers or novel ideas, a person with advanced cognitive abilities must be able to analyze, connect, parse, and interpret problems. By itself, HOTS falls under the revised Bloom's Taxonomy's cognitive domain. HOTS operate at the level of evaluation and analysis.¹⁵

¹³ Fanani, M. Z. (2018). HOTS Problem Development Strategies in Curriculum 2013. *Edudeena: Journal of Islamic Religious Education*, 2(1).

¹⁴ Ministry of Education and Culture (2017). HOTS Question Preparation Module_Dit PSMA 2017.pdf.http://repo.mahadewa.ac.id/id/eprint/651/1/MODUL%20PENYUSUNAN%20SOAL%20HOTS_Dit%20PSMA%202017.pdf

¹⁵ Saraswati, P. M. S., & Agustika, G. N. S. (2020). Higher Level Thinking Ability in Solving HOTS Problem in Mathematics Subject. *Scientific Journal of Elementary School*, 4(2), 257–269. <https://doi.org/10.23887/jisd.v4i2.25336>

High Order Thinking Skills (HOTS) are defined as learning that fosters higher order thought processes and vice versa. Lower Order Thinking Skills (LOTS) is the category for learning that fosters lower order thought processes. Content-based, critical, and critical thinking are HOTS, whereas learners' low level of thinking is indicated by LOTS. students. It falls under the LOTS category if it is still at the level of recall and comprehension. Many. Which is C1 remembering, C2 understanding, C3 applying, C4 analyzing, C5 evaluating, and C6 creating, LOTS and HOTS can be categorized. Low-level thinking is defined in this study as C1 remembering, C2 understanding, and C3 applying. are classified as thinking at a low level (LOTS). Concurrently, C4 is analyzing, C5 is assessing, and C6 creating are categorised as high-level thinking (HOTS).¹⁶

1. Concept Of HOTS

Higher order thinking skills (HOTS) are mental processes that call for students to modify facts and concepts in order to gain fresh insights and conclusions.¹⁷"Higher Order Thinking Skills require mastery of previous levels, such as applying routine rules to familiar or novel problems" and include analysis, synthesis, and evaluation. Higher order thinking skills, or HOTS, are methods of thinking that go beyond verbal memorization and

¹⁶ Rurifiani, A., Ramly, R., & Sultan, S. (2019). Teachers' Question Thinking Levels in Indonesian Language Learning. *Bahasa: Scientific Journal of Language and Literature Education Indonesia*, 1(2), 111-119. <https://doi.org/10.26499/bahasa.v1i2.37>

¹⁷ Purnomo, P. 2019. HOTS Learning Assessment. SMA 1 Kroya: Candradimuka.

involve interpreting the nature of the information contained within. Interpreting meaning requires an engaging final step toward the development of original concepts and fruitful.¹⁸

The ability to think critically, creatively, and problem-solving skills is what is meant to be understood as the Higher Order Thinking Skill (HOTS), based in part on the expert opinions presented above. This extends beyond the capacity to recall and restate information.

1. Bloom Taxonomy and Anderson's Taxonomy

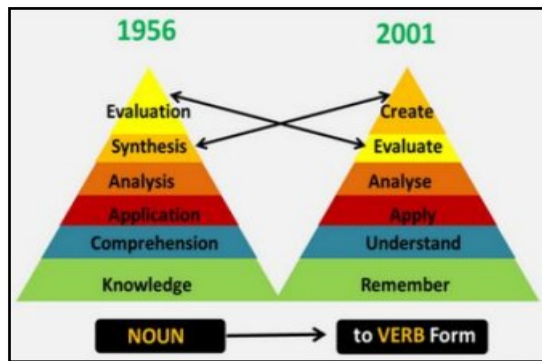
Cognitive abilities and learning-related behaviors. Six cognitive levels were distinguished by Bloom: understanding, application, synthesis, analysis, and assessment, from the most basic knowledge-recall abilities to the highest levels of sophistication level and assessment.¹⁹

The original taxonomy was revised a student of Bloom's. Because thinking implies active engagements, the names of the major cognitive process categories were changed to reflect action in the amended version of Bloom's Taxonomy. Rather than being included in the taxonomy as a category, knowledge is separated into factual, conceptual, procedural, and metacognitive knowledge.²⁰ Additionally, this more recent taxonomy lowers the evaluation stage and changes the highest element to "creating."

¹⁸ McDavitt, D. S. 1999. Teaching for Understanding: Attaining higher order learning and increased achievement through experiential instruction. New York: Eric DRS

¹⁹ Coffey, Heather. Bloom's Taxonomy. 2009. North Carolina: The University of North Carolina at Chapel Hill.

²⁰ Krathwohl, D. R. 2002. A Revision of Bloom's Taxonomy: An Overview. Theory into Practice



Picture 2. 1
Differences in Bloom and Anderson's Taxonomy²¹

The Cognitive Dimension of the Revised Bloom's Taxonomy now uses verbs instead of nouns in its terminology. The word "knowledge" was changed to "remember" since it now refers to the result of thinking rather than the process of thinking. Additionally, "evaluate" and "create" had replaced the terms "synthesis" and "evaluation" in usage. These modifications also better reflect the order of thinking classifications, making them more appropriate.

²¹ Wilson, Leslie O. (2001). Anderson and Krathwohl – Bloom's Taxonomy Revised. Understanding the New Version of Bloom's Taxonomy. ALFABETA.

Table 2 : 1
1 Description and Keywords of Bloom's Taxonomic Revision

CATEGORY	KEY TERM	LEVEL
Remembering: can the student recall or remember the information?	Mention the definition, Copy the speech, Declare the arrangement	LOTS
Understanding: Can the students explain the concept, principle, law, or procedure?	Group, Describe, explain the identification.	LOTS
Applying: Can the students apply their understanding in new situation?	Choose demonstrate, portray, used, illustrate, interpret, arrange the schedule, make a sketch, problem solving, write.	LOTS
Analyzing: Can the students choose the part of different and similarity?	Review, compare, contrast, difference, discriminate, separate, test, experiment, question	HOTS
Evaluating: Can the students have good statements to a phenomenon or some object?	Argument, defense, statements, choose, support, evaluate	HOTS
Creating: Can the students create a thing or opinion?	Arrange, change, build, create, planning, establish, formulate, write.	HOTS

The cognitive domain in Bloom's taxonomy is only recognized as one dimension; however, in the taxonomy. The Knowledge Dimension and Cognitive Process Dimension is the first dimension. There are six dimensions to cognitive processes: memory, comprehension, and application, which correspond to low thinking ability levels. Higher-order thinking skills are in addition to the capacity for analysis, evaluation, and creation. The six capabilities are explained as follows:

- a. recognizing, retrieving, and bringing up from long-term memory pertinent information.²²

For instance:

Text

We are so proud of you for your achievement in English competition. We will hold special party as celebration this weekend. Don't forget to invite all your classmates!

Your Mom and Dad.

Question: The writers hold a party on the weekend to a. celebrate their child's birthday b. celebrate the achievement of their child in English competition c. invite the classmates of their child d. hold English competition

Answer: B

- b. Understanding (C2): using interpretation, comparison, and explanation to create meaning from written, spoken, and visual.²³

Read the text below! We are so proud of you for your achievement in English competition. We will hold special party as celebration this weekend. Don't forget to invite all your classmates!

Your Mom and Dad.

²² Anderson, L. W., & Krathwohl, D. R. 2001. A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives. New York: Longman.

²³ Anderson, L. W., & Krathwohl, D. R. 2001. A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives. New York: Longman.

Question: The parents feel...for their child's achievement in English Competition.

a. sad

b. disappointed

c. happy

d. unbelievable

Answer: C

- c. Applying (C3), It deals with carrying out a process by putting it into practice, or implementing.²⁴

Question: In doing withdrawal through ATM machine, the step after entering our PIN is...

a. taking the money from the slot

b. choosing transaction types

c. choosing language

d. entering the amount of money

Answer: C

- d. Analysis (C4) is the process of dissecting a material into its component parts and using differentiation, organization, and attribution to ascertain how those parts relate to one another and to an overall structure or purpose²⁵

²⁴ Anderson, L. W., & Krathwohl, D. R. 2001. A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives. New York: Longman.

²⁵ Anderson, L. W., & Krathwohl, D. R. 2001. A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives. New York: Longman.

Question: Write down the steps of making scrambled egg!

Answer: Crack the egg and pour into a bowl. Then, add some seasoning powder. and mix them well. Heat the cooking oil on frying pan. After that fry the egg.

- e. Evaluation (C5): evaluating and criticizing information to reach conclusions based on standards and criteria.²⁶

Read the conversation below!

Mrs. Irma : Everybody, attention, please!

Students : Yes, ma'am.

Mrs. Irma : We have a new student. She wants to introduce herself to you. Okay, Dewi please introduce yourself!

Dewi : Hello, friends. How do you do?

Students : Hello. How do you do?

Dewi : Let me introduce myself. I am Dewi Sinta. You can call me Dewi. I am from Pekalongan. I live at Jalan RE Martadinata No. 23 Batang. Previously, I studied at SMP N 1 Pekalongan. My parents and I moved to Batang a week ago. He is a Math teacher. My mother is a house wife. She rides me to school with a motorcycle. Nice to meet you.

Students : Nice to meet you, too Dewi.

Question: Where does the conversation probably take place?

²⁶ Anderson, L. W., & Krathwohl, D. R. 2001. A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives. New York: Longman.

a. In the school yard

b. At home

c. In the classroom

d. In the canteen

Answer: C

- f. Creating (C6), putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

Question: Interview one of your classmates about his/her identity then report it in your notebook!

Name : Anita Dewi Pusparini

Address : Merdeka street No.7, Sukamaju

Date of Birth : June of 7th, 2008

Hobbies : reading, swimming, and cooking

The second dimension is the dimension of knowledge,²⁷ consists of 4 categories of knowledge, as follows:

- a. Factual knowledge is knowledge that exists in the form of basic elements in a particular scientific discipline or information that is fragmented. In general, factual knowledge is an abstraction at a low level. There are two categories of factual knowledge: (1) knowledge of terminology, which includes understanding specific labels or symbols both verbally and nonverbally; and (2) knowledge of specific details and elements, which

²⁷ Anderson, L. W., & Krathwohl, D. R. 2001. A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives. New York: Longman.

includes understanding facts about persons, places, times, events, and other highly specific information.

- b. Conceptual knowledge is information that demonstrates how the fundamental components of a larger structure relate to one another and how everything works together. Schemes, mental models, and explicitly stated or implicitly sound theories are examples of conceptual knowledge. Knowledge of principles and generalizations, knowledge of theories, models, and structure, and knowledge of classification and categories are the three categories of conceptual knowledge.
- c. Procedural knowledge, also known as procedural knowledge, is the understanding of how to carry out an activity or procedure. Procedural knowledge frequently consists of stages or steps that have to be taken in order to complete a task. Procedural knowledge is acquired through an investigative approach that makes use of specific abilities, strategies, procedures, and standards.
- d. Metacognition, or knowledge about metacognition, is the definition of knowledge or activity that controls cognition. This notion encompasses, in a broad sense, "individual knowledge about its basic existence as individuals who have the ability to recognize, knowledge regarding the basis of different cognitive tasks and knowledge regarding possible strategies for dealing with different tasks." People are therefore considering cognition itself in addition to objects and behavior.

Educational objectives in the cognitive domain are the most frequently taught and evaluated. Critical thinking, problem solving, and interpretation are examples of intellectual pursuits that are included in cognitive assessment. Almost every exam that students take in school is designed to gauge one or more of these cognitive functions. The goal of teacher instruction is typically to assist students in achieving cognitive mastery of a particular topic or subject. Cognitive behaviors are needed for a variety of assessments, including a weekly spelling bee, an essay unit test, a worksheet on the correct use of lie and lay, and an oral recitation of poems.²⁸

2. Definition of HOTS Test Question

Contextual based problems are the issue with HOTS questions since they are situation-based assessments found in daily life. Contextual issues are defined as current global issues pertaining to the environment, language, communication, and application of science and technology in several spheres of human endeavor.²⁹ students' comprehension encompasses their ability to link, interpret, apply, and integrate science in the classroom to solve problems in real-world contexts.

²⁸ Anderson, L. W., & Krathwohl, D. R. 2001. A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives. New York: Longman.

²⁹ Widana, I. (2017). Modul Penyusunan Soal Higher Order Thinking Skills (HOTS).Direktorat Pembinaan SMA Ditjen Pendidikan Dasar Menengah. Jakarta. 46hlm.

Different question formats are used in HOTS questions. From multiple choice, to complex multiple choice (yes/no, true/false), brief or full entries, succinct or concise responses, and descriptions. Multiple-choice HOTS questions typically use stimuli derived from actual circumstances. Answer choices (options) and point questions (stem) make up multiple choice questions. Key answers and deception (distractor) are the types of answers available. The most accurate or true response is found in the answer key. Even though deception is the wrong response, it permits someone who lacks comprehension of the material or subject matter to select it.³⁰

True/false or yes/no complex multiple choice questions concerning form are designed to assess students' comprehension of a problem that is thoroughly connected between statements. Typically, multiple choice questions for HOTS take the form of complex multiple-choice questions that load stimuli originating from contextual situations. After being presented with several statements pertaining to the movie or book, students are asked to select whether or not each statement is true. The given statement has something to do with the other. The statements are true in the order they are presented, and they should be presented randomly rather than methodically in accordance with a preset pattern. The arrangement The right answer may be revealed by systematic patterns.³¹

³⁰ Widana, I. (2017). Modul Penyusunan Soal Higher Order Thingking Skills (HOTS).Direktorat Pembinaan SMA Ditjen Pendidikan Dasar Menengah. Jakarta. 46hlm. Page 5

³¹ Widana, I. (2017). Modul Penyusunan Soal Higher Order Thingking Skills (HOTS).Direktorat Pembinaan SMA Ditjen Pendidikan Dasar Menengah. Jakarta. 46hlm.page 5

Questions with brief answers that call for test takers to fill in words, phrases, numbers, or symbols are known as short or complementary questions. Features of short or full filling questions include: (1) the required response portion of the sentence should consist of one inner part item ratio, or no more than two parts, to avoid confusing students; (2) the required answers should be succinct and unquestionably take the form of words, phrases, numbers, symbols, places, or times.

Answers to short answer questions consist of words, phrases, numbers, or symbols that test takers must fill in. The following are traits of either complete or short answer questions: Answers to questions should be brief and specific, using words, phrases, numbers, symbols, locations, or times. The sentence portion that needs to be completed should consist of no more than one part in the item ratio, and no more than two parts, to avoid confusing students. The written response utilizes a single sentence, whereas the question asks students to arrange concepts or things they have learned by expressing or expressing ideas.³²

3. Characteristic of HOTS Test Question

The ability to think at a high level, contextually based problems, and the use of a variety of question formats are some of the characteristics of HOTS questions. Higher-order thinking abilities are said to be a process that includes analysis, reflection, articulating arguments (reason), applying the idea to various

³² Widana, I. (2017). Modul Penyusunan Soal Higher Order Thingking Skills (HOTS).Direktorat Pembinaan SMA Ditjen Pendidikan Dasar Menengah. Jakarta. 46hlm.p6

contexts, organizing, and creation, according to The Australian Council for Educational Research (ACER). Understanding, recall, or repetition are not characteristics of higher order thinking. Therefore, the stimulus does not specifically state the answers to the questions pertaining to the HOTS problem. Capability Solving problems, thinking critically, thinking creatively, reasoning, and making decisions are all components of high level thinking. As one of the critical skills in the modern world, high level thinking is a need for all students.³³

4. The Purpose Of HOTS Test Question

The goal of HOTS-based questions is to gauge highly developed thinking abilities. The instructor has the option to include a few HOTS items in the assessment.³⁴

- a. Establish student competencies for the twenty-first century. The education unit's assessments are supposed to give students the tools they need to possess the various competencies that are necessary in this day and age. In general, three categories of skills are required for the 21st century (21 century skills): having good character (faith and piety, curiosity, abstinence surrender, social sensitivity and cultured, able to adapt, as well as having high competitiveness); having a number of competencies

³³ Widana, I. (2017). Modul Penyusunan Soal Higher Order Thingking Skills (HOTS).Direktorat Pembinaan SMA Ditjen Pendidikan Dasar Menengah. Jakarta. 46hlm. stated on page 4.

³⁴ Widana, I. (2017). Modul Penyusunan Soal Higher Order Thingking Skills (HOTS).Direktorat Pembinaan SMA Ditjen Pendidikan Dasar Menengah. Jakarta. 46hlm.;18

(critical and creative thinking, problem solving, collaboration, and communication); and mastering literacy includes thinking skills use knowledge sources in print, visual form, digital form, and auditory.

- b. In order to foster a love and concern for the area's development, assessment instructors are expected to develop HOTS questions in a creative manner that takes into account the unique circumstances of each region. Creativity of teachers in stimulus-based learning Regional concerns are crucial to the environment of the educational unit. Contextual stimuli can be any number of the local problems that arise. Due to the fact that students can directly see and feel the stimulus, the teacher's choice for HOTS questions is highly engaging. In addition, including HOTS questions in exams can increase students' appreciation and taste for the subject matter, encouraging them to use the section to research potential solutions to a variety of local issues.
- c. Boost student enthusiasm for learning; formal education in schools should be able to address issues in contemporary society. The information acquired in the classroom has a direct bearing on how problems are solved in the community. As a result, students believe that the knowledge they have learned in class is applicable and can be used as a foundation for public speaking. It is anticipated that using the challenges that society faces as a contextual and engaging stimulus for the assessment will lead

to the emergence of questions based on HOTS questions and an increase in student motivation for learning.

- d. Raising the standard of evaluation will help raise the standard of instruction. It is expected of students to develop critical and creative thinking skills as they become accustomed to answering HOTS questions. Regarding the outcomes obtained in the United States and the United Nations, there are three classifications of educational institutions: (a) superior schools, where the mean US value is less than the mean UN value; (b) ordinary schools, where the mean US value is higher than the mean UN value, or vice versa, where the mean US value is lower than the mean UN value; and (c) schools that require special attention if the mean US value is higher than the mean UN value for education.

2. Exercise

Exercise is defined as a set of questions in a book that test a student's knowledge and skill in the order words, exercise can be called as task too.³⁵ Exercise is activity intended for training or testing somebody.³⁶

³⁵ Longman, 1985;380. Longman Dictionary of Contemporary eight edition. England: Longman Group UK Limited

³⁶ Oxford Advanced Learner's Dictionary. 2008.;154 Oxford: Oxford University Press.

1. Kind of the Exercise in Textbook

a. Essay Questions (Tests Description)

Generally speaking, an essay test (also known as a test description) asks students to respond to questions by using their own words and language to elaborate, explain, discuss, compare, and provide reasons, among other forms. Thus, the essay test is more akin to a strength test since it requires students to be able to generalize their role through the discussion of writing.

1. Free question

In order to allow for student opinion, the test answers are open-ended and the question format is geared toward free-form questions.

Example: Can you introduce yourself?

2. Unlimited questions

Questions on certain things or certain restrictions. Limitation can be seen in terms of: the scope, the point of view of the answer, and the indicators.

Example: What time is it?

3. Structured question

Is a form between objective questions and essays. The problem in this form is a series of short answers even though they are open and free of answers.

Example: How long have you been live in there?

b. Objective Questions

Although this test is more recent than the essay test, schools use it extensively to evaluate students' learning outcomes. This is partially due to the test's ability to cover a wide range of lesson content and its simplicity in grading test responses.

1) True or false

The question is written as a series of sentences with two possible answers—right and wrong. It is true that students are asked to distinguish between statements that are true and untrue.

example:

Mark the following true or false

a. (T/F) Every dog has a tail

b. (T/F) Every animal with a tail is a dog

c. (T/F) Every dong has four legs

d. (T/F) Every animal with barks and is born

with four legs is a dog

2) Matching-test

A matching test with two groups is used. There are question words in the first group that have a partner or partners in the second group. Students' job is to match every word or question between groups one and two.

example:

Match the following fruits and their colors.

- | | |
|-----------------------|------------------|
| 1. <i>Banana</i> | a. <i>Orange</i> |
| 2. <i>Carrot</i> | b. <i>Purple</i> |
| 3. <i>Blueberries</i> | c. <i>Yellow</i> |

3) Fill-in the blank

Students are asked to complete blank sentences as part of test stuffing.

Sometimes a story is told, but a crucial detail is left out.

example:

Mr. Bambang is an English teacher. He speaks English fluently. His wife, Mrs. Vanya is a (1)... She helps sick people. She doesn't speak English. Mr. Bambang has two children. They study English not only at school but also at home. They are (2)... students. Their father teaches them every night, so they can speak English (3)... He is very proud of them.

1. A. Teacher B. Janitor C. Doctor D. Chef

2. A. Lazy B. Proud C. Stupid D. Diligent

3. A. Fluently B. Silently C. Slowly D. Badly

4) Multiple choice

This test is multiple choice, with multiple possible answers provided for each question. Students are therefore asked to select the most accurate response from the list of possible answers.

example:

I..... tennis every Sunday morning
a. Play.
b. Playing
c. am Play
d. am Playin

2. Kinds of the Practice Exercise

Practice of exercise, there are two kinds of the practice exercise, they are:³⁷

a. Controlled exercise (free writing)

Students can use what they have just practiced freely because they are given a composition topic to work with during free writing. Students are prepared to write competently in the area of their special interest once they have developed enough positive writing habits.

b. Guided exercise

With guidance on proper technique, guided exercises give students the confidence that they are performing the task at hand. The students must come to some of their own conclusions and produce some of their own works of art.

³⁷ Cunningsworth, A. 1984;82. Evaluating and Selecting EFL Teaching Materials. Oxford: Heineman.

3. Overview of the Textbook

The textbook *Bright an English Course for SMP/MTs Class VII* has been developed in accordance with the guidelines of the Independent Indonesia Curriculum. The goal of the book is to give students the English language proficiency they need to communicate well.

The textbook structures its material according to different themes, which makes learning more engaging and contextualized. It concentrates on four language skills: speaking, listening, reading, and writing are all thoroughly covered to ensure all-around language development. It offers a variety of activities that students can participate in, such as pair, group, and individual work, which promotes active learning and collaboration. It successfully incorporates vocabulary and grammar into real-world contexts and guides students in creating functional texts and monologues.

1. Units or chapters: Every unit concentrates on a particular subject or theme.
2. Vocabulary development: Presents fresh terms and expressions associated with the subject.
3. Grammar instruction: elucidating and using key grammatical structures.
4. Reading comprehension: teaching pupils to comprehend and analyze a variety of texts (short stories, essays, etc.).
5. Listening exercises: These exercises and materials use audio to improve listening skills.

6. Speaking exercises: Gives students a chance to participate in discussions and give presentations.
7. Writing assignments: Helps students create a variety of written texts.

Notes: This textbook's structure and content may change slightly between editions.

4. English Textbook

1. Notion of Textbook

Textbooks are "the most evident and prevalent form of material supports for language instruction." This indicates that the textbook is the element that helps the teaching and learning process succeed the most frequently.³⁸ provided a more thorough explanation of the textbook, stating that it is a book that is intended to be used in the classroom, meticulously organized and prepared by subject-matter experts, and completed with appropriate and compatible teaching aids.³⁹

In order for a textbook to be used in a classroom, the author concurs that it must be filled out with the proper and appropriate teaching tools and properly organized by a subject matter expert. So that it can assist in the process of teaching and learning in order to achieve the learning objectives and produce high-quality learning outcomes.

³⁸ Brown, H. D. 1994. Principle of Language Learning and Teaching. New Jersey: Prentice Hall. Inc.

³⁹ Tarigan, H. G. and Tarigan, D. 1986. Review of Indonesian Textbooks. Bandung: Angkasa.

2. The Purpose of Textbooks

Textbooks can be used in a variety of ways when teaching English language skills.⁴⁰

- a) A source for written and spoken presentation materials
- b) A resource for exercises that promote communication skills and learner practice.
- c) A resource for learners seeking information on pronunciation, grammar, vocabulary, etc.
- d) A wellspring of inspiration and ideas for lessons.
- e) A syllabus, which reflects predetermined learning objectives whenever applicable.
- f) Assistance for less seasoned educators who have not yet regained confidence.

From the foregoing explanation, it is clear that textbooks play a crucial role in the teaching-learning process, supporting it to meet the program's objectives.

3. Design of Textbook

The content of a textbook includes both learning scenarios and the materials that students are required to read. The textbook minimum includes:⁴¹

⁴⁰ Richard, Jack C. 2001. Curriculum Development in Language Teaching. America: Cambridge University Press.

⁴¹ Nurhadi. 2004. Kurikulum 2004. Jakarta: Grasindo.

- a. The indicator and standard of competency that will be met.
- b. An overview of the significance of achieving competency in the actual subject matter.
- c. Basic concepts serve as the form of materials that aid in the acquisition of competency.
- d. The students are supposed to complete certain tasks. As an illustration, consider study groups where you can create something, work out, practice, and so on.
- e. Assessing the tasks completed and the level of proficiency attained.
- f. A report, scientific research, image, map, table, draft, analysis, and other items were the end result.

4. How to Analyze Textbook

Analyzing a textbook involves a systematic evaluation of its content, structure, and pedagogical effectiveness. Various theories and frameworks guide this process, ensuring that the analysis is comprehensive and aligned with educational goals. Below are key aspects and theoretical approaches to textbook analysis⁴²:

- a. Content Analysis
 - 1) Relevance to Curriculum: Evaluate how well the textbook aligns with the curriculum's objectives and standards. Kurikulum Merdeka in

⁴² Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman

Indonesia, for example, emphasizes student-centered learning and the integration of LOTS and HOTS.

- 2) Coverage of Skills: Use frameworks like Bloom's Taxonomy to examine whether the exercises address both lower-order and higher-order thinking skills. This involves categorizing tasks into cognitive levels such as remembering, understanding, applying, analyzing, evaluating, and creating.
- 3) Language Appropriateness: Assess the suitability of the language level for the target audience, ensuring it is neither too simple nor overly complex for students' proficiency.

b. Pedagogical Approach

- 1) Constructivist Theory: A textbook should facilitate active learning and engagement, following principles from Vygotsky's Constructivist Learning Theory (1978). Look for activities that encourage discovery, collaboration, and problem-solving.
- 2) Communicative Language Teaching (CLT): Evaluate whether the textbook promotes communicative competence by including activities that emphasize interaction, as proposed by Hymes (1972). This involves analyzing the presence of role-plays, dialogues, and real-life communication tasks.

c. Cultural and Contextual Relevance

Textbooks should incorporate culturally relevant materials that resonate with students' experiences and backgrounds. This aligns with Kramsch's Cultural Theory, which highlights the importance of integrating cultural elements into language learning to foster intercultural competence.

d. Design and Organization

- 1) Presentation: Evaluate the clarity and attractiveness of layout, illustrations, and visuals, ensuring they support learning without being distracting.
- 2) Scaffolding: Analyze whether the content progresses logically from simpler to more complex concepts, adhering to Bruner's Spiral Curriculum Theory, which advocates for revisiting topics with increasing complexity.

e. Assessment Exercises

- 1) Task-Based Language Teaching (TBLT): Analyze the activities using Nunan's framework to see if tasks involve real-world language use.
- 2) Authenticity and Variety: Examine whether the exercises provide diverse and authentic materials, including listening, speaking, reading, and writing tasks, as suggested by Richards.

5. Steps to Analyze LOTS and HOTS in Exercise Items

Analyzing LOTS (Lower-Order Thinking Skills) and HOTS (Higher-Order Thinking Skills) in textbook exercises requires a structured evaluation of individual items based on cognitive demand. The process is often guided by

Bloom's Taxonomy to classify each exercise into specific levels of thinking skills⁴³:

a. Collect and Review Exercise Items

Extract all exercises from the textbook, including questions, tasks, and activities. Categorize them into types such as multiple-choice questions, short-answer questions, essay prompts, or project-based tasks

b. Categorize Using Bloom's Taxonomy

Classify each exercise item into one of the six cognitive domains in Bloom's Revised Taxonomy:

1) LOTS:

Remembering: Requires recalling facts, definitions, or basic concepts (e.g., "List the names of the planets"), **Understanding:** Involves explaining ideas or concepts (e.g., "Summarize the main idea of the text"), **Applying:** Requires using knowledge in familiar situations (e.g., "Solve this math problem using the given formula").

2) HOTS

Analyzing: Involves breaking information into parts and understanding relationships (e.g., "Compare and contrast two characters from the story"), **Evaluating:** Requires making

⁴³ Ibid P.27

judgments based on criteria (e.g., "Assess the effectiveness of this argument"), **Creating:** Involves generating new ideas or solutions (e.g., "Design a poster to promote environmental awareness").

3) Evaluate Key Indicators

Analyze the following elements to determine whether the item targets LOTS or HOTS:

Instructional Verbs: Focus on action verbs used in the question ("describe," "analyze," "create"), **Task Complexity:** Determine if the task involves basic recall or higher-order reasoning, **Expected Response:** Evaluate the level of cognitive processing required to answer the question (rote memorization vs. critical thinking), **Problem Context:** Consider whether the item involves real-world scenarios or abstract thinking.

4) Tabulate and Quantify

Create a table or chart to record and categorize each exercise by cognitive domain, Count the number of items in each LOTS and HOTS category, Calculate the percentage of LOTS and HOTS exercises to identify the balance in cognitive demand.

5) Check Progression

Assess whether the exercises progress from LOTS to HOTS across chapters or sections, identify if HOTS activities are adequately scaffolded to build on LOTS.

6) Qualitative Analysis

Highlight examples of well-designed HOTS exercises and identify areas where LOTS dominate excessively, Provide suggestions for improving the balance between LOTS and HOTS.

B. Review of Previous Studies

Research relevant to this study is as follows:

Previous researchers have conducted some comparable studies. The first one, Analyzing AP Textbook Reading Questions¹² The questions assessed higher-order thinking skills (analysis, synthesis, and evaluation) while 79 questions focused on lower-order thinking skills (knowledge, comprehension, and application), as per Bloom's Taxonomy. The results of the study recommend that authors of textbooks enhance the material and make sure that there is a balance between higher- and lower-order questions. Each section's reading should conclude with a set of graded questions.⁴⁴

Hots Content Analysis in Class V Student Subject Theme 6 Heat and Its Transfer Curriculum 2013, published in the journal. which declares that the content analysis contains more HOTS material. 2013–24 It claims that within each sub-theme, there is more HOTS content than LOTS. Every sub-theme has an

⁴⁴ Al Raqqad, Yahya Matrouk., Hanita Hanim Ismail. 2018. Analyzing the Reading Questions of AP12 Textbook According to Bloom's Taxonomy. International Journal of Education, Psychology and Counseling. Vol. 3, pp.84-94.

abundance of content. The HOTS content presents a balanced variety of cognitive levels, with the cognitive levels of analysis (C4) accounting for 35%, evaluation (C5) for 33%, and creation (C6) for 32%. C6) 32 %.⁴⁵

This study analyzed LOTS and HOTS in the exercise on the textbook entitled English: When English Rings Bell for SMP/ MTS Class VII. The findings of this research are the percentage of HOTS exercises is 44.4% and LOTS exercises are 55.6%. The total exercise in the book is 162, there are 72 HOTS type questions. The HOTS exercises consist of 8.6% C4 (analyzing), 6.8% C5 (evaluating), and 29% C6 10 (creating). Meanwhile, LOTS exercises consist of 37.7% C1, 6.2% C2, and 11.7% C3. While in chapter V there is no cognitive level C2 and in chapter IV there is no cognitive level C4. That means that not all cognitive levels exist in all chapters but barely in certain chapters such as C2 and C4. The difference of this study with the researcher is that the researcher just focus analyze HOTS in the exercise in the textbook.⁴⁶

analysis of higher order thinking skills (HOTS) on thematic evaluation with social studies content, conducted by grade V social studies students at SDN Badran Yogyakarta, is the title of the research. which indicates that, when it comes to the application of HOTS in the subject, the level of suitability of questions with

⁴⁵ Widodo, A., Indrasti, D., Radiusman, R., Umar, U., & Nursaptini, N. HOTS Content Analysis in the Student Book for Grade V Theme 6 Heat and Transfer Curriculum 2013. In the Grade V Student Book Theme 6 Heat and Its Transfer Curriculum 2013. Madrasah: Journal Education and Basic Learning, 12(1), 2019, pp 1-13.

⁴⁶ Janah, Nurul Fatkhuril. 2020. "Lots and Hots Items Analysis Based On Bloom's Taxonomy Revision in Exercise of English Textbook Entitled Bahasa Inggris: When English Rings a Bell for Smp/ Mts Kelas VII," Thesis. Surakarta: IAIN Surakarta

HOTS criteria reached 53.75%. Research, specifically the analysis of Higher Order Thinking Skills (HOTS) on the theme evaluation of class V SDN Badran Yogyakarta, has led to the knowledge of this.⁴⁷

Research with the title analysing the content of To provide meaningful understanding to students, IPAS learning must be able to stimulate To provide meaningful understanding to students, IPAS learning must be able to stimulate students' reasoning ability towards the interaction of living things with natural phenomena that occur. natural phenomena that occur. Providing this stimulus can be done during the learning process. learning process. One way is to develop skills, potential creativity of students in order to be able to think at a high level (HOTS).⁴⁸

The third difference is that there are similarities and differences with previous research. The first similarity is that all studies examined HOTS. The second equation is the method used, which is qualitative. The third equation is that all studies analyse books. The differences between this study and previous studies are as follows: First, the previous study examined the reading of 12 AP textbook questions that assessed higher-order cognitive functions, while the current study examined LOTS and HOTS question exercises found in the seventh

⁴⁷ Uswah, E. M. A., & Wardani, K. Analysis of Higher Order Thingking Skills (HOTS) in Social Studies Thematic Evaluation of Students of SDN Badran Yogyakarta. TRIHAYU: Journal Elementary Education, 7 (2), 2021, pp, 1119-1128.
Social Studies Thematic Evaluation of Grade V Students of SDN Badran Yogyakarta. TRIHAYU: Journal Elementary Education, 7 (2), 2021, pp, 1119-1128.

⁴⁸ Anis Syafitri, Riskyka, Dini Puji Anggraini in SCHOOL EDUCATION JOURNAL PGSD FIP UNIMED Volume 12 No. 3 December 2022 entitled Analysis of the Content of Higer Order Thinking Skills (Hots) in the Ipas Student Book.

grade English textbook of SMP IT RR. Second, the previous study examined HOTS content. Theme 6 for the students' subject in grade V was heat and heat transfer. While the current research examines questions related to LOTS and HOTS found in the seventh grade junior high school English textbook. Third, there is a difference in the field of study. The previous research analysed HOTS in thematic evaluation with the social studies field of study. While the current research while the current research analyses HOTS and LOTS in English studies. Finally, the book analysed in this study is the Bright an English course for SMP/MTs Grade VII at SMP IT RR, while the previous study examined the IPAS book.

CHAPTER III

RESEARCH METHODOLOGY

This study's research methodology is comprised of six components: (1) research design; (2) object of the research; (3) data sources; (5) data collection technique; (6) Instrument and (6) data analysis technique. Each component's explanation is covered in more detail below.

A. Research Design

This study employs a qualitative research design, who emphasizes that qualitative approaches are particularly effective for exploring and thoroughly understanding a phenomenon⁴⁹. Unlike numerical data, qualitative research focuses on the characteristics and intricacies of the phenomenon being examined, presenting a comprehensive narrative rather than relying on statistical analysis. This research design is Descriptive Study. Descriptive study is a type of research that aims to systematically describe a phenomenon, population, or situation without manipulating variables. It focuses on providing an accurate account of what is happening, how it happens, and to whom it happens, rather than exploring cause-and-effect relationships⁵⁰. The primary objective is to Describe HOTS and LOTS in the textbook used by the teacher in teaching English Furthermore, the selection of a qualitative

⁴⁹Jhon W. Cresell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approach Fourth Edition*, Los Angeles, SAGE, P. 234

⁵⁰ Bickman, L., & Rog, D. J. (2009). *The SAGE Handbook of Applied Social Research Methods (2nd ed.)*. SAGE Publications.

approach aligns with the nature of the investigated phenomenon, which necessitates the collection and analysis of rich, detailed qualitative data.

This research utilizes a descriptive approach, which is designed to assess the values of independent variables, either singular or multiple, without making comparisons or establishing relationships between them. Descriptive research focuses on identifying and documenting the characteristics of the variables under study, without seeking to compare them or explore their connections with other factors⁵¹. The researcher employed a descriptive approach to investigate the problem under investigation. Qualitative research, as opposed to experimentation, is a technique for studying natural objective conditions. The author of this study examined the exercises from the English textbook "*Bright an English 1 for SMP/MTS Grade VII K-Merdeka*". As it happens, the exercises in the textbook were not questions but rather directions that required the students to complete different tasks.

B. Object of the Research

The object of the research refers to the specific subject, phenomenon, or entity that is being studied or investigated in a research project⁵². It is the central focus of the study, around which the research questions, objectives, and methods are structured. The object of the research defines what the researcher aims to explore,

⁵¹ Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. Sillalahi, Ulber. P.12

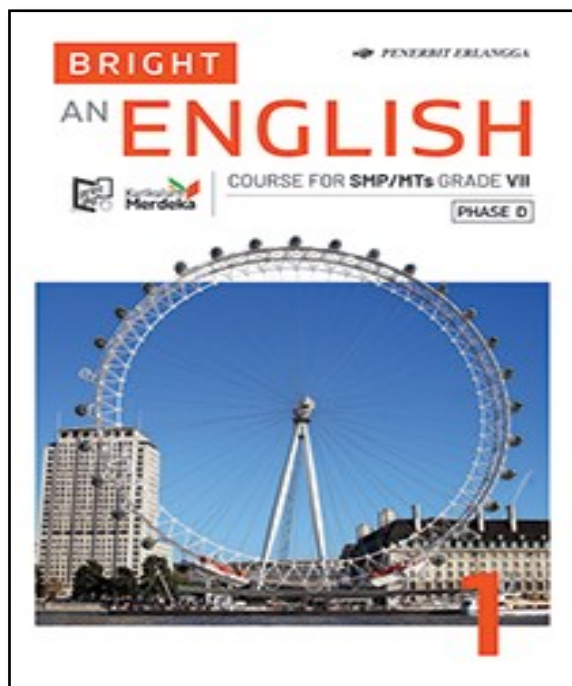
⁵² Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge

analyze, or explain, whether it is a particular group, process, event, concept, or variable. The book is divided into 8 chapter and per-chapter there are various activity existed. There 193 exercises spread into chapters in the book. It provides the scope and boundaries for the study, guiding the data collection and analysis processes. The object of the research is the exercises in the English textbook's chapters III through VI that test higher order thinking skills (HOTS) and Low order Thinking Skills (LOTS) are the focus of this study. K-Merdeka, SMP/MTS Grade VII *Bright and English 1*.

C. Data Sources

English: Bright An English Course For SMP/MTs Grade VII, (publisher: Erlangga) published by KEMENDIKBUD in 2022, this book consists of 8 chapters and this book integrates four language skills, offers activities that encourage creativity and higher order thinking skills, uses audio for listening activities, and encourages self-reflection on learning progress. There are essays and multiple choice questions among the 158 pages of practice questions in this book. Grade 7 students at SMPIT RR use this book as a learning resource. Therefore, this book is very relevant to analyse the practice questions in the context of LOTS and HOTS analysis research.

Figure 3.1
English Book



The book is divided into 8 chapter and per-chapter there are various activity existed. There 139 exercises spread into chapters in the book. The exercises are in the form of reading, listening, speaking, writing and supported by several; grammar and vocabulary task. the form of task involving: multiple choice, complete the sentences, essay, match word, grammar test etc.

D. Technique of Collecting Data

In this research, there are several stages for data collection. The first is initial observation with the aim of collecting data and asking questions related to the research. Meeting the teacher, asking permission to research English books at the

school, then borrowing books: *Bright An English Course for Junior / Senior High School Class VII K-Merdeka*.

1. Document Analysis

Document analysis is a qualitative data collection method that involves examining documents produced by the researcher or by others. Documentation can include written or visual materials created by the researcher to gather information. These materials may include sources such as score reports, magazines, books, articles, and other research studies⁵³. The primary function of documentation is to complement and reinforce other data collection instruments. In the present study, the primary documentation will be derived from survey results and interview transcripts, supplemented by additional resources. This research analyzed textbook to investigate LOTS and HOTS in term of exercise item. The exercises in the book are the data to be investigated by the researcher to answer the research questions.

E. Instruments

The researcher themselves in qualitative research, the investigator assumes the role of an instrument or research tool in qualitative inquiry. Although the researcher is the primary instrument, other research tools that can supplement the data will

⁵³ Sugiyono. (2008). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta

eventually be developed.⁵⁴ The researcher is assisted by the document analysis checklist to gain the data.

1. Checklist

A document analysis Checklist is fulfilled by the researcher to determine the use of HOTS and LOTS in the *Bright English for VII grader*. The Document Sheet was also employed as an instrument by the researchers in this investigation. A list with variable data that needs to be gathered is called a checklist. The six categories of collected cognitive dimensions from Bloom's Taxonomy are included in the book *BRIGHT AN ENGLISH COURSE 1 for SMP / MTs Grade VII (K-MERDEKA)*, which was the focus of the researcher's attention, cognitive dimensions categories in Bloom's updated taxonomy. The instrument is constructed by using Bloom's updated taxonomy to determine HOTS and LOTS that manifested by the textbook. The blueprint covers several chapter existed in the textbook including the test item. The blueprint of instrument can be seen in the table below:

⁵⁴Sugiyono, Quantitative Qualitative and R&D research methods, ed, (Bandung: Alfabeta, 2019), p 295.

Table 3.1
Instrument of Research

Chapter	Exercise items	Category						Cognitive Demand	Type of Question
		Lots			Hots				
		C1	C2	C3	C4	C5	C6		
1.	1. Fill the bubbles with the sentences in the box 2. Complete the following dialogue 3. Look at the pictures, what may the people in the pictures say? 4. Circle the letter that present the vowel sound (i) as in Bill 5. Do you know the following words means? Write the meaning of words? 6. Arrange the sentences into good dialogues. 7. Nico is a new								

	students. Look the picture. Listen to the to the recording and complete the dialogue								
2.	1. Choose True or False 2. Complete the sentences to the correct form								
3.	1. Choose True or False 2. Complete the tabel								
4	1. Read and Choose True or False 2. Complete the sentences into coorect verbs								
5	1. Arrange the following letters into days of week 2. Match the days to the activities. Then answer the questions								
6	1. Listen and tick the								

	number you hear								
	2. Listen number you hear and write the numbers in words								

F. Technique of Analyzing Data

In this study, the researcher used the revised Bloom's Taxonomy to analyze data from the English textbook Bahasa Inggris: Bright An English Course For SMP/MTs Grade VII, published by KEMENDIKBUD in 2022. The researcher used the interactive mode technique, which is composed of three streams of activity—data reduction, data display, and conclusion or verification—as described using the framework of data analysis techniques created by Miles and Huberman, the researcher did the following:⁵⁵

1. Data Reducing

During the phase of data reducing, the researcher concentrated on analyzing the data from the Bahasa Indonesia textbook exercise Bright an English Course For SMP/MTs Grade VII. The process of choosing, concentrating, abstracting, simplifying, examining themes and patterns, and eliminating extraneous information is known as data. During this stage, the researcher classified each

⁵⁵ Miles Mathew B; Huberman Michael A. 1984;21-23. *Qualitative Data Analysis a Sourcebook of New Methode*. London: Sage Publications.

exercise into one of six revised Bloom's Taxonomy levels, which were C1, C2, C3, C4, 5, and C6.

2. Data Display

The data display phase uses narrative text to provide a brief description; graphics, a matrix, and charts are also possible formats.⁵⁶ In this instance, the researcher presented the data from the textbook exercise Bahasa Indonesia: Bright an English Course For SMP/MTs Grade VII published by KEMENDIKBUD 2022, which covered the percentages of each cognitive level of the Revised Bloom's Taxonomy.

3. Drawing Conclusion

Cconclusion is the last phase. The researcher's conclusion in this study made reference to the formulation of the problem⁵⁷

⁵⁶ Miles, M.B, Huberman, A.M, & Saldana, J. 2014. Qualitative Data Analysis, A Methods Sourcebook, Edition 3. USA: Sage Publications. Terjemahan Tjetjep Rohindi Rohidi, UI-Press

⁵⁷ *ibid*

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter validates the findings and discussion from the document analysis. During the data collection process, the researcher utilized a document analysis checklist. The data gathered from instruments corroborated the conclusions of the study.

A. Findings

The researcher presented the findings derived from the document analysis checklist. The aim of collecting this data was to examine LOTS and HOTS in *BRIGHT AN ENGLISH COURSE 1 for SMP / MTs Grade VII (K-MERDEKA)* book used by Teacher at SMP RR Rejang Lebong. The study employed a descriptive approach, utilizing qualitative methods to provide a detailed analysis.

1. LOTS Items Exercises Manifested in the Textbook Entitled *Bahasa Inggris: Bright an English 1 for SMP/MTS Grade VII K-Merdeka.*

LOTS (Lower Order Thinking Skills) and HOTS (Higher Order Thinking Skills) are essential components to be included in student exercises. Both categories are derived from Bloom's taxonomy of cognitive levels. To identify how these skills are reflected in student exercises, the researcher analyzed the percentage of LOTS and HOTS items in chapters of *BRIGHT AN ENGLISH COURSE 1 for SMP / MTs Grade VII (K-MERDEKA)* according to the criteria established for each cognitive level.

Tabel 4.1
LOTS Items Exercises Manifested in the Textbook Entitled *Bahasa Inggris: Bright an English*

Chapter	Theme	Exercises in Every Chapter	Type of Exercises	Cognitive Domain
1		33 Item Exercises 1. Reading Questions (10 Exercises) 2. Listening Questions (15 Exercises) 3. Speaking Questions (5 Questions) 4. Writing Questions (5 Questions) 6. Grammar Questions (5 Exercises)	1. Fill In the Blank 2. Cloze Test 3. Multiple Choice 4. Essay 5. True/False	24 Item Exercises are in LOTS form
2	It's Judy Spark	16 Item Exercises 1. Reading Questions (10 Exercises) 2. Listening Questions (10 Exercises) 3. Speaking Questions (5 Questions) 4. Writing Questions (6 Questions)	1. Fill In the Blank 2. Cloze Test 3. Multiple Choice 4. Essay 5. True/False	15 Item Exercises are LOTS

3	They're a New band	10 Item Exercises 1. Reading Questions (5 Exercises) 2. Listening Questions (2 Exercises) 3. Speaking Questions (3 Questions) 4. Writing Questions (2 Exercises) 6. Grammar Questions (4 Exercises)	1. Fill In the Blank 2. Cloze Test 3. Multiple Choice 4. Essay 5. True/False	9 Items Exercises are LOTS
4	They are My Family	18 Item Exercises 1. Reading Questions (2 Exercises) 2. Listening Questions (2 Exercises) 3. Speaking Questions (3 Questions) 4. Grammar Questions (5 Exercises) 5. Vocabulary Questions (3 Exercises)	1. Fill In the Blank 2. Cloze Test 3. Multiple Choice 4. Essay 5. True/False 6.	15 Item Exercises are LOTS
5	I hardly Ever Watch TV	15 Item Exercises 1. Reading Questions	1. Fill In the Blank 2. Cloze Test 3. Multiple Choice	12 Item Exercises are LOTS

		<p>(8 Exercises)</p> <p>2. Listening Questions (2 Exercises)</p> <p>3. Speaking Questions (3 Questions)</p> <p>4. Grammar Questions (5 Exercises)</p> <p>5. Vocabulary Questions (5 Exercises)</p> <p>6. Writing Questions (2 Exercises)</p>	<p>4. Essay</p> <p>5. True/False</p> <p>6. Match Words</p>	
6	Where's The Monument	<p>13 Item Exercises</p> <p>1. Reading Questions (5 Exercises)</p> <p>2. Listening Questions (2 Exercises)</p> <p>3. Speaking Questions (3 Questions)</p> <p>4. Grammar Questions (5 Exercises)</p> <p>5. Vocabulary Questions (4 Exercises)</p> <p>6. Writing Questions (1 Exercises)</p>	<p>1. Fill In the Blank</p> <p>2. Cloze Test</p> <p>3. Multiple Choice</p> <p>4. Essay</p> <p>5. True/False</p> <p>6. Match Words</p>	<p>10 Item Exercises are LOTS</p>
7	They've Thick Eyebrow	<p>16 Item Exercises</p> <p>7. Reading Questions (6 Exercises)</p>	<p>1. Fill In the Blank</p> <p>2. Cloze Test</p> <p>3. Multiple Choice</p> <p>4. Essay</p> <p>5. True/False</p>	<p>12 Item Exercises are LOTS</p>

		8. Listening Questions (2 Exercises) 9. Speaking Questions (3 Questions) 10. Grammar Questions (5 Exercises) 11. Vocabulary Questions (5 Exercises) 12. Writing Questions (3 Exercises)	6. Match Words	
8	It's Delicious	18 Item Exercises 1. Reading Questions (6 Exercises) 2. Listening Questions (2 Exercises) 3. Speaking Questions (3 Questions) 4. Grammar Questions (5 Exercises) 5. Vocabulary Questions (5 Exercises) 6. Writing Questions (3 Exercises)	1. Fill In the Blank 2. Cloze Test 3. Multiple Choice 4. Essay 5. True/False 6. Match Words	15 Item Exercises are LOTS
Total	8	139 Exercises	6	112 LOTS Item Questions

Based on the total data of *BRIGHT AN ENGLISH COURSE 1 for SMP / MTs Grade VII (K-MERDEKA)* textbook is **139** exercises and material can be analyzed as the object is 139 exercises in reading skills, writing, Speaking, Listening, Grammar and Vocabulary. There are 6 forms of Questions manifested in this book: fill in the blank, cloze test, multiple choice, reading essay, true/false, match words, project. The data also give a clear description that there are **112** LOTS item questions manifested in *BRIGHT AN ENGLISH COURSE 1 for SMP / MTs Grade VII (K-MERDEKA)*.

Across the eight chapters, the textbook presents a range of exercises targeting different skills: reading, listening, speaking, writing, grammar, and vocabulary. Each chapter contains exercises intended to enhance students' proficiency in these areas, ensuring that students engage with English in a variety of ways. The exercises in each chapter are categorized by type, including fill-in-the-blank, cloze tests, multiple-choice questions, essays, true/false, and matching words. LOTS exercises are designed to engage students in recall and basic comprehension tasks. The research categorizes the exercises into LOTS items, which are primarily lower-order thinking activities such as recalling facts or completing simple tasks. These exercises are prevalent across all chapters and are essential in assessing basic understanding and reinforcing foundational knowledge. For example, in Chapter 1, 33 out of 24 exercises are LOTS items, showing a heavy reliance on these simpler cognitive tasks.

1. Chapter Breakdown and LOTS Distribution:

- a. **Chapter 1:** The first chapter contains 33 exercises, with 24 of them categorized as LOTS. The exercises in this chapter consist of reading (5), listening (5), speaking (5), writing (5), and grammar (4). The diversity in exercise types ensures that various cognitive skills are targeted, though a significant number of exercises focus on recall and basic comprehension.

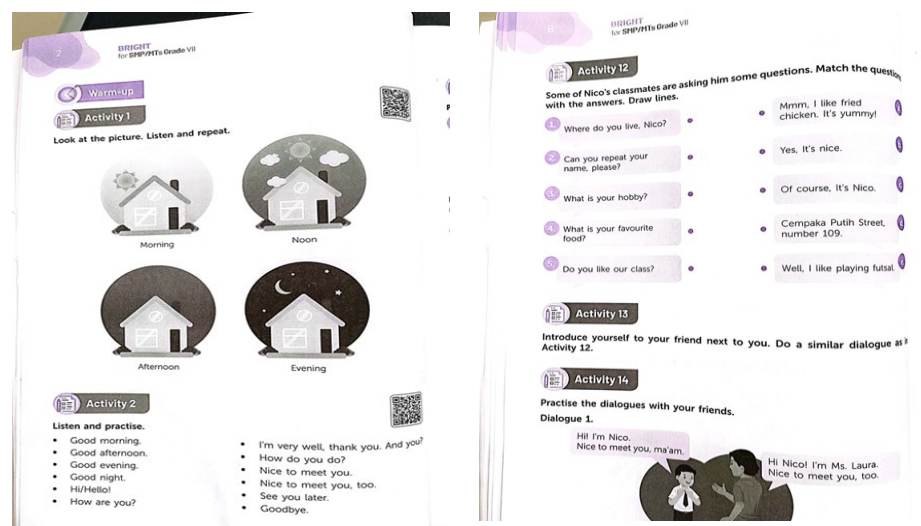
Tabel below showed the cognitive domain manifested in the book:

Tabel 4.2 Item LOTS Analysis

Activity	Bloom's Taxonomy Level	Questions/Tasks	Reason for LOTS Classification
Activity 1	C1 (Remembering)	Listen and repeat.	Requires simple recall and repetition without deeper understanding
Activity 2	C2 (Understanding)	Listen and practice.	Involves basic comprehension without applying new knowledge
Activity 3	C2 (Understanding)	Practice the dialogue with a friend.	Demonstrates understanding but does not require analysis or creation
Activity 4	C2 (Understanding)	Fill the bubbles with sentences in the box.	Requires comprehension and matching without deeper thinking
Activity 6	C3 (Applying)	Look at the pictures, then perform the dialogue.	Requires applying learned material but still

			within a guided context
Activity 7	C1 (Remembering)	Listen and say it out loud.	Involves recall and repetition without critical thinking
Activity 8	C1 (Remembering)	Listen and say it out loud.	Requires memorization without modification or analysis.
Activity 10	C3 (Applying)	Listen to the recording and complete the dialogue.	Involves using known information in a structured task.
Activity 11	C2 (Understanding)	Read Niko's introduction.	Requires comprehension of given information without transformation
Activity 13	C2 (Understanding)	Introduce yourself to your friend next to you.	Requires understanding and responding but not deep processing
Activity 14	C3 (Applying)	Practice the dialogue with your friends.	Uses learned material in real-life situations but remains guided.
Activity 15	C1 (Remembering)	Listen and repeat to practice spelling.	Involves memorization and repetition
Activity 16	C2 (Understanding)	Listen and practice the dialogue.	Shows understanding but does not require deep processing
Activity 17	C1 (Remembering)	Spell name out loud and write down letters.	Requires simple recall of letter sequences
Activity 19	C2 (Understanding)	Read the following instructions.	Demonstrates comprehension

			but not application or analysis.
Activity 20	C1 (Remembering)	Listen and repeat.	Involves simple recall without modification
Activity 21	C1 (Remembering)	Listen and repeat.	Focuses on memorization and repetition
Activity 22	C2 (Understanding)	Complete the table.	Requires comprehension but no critical thinking.
Activity 23	C1 (Remembering)	Listen and read aloud.	Involves recall and repetition without deeper understanding
Activity 24	C1 (Remembering)	Listen and read aloud.	Requires memorization without analysis
Activity 25	C2 (Understanding)	Complete the names of the days.	Requires basic understanding and recall
Activity 26	C2 (Understanding)	Answer the question.	Requires comprehension but no critical thinking
Activity 27	C1 (Remembering)	Complete the words.	Involves recall without deeper understanding.
Activity 29	C3 (Applying)	Complete the form with your own information.	Requires applying learned material to personal context



Picture 4.1. LOTS questions in Chapter 1

b. **Chapter 2:** This chapter, titled *Its Judy Spark*, contains 16 exercises, with 15 classified as LOTS. This shows a decrease in the number of LOTS exercises, and there is a stronger balance between higher-order thinking activities such as writing essays and more cognitive-demanding listening and speaking questions.

Tabel below showed the cognitive domain manifested in the book:

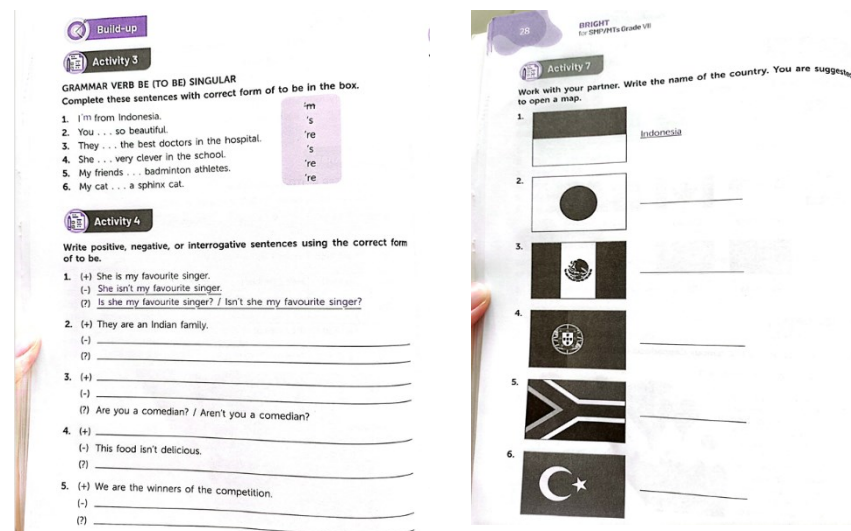
Tabel 4.3 Item LOTS analysis

Activity	Bloom's Taxonomy Level	Questions/Tasks	Reason for LOTS Classification
Activity 1	C1 (Remembering)	Read and Listen.	Involves simple recall and recognition of information.
Activity 2	C2 (Understanding)	Choose T (true) or F (false) of each statement based on the dialogue.	Requires comprehension of given information without deeper analysis.
Activity 3	C3 (Applying)	Complete the sentences with the	Uses learned grammar rules in structured exercises

		correct form of "to be" in the box.	
Activity 4	C3 (Applying)	Write positive, negative, or interrogative sentences using the correct form of "to be."	Requires application of grammar knowledge in different sentence forms.
Activity 5	C1 (Remembering)	Listen and repeat the country names together.	Involves recall and memorization without critical thinking
Activity 6	C2 (Understanding)	Read the passage about the famous Cappadocia in Turkey.	Requires comprehension but does not involve critical evaluation
Activity 7	C3 (Applying)	Work in pairs, write the name of the country based on the flag.	Requires application of knowledge about countries and flags
Activity 8	C2 (Understanding)	Study the following table.	Involves understanding structured information but no deeper analysis.
Activity 9	C3 (Applying)	Complete every dialogue with the correct question words.	Uses learned question words in structured contexts.
Activity 10	C3 (Applying)	Look at these pictures. Complete the dialogue with the most possible question.	Requires applying knowledge to form appropriate questions.
Activity 11	C3 (Applying)	Complete the dialogues using the correct question words and verb "be."	Involves applying grammar rules to meaningful dialogue.
Activity 12	C3 (Applying)	Make a group of two to four members. Then make a dialogue conversation about yourself.	Uses learned language structures in real-life scenarios

Activity 13	C3 (Applying)	Make a group of three. Watch a video on a streaming platform about a famous place. Write the information about the place on a paper.	Requires applying listening and comprehension skills in a real-world task.
Last Activity (Multiple Choice)	C2 (Understanding)	What can we learn from the text?	Requires comprehension of the main idea but no critical thinking

The example of LOTS Test in Chapter 2



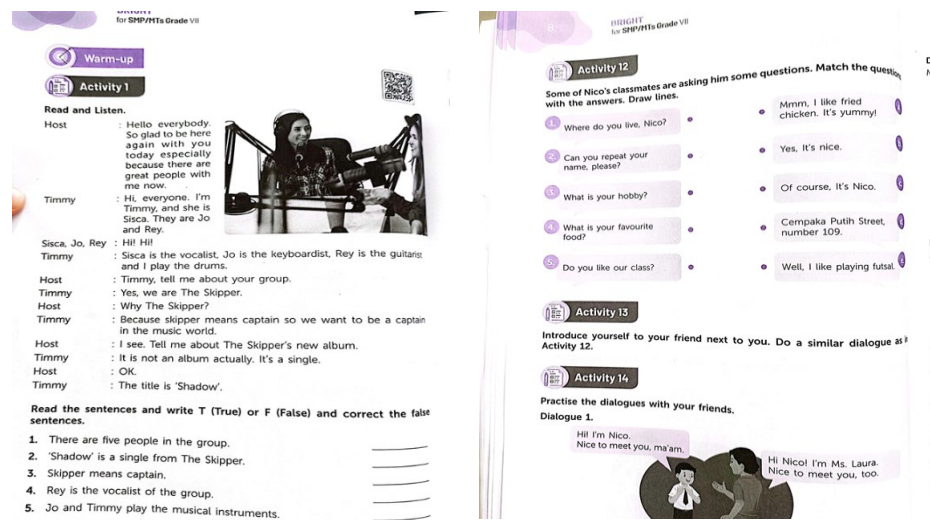
Picture 4.2. LOTS questions in Chapter 2

- c. **Chapter 3:** *They're a New Band* chapter offers 10 exercises, with 9 categorized as LOTS. This shows a continued emphasis on lower-order activities while also integrating grammar and writing exercises to challenge students' language use in more creative ways. Tabel below showed the cognitive domain from the book:

Tabel 4.4 Item LOTS Analysis

Activity	Bloom's Taxonomy Level	Questions/Tasks	Reason for LOTS Classification
Activity 1	C1 (Remembering)	Read and Listen.	Requires simple recall and recognition of information
Activity 2	C3 (Applying)	Complete the table and dialogue with the best answer of "to be."	Uses learned grammar rules in structured exercises.
Activity 3	C3 (Applying)	Write a list of words that mean very good and very bad.	Requires applying vocabulary knowledge to categorize words
Activity 4	C3 (Applying)	Work in pairs and do a dialogue about something you like and don't like.	Uses learned structures to create meaningful conversation
Activity 5	C3 (Applying)	A. Read and listen to the dialogue. B. Write the words from the box in the table. C. Complete the sentences with words from Activity 5b.	Requires applying vocabulary and comprehension to structured tasks
Activity 6	C1 (Remembering)	A. Listen to the two words. B. Listen to the words in the box and write them in the table. C. Listen and repeat.	Involves recall and repetition without deeper processing
Activity 7	C3 (Applying)	Read Mita's email about her favourite band and write an email to your friend about your favourite band/singer.	Requires applying learned writing skills in a real-life context
Activity 8	C3 (Applying)	Watch a music video from your favourite singer or band. Write a paragraph of what you like or don't like from the music video.	Involves personal application of learned vocabulary and expression.
Last Activity	C2 (Understanding)	Which of the following words	Requires comprehension but

(Multiple Choice)		shows the writer's feeling towards the Harry Potter film series?	does not involve deep analysis
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Picture 4.3. LOTS Questions in Chapter 3

d. **Chapter 4:** In *They Are My Family*, 18 exercises are featured, and 15 are LOTS items. This chapter introduces a range of vocabulary exercises along with reading and speaking tasks, indicating an effort to balance comprehension with applied language skills. Tabel below showed the cognitive domain from the book.

Tabel 4.5 Item LOTS Analysis

Activity	Bloom's Taxonomy Level	Questions/Tasks	Reason for LOTS Classification
Activity 1	C1 (Remembering)	Read and Listen.	Requires recalling and recognizing

			information without analysis.
Activity 2	C2 (Understanding)	Read the text in Activity 1. Write T (True) or F (False) for each statement.	Involves comprehension of the text to identify correct and incorrect statements.
Activity 3	C3 (Applying)	The Simple Present Tense: Complete the sentences with the correct verbs.	Requires using knowledge of the simple present tense to fill in blanks.
Activity 4	C3 (Applying)	The Simple Present Tense: Underline the verbs in the sentences.	Involves applying knowledge of verb identification in context.
Activity 5	C3 (Applying)	Match the questions with the most appropriate answers. Work in pairs.	Requires applying knowledge to correctly pair questions and answers.
Activity 6	C3 (Applying)	Find 10 verbs in the text in Activity 1 and write the sentences.	Involves identifying and applying verbs in meaningful sentences.
Activity 7	C3 (Applying)	Fill in the table with the correct answers (verbs).	Requires applying grammatical knowledge to categorize verbs correctly.
Activity 8	C2 (Understanding)	Look at this family tree of Katy. Listen and read the text aloud.	Involves understanding relationships in the family tree and demonstrating comprehension.
Activity 9	C3 (Applying)	Answer these questions based on the story of Katy's Family.	Requires applying comprehension to respond to questions correctly.

Activity 10	C3 (Applying)	Look at the pictures and write the correct possessive form ('s / s').	Involves applying grammar rules for possessive forms based on visual prompts.
Activity 11	C3 (Applying)	Listen to the recording and complete the paragraph with the correct possessive adjective.	Requires applying knowledge of possessive adjectives to complete the paragraph.
Activity 12	C3 (Applying)	Underline every verb in the simple present tense and every possessive adjective from the passage.	Involves applying grammatical knowledge to identify specific word types.
Activity 13	C3 (Applying)	Draw your own family tree and make a description using the simple present tense and possessive adjectives.	Requires applying knowledge of sentence structure and possessive adjectives creatively.
Activity 14	C3 (Applying)	Search for an interview video of your favorite artist or famous figure. Answer the questions.	Involves applying comprehension skills to analyze a real-world source.
Last Activity (Multiple Choice)	C2 (Understanding)	What is James Nelson doing in Indonesia?	Requires comprehension of information to determine the correct answer.

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5. My friends _____ badminton in a field. (play)
6. My cat _____ ten sausages in a day. (eat)
7. My family _____ every Sunday for a family dinner. (meet)
8. The waitress _____ us the menu to order some food. (give)
9. My mother _____ chicken curry for our picnic. (cook)
10. Eglitha and Putra _____ school together by bike. (go to)
11. Darren and his family _____ in that house. (live)

Activity 4

THE SIMPLE PRESENT TENSE: POSITIVE AND NEGATIVE STATEMENTS
Look at these sentences and underline the verbs.

1. Irene does not live in Jakarta anymore.
2. Deandra and Tommy only eat vegetables every day.
3. Lucky's family sells many delicious cakes online.
4. My sister teaches Math at school.
5. Grandma and grandpa buy vegetables in the market.
6. Our dog sleeps on the couch.
7. Anindya and Siska are twins in the family.
8. My father listens to an old radio.
9. Emily studies Mandarin with her sister.
10. Bianca has two new bags from her birthday.
11. Damien watches television in the bedroom.

Activity 5

THE SIMPLE PRESENT TENSE: QUESTIONS AND SHORT ANSWERS
Match the questions with the most appropriate answers. Work in pairs.

Questions	Answers
1. Does she play piano very well?	a. No, I like Kepulauan Seribu more.
2. Do you like Karimun Jawa island?	b. Yes, Ariana sings very melodiously.
3. Do they see the rainbow after the rain?	c. No, I only have one cat from my aunt.
4. Does Ariana sing melodiously?	d. Yes, we eat pizza again this morning.
5. Do we have pizza for breakfast?	e. Yes, she plays piano beautifully.
6. Do our neighbours care about us?	f. No, I only watch e-sport channel on the internet.
7. Do you have many cats at home?	g. Yes, I love the actors from South Korea.
8. Does Dion like SpongeBob?	h. Not really, they just respect us as a family.
9. Do you join any e-sport team?	i. Yes, I have one Iphone and one Android phone.
10. Do you have a smartphone?	j. Yes, he likes all kinds of cartoons.
11. Do you watch K-drama series?	k. No, they sleep during the rain.

Picture 4.4. LOTS questions in Chapter 3

- e. **Chapter 5: *I Hardly Ever Watch TV*** consists of 15 exercises, with 12 LOTS items. This chapter's exercises cover reading, listening, grammar, vocabulary, and writing, suggesting an integrated approach to language learning, with a continued focus on LOTS exercises.

Tabel below showed the cognitive domain from the book:

Tabel 4.6 Item LOTS Analysis

Activity	Bloom's Taxonomy Level	Questions/Tasks	Reason for LOTS Classification
Activity 1	C1 (Remembering)	Read and listen about Yusuf and Dessy.	Requires recalling and recognizing basic information without analysis.
Activity 2	C1 (Remembering)	A. Days of the week. Listen and repeat. B. Months of the year. Listen and repeat. C. Arrange the following letters into days of the week. D. Match the days to the activities.	Involves memorization, repetition, and recognition of basic concepts without requiring deeper understanding.

		Then answer the questions. E. Write four sentences about things you do on different days.	
Activity 3	C3 (Applying)	A. Put the adverbs in the correct order. B. Put the adverbs in the correct place in the sentence. C. How often do you do these things? Write true sentences. Use adverbs from Activity 3a. D. Look at Anna's schedule. Write sentences about her.	Requires applying grammar rules to structure sentences correctly in different contexts.
Activity 4	C3 (Applying)	Work with a partner. Tell him/her about you and when you do things. Use the words in the box. Perform the dialogue in front of the class.	Requires applying learned vocabulary and sentence structures to real-life communication.
Activity 5	C3 (Applying)	A. Discuss the following question. B. Look at the picture. Listen and repeat the names. Then write an example. C. Read some headlines from TV programmes. Write the types of programmes.	Requires applying comprehension and categorization skills to classify information.
Activity 6	C3 (Applying)	A. Add the words in the box to make new nouns. Listen and check. B. Where is the stress in each word? Listen again and repeat.	Requires applying knowledge of word formation and pronunciation.
Activity 7	C3 (Applying)	Listen to the two dialogues. Complete the table with information about how often the two people watch the following programmes.	Requires applying listening skills to extract and organize relevant information.

Activity 8	C3 (Applying)	A. Look at the picture and complete the sentence. B. Look at the picture and complete the dialogue.	Requires applying observation skills and using contextual clues to complete sentences.
Activity 9	C3 (Applying)	A. Look at the table. When do you do these activities? Write the times you do these activities in the "Me" column. B. Pay attention to the following dialogue. Work with a partner and ask her or him about the activities in Activity 9a. Then write the answers in the "My partner" column.	Requires applying personal knowledge and communication skills to collect and record information.
Activity 10	C3 (Applying)	Write a paragraph of your routines in a day. You may include the following information.	Requires applying grammar and vocabulary knowledge to construct meaningful sentences.
Activity 11	C3 (Applying)	Watch a film/documentary/video about a famous person (an athlete, a singer, a farmer, etc.). Observe their routines. Write about them, and share your work with your class.	Requires applying observational and writing skills to summarize information.
Last Activity (Multiple Choice)	C2 (Understanding)	If Lisa wants to arrive in Lombok early, which flight should she take?	Requires comprehension and analysis of available flight options to

			determine the correct answer.
--	--	--	-------------------------------

b. Months of the year. Listen and repeat.

c. Arrange the following letters into days of the week.

Weekdays	frayid	mdonay	thuayrsd	tudayes	wesddneay
Weekend	sadluray	sdaunay			

d. Match the days to the activities. Then answer the questions.

You Should Know

%	Adverbs of Frequency	Example
100%	Always	I always study after class.
90%	Usually	I usually walk to work.
80%	Normally/Generally	I normally get good marks.
70%	Often/Frequently	I often read in bed at night.
50%	Sometimes	I sometimes sing in the shower.
30%	Occasionally	I occasionally go to bed late.
10%	Seldom	I seldom put salt on my food.
5%	Hardly Ever/Rarely	I hardly ever get angry.
0%	Never	Vegetarians never eat meat.

Picture 4.5. LOTS questions in Chapter 4

f. **Chapter 6: *Where's the Monument*** includes 13 exercises, with 10 LOTS items. Similar to other chapters, the exercises are varied, with a combination of vocabulary, grammar, and writing questions that help reinforce basic language understanding. Tabel below showed the cognitive domain from the book:

Tabel 4.7 Item LOTS analysis

Activity	Bloom's Taxonomy Level	Questions/Tasks	Reason for LOTS Classification
Activity 1	C2 (Understanding)	Melanie is planning to go to San Diego next month. There are many things to see and do in San Diego. She is browsing the information about San	Requires comprehension of information and making connections between text and images.

		Diego. Match the information with the pictures.	
Activity 2	C1 (Remembering)	A. Listen and repeat the numbers. B. Listen and tick the numbers you hear. C. Listen and write the numbers you hear. Then write the answers in words.	Involves memorization and recognition of numbers without requiring deeper understanding.
Activity 3	C3 (Applying)	A. Listen and repeat. B. Listen to the sentences. Are the "th" sounds /θ/ (think) or /ð/ (those)? Tick (✓) the correct box. Then listen again, check, and repeat.	Requires applying phonetic knowledge to distinguish and categorize different sounds.
Activity 4	C3 (Applying)	A. Underline the correct words. B. Complete the sentences. Use "There's / There isn't" or "There are / aren't any."	Requires applying grammar rules to choose the correct sentence structure.
Activity 5	C3 (Applying)	A. Write the names of the places under the picture. B. Work with a partner and practice the dialogue. C. Write sentences about where you do these things. See the example.	Requires applying vocabulary and language structures in real-world contexts.
Activity 6	C3 (Applying)	A. Match the two parts of the words. One has been done for you. B. Write the words from the box under the pictures.	Requires applying word formation knowledge to create meaningful words.
Activity 7	C3 (Applying)	A. Look at the picture and complete the sentence. B. Listen	Requires applying observation and

		and read. Then write the name of the place.	comprehension skills to complete sentences.
Activity 8	C3 (Applying)	With a partner, write a dialogue about directions to go somewhere. Then, perform the dialogue in front of the class.	Requires applying communication skills and vocabulary to create a meaningful dialogue.
Activity 9	C3 (Applying)	Search for a video about your favorite place or building on streaming platforms. Then answer the following questions.	Requires applying research and comprehension skills to extract and summarize relevant information.
Last Activity (Multiple Choice)	C2 (Understanding)	How do the visitors enjoy the view from the height?	Requires comprehension of given information to determine the correct answer.

3. 14 40
 4. 15 50
 5. 16 60
 6. 17 70
 7. 18 80
 8. 19 90
 9. 100 1000
 10. 215 250

c. Listen and write the numbers you hear. Then write the answers in words.

1. $50 + 25 =$ seventy five
 2. $70 + =$ _____
 3. $15 + =$ _____
 4. $400 + =$ _____
 5. $367 + =$ _____
 6. $23 + =$ _____

Build-up

Activity 3

a. Listen and repeat.

/θ/	the	/θ/	think
mother	father	thousand	three
		thirty	

b. Listen to the sentences. Are the th sounds /θ/ (think) or /ð/ (those)? Tick (✓) the correct box. Then listen again, check and repeat.

- I think he's thirty.
- That's their father.
- They buy clothes together.
- Thanks for the birthday party.

Activity 12

Some of Nico's classmates are asking him some questions. Match the questions with the answers. Draw lines.

1. Where do you live, Nico?	• Mmm, I like fried chicken. It's yummy!
2. Can you repeat your name, please?	• Yes, it's nice.
3. What is your hobby?	• Of course, it's Nico.
4. What is your favourite food?	• Cempaka Putih Street number 109.
5. Do you like our class?	• Well, I like playing futsal!

Activity 13

Introduce yourself to your friend next to you. Do a similar dialogue as Activity 12.

Activity 14

Practise the dialogues with your friends.

Dialogue 1.

Hi! I'm Nico.
Nice to meet you, ma'am.

Hi Nico! I'm Ms. Laura.
Nice to meet you, too.

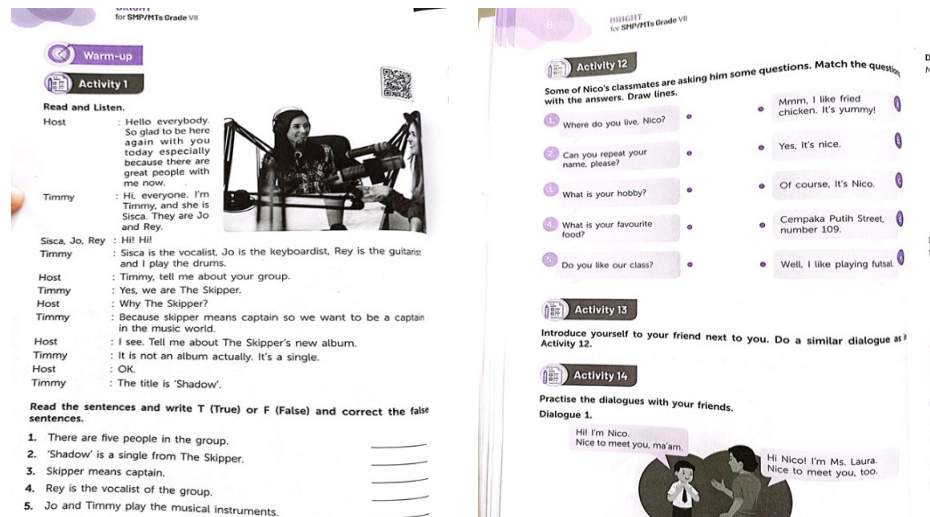
Picture 4.6. LOTS questions in Chapter 6

g. Chapter 7: *They've Thick Eyebrow* offers 16 exercises, with 12 of them classified as LOTS. This chapter presents a stronger emphasis on vocabulary and grammar exercises, with a slight increase in the number of LOTS questions. Tabel below showed the cognitive domain from the book:

Tabel 4.8 Item LOTS analysis

Activity	Bloom's Taxonomy Level	Questions/Tasks
Activity 1	C2 (Understanding)	A. Read and listen to the text. B. Read the following statements. Write True, False, or Not Stated based on the information from the text in Activity 1a.
Activity 2	C3 (Applying)	A. Underline the correct verb. B. Complete the sentences with the correct form of have/has (not) got. C. Make true sentences about you and your family. Use the correct form of have/has (not) got. D. Read again text about Grace in Activity 1. Match the clauses in column A with the clauses in Column B.
Activity 3	C3 (Applying)	Pronunciation: /v/ they've A. Listen to the recording and repeat the words. B. Listen to the recording and say the sentences aloud.
Activity 4	C3 (Applying)	Practise the dialogue with a partner. Ask and answer questions with "have got".
Activity 5	C3 (Applying)	A. Pay attention to the following pictures. Listen and repeat. B. Look at the picture and write the parts of the body.
Activity 6	C3 (Applying)	A. The following words are adjectives to describe hairstyle, hair colour, or eye colour. Fill in the table with the words in the box. B. Look at the

		pictures. Use the words in the box to describe the people in the pictures.
Activity 7	C3 (Applying)	A. Listen to the description of three of the people in the pictures. Tick (v) the pictures of the people they describe. B. Reza's sister, Andini, wants to work part-time at a pet shop. Listen and complete the form. C. Put the words in order to make questions.
Activity 8	C3 (Applying)	Talking About Pets. The following are features that some animals have. Listen to the recording and say the words out loud.
Activity 9	C3 (Applying)	A. Listen to the recording to complete the following text. B. Discuss the following things with your partner.
Activity 10	C3 (Applying)	Write a description text about a member of your family or a pet that you have at home. In the text, you may include the following information: You also may put the picture of the person or the pet that you describe in your writing.
Activity 11	C3 (Applying)	Search for a video of someone's pet on streaming platforms or social media. Find out the following things.
Last Activity (Multiple Choice)	C2 (Understanding)	Why does the writer like the book very much? A. There is much information about the human body in the book. B. The writer likes biology very much. C. The book has many colourful pages. D. It is a human body encyclopedia.



Picture 4.7. LOTS questions in Chapter 7

- h. **Chapter 8:** In the final chapter, *It's Delicious*, there are 18 exercises, with 3 LOTS items. This chapter stands out for having the highest number of LOTS exercises, showing a stronger focus on basic comprehension and recall. Tabel below showed the cognitive domain from the book:

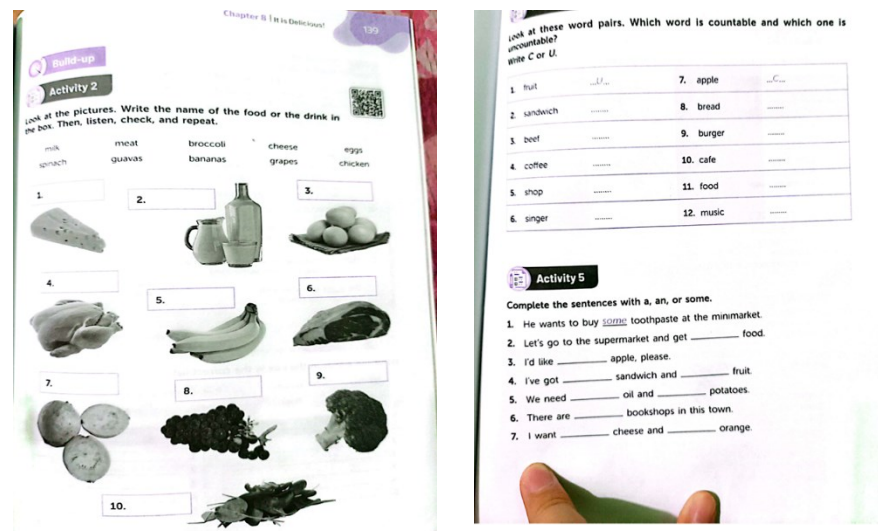
Tabel 4.9 Item LOTS analysis

Activity	Bloom's Taxonomy Level	Questions/Tasks	Reason for LOTS Classification
Activity 1	C2 (Understanding)	A. Read and listen to the text. B. Read the following statements. Write True, False, or Not Stated based on the information from the text in Activity 1a.	Requires comprehension of the text and the ability to identify key information without analysis.
Activity 2	C3 (Applying)	A. Underline the correct verb. B.	Requires applying

		Complete the sentences with the correct form of have/has (not) got. C. Make true sentences about you and your family. Use the correct form of have/has (not) got. D. Read again text about Grace in Activity 1. Match the clauses in column A with the clauses in column B.	grammar rules to construct and complete sentences accurately.
Activity 3	C3 (Applying)	Pronunciation: /v/ they've A. Listen to the recording and repeat the words. B. Listen to the recording and say the sentences aloud.	Requires applying phonetic knowledge and pronunciation skills through repetition.
Activity 4	C3 (Applying)	Practise the dialogue with a partner. Ask and answer questions with "have got."	Requires applying learned sentence structures in an interactive conversation.
Activity 5	C3 (Applying)	A. Pay attention to the following pictures. Listen and repeat. B. Look at the picture and write the parts of the body.	Requires applying vocabulary knowledge by associating words with images.
Activity 6	C3 (Applying)	A. The following words are adjectives to	Requires applying descriptive

		describe hairstyle, hair color, or eye color. Fill in the table with the words in the box. B. Look at the pictures. Use the words in the box to describe the people in the pictures.	vocabulary to categorize and describe features.
Activity 7	C3 (Applying)	A. Listen to the description of three of the people in the pictures. Tick (✓) the pictures of the people they describe. B. Reza's sister, Andini, wants to work part-time at a pet shop. Listen and complete the form. C. Put the words in order to make questions.	Requires applying listening skills to extract details and constructing meaningful questions.
Activity 8	C3 (Applying)	Talking About Pets. The following are features that some animals have. Listen to the recording and say the words out loud.	Requires applying vocabulary knowledge and pronunciation skills through listening and speaking.
Activity 9	C3 (Applying)	A. Listen to the recording to complete the following text. B. Discuss the following things	Requires applying listening comprehension skills and interactive

		with your partner.	discussion techniques.
Activity 10	C3 (Applying)	Write a description text about a member of your family or a pet that you have at home. In the text, you may include the following information: You also may put the picture of the person or the pet that you describe in your writing.	Requires applying writing and descriptive skills to create a coherent text.
Activity 11	C3 (Applying)	Search for a video of someone's pet on streaming platforms or social media. Find out the following things.	Requires applying research and comprehension skills to extract relevant details.
Last Activity (Multiple Choice)	C2 (Understanding)	Why does the writer like the book very much? A. There is much information about the human body in the book. B. The writer likes biology very much. C. The book has many colorful pages. D. It is a human body encyclopedia.	Requires comprehension of textual information to select the correct answer.



Picture 4.8. LOTS questions in Chapter 8

Across all eight chapters, the total number of exercises amounts to 139, with **100** of these being LOTS items. This implies that a significant proportion—around 89%—of the exercises are designed to assess lower-order cognitive skills. The prevalence of LOTS exercises suggests an emphasis on foundational learning and assessment of students' ability to recall and comprehend basic English concepts

2. HOTS Items Exercises Manifested in the Textbook Entitled *Bahasa Inggris: Bright an English 1* for SMP/MTS Grade VII K-Merdeka.

HOTS (Higher Order Thinking Skills) are essential components to be included in student exercises. Both categories are derived from Bloom's taxonomy of cognitive levels. To identify how these skills are reflected in student exercises, the researcher analyzed the percentage of HOTS items in

chapters of *BRIGHT AN ENGLISH COURSE 1 for SMP / MTs Grade VII (K-MERDEKA)* according to the criteria established for each cognitive level.

Tabel 4.10
HOTS Items Exercises Manifested in the Textbook Entitled *Bahasa Inggris: Bright an English*

Chapter	Theme	Exercises in Every Chapter	Type of Exercises	Cognitive Domain
1		33 Item Exercises 1. Reading Questions (10 Exercises) 2. Listening Questions (15 Exercises) 3. Speaking Questions (5 Questions) 4. Writing Questions (5 Questions) 5. Grammar Questions (5 Exercises)	1. Complete the dialogue 2. Arrange the sentences 3. Reading questions: getting conclusion 4. Write dialogue 5. discussion questions 6. Mini Project	9 Item Exercises are in HOTS form
2	It's Judy Spark	16 Item Exercises 1. Reading Questions (10 Exercises)	1. Complete the dialogue 2. Arrange the sentences 3. Reading questions:	1 Item Exercises are HOTS

		<ul style="list-style-type: none"> 2. Listening Questions (10 Exercises) 3. Speaking Questions (5 Questions) 4. Writing Questions 5. (6 Questions) 	<ul style="list-style-type: none"> getting conclusion 4. Write dialogue 5. discussion questions 6. Mini Project 	
3	They're a New band	<p>10 Item Exercises</p> <ul style="list-style-type: none"> 1. Reading Questions (5 Exercises) 2. Listening Questions (2 Exercises) 3. Speaking Questions (3 Questions) 4. Writing Questions (2 Exercises) 5. Grammar Questions (4 Exercises) 	<ul style="list-style-type: none"> 1. Complete the dialogue 2. Arrange the sentences 3. Reading questions: getting conclusion 4. Write dialogue 5. discussion questions 6. Mini Project 	1 Items Exercises are HOTS
4	They are My Family	<p>18 Item Exercises</p> <ul style="list-style-type: none"> 1. Reading Questions (2 Exercises) 2. Listening Questions 	<ul style="list-style-type: none"> 1. Complete the dialogue 2. Arrange the sentences 3. Reading questions: 	3 Item Exercises are HOTS

		<p>(2 Exercises)</p> <p>3. Speaking Questions (3 Questions)</p> <p>4. Grammar Questions (5 Exercises)</p> <p>5. Vocabulary Questions (3 Exercises)</p>	<p>getting conclusion</p> <p>4. Write dialogue</p> <p>5. discussion questions</p> <p>6. Mini Project</p>	
5	I hardly Ever Watch TV	<p>15 Item Exercises</p> <p>1. Reading Questions (8 Exercises)</p> <p>2. Listening Questions (2 Exercises)</p> <p>3. Speaking Questions (3 Questions)</p> <p>4. Grammar Questions (5 Exercises)</p> <p>5. Vocabulary Questions (5 Exercises)</p> <p>6. Writing Questions (2 Exercises)</p>	<p>1. Complete the dialogue</p> <p>2. Arrange the sentences</p> <p>3. Reading questions: getting conclusion</p> <p>4. Write dialogue</p> <p>5. discussion questions</p> <p>6. Mini Project</p>	3 Item Exercises are HOTS
6	Where's The Monument	<p>13 Item Exercises</p> <p>1. Reading Questions (5 Exercises)</p>	<p>1. Complete the dialogue</p> <p>2. Arrange the sentences</p>	3 Item Exercises are HOTS

		<ul style="list-style-type: none"> 2. Listening Questions (2 Exercises) 3. Speaking Questions (3 Questions) 4. Grammar Questions (5 Exercises) 5. Vocabulary Questions (4 Exercises) 6. Writing Questions (1 Exercises) 	<ul style="list-style-type: none"> 3. Reading questions: getting conclusion 4. Write dialogue 5. discussion questions 6. Mini Project 	
7	They've Thick Eyebrow	<p>16 Item Exercises</p> <ul style="list-style-type: none"> 1. Reading Questions (6 Exercises) 2. Listening Questions (2 Exercises) 3. Speaking Questions (3 Questions) 4. Grammar Questions (5 Exercises) 5. Vocabulary Questions (5 Exercises) 6. Writing Questions (3 Exercises) 	<ul style="list-style-type: none"> 1. Complete the dialogue 2. Arrange the sentences 3. Reading questions: getting conclusion 4. Write dialogue 5. discussion questions 6. Mini Project 	<p>4 Item Exercises are HOTS</p>

8	It's Delicious	18 Item Exercises 1. Reading Questions (6 Exercises) 2. Listening Questions (2 Exercises) 3. Speaking Questions (3 Questions) 4. Grammar Questions (5 Exercises) 5. Vocabulary Questions (5 Exercises) 6. Writing Questions (3 Exercises)	1. Complete the dialogue 2. Arrange the sentences 3. Reading questions: getting conclusion 4. Write dialogue 5. discussion questions 6. Mini Project	3 Item Exercises are HOTS
Total	8	139 Exercises	6	27 HOTS Item Questions

Based on the total data of BRIGHT *AN ENGLISH COURSE 1 for SMP / MTs Grade VII (K-MERDEKA)* textbook is **139** exercises and material can be analyzed as the object is 139 exercises in reading skills, writing, Speaking, Listening, Grammar and Vocabulary. There are 6 forms of Questions manifested in this book: complete the dialogue, arrange the sentences, getting conclusion, write the correct dialogue, discussion questions, mini project. The data also give a clear description that there are **27** HOTS item questions

manifested in *BRIGHT AN ENGLISH COURSE 1 for SMP / MTs Grade VII (K-MERDEKA)*.

Throughout the textbook, HOTS exercises are designed to challenge students' ability to analyze, evaluate, and synthesize information, promoting critical thinking and problem-solving. These exercises are differentiated from lower-order thinking skills (LOTS) exercises, which primarily focus on recalling and understanding basic facts. The HOTS items include activities such as completing dialogues, arranging sentences logically, drawing conclusions from reading passages, engaging in discussions, and creating mini projects.

1. HOTS Distribution Across Chapters:

- a. **Chapter 1:** This chapter, which features 33 exercises, includes 9 HOTS items. These HOTS activities consist of tasks such as completing dialogues, arranging sentences in a meaningful order, drawing conclusions from reading, writing dialogues, engaging with discussion questions, and working on a mini project. These activities encourage students to apply language skills creatively and think critically about the content. The analysis of HOTS item in chapter 1 can be seen in the tabel below:

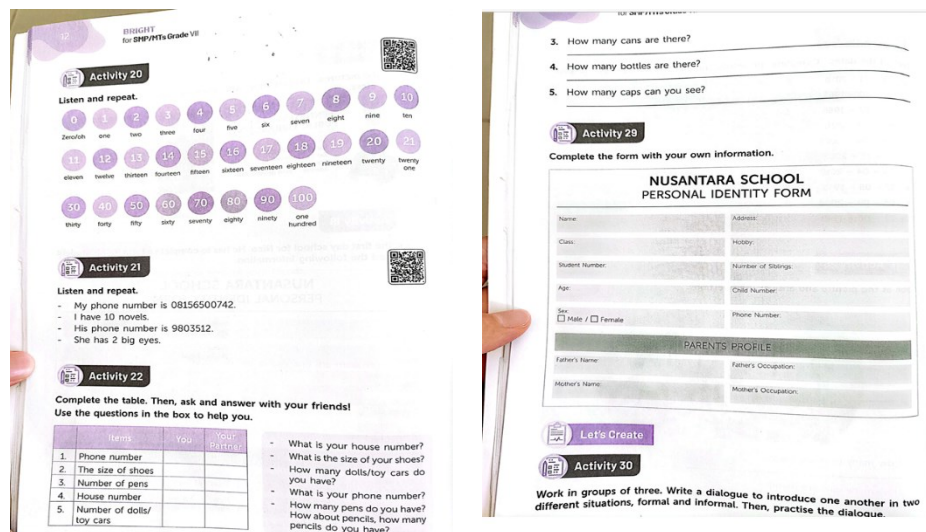
Tabel 4.11 Item HOTS analysis

Activity	Bloom's Taxonomy Level	Questions/Tasks	Reason for Classification
Activity 5	C3 (Applying), C4 (Analyzing)	Complete the dialogue.	Requires applying knowledge of

			sentence structures and analyzing context to complete a meaningful dialogue.
Activity 9	C4 (Analyzing)	Arrange the sentences into good dialogues.	Requires breaking down and organizing sentence structures to form a logical conversation.
Activity 12	C4 (Analyzing)	Match the question with the answer.	Requires analyzing meaning and relationships between questions and answers.
Activity 18	C4 (Analyzing)	Look at the picture, then guess what they are.	Requires interpreting visual information and analyzing contextual clues.
Activity 28	C4 (Analyzing)	Look at the picture and answer the question.	Requires evaluating visual elements and analyzing them to form a response.
Activity 30	C6 (Creating)	Write a dialogue of introduction and practice it with your friends.	Requires generating new content by constructing a meaningful and structured dialogue.
Activity 31	C4 (Analyzing), C5 (Evaluating)	Watch a clip and write the information.	Requires analyzing visual/audio information and evaluating key details to summarize.

Last Activity (Multiple Choice)	C4 (Analyzing), C5 (Evaluating)	Choose the best answer based on the text.	Requires analyzing the text's meaning and evaluating possible answer choices.
Last Activity (Essay)	C4 (Analyzing), C5 (Evaluating)	What is the text about?	Requires deep analysis and evaluation of the text to construct an informed response.

the example of LOTS in Chapter 1 can be seen in the picture below:



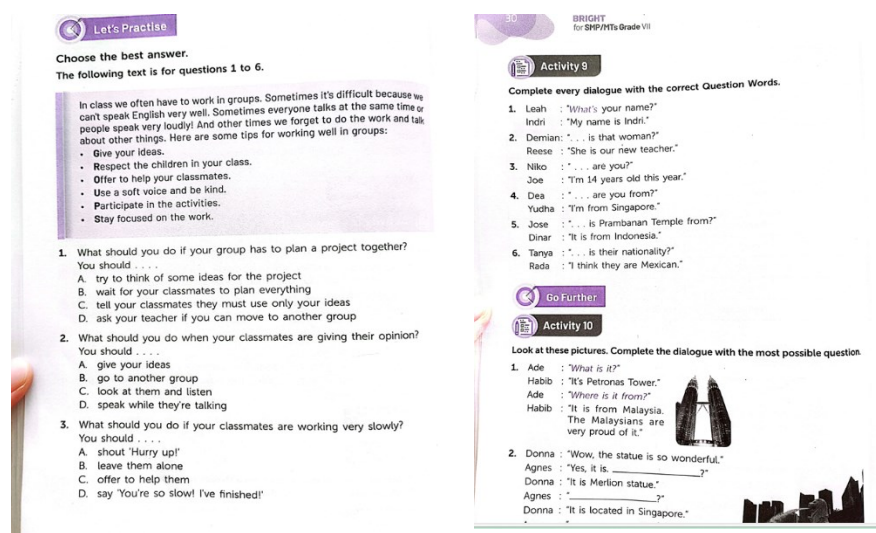
Picture 4.9 HOTS Questions in Chapter 1

- b. **Chapter 2:** In *It's Judy Spark*, there are 16 exercises, 1 of which are HOTS items. Similar to Chapter 1, these activities are centered around tasks that require deeper cognitive engagement, such as creating dialogues, organizing sentences, and responding to discussion questions. The inclusion of a mini project further encourages students

to apply what they've learned in a real-world context The analysis of HOTS item in chapter 1 can be seen in the tabel below:

Tabel 4.12 Item HOTS analysis

Activity	Bloom's Taxonomy Level	Questions/Tasks	Reason for Classification
Last Activity (Essay)	C5 (Evaluating)	How do you call people who are born and grew up in England?	Requires evaluating prior knowledge and applying critical thinking to determine the correct term



Picture 4.10 HOTS Questions in Chapter 1

- c. **Chapter 3:** In *They're a New Band*, this chapter contains 10 exercises, with 1 categorized as HOTS. While the number of HOTS items is lower in this chapter, the tasks still focus on higher-order activities such as sentence arrangement, drawing conclusions, and mini project work, ensuring that students engage in cognitive processes beyond

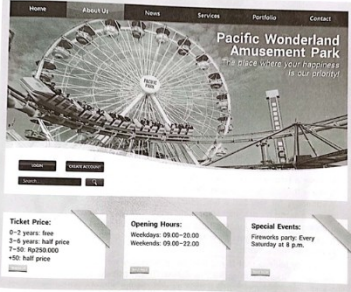
basic recall. The analysis of HOTS item in chapter 1 can be seen in the tabel below:

Tabel 4.13 Item HOTS analysis

Activity	Bloom's Taxonomy Level	Questions/Tasks	Reason for Classification
Last Activity (Essay)	C5 (Evaluating)	What are negative adjectives, write an example!	Requires evaluating language knowledge to define and provide examples of negative adjectives.
Reading Activity	C5 (Evaluating)	Take conclusion	Requires assessing the given text, synthesizing key points, and forming a logical conclusion

Essay
Read the following text and answer the questions.

The Hartonos is going to visit Pacific Wonderland Amusement Park. Mr. Hartono is searching the website about the place. Here is the information from the website.



Ticket Price:
0-2 years: free
3-5 years: half price
7-99: Rp250.000
+50 half price

Opening Hours:
Weekdays: 09:00-21:00
Weekends: 09:00-22:00

Special Events:
Fireworks party. Every Sunday at 8 p.m.

- Mr. Hartono and Mrs. Hartono have got two children, Shinta is 6 and Laila is 2. How many tickets must they buy? Why?
- Do you think they will enjoy their stay in there? Why/Why don't you think so?
- What do you think of the website? Why do you think so?

The Setting
The location of the films is in an ancient castle. The castle is portrayed as Hogwarts School of Witchcraft and Wizardry. There are moving staircases, portraits which can talk and move, and a dark forest where strange and dangerous creatures live.

The Special Effects
There are many amazing special effects that make magic seem completely possible! The wizard's favourite sport, Quidditch, is played on broomsticks. Different techniques were used to create the effects that make the actors look as if they're flying.

Critic's Opinion
The films are imaginative, funny, frightening and, of course, magical! What makes them so successful is that they combine action, fantasy and friendship. If you like adventure and magic, you'll love the Harry Potter films!

(Adapted from www.learningskills.britcouncil.org)

- What is the text about?
A. A review of Harry Potter film series.
B. The adventure of Harry Potter and his friends.
C. The actors playing in Harry Potter films series.
D. An advertisement of Harry Potter films series.
- Which of the following words shows the writer's feeling towards the Harry Potter film series?
A. Disgusted.
B. Confused.
C. Believed.
D. Amazed.
- According to the writer, the success of Harry Potter films is related to
A. the scary creatures in the films
B. the imaginative sport, Quidditch
C. the magical old castle of Hogwarts School
D. the combination of the story and the technology
- If you were the writer, what information will you add in the review?
A. The names of the actors and actresses.
B. The first film of Harry Potter.
C. The name of the book writer.
D. The ending of the story.

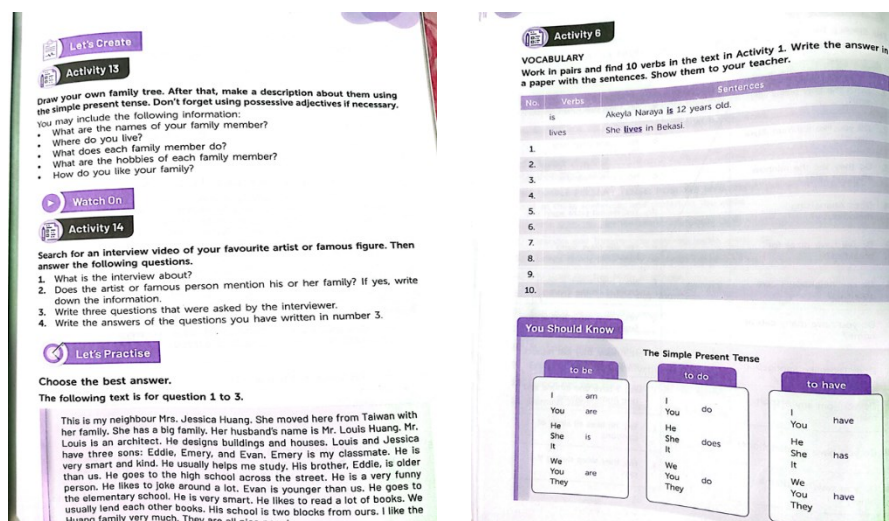
Picture 4.11 HOTS Questions in Chapter 3

d. Chapter 4: *They Are My Family* includes 18 exercises, 1 of which are HOTS items. These exercises include tasks like arranging sentences,

writing dialogues, and engaging in discussions. The inclusion of HOTS tasks ensures that students are encouraged to think critically about the material in a way that promotes deeper understanding. The analysis of HOTS item in chapter 1 can be seen in the tabel below:

Tabel 4.14 Item HOTS analysis

Activity	Bloom's Taxonomy Level	Questions/Tasks	Reason for Classification
Last Activity (Essay)	C5 (Evaluating)	Why did Mario move?	Requires evaluating information from a text or context to determine and justify the reason behind Mario's move.
Activity 3	C5 (Evaluating)	Draw your own family	Requires evaluating personal knowledge and organizing information to visually represent family relationships.
Activity 5	C5 (Evaluating)	Taking conclusion	Requires assessing key points from a text or discussion and synthesizing them into a logical conclusion.



Picture 4.12 HOTS Questions in Chapter 4

e. Chapter 5: *I Hardly Ever Watch TV* consists of 15 exercises, with 3 HOTS items. As in other chapters, the HOTS exercises include activities such as creating dialogues, arranging sentences, and engaging in discussions. These tasks require students to move beyond simple recall and encourage them to synthesize and apply their knowledge. The analysis of HOTS item in chapter 1 can be seen in the tabel below:

Tabel 4.15 Item HOTS analysis

Activity	Bloom's Taxonomy Level	Questions/Tasks	Reason for Classification
Last Activity (Essay)	C5 (Evaluating)	What might make the visitors confused about the dishes?	Requires analyzing details about the dishes and making a judgment on potential sources of confusion

Reading Activity	C5 (Evaluating)	Taking conclusion	Requires assessing key points from a text and synthesizing them into a logical conclusion.
Reading Activity	C5 (Evaluating)	What is the writer thinking about the film?	Requires evaluating the writer's perspective, analyzing textual clues, and making a judgment about their opinion.

Alshad has got some workers to help him take care of the animals, but he likes to be close to all of his animals. He spends his morning by visiting the animals. He usually kisses Ehsan, the tiger, and has got kisses from other animals. He even routinely bottle-feeds a baby deer.

1. From the text we can conclude that keeping wild animals is ...
 A. easy
 B. costly
 C. cheap
 D. simple

2. Write True or False based on the text.

No.	Statements	True/False
1.	Alshad is responsible for his animals.	
2.	Alshad lets all his animals roam his yard to make sure they live naturally.	
3.	Alshad only keeps endangered animals.	
4.	Animals are happier when they live in captivity.	

3. Read the second paragraph once more. Why has Alshad got such a morning routine?

4. Putting animals in captivity is the best way to preserve endangered animals. Do you agree with the statement? Why/Why not?

9. What is the last paragraph about?
 A. The owner of the restaurant.
 B. The dishes served in the restaurant.
 C. The operating time of the restaurant.
 D. The kind of ingredients used for the dishes.

10. What should a customer do to enjoy a quiet dine in?
 A. Order a small portion of food.
 B. Avoid coming at 4–6 pm.
 C. Take out the food.
 D. Choose a full dish.

Essay

11. "When there are customers who look confused about what to choose, Mr. Omar and the staff will happily give advice." (paragraph 2)
 What might make the visitors confused about the dishes?

12. If you were the manager or the owner of Toko Madjoe, what will you do to attract more visitors?

13. "Dutch who have been to Indonesia," (Paragraph 2)
 Why do Dutch who have been to Indonesia want to eat food in Toko Madjoe?

Critical Thinking Task

The following text is for questions 1 to 4.

Alshad Ahmad owns more than 30 kinds of animals. He even owns two bengal tigers. He keeps some of them in special cages, but he also lets some animals roam his yard. He always makes sure that all the animals are safe, happy, and healthy. He often spends more than 40 million rupiahs monthly to feed the animals properly.

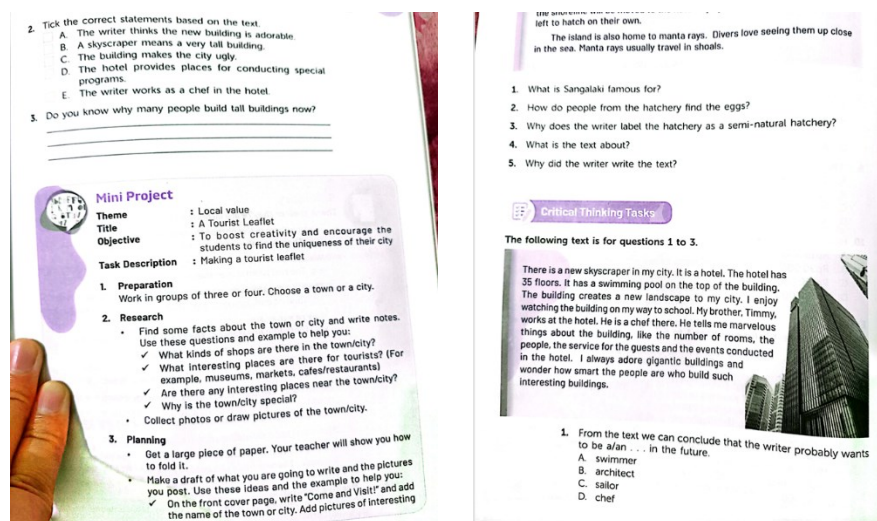
Picture 4.13 HOTS Questions in Chapter 5

- f. **Chapter 6: *Where's The Monument*** includes 13 exercises, with 3 of them classified as HOTS. Similar to other chapters, HOTS tasks involve more complex thinking, including creating dialogues and engaging with mini projects, which encourage students to explore the

content more deeply and creatively. The analysis of HOTS item in chapter 1 can be seen in the tabel below:

Tabel 4.16 Item HOTS analysis

Activity	Bloom's Taxonomy Level	Questions/Tasks	Reason for Classification
Last Activity (Essay)	C5 (Evaluating)	What is Sangalaki famous for?	Requires evaluating information about Sangalaki and determining its significance based on knowledge or given text.
Mini Project	C5 (Evaluating)	Making a tourist card	Requires assessing relevant information about a tourist destination and organizing it effectively for presentation.



Picture 4.14 HOTS Questions in Chapter 6

g. **Chapter 7: They've Thick Eyebrow** features 16 exercises, with 4 HOTS items. This chapter places a strong emphasis on activities like arranging sentences, creating dialogues, and discussing content in a critical way. The variety of HOTS exercises offers students opportunities to apply their language skills creatively. The analysis of HOTS item in chapter 1 can be seen in the tabel below:

Tabel 4.17 Item HOTS analysis

Activity	Bloom's Taxonomy Level	Questions/Tasks	Reason for Classification
Last Activity (Essay)	C5 (Evaluating)	What is so special about Amelia Anggraeni?	Requires evaluating information about Amelia Anggraeni and forming a judgment about her significance
Activity 9	C5 (Evaluating)	Complete the dialogue	Requires assessing

			context, understanding implied meaning, and selecting appropriate responses to complete a meaningful dialogue
Activity 10	C5 (Evaluating)	Write a description	Requires evaluating details about a subject and organizing relevant information into a coherent description

Activity 9

a. Listen to the recording to complete the following text.

My Beloved Cat

This is Willa, my cat. It is only three months old. It is (1) _____. I put a necklace on its neck. The necklace has its initial, W.

Willa is a female cat. It is very (2) _____. It runs here and there. It plays with everything in the house. It (3) _____ with curtains, legs of the chairs and even plants.

Willa is not picky. It eats almost (4) _____.

Every morning, I give Willa a small bowl of milk. In the afternoon and in the evening, Willa usually has got (5) _____ rice, tofu or chicken.

b. Discuss the following things with your partner.

- Find sentences describing Willa's characteristics in the text entitled 'My Beloved Cat'.
- Find sentences describing Willa's behaviour in the text entitled 'My Beloved Cat'.
- Find another text about a domestic pet from different sources. Find out the following things:
 - ✓ Sentences that describe the pet's characteristics.
 - ✓ Sentences that describe the pet's behaviour.

Let's Create

Activity 10

Write a description text about a member of your family or a pet that you have at home. In the text, you may include the following information:

- name
- physical characteristics
- habits or behaviour

You also may put the picture of the person or the pet that you describe in your writing.

Activity 11

Search for a video of someone's pet on streaming platforms or social media. Find out the following things:

- the pet's name.
- the pet's characteristics.
- the pet's behaviour.

Let's Practise

Choose the correct answer.

The following text is for questions 1 to 4.

I have a new book. It's an encyclopedia. Its name is Human Body Encyclopedia. It is an amazing book. We can find much information about human body by reading the book.

The book has got a thick cover. The cover is covered by thick plastic. The plastic has got pictures on it. The picture on the plastic matches the picture on the cover. It makes a beautiful three-dimensional picture.

The book has got 258 pages. The paper is thick and colourful. It is nice to open and touch each page. The pictures are all interesting. The book tells all the information about our body, from the hair to the toes, from the skin to the internal organs.

1. Why does the writer like the book very much?

- There is much information about the human body in the book.
- The writer likes biology very much.
- The book has many colourful pages.
- It is a human body encyclopedia.

2. What is the second paragraph about?

- The cover of the book.
- The content of the book.
- The pictures inside the book.
- The kind of plastic used for the book.

Picture 4.15 HOTS Questions in Chapter 7

- h. Chapter 8: In *It's Delicious*, there are 18 exercises, 3 of which are HOTS items. This chapter, like others, includes activities that

encourage students to engage in higher-order thinking, such as sentence arrangement, dialogue creation, and responding to discussion questions, with the inclusion of mini projects further stimulating creative thinking. The analysis of HOTS item in chapter 1 can be seen in the tabel below:

Tabel 4.18 Item HOTS analysis

Activity	Bloom's Taxonomy Level	Questions/Tasks	Reason for Classification
Last Activity (Essay)	C5 (Evaluating)	What is the relationship between the sentence and the benefits stated?	Requires analyzing the sentence and benefits, making a judgment about their connection, and justifying the response.
Activity 9	C5 (Evaluating)	Arranging the sentences	Requires evaluating sentence structure and coherence to determine the correct order
Reading Questions	C5 (Evaluating)	Taking conclusion	Requires assessing key points from a text and synthesizing them into a logical conclusion.

Activity 9
Read the dialogue again. Put the sentences into the correct order by writing number 1 to 6.

Tina asks Mike about his lunch.

Tina does not want to try the soup because she doesn't like carrots.

Tina, Mike, and Juwita sit down to eat their lunch.

Tina tries Juwita's bakwan and she likes it.

Mike orders Tina the soup.

Juwita informs Tina that one of the ingredients of bakwan is carrots.

Activity 10
Read the dialogue and put the sentences in the correct order. Then listen and check your answers.

Waiter : Sure, Ma'am.

Waiter : OK. Would you like any dessert?

Waiter : OK. And what about the starter? What would you like to have?

Waiter : OK. Anything else?

Waiter : Sure. Is that all, Ma'am?

Customer : I'd like to have this beef steak.

Customer : Vegetable soup.

Customer : I'd like to order now.

Customer : Vanilla ice cream, please.


Customer : That's all, I guess.

Customer : Oh, and can I get a bottle of mineral water, please?

You Should Know
To offer something, you can say the following expressions

- Can I help you?
- Do you want...?
- Would you like...?
- How about...?

Choose the best answer.
The following text is for questions 1 to 3.



If you love eating durians and happen to be in Semarang, you should visit this place. There are over 10 kinds of durians here, so you can choose your favourite. Before enjoying the durians you will have the chance to go around the place by riding a golf car. This golf car will take you around the massive plantation. You will not only find durians, but also many other fruit, such as guavas, oranges, coconuts, and many more.

Pick the fruit you want by yourself! Yes, there is a programme in Hortimart that enables the visitors to go picking the fruit they want to buy. They will take you to the plants with ripe fruit, and you can pick it by yourself. It's truly a lot of fun. Don't worry that some soil dirty your clothes. The plantation is clean and well-arranged.

1. What is the text about?
 - A. Tips to plant and to pick fruits in a plantation called Hortimart.
 - B. A brief description of what people see and do at Hortimart.
 - C. A small but beautiful plantation named Hortimart.
 - D. Kinds of fruit visitors can find in Hortimart.
2. If you would like to visit Hortimart, what other information would you like to know about?
 - A. The kinds of fruit.
 - B. The activities there.
 - C. The entrance ticket.
 - D. The owner of the plantation.
3. Which of the following statements goes with the text?
 - A. Hortimart only plants kinds of durians.
 - B. Visitors are not allowed to get off the golf cart.
 - C. Guavas are the major fruit planted in Hortimart.
 - D. The trees are well planted and the surroundings are clean.

Picture 4.16 HOTS Questions in Chapter 8

In total, across all eight chapters, the textbook includes 139 exercises, out of which 81 are HOTS items. This means that approximately 42% of the exercises are designed to encourage higher-order thinking, which shows a considerable emphasis on fostering critical thinking and problem-solving skills alongside basic language proficiency.

B. Discussion

The findings regarding the distribution and categorization of LOTS (Lower-Order Thinking Skills) exercises in the "Bright an English 1 for SMP/MTS Grade VII K-Merdeka" textbook highlight several key aspects of language learning that warrant deeper analysis. The following discussion explores the implications of these findings, drawing from relevant theories and previous research to provide a broader understanding of the textbook's approach to language education.

The textbook contains a total of 139 exercises across eight chapters, with 112 categorized as LOTS items. This translates to approximately 86% of exercises focused on lower-order cognitive tasks such as recalling facts, completing simple tasks, and basic comprehension. The predominance of LOTS exercises is consistent with the foundational aim of the textbook to reinforce basic English language skills. In line with Bloom's revised taxonomy of learning objectives, which classifies learning into lower and higher-order thinking skills, the inclusion of LOTS exercises reflects an emphasis on "Remember" and "Understand," the foundational cognitive levels. Previous studies have similarly noted that introductory language learning materials often prioritize basic recall and comprehension tasks, which are considered essential for building a foundation before advancing to more complex cognitive processes.

The analysis of the *Bright an English Course 1 for SMP/MTs Grade VII (K-Merdeka)* textbook reveals that it contains 139 exercises, with 118 of these being Lower Order Thinking Skills (LOTS) items. These LOTS exercises manifest through various question types, including fill-in-the-blank, cloze test, multiple choice, true/false, matching words, and project tasks. These findings highlight that the majority of exercises in the textbook aim to engage students in recalling and recognizing information, thus focusing primarily on LOTS, which involves basic cognitive processes such as memorization and comprehension.

When comparing this result with previous research on English textbooks for Indonesian secondary schools, it is evident that many textbooks tend to emphasize LOTS items more than Higher Order Thinking Skills (HOTS) items. Research on a similar English textbook for grade VII found that 60% of the exercises were focused on LOTS, indicating that the trend is consistent across various textbooks. The emphasis on LOTS exercises reflects a broader pattern in educational materials in Indonesia, where foundational skills in reading comprehension, vocabulary, and grammar are prioritized in early grades.⁵⁸

Furthermore, a comparison with another widely used textbook in Indonesia, *English for Junior High School (SMP) Grade VII by Erlangga*, reveals a similar pattern⁵⁹. This textbook also includes a predominant number of LOTS-based questions, it integrates more HOTS elements in later chapters. The *Bright an English Course I* textbook, however, appears to focus more intensely on LOTS across the entirety of the material, with fewer opportunities for students to engage in tasks that require higher-order thinking skills such as analysis, synthesis, or evaluation. This discrepancy may indicate a difference in instructional priorities between publishers or a strategic choice

⁵⁸ Budiarto, D., Sari, S., & Putra, M. (2020). *The implementation of cognitive skills in Indonesian textbooks: An analysis of English textbooks for Junior High School*. *Journal of Educational Research and Practice*

⁵⁹ Wahyudi, I., & Kartika, I. (2019). *Analysis of English textbooks for Junior High School: A study of cognitive skill levels*. *Indonesian Journal of English Education*

to build foundational knowledge before progressing to more complex cognitive tasks in future textbooks.

In conclusion, while the dominance of LOTS items in the *Bright an English Course 1* textbook is aligned with broader trends in Indonesian English textbooks, this focus on lower-order thinking may limit opportunities for students to engage in critical thinking and problem-solving at higher cognitive levels. This trend suggests a need for a balanced approach that incorporates both LOTS and HOTS items to foster a more well-rounded development of students' English language proficiency.

The findings from the "Bright an English 1 for SMP/MTS Grade VII K-Merdeka" textbook regarding the manifestation of HOTS (Higher-Order Thinking Skills) items provide significant insight into the design of exercises aimed at developing students' critical thinking, problem-solving, and creative application of language skills. The following discussion explores the implications of these findings, supported by relevant theories and contemporary research on cognitive development and language learning.

The total of 27 HOTS exercises across the 139 total exercises in the textbook (approximately 14%) highlights the importance placed on developing students' higher-order cognitive abilities, such as analysis, evaluation, and synthesis. This balance between LOTS (Lower-Order Thinking Skills) and HOTS is consistent with recent educational frameworks, including Bloom's revised taxonomy, which emphasizes the importance of

fostering both foundational knowledge and the ability to engage in more complex cognitive tasks. By incorporating 14% HOTS items, the textbook aligns with the recommendation from recent studies, that critical thinking should be integrated into language education to promote deeper learning and student engagement.

The *Bright an English Course 1 for SMP/MTs Grade VII (K-Merdeka)* textbook comprises a total of 139 exercises covering various language skills, such as reading, writing, speaking, listening, grammar, and vocabulary. Of these, 27 exercises are classified as Higher Order Thinking Skills (HOTS) items. These HOTS items appear in six distinct question forms: completing dialogues, arranging sentences, drawing conclusions, writing correct dialogues, answering discussion questions, and completing mini-projects. These types of questions typically require students to engage in higher-level cognitive processes, such as analysis, evaluation, synthesis, and problem-solving, thus encouraging deeper thinking beyond rote memorization and recall.

Further comparison with another widely used English textbook in Indonesia, *English for Junior High School Grade VII by Erlangga*, shows that both textbooks incorporate similar structures in their HOTS items, including activities like discussions and projects. However, *Erlangga's* textbook tends to include a slightly higher percentage of HOTS exercises, with about 35% of the questions encouraging higher-order thinking. This could reflect different

editorial strategies in the textbooks, with *Erlangga* placing a stronger emphasis on critical thinking from the start, whereas *Bright an English Course 1* may be focusing more on foundational skills while slowly introducing more complex cognitive tasks.

In conclusion, while the *Bright an English Course 1 for SMP/MTs Grade VII (K-Merdeka)* textbook introduces some HOTS exercises, the overall emphasis remains on LOTS, aligning with the typical trend observed in many Indonesian textbooks. However, the inclusion of HOTS items, such as mini-projects and discussion questions, signals an important step towards fostering higher-order thinking in students, which aligns with the national educational goals of developing critical thinking and problem-solving skills among learners. Nevertheless, the percentage of HOTS items in this textbook is still relatively modest compared to other books, suggesting that future editions could benefit from a greater emphasis on HOTS exercises to better prepare students for complex cognitive tasks.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher summarizes and validates the findings presented in the previous chapter. Conclusions are drawn based on the data analysis results, specifically addressing the research questions. Furthermore, this section provides recommendations for future researchers interested in further investigating this topic

A. Conclusion

Based on the analysis of the exercises in the *Bright an English 1 for SMP/MTS Grade VII K-Merdeka* textbook, it can be concluded that a significant emphasis is placed on assessing and reinforcing lower-order thinking skills (LOTS) throughout the textbook. With a total of 139 exercises, 112 of these are categorized as LOTS items, representing approximately 86% of the exercises. These LOTS exercises predominantly focus on foundational skills such as recalling facts, completing simple tasks, and basic comprehension. The textbook includes a variety of exercise types, including fill-in-the-blank, cloze tests, multiple-choice questions, true/false, matching words, and short projects, which aim to assess students' ability to recall and understand basic English concepts. There are 47 exercises in C1 format (remembering), 28 exercises in C2 Format (understanding), 38 exercises in C3 Format (Applying).

Based on the analysis of the HOTS (Higher-Order Thinking Skills) exercises in the *Bright an English 1 for SMP/MTS Grade VII K-Merdeka* textbook, it can be concluded that the textbook provides a balanced focus on promoting critical thinking, problem-solving, and creative application of language skills. Of the 139 total exercises, 27 are categorized as HOTS items, representing approximately 14% of the exercises. These HOTS items are designed to challenge students to analyze, evaluate, and synthesize information, rather than merely recalling or understanding basic facts. Activities such as completing dialogues, arranging sentences logically, drawing conclusions, engaging in discussions, and completing mini projects are incorporated to encourage deeper cognitive engagement. There are 15 exercises in C4 format (Analyzing) and 12 exercises in C5 (Evaluating).

Based on the finding above, it can be seen that LOTS are more existed than HOTS in the book. As stated theory of cognitive development posits that children progress through distinct stages of cognitive abilities⁶⁰. In early adolescence, typically the age range of junior high school students, learners are in the "Concrete Operational" stage (ages 7-11) and starting to transition into the "Formal Operational" stage (ages 12 and up). During the Concrete Operational stage, students are more adept at understanding concrete concepts and applying logical thinking to tangible situations. LOTS exercises, focusing on recalling information and basic comprehension, align well with

⁶⁰ Wang, Z., & O'Loughlin, M. (2019). *Understanding the Role of Piaget in Educating for Thinking: A Comparative Perspective. International Journal of Child Care and Education Policy*, 13(1)

the cognitive abilities of students in this stage. They provide a solid foundation of knowledge that is essential for more complex reasoning

B. Suggestion

Finally, the suggestion for better research in the future is proposed by the researcher.

The suggestions are;

1. To the school

Schools should ensure that students have access to additional resources that complement both LOTS and HOTS exercises. For example, supplementary materials such as interactive language apps, real-world problem-solving activities, or project-based learning resources can encourage students to engage with content at a deeper level. Schools also can foster an environment that promotes critical thinking not only in English but across all subjects. Integrating HOTS in various disciplines can reinforce students' ability to analyze, evaluate, and apply knowledge in diverse contexts.

2. The Teachers

Teachers should aim to strike a balance between LOTS and HOTS in their teaching. While reinforcing basic language skills through LOTS activities is crucial, incorporating HOTS tasks will help students develop higher-order cognitive skills. Teachers should scaffold HOTS tasks, starting with simpler applications and gradually increasing their complexity to encourage students' cognitive development. Teachers should create opportunities for students to apply

their language skills in real-world contexts. Encouraging students to complete projects, engage in discussions, or create dialogues based on real-life scenarios will allow them to practice and refine their critical thinking skills.

3. The students

Students should actively engage with HOTS exercises, such as mini projects and discussions, to enhance their critical thinking and problem-solving skills. By consistently practicing tasks that require analysis, evaluation, and synthesis, students can deepen their understanding of language concepts and develop skills that will serve them in future academic and real-world situations. Students can benefit from regularly reflecting on their learning process. By considering how they approach HOTS tasks (such as sentence arrangement or dialogue creation), students can become more aware of their thought processes, which is an essential component of metacognitive learning

4. The others researcher.

Future research could expand beyond the *Bright an English 1* textbook to examine how HOTS and LOTS exercises are distributed in a variety of English language textbooks across different educational systems. This would allow for a broader understanding of how HOTS and LOTS are integrated into curricula globally and whether this balance differs by region or educational level. Researchers could conduct studies to assess how engaging with HOTS exercises impacts students' overall academic performance in language learning. This could involve longitudinal studies or controlled experiments that measure students'

development of critical thinking and problem-solving abilities alongside their language proficiency.

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APPENDIX 1 : SK PEMBIMBING



KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI CURUP FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 746 Tahun 2024

Tentang PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Permohonan Saudara Anggi Finansu tanggal 11 Desember 2024 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Jumat, 06 Desember 2024

MEMUTUSKAN :

- Menetapkan**
Pertama : 1. **Jumatul Hidayah, M.Pd** 19780224 200212 2 002
2. **Meli Fauziah, M.Pd** 19940523 202012 2 003

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Anggi Finansu

N I M : 20551005

JUDUL SKRIPSI : Lots and Hots Analysis in Exercise of English Textbook at Seventh Grade of SMP IT RR

- Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 11 Desember 2024
Dekan,

Sutarto

- Tembusan :
1. Rektor
 2. Bendahara IAIN Curup,
 3. Kabag Akademik kemahasiswaan dan kerja sama,
 4. Mahasiswa yang bersangkutan,

APPENDIX 2 : SURAT REKOMENDASI PENELITIAN



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIIYAH
Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.jaincurup.ac.id> Email: admin@jaincurup.ac.id Kode Pos 39119

IAIN CURUP

Nomor : 34/FT/PP.00.9/12/2024
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

17 Desember 2024

Kepada Yth. Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu (PTSP)
Kab. Rejang Lebong

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Anggi Finansu
NIM : 20551005
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : Lots and Hots Analysis in Exercise of English Textbook at Seventh Grade of SMP IT Rabby Radhiyah
Waktu Penelitian : 17 Desember 2024 s.d 17 Maret 2025
Lokasi Penelitian : SMPIT RR Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

an Dekan
Wakil Dekan I

Dr. Sakut Arishon, S.Pd.I, Hum
NIP. 19811020 200604 1 002

Tembusan disampaikan Yth :
1. Rektor
2. Wakil 1
3. Ka. Biro AUAK
4. Arsip

APPENDIX 3 : SURAT DINAS PENANAMAN MODAL



PEMERINTAH KABUPATEN REJANG LEBONG
**DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU**
Basuki Rahmat No.10 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor : 503/405/IP/DPMPSTP/XI/2024

TENTANG PENELITIAN KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

- Dasar :
- Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
 - Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : /In.34/FT/PP.00.9/12/2024 tanggal 17 Desember 2024 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Anggi Finansu/Raksa Budi, 11 Juli 2002
NIM : 20551005
Pekerjaan : Mahasiswa
Program Studi/Fakultas : Tarbiyah /Tadris Bahasa Inggris (TBI)
Judul Proposal Penelitian : **Lots And Hots Analysis In Exercise Of English Textbook At Seventh Grade Of SMP IT RR**
Lokasi Penelitian : SMPIT RR Rejang Lebong
Waktu Penelitian : 19 Desember 2024 s/d 17 Maret 2025
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 19 Desember 2024



Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu
Kabupaten Rejang Lebong



ZULKARNAIN, SH
Pembina Tingkat I/IVb
NIP. 19751010 200704 1 001

Tembusan :

- Kepala Badan Kesbangpol Kab. RL
- Wakil Dekan I Fakultas Tarbiyah IAIN Curup
- Kepala SMPIT RR Rejang Lebong
- Yang Berangkutan
- Arsip

APPENDIX 4 : RATER LETTER

RATER LETTER

I, the undersigned:

Name : Meli Kusmaningrum, M.Pd

Position : Rater

hereby confirm that the rubric for the analysis procedure, which will be used in the research titled:

“LOTS AND HOTS ANALYSIS OF ENGLISH TEXTBOOK AT SEVENTH GRADE OF SMP IT RABBI RADHIYYA”:

conducted by:

Name : Anggi Finansu

Student ID : 20551005

Program : English Tadris Study Program (TBI)

Faculty : Tarbiyah

has been thoroughly reviewed and validated. I certify that the rubric is appropriately designed for assessing HOTS & LOTS questions, and the evaluation results derived from it can be reliably justified.

Curup., 20 January 2025



Meli Kusmaningrum, M.Pd

RATER LETTER

I, the undersigned:

Name : Sarwo Edy, M.Pd

Position : Rater

hereby confirm that the rubric for the analysis procedure, which will be used in the research titled:

“LOTS AND HOTS ANALYSIS OF ENGLISH TEXTBOOK AT SEVENTH GRADE OF SMP IT RABBI RADHIYYA”:

conducted by:

Name : Anggi Finansu

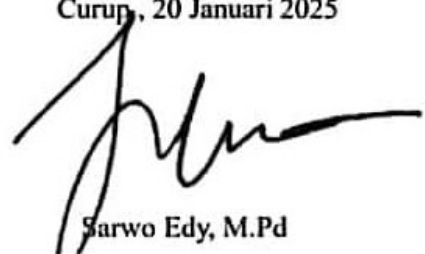
Student ID : 20551005

Program : English Tadris Study Program (TBI)

Faculty : Tarbiyah

has been thoroughly reviewed and validated. I certify that the rubric is appropriately designed for assessing HOTS & LOTS questions, and the evaluation results derived from it can be reliably justified.

Curup, 20 Januari 2025



Sarwo Edy, M.Pd

APPENDIX 5 : SURAT SELESAI PENELITIAN



YAYASAN PENDIDIKAN SOSIAL DAN DAKWAH AL-ISHLAH CURUP
SEKOLAH MENENGAH PERTAMA ISLAM TERPADU
RABBI RADHIYYA

Jl. Air Meles Gading, Desa Air Meles Bawah Curup Timur,
Kab. Rejang Lebong - Bengkulu
email : smpit.rr@gmail.com

AKREDITASI A



SURAT KETERANGAN

Nomor : 421.3/71/SKet/SMPIT-RR/RL/2025

Yang bertandatangan dibawah ini :

Nama : **RIRI HUTAMI, S.Pd.I**
NIY : 292 04 0313 0070
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : **ANGGI FINANSU**
Tempat Tanggal Lahir : Raksa Budi, 11 Juli 2002
NIM : 20551005
Program Studi : Tadris Bahasa Inggris
Perguruan Tinggi : IAIN Curup
Judul Skripsi : Lots And Hots Analysis In Exercise Of
English Textbook At Seventh Grade Of SMP
IT RR
Waktu Penelitian : 19 Desember 2024 s.d 17 Maret 2025

Yang bersangkutan telah melaksanakan penelitian di SMP IT Rabbi Radhiyya dengan baik.

Demikian surat keterangan ini dibuat untuk diketahui dan dipergunakan sebagaimana mestinya.

Rejang Lebong, 27 Februari 2025
Kepala Sekolah



R. Hutami
RIRI HUTAMI, S.Pd.I
NIY. 292 04 0313 0070

APPENDIX 6 : DOCUMENT ANALYSIS RESULT

Chapter 1

LOTS and HOTS

Activity	Bloom's Taxonomy Level	Questions/Tasks
Activity 1	C1 (Remembering)	Listen and repeat.
Activity 2	C2 (Understanding)	Listen and practice.
Activity 3	C2 (Understanding)	Practice the dialogue with a friend.
Activity 4	C2 (Understanding)	Fill the bubbles with sentences in the box.
Activity 6	C3 (Applying)	Look at the pictures, then perform the dialogue.
Activity 7	C1 (Remembering)	Listen and say it out loud.
Activity 8	C1 (Remembering)	Listen and say it out loud.
Activity 10	C3 (Applying)	Listen to the recording and complete the dialogue.
Activity 11	C2 (Understanding)	Read Niko's introduction.
Activity 13	C2 (Understanding)	Introduce yourself to your friend next to you.
Activity 14	C3 (Applying)	Practice the dialogue with your friends.
Activity 15	C1 (Remembering)	Listen and repeat to practice spelling.
Activity 16	C2 (Understanding)	Listen and practice the dialogue.
Activity 17	C1 (Remembering)	Spell name out loud and write down letters.
Activity 19	C2 (Understanding)	Read the following instructions.
Activity 20	C1 (Remembering)	Listen and repeat.
Activity 21	C1 (Remembering)	Listen and repeat.
Activity 22	C2 (Understanding)	Complete the table.
Activity 23	C1 (Remembering)	Listen and read aloud.
Activity 24	C1 (Remembering)	Listen and read aloud.

Activity 25	C2 (Understanding)	Complete the names of the days.
Activity 26	C2 (Understanding)	Answer the question.
Activity 27	C1 (Remembering)	Complete the words.
Activity 29	C3 (Applying)	Complete the form with your own information.

Activity	Bloom's Taxonomy Level	Questions/Tasks
Activity 5	C3 (Applying), C4 (Analyzing)	Complete the dialogue.
Activity 9	C4 (Analyzing)	Arrange the sentences into good dialogues.
Activity 12	C4 (Analyzing)	Match the question with the answer.
Activity 18	C4 (Analyzing)	Look at the picture, then guess what they are.
Activity 28	C4 (Analyzing)	Look at the picture and answer the question.
Activity 31	C4 (Analyzing), C5 (Evaluating)	Watch a clip and write the information.
Last Activity (Multiple Choice)	C4 (Analyzing), C5 (Evaluating)	Choose the best answer based on the text.
Last Activity (Essay)	C4 (Analyzing), C5 (Evaluating)	What is the text about?

Chapter 2

LOTS and HOTS

Activity	Bloom's Taxonomy Level	Questions/Tasks
Activity 1	C1 (Remembering)	Read and Listen.
Activity 2	C2 (Understanding)	Choose T (true) or F (false) of each statement based on the dialogue.
Activity 3	C3 (Applying)	Complete the sentences with the correct form of "to be" in the box.

Activity 4	C3 (Applying)	Write positive, negative, or interrogative sentences using the correct form of "to be."
Activity 5	C1 (Remembering)	Listen and repeat the country names together.
Activity 6	C2 (Understanding)	Read the passage about the famous Cappadocia in Turkey.
Activity 7	C3 (Applying)	Work in pairs, write the name of the country based on the flag.
Activity 8	C2 (Understanding)	Study the following table.
Activity 9	C3 (Applying)	Complete every dialogue with the correct question words.
Activity 10	C3 (Applying)	Look at these pictures. Complete the dialogue with the most possible question.
Activity 11	C3 (Applying)	Complete the dialogues using the correct question words and verb "be."
Activity 12	C3 (Applying)	Make a group of two to four members. Then make a dialogue conversation about yourself.
Activity 13	C3 (Applying)	Make a group of three. Watch a video on a streaming platform about a famous place. Write the information about the place on a paper.
Last Activity (Multiple Choice)	C2 (Understanding)	What can we learn from the text?
Activity	Bloom's Taxonomy Level	Questions/Tasks
Last Activity (Essay)	C5 (Evaluating)	How do you call people who are born and grew up in England?

Chapter 3

LOTS and HOTS

Activity	Bloom's Taxonomy Level	Questions/Tasks
Activity 1	C1 (Remembering)	Read and Listen.
Activity 2	C3 (Applying)	Complete the table and dialogue with the best answer of "to be."
Activity 3	C3 (Applying)	Write a list of words that mean very good and very bad.
Activity 4	C3 (Applying)	Work in pairs and do a dialogue about something you like and don't like.

Activity 5	C3 (Applying)	A. Read and listen to the dialogue. B. Write the words from the box in the table. C. Complete the sentences with words from Activity 5b.
Activity 6	C1 (Remembering)	A. Listen to the two words. B. Listen to the words in the box and write them in the table. C. Listen and repeat.
Activity 7	C3 (Applying)	Read Mita's email about her favourite band and write an email to your friend about your favourite band/singer.
Activity 8	C3 (Applying)	Watch a music video from your favourite singer or band. Write a paragraph of what you like or don't like from the music video.
Last Activity (Multiple Choice)	C2 (Understanding)	Which of the following words shows the writer's feeling towards the Harry Potter film series?

Activity	Bloom's Taxonomy Level	Questions/Tasks
Last Activity (Essay)	C5 (Evaluating)	What are negative adjectives, write an example!
Grammar	C5 (evaluating)	Arrange the dialogue into good dialogue

Chapter 4

LOTS and HOTS

Activity	Bloom's Taxonomy Level	Questions/Tasks
Activity 1	C1 (Remembering)	Read and Listen.
Activity 2	C2 (Understanding)	Read the text in Activity 1. Write T (True) or F (False) of each statement.
Activity 3	C3 (Applying)	The Simple Present Tense: Complete the sentences with the correct verbs.
Activity 4	C3 (Applying)	The Simple Present Tense: Underline the verbs in the sentences.
Activity 5	C3 (Applying)	Match the questions with the most appropriate answers. Work in pairs.
Activity 6	C3 (Applying)	Find 10 verbs in the text in Activity 1 and write the sentences.

Activity 7	C3 (Applying)	Fill in the table with the correct answers (verbs).
Activity 8	C2 (Understanding)	Look at this family tree of Katy. Listen and read the text aloud.
Activity 9	C3 (Applying)	Answer these questions based on the story of Katy's Family.
Activity 10	C3 (Applying)	Look at the pictures and write the correct possessive form ('s / s').
Activity 11	C3 (Applying)	Listen to the recording and complete the paragraph with the correct possessive adjective.
Activity 12	C3 (Applying)	Underline every verb in the simple present tense and every possessive adjective from the passage.
Activity 13	C3 (Applying)	Draw your own family tree and make a description using the simple present tense and possessive adjectives.
Activity 14	C3 (Applying)	Search for an interview video of your favourite artist or famous figure. Answer the questions.
Last Activity (Multiple Choice)	C2 (Understanding)	What is James Nelson doing in Indonesia?

Activity	Bloom's Taxonomy Level	Questions/Tasks
Last Activity (Essay)	C5 (Evaluating)	Why did Mario move?
Last Activity (Essay)	C5 (Evaluating)	Taking conclusion
Last Activity (Essay)	C5 (Evaluating)	Taking conclusion

Chapter 5

LOTS and HOTS

Activity	Bloom's Taxonomy Level	Questions/Tasks
Activity 1	C1 (Remembering)	Read and listen about Yusuf and Dessy.
Activity 2	C1 (Remembering)	A. Days of the week. Listen and repeat. B. Months of the year. Listen and repeat. C. Arrange the following letters into

		days of the week. D. Match the days to the activities. Then answer the questions. E. Write four sentences about things you do on different days.
Activity 3	C3 (Applying)	A. Put the adverbs in the correct order. B. Put the adverbs in the correct place in the sentence. C. How often do you do these things? Write true sentences. Use adverbs from Activity 3a. D. Look at Anna's schedule. Write sentences about her.
Activity 4	C3 (Applying)	Work with a partner. Tell him/her about you and when you do things. Use the words in the box. Perform the dialogue in front of the class.
Activity 5	C3 (Applying)	A. Discuss the following question. B. Look at the picture. Listen and repeat the names. Then write an example. C. Read some headlines from TV programmes. Write the types of programmes.
Activity 6	C3 (Applying)	A. Add the words in the box to make new nouns. Listen and check. B. Where is the stress in each word? Listen again and repeat.
Activity 7	C3 (Applying)	Listen to the two dialogues. Complete the table with information about how often the two people watch the following programmes.
Activity 8	C3 (Applying)	A. Look at the picture and complete the sentence. B. Look at the picture and complete the dialogue.
Activity 9	C3 (Applying)	A. Look at the table. When do you do these activities? Write the times you do these activities in "Me" column. B. Pay attention to the following dialogue. Work with a partner and ask her or him about the activities in Activity 9a. Then write the answers in "My partner" column.
Activity 10	C3 (Applying)	Write a paragraph of your routines in a day. You may include the following information.
Activity 11	C3 (Applying)	Watch a film/documentary/video about a famous person (an athlete, a singer, a farmer, etc). Observe their routines. Write about them, and share your work with your class.
Last Activity (Multiple Choice)	C2 (Understanding)	If Lisa wants to arrive in Lombok early which flight should she take?

Table 2: HOTS (Higher Order Thinking Skills)

Activity	Bloom's Taxonomy Level	Questions/Tasks
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Last Activity (Essay)	C5 (Evaluating)	What might make the visitors confused about the dishes?
Reading activity	C5 (Evaluating)	Taking conclusion
Grammar activity	C5 (Evaluating)	Arranging the dialogue
Mini Project	C5 (Evaluating)	Taking conclusion

Chapter 6

LOTS and HOTS

Activity	Bloom's Taxonomy Level	Questions/Tasks
Activity 1	C2 (Understanding)	Melanie is planning to go to San Diego next month. There are many things to see and do in San Diego. She is browsing the information about San Diego, Match the information with the pictures.
Activity 2	C1 (Remembering)	A. Listen and repeat the numbers. B. Listen and tick the numbers you hear. C. Listen and write the numbers you hear. Then write the answers in words.
Activity 3	C3 (Applying)	A. Listen and repeat. B. Listen to the sentences. Are the "th" sounds /θ/ (think) or /ð/ (those)? Tick (✓) the correct box. Then listen again, check, and repeat.
Activity 4	C3 (Applying)	A. Underline the correct words. B. Complete the sentences. Use "There's / There isn't" or "There are / aren't any."
Activity 5	C3 (Applying)	A. Write the names of the places under the picture. B. Work with a partner and practice the dialogue. C. Write sentences about where you do these things. See the example.
Activity 6	C3 (Applying)	A. Match the two parts of the words. One has been done for you. B. Write the words from the box under the pictures.
Activity 7	C3 (Applying)	A. Look at the picture and complete the sentence. B. Listen and read. Then write the name of the place.
Activity 8	C3 (Applying)	With a partner, write a dialogue about directions to go somewhere. Then, perform the dialogue in front of the class.

Activity 9	C3 (Applying)	Search for a video about your favourite place or building on streaming platforms. Then answer the following questions.
Last Activity (Multiple Choice)	C2 (Understanding)	How do the visitors enjoy the view from the height?

Table 2: HOTS (Higher Order Thinking Skills)

Activity	Bloom's Taxonomy Level	Questions/Tasks
Last Activity (Essay)	C5 (Evaluating)	What is Sangalaki famous for?

Activity	Bloom's Taxonomy Level	Questions/Tasks
Last Activity (Essay)	C5 (Evaluating)	What is Sangalaki famous for?
Mini Project	C5 (Evaluating)	Making a tourist card

Chapter 7

LOTS and HOTS

Activity	Bloom's Taxonomy Level	Questions/Tasks
Activity 1	C2 (Understanding)	A. Read and listen to the text. B. Read the following statements. Write True, False, or Not Stated based on the information from the text in Activity 1a.
Activity 2	C3 (Applying)	A. Underline the correct verb. B. Complete the sentences with the correct form of have/has (not) got. C. Make true sentences about you and your family. Use the correct form of have/has (not) got. D. Read again text about Grace in Activity 1. Match the clauses in column A with the clauses in Column B.

Activity 3	C3 (Applying)	Pronunciation: /v/ they've A. Listen to the recording and repeat the words. B. Listen to the recording and say the sentences aloud.
Activity 4	C3 (Applying)	Practise the dialogue with a partner. Ask and answer questions with "have got".
Activity 5	C3 (Applying)	A. Pay attention to the following pictures. Listen and repeat. B. Look at the picture and write the parts of the body.
Activity 6	C3 (Applying)	A. The following words are adjectives to describe hairstyle, hair colour, or eye colour. Fill in the table with the words in the box. B. Look at the pictures. Use the words in the box to describe the people in the pictures.
Activity 7	C3 (Applying)	A. Listen to the description of three of the people in the pictures. Tick (v) the pictures of the people they describe. B. Reza's sister, Andini, wants to work part-time at a pet shop. Listen and complete the form. C. Put the words in order to make questions.
Activity 8	C3 (Applying)	Talking About Pets. The following are features that some animals have. Listen to the recording and say the words out loud.
Activity 9	C3 (Applying)	A. Listen to the recording to complete the following text. B. Discuss the following things with your partner.
Activity 10	C3 (Applying)	Write a description text about a member of your family or a pet that you have at home. In the text, you may include the following information: You also may put the picture of the person or the pet that you describe in your writing.
Activity 11	C3 (Applying)	Search for a video of someone's pet on streaming platforms or social media. Find out the following things.
Last Activity (Multiple Choice)	C2 (Understanding)	Why does the writer like the book very much? A. There is much information about the human body in the book. B. The writer likes biology very much. C. The book has many colourful pages. D. It is a human body encyclopedia.

Table 2: HOTS (Higher Order Thinking Skills)

Activity	Bloom's Level	Taxonomy	Questions/Tasks
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Last Activity (Essay)	C5 (Evaluating)	What is so special about Amelia Anggraeni?
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Activity	Bloom's Taxonomy Level	Questions/Tasks
Last Activity (Essay)	C5 (Evaluating)	What is so special about Amelia Anggraeni?
Activity 9	C5 (Evaluating)	Complete the dialogue
Activity 10	C5 (Evaluating)	Write a description

Chapter 8

LOTS and HOTS

Activity	Bloom's Taxonomy Level	Questions/Tasks
Activity 1	C2 (Understanding)	Read and listen to some traditional food from some regions of our country. Match them with the pictures.
Activity 2	C3 (Applying)	Look at the pictures. Write the name of the food or drink in the box. Then, listen, check, and repeat.
Activity 3	C3 (Applying)	Write the words in the box in the correct list.
Activity 4	C2 (Understanding)	Look at these word pairs. Which word is countable and which one is uncountable? Write Cor U.
Activity 5	C3 (Applying)	Complete the sentences with a, an, or some.
Activity 6	C3 (Applying)	Look at the menu. Listen and tick (✓) the things that people order.
Activity 7	C3 (Applying)	Work in pairs. Write a dialogue about ordering food and drink in a restaurant. Then, practise the dialogue. Take turns to be the waiter and the customer. Use the phrases in the box to help you.
Activity 8	C3 (Applying)	What food does Tina not like? Listen, read, and check your answer.
Activity 9	C3 (Applying)	Read the dialogue again. Put the sentences into the correct order by writing number 1 to 6.
Activity 10	C3 (Applying)	Read the dialogue and put the sentences in the correct order. Then Listen and check your answers.
Activity 11	C3 (Applying)	Underline the correct words in the dialogue.

Activity 12	C3 (Applying)	Mike is in a restaurant. Put the waiter's words in order, and then write Mike's answer.
Activity 13	C3 (Applying)	A. You are going to go to Britain next month to stay with an English family. Read the email from them. Where do they live? What do they want to know? B. Reply the letter. You can begin like this.
Activity 14	C3 (Applying)	Search for a video about traditional food. Answer the following questions. Then write a descriptive text about it.
Last Activity (Multiple Choice)	C2 (Understanding)	What is the text about? A. Tips to plant and to pick fruits in a plantation called Hortimart. B. A brief description of what people see and do at Hortimart. C. A small but beautiful plantation named Hortimart. D. Kinds of fruit visitors can find in Hortimart.

Table 2: HOTS (Higher Order Thinking Skills)

Activity	Bloom's Taxonomy Level	Questions/Tasks
Last Activity (Essay)	C5 (Evaluating)	What is the relationship between the sentence and the benefits stated?
Activity 9	C5 (Evaluating)	Arranging the sentences
Reading Questions	C5 (Evaluating)	Taking conclusion

Data diatas telah diperiksa oleh rater

Curup, 20 Januari 2025

RATER 1



Sarwo Edy, M. Pd

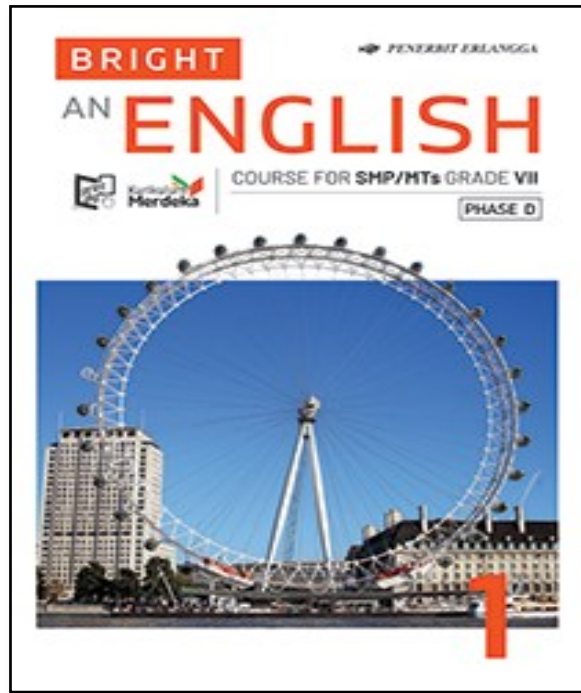
RATER 2



Melli Kusmaningrum, M.Pd

APPENDIX 7 : DOCUMENTATION

English Book



BIOGRAPHY



The researcher's full name is Anggi Finansu, usually called anggi. She was born in Raksa Budi village, BTS ULU sub-district, Musi Rawas district on 11 July 2002. She lives in Raksa Budi Village, Musi Rawas Regency. She is the youngest daughter of Mr Suhardin and Mrs Helmina. She has two older brothers named Yogi Suhelsu and Rama Suhelsu. She studied at SDN 01 Raksa Budi, SMP PGRI Raksa Budi, SMAN Raksa Budi. In 2020 he entered IAIN Curup and chose the English Department. Alhamdulillah hirabbil 'alamin, she has successfully completed her studies and has taken the final exam. In other words, she successfully completed her Bachelor's degree (S-1) this year (2025).