



A Content Analysis of Speaking Tasks in English Textbook “English for Nusantara” for Junior High School

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Abstract

This study aimed to find out the cognitive process dimensions and the arrangement of chapter 1,2,3,4, and 5 of speaking tasks in the “*English for Nusantara*” textbook for Junior High School. This study employed a content analysis method with a qualitative approach based on Revised Bloom’s Taxonomy, determining the extent to which the textbook promotes students’ cognitive skill development in speaking English. The object of study is chapter 1,2,3,4, and 5 of speaking section in English for Nusantara Textbook. The data obtained through twelve of tasks in speaking sections. The findings revealed that the speaking tasks have five cognitive process categories: *remembering* (C1), *understanding* (C2), *applying* (C3), *analyzing* (C4) and *creating* (C6). However, the only categories *evaluating* (C5) were not found in the analyzed tasks. Additionally, the arrangement of tasks is sequence, which is in this book followed a progression from *Lower-Order Thinking Skills* (LOTS) to *Higher-Order Thinking Skills* (HOTS). It is suitable for EFL learning because the pattern in *English for Nusantara* is designed to develop students’ thinking skills step by step. However, there are still gaps in covering more complex cognitive categories, indicating a need for further improvements to ensure that students receive a more comprehensive learning experience. Therefore, the conclusion was the speaking tasks in English for Nusantara textbook for Junior High School published by Ministry of Education and Culture was categorized as LOTS level.

Keywords: *Content Analysis, Speaking Tasks, English Textbooks.*

Introduction

English textbooks play a crucial role in the teaching and learning process (Gustiwan et al. 2021). Textbooks can be a complete source for acquiring the four skills in English teaching and learning. English Textbooks also provide content such

as sentence, grammar, vocabulary, etc. They also contain exercises to improve skills such as listening, speaking, reading, and writing. English textbooks were used by a teacher as a source of material in teaching students (Akbarjono et al. 2021). According to Astrid et al (2023), the student can improve their understanding and skill by reading and practices the task provided in a book. Pulungan et al. (2021) also states that learning English through practicing the task in the textbook will increase the students' knowledge and skills in English. An English textbook is a crucial source in facilitating effective teaching and learning English.

Since English textbooks become a crucial resource in the teaching and learning process, they must always be updated (Utami et al. 2021). The government of Indonesia updates the English textbooks used at school following an independent curriculum. It will change the contents of textbooks, such as materials and every task. In addition to being a resource in the teaching and learning process, English textbooks also must support the learning objectives, which can reflect their critical thinking (Stevani and Tarigan 2022). Therefore, the teacher has the responsibility to know that every task of the English textbook reflects critical thinking.

Regarding the importance of analyzing the tasks in English textbooks as part of a critical educational goal, the problem of the study is that English teachers still do not know the cognitive level of task questions. Most teachers do not know how to generate the questions of tasks at high levels of cognition. The students must be given high-order thinking levels in every task to increase their understanding.

According to Munawwarah (2021), Analyzing textbooks gives significant advantages for EFL teaching and learning processes. It assists teachers, textbook writers, and researchers in identifying the textbook's strengths and weaknesses as well as its suitability for use in the teaching and learning process. According to Stevani and Tarigan (2022), analyzing the cognitive knowledge in English textbooks as a critical educational goal. The teacher needs to analyze the cognitive level of the English textbook to obtain higher-order thinking levels.

There are several studies which have analyzed English textbooks based on Revised Blooms' Taxonomy in different skills. One of them was investigated by Arlansyah, et al. (2023). The study showed that the reading questions in the textbook were dominant in the lower-order thinking skills (LOTS) and only some were categorized as higher-order thinking skills (HOTS). The other study, Nugraha, et al. (2023) found that writing tasks do not cover all categories of cognitive processes but dominate mostly lower-order thinking as C1 or remembering. Arsana, et al. (2023) showed that the dominant activity type observed was remembering, which represents the lowest cognitive level in Revised Bloom's Taxonomy and the distribution of LOTS and HOTS activities varies significantly across different chapter.

Another researched, Laila & Fitriyah (2022) found that reading comprehension questions was LOTS level because HOTS on the textbook was low category. According to Stevani and Tarigan (2022) found the most of the questions have focus on the comprehension level (26%) and remembering (17). So that, the

reading comprehension question has lower order thinking skills. Gustiwan et al (2021) found that there is an uneven spread of cognitive level activity in the textbook and more prominence of LOTS exercise than HOTS.

Those previous research had different focused with the writer. Where Arlansyah et al (2023) focused to find the proportion of cognitive process dimensions between LOTS and HOTS in reading question. Nugraha et al (2023) focused to analyze the cognitive process and knowledge dimension of Bloom's Revised Taxonomy represented in the writing tasks provided. Arsana et al (2023) focused to assess the alignment between the cognitive domain of Revised Bloom's Taxonomy and the worksheets in the English textbook. Laila & Fitriyah (2022) focused to know the number of reading comprehension questions' level between HOTS and LOTS. Then Stevani and Tarigan (2022) focused to know cognitive level of reading comprehension question for fostering the critical thinking. Gustiwan et al (2021) focused to know the discover the distribution of cognitive domain of Revised Bloom's Taxonomy in exercise and give insight for the material development based on exercise.

On the opposite hand, this study analyzed the speaking task of an English textbook entitled "English for Nusantara for the seventh grade of junior high school published by the Ministry of education, culture, research, and Technology in 2022. It was be supported based on Revised Bloom's Taxonomy with two research questions.

1. The writer wants to analyze the cognitive process dimensions of speaking tasks used to increase the students' speaking competence.
2. The writer intent to know how is the speaking tasks arranged in English for Nusantara Book.

Method

The design of this study was qualitative research. According Creswell & Creswell, (2018), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. This study used a tasks document to collect the data. The writer chose content analysis as a research design because content analysis was a method used for analyzing text, visual, or other forms of communication systematically and objectively.

The research object of the study was the English textbook entitled "English for Nusantara" for the seventh grade of junior high school. The English textbook was published by the Ministry of Education and Culture in 2022. The English for Nusantara textbooks have 5 chapters consisting of twelve speaking tasks. The writer analyzed the speaking tasks through the cognitive domain levels of the Revised Bloom's Taxonomy.

The research instrument of this study used a checklist of speaking tasks analysis. A checklist to analyze the speaking tasks question and instruction was designed to investigate the cognitive process dimensions and the speaking tasks arranged in English for Nusantara Book, which was published by Ministry of

Education and Culture, written (Damayanti et al. 2022). A checklist was used to identify the types of categories in each task questions and the arrangement of speaking task on the textbooks. The tasks were analyzed using data reduction, display, and drawing a conclusion. Data reduction, the writer chose English for Nusantara textbook for 7th-grade speaking tasks based on the cognitive level of Revised Bloom's Taxonomy. Data Display, the writer presented data in tables to determine the cognitive types. Drawing the conclusion, the writer interpreted speaking tasks using the cognitive process of revised Bloom's taxonomy and supporting previous theories.

In the data collection of this study, the data were collected with some steps: 1. Choosing the "English for Nusantara" textbook for seventh grade of junior high school. Then, classify the tasks based on four language skills, namely listening, reading, speaking and writing; 2. Choosing sections of speaking tasks spread over five chapters, 3. Making a table to classify the tasks based on the cognitive level of Revised Bloom's Taxonomy; remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), creating (C6), 4. Investigating the cognitive process dimensions of speaking tasks in chapter 1,2,3,4, and 5. Investigating the speaking tasks arranged in chapter 1,2,3,4, and 5.

Results

This section presents the result of analyzing the speaking task in the English textbook based on Revised Bloom's Taxonomy. The writer uses the English for Nusantara textbook for junior high school to be analyzed. The sections are presented in detail as follows.

1. The Cognitive Process dimensions of Speaking Tasks in the "English for Nusantara" Textbooks.

In this section, the writer presents the cognitive process dimensions of speaking tasks in the English for Nusantara textbook. The speaking tasks of the English for Nusantara textbook are classified based on Revised Bloom's Taxonomy. These revised Bloom's Taxonomies are (1) Remembering C1, (2) Understanding C2, (3) Applying C3, (4) Analyzing C4, (5) Evaluating C5, (6) Creating C6. It can be seen in the Table and Figure 4.1 below.

Table 4.1 Chapter 1: About Me in section 7

Section 7 - Speaking			
No	TASKS	Type of categories	Reasons
1	Say the expressions of greetings, introducing someone, and partings. See the Wordbox.	C1	The activity requires students to read or repeat the expressions of greetings, introducing someone, and partings, which aligns with the "Remembering" dimension.
2	Practice the expressions in Table 1.2 with two of your friends.	C3	The activity involves applying language knowledge and communication skills in a practical and interactive way, which aligns with the "Applying" dimension.
3	Introduce a classmate to another classmate in your class.	C6	The activity involves constructing the information, presenting ideas, and sharing. Sharing findings represents a synthesis of information.

Table 4.1 a person's personality with the theme "About Me" which have three speaking tasks. The speaking task was on page 26 with section 7. The speaking tasks no.1 is categorized as remembering (C1) because the task requires students to read or repeat the expressions of greetings, introducing someone, and partings. The speaking task no.2 is categorized as applying (C3) because the task requires students to apply their knowledge of language structures in practical communication skills in an interactive way. The speaking task no.3 is categorized as creating (C6) because the task involves synthesizing information, presenting ideas, and sharing.

Table 4.2 Chapter 2: Culinary and Me in section 4 and 7

Section 4 - Speaking			
No	TASKS	Type of categories	Reasons
1	Here are some kinds of food with their textures and tastes. Listen to Audio 2.4 and repeat the sentences. See the Word box	C1	The task involves repeating and retrieving information from memory, which aligns with the "Remembering" dimension.
2	Think of at least two kinds of food and two kinds of drinks that have the following textures and tastes.	C2	The task involves interpreting the information that is already known, which aligns with the "Understanding" dimension.
3	Say the food and drinks and their descriptions of texture and taste to the class. Number one has been done for you.	C3	The task involves using the information, students show their ability to apply learned concepts in a meaningful way.

Table 4.2 The speaking tasks no.1 in section 4 is categorized as remembering (C1) because the task involves recalling and retrieving information from memory. The speaking task no.2 is categorized as understanding (C2) because the task involves understanding information that is already known. The speaking task no.3 in section 4 is categorized as applying (C3) because the task involves describing and presenting the information, students show their ability to apply learned concepts in a meaningful way.

Section 7 - Speaking			
No	TASKS	Type of categories	Reasons
1	Ask your family members about their favorite food and drinks. Ask them about the food and drinks' texture and tastes.	C2	The activity involves students to classify the information about food, drink, texture and taste.
2	Share your findings with your friends.	C3	The task involves explaining the findings of knowledge to be shared with friends.

Table 4.2 The speaking task no.1 in section 7 is categorized as analyzing (C2) because the activity involves students to understand the information about food, drink, texture and taste. The speaking task no.2 in section 7 is categorized as understanding (C3) because the task involves applying the findings of knowledge to be shared with friends.

Table 4.3 Chapter 3: Home Sweet Home in section 7

Section 7 - Speaking			
No	TASKS	Type of categories	Reasons
1	Tell me about your favorite room. Draw things in your favorite room. Describe it to your friend. Your friend has to draw the things in your favorite room. See the examples in Section 4c. Now take turn	C6	The activity involves the creating of new content (descriptions and drawings) and sharing it with others, which aligns with the "Creating" dimension.

Table 4.3 Section 7 with the theme "Home Sweet Home" has one of speaking task. The speaking task is on page 114. The speaking tasks no.1 in section 7 is categorized as creating (C6) because the activity involves the creation of new content (descriptions and drawings) and sharing it with others.

Table 4.4 Chapter 4: My School Activities in section 6

Section 6 - Speaking			
No	TASKS	Type of categories	Reasons
1	Describe your class schedule to your friends from other classes or schools.	C3	The task involves using knowledge to real-world communication, which fits the "Applying" dimension.

Table 4.4 Class schedules, the theme "My School Activities" which has one of speaking task. The speaking task was on page 170 with section 6. The speaking task is categorized as applying (C3) because the task involves applying knowledge to real-world communication.

Table 4.5 Chapter 5: This is My School

Section 6 - Speaking			
No	TASKS	Type of categories	Reasons
1	Look at a school map at Picture 5.6.	C1	The task primarily involves recalling and recognizing specific details from the map.
2	Work with a classmate. Use the school map to ask and give directions of the school buildings. Your position is at the school gate. Number one has been done for you.	C4	The task involves designing new information and constructing the cognitive skills in a real-world context, which aligns with the "Analyzing" dimension.

Table 4.5 School map and extracurricular activities, the theme "This is My School" which have two of speaking tasks. The speaking task is on page 216 and 217 with section 6. The speaking task no. 1 is categorized as remembering (C1) because the task primarily involves recalling and recognizing specific details from the map. The speaking task no.2 is categorized as analyzing (C4) because the task involves analyzing language and cognitive skills in a real-world context.

2. The Speaking Task Arrangement in English for Nusantara Book.

Table 4.6 Distribution of Cognitive Dimension in Each Chapter

Cognitive Dimension	Chapter				
	1	2	3	4	5
Remembering	1	1	0	0	1
Understanding	0	2	0	0	0
Applying	1	2	0	1	0
Analyzing	0	0	0	0	1
Evaluating	0	0	0	0	0
Creating	1	0	1	0	0

Table 4.6 showed that speaking tasks in the English for Nusantara not address all the cognitive process dimensions because there was one dimension that was not covered in textbooks such as evaluating. The textbooks have twelve speaking tasks. Chapter 1, 2, and 5, each contains

remembering tasks. Chapter 2 contain two understanding tasks. Chapter 1, 2, and 4 contains applying task. Chapter 5 contain analyzing task. Chapter 1, 3 and 5, each contains creating task.

Seeing the cognitive dimension used in Table 4.6, in chapter 1, the first task asked is 1 remembering question, followed by 1 applying question, then ended by 1 creating question. In chapter 2, the task is started by 1 remembering question, followed by 2 understanding questions, and ended by 2 applying questions. In chapter 3, the task is started by 1 creating question. In chapter 4, the task arrangement is 1 applying question. In chapter 5, the arrangement task is 1 remembering question and 1 creating question.

Analyzing the tasks found in English for Nusantara Book, the tasks are arranged in sequences. Each chapter is ended by HOTS questions. Chapter 1 is ended by creating question (C6), Chapter 2 is ended by applying question (C3), Chapter 3 is ended by creating question (C6), Chapter 4 is ended by applying question (C3), and chapter 5 is ended by creating question (C6). In chapter one, the instructions of tasks are remembering question, applying and creating precede to present. In Chapter 2, before presenting applying question, remembering question is firstly presented, understanding, and creating questions in order to present the information. In chapter 3, presenting creating question is firstly in order to make creation of students' ideas for sharing with others. In chapter 4, the first presenting is applying question in order to use knowledge to real-world communication. In chapter 5, the instruction is started by remembering questions and ended by creating question.

Based on the explanation above, writer can conclude that the arrangement in English for Nusantara book is arranged by a first step toward achieving HOTS. It is started by LOTS firstly. Then, followed HOTS in the end tasks. It can be seen within chapter 1 is started C1 and ended C6. Chapter 2 are started C1 and ended by C3 in section 4 and section 7 is started C2 and ended by C3. Chapter 3 has one task by categorizing C6. Chapter 4 has one task by categorizing C3. Chapter 5 is started C1 and ended by C6. So that, English for Nusantara is arranged follows LOTS firstly to achieve HOTS.

Discussion

1. The Cognitive Process Dimensions of Speaking Tasks in the “English for Nusantara” Textbook

Based on the analysis results of speaking tasks in “English for Nusantara” for seventh grade, the writer found that the twelve of speaking tasks within the textbook is not cover six cognitive process dimensions. It is only five dimensions covered: remembering, understanding, applying, analyzing and creating. Evaluating (C5) categories is not available in speaking tasks because activities of speaking tasks lack of critiquing and checking. The students do not have a full

opportunity to evaluate the carried out activity (Rena et al., 2022). Then, the findings for the categories of speaking task are presented in the task is LOTS because the task instruction is started by remembering (C1). The result from Nawawi, et al., (2023) that the task of speaking can categorized LOTS when the categories dominate C1, C2, and C3. Although, the textbook dominates by lower order thinking skills (LOTS), It can be higher order thinking skills (HOTS) when there is one level like creating (C6) represent the instructions of task (Ritonga, 2021).

The results of the current study were inconsistent with several previous studies because this study took speaking task in English for Nusantara textbooks to be analyzed. The previous study used Revised Bloom's Taxonomy cognitive process to analyze another 7th grade textbook. They showed that English for Nusantara textbook did not cover all the cognitive process dimensions in all of tasks. The textbooks were dominated mostly by lower-order thinking namely remembering (C1), (Nugraha et al 2023 and Arsana et al 2023). Similarly with the result of current study, the most tasks used also dominated by LOTS but they were different on the type of task, that was applying (C3).

2. The Speaking Task Arrangement in English for Nusantara Book.

Based on the analysis results of speaking tasks in "English for Nusantara" for seventh grade, the writer found that the speaking tasks within the textbooks is sequence because it involves LOTS to HOTS. The task arrangements of the tasks, which primarily engages learners in C1 (Remembering), C2 (Understanding), C3 (Applying), and C4 (Analyzing), reflects a structured yet limited approach to cognitive development in speaking skills. According to Anderson and Krathwohl, (2001), the revised Bloom's Taxonomy categorizes cognitive processes from lower-order to higher-order thinking. Widiastuti & Mbato, (2025) stated that to achieve HOTS, they are preceded by LOTS. It is started by lower-order thinking level (C1, C2, C3) firstly, then followed by higher-order thinking level (C6). The absence of C5 (Evaluating) and C6 (Creating) suggests that while students develop foundational skills, they may lack opportunities to enhance critical thinking and creative communication in speaking tasks. In other words, LOTS precedes HOTS.

In English for Nusantara textbook, the tasks in each chapter are mostly written in sequence. Each chapter is started by LOTS questions then ended by HOTS. In chapter one, the instructions of tasks are started by remembering then applying questions, ended by creating question. In Chapter 2, the instruction of tasks is started by remembering then understanding, at last ended by applying (exemption). In chapter 3, the instruction task is just creating question (exemption). In chapter 4, the instruction of task is just applying task (exemption). In chapter 5, the instruction task is started by remembering question then ended by creating question. LOTS is utilized to construct answer in HOTS questions. This is in line with the result research found by Armala et al. (2022) that LOTS

entwined with HOTS not created separately.

The sequence of tasks to achieve HOTS, the tasks are preceded by LOTS. By including LOTS, HOTS is able to be constructed. In this case, LOTS and HOTS are complemented to each other. The two types of questions are aligned with Momen et al. (2022), who considered the necessity of prioritizing LOTS before HOTS. The English for Nusantara speaking tasks focuses on reading or repeating the items task, understanding the meaning of conversation and dialogue which the students interpreted their visual information and conversation meaning and, applying the information in real-world context in which students were asked to practice and use the language in a practical way until constructing new idea to present to the classmate.

The English for Nusantara textbook emphasizes LOTS level in the beginning of tasks. In the previous research, the task in writing, reading, and activities within the textbook was LOTS. It is similar with this current study which the beginning of speaking task was also at LOTS level. Arlansyah et al. (2023) found that reading questions in English for Nusantara Textbook has LOTS level. Nugraha et al. (2023) found that writing tasks in English for Nusantara was LOTS level. As well as tasks within English for Nusantara was also integrated as LOTS (Arsana et al., 2023).

Conclusion

The cognitive process dimensions of speaking tasks in English for Nusantara Textbook did not cover all type of categories of Revised Bloom Taxonomy. Based on the type of cognitive process dimension of the speaking tasks, the textbook predominantly features lower-order cognitive tasks, with a significant emphasis on "Applying". Evaluating (C5) was not in the book because student activities of speaking tasks lack of critiquing and checking.

The way the speaking tasks arranged in the English for Nusantara Textbook is mostly sequenced from LOTS to HOTS. Each chapter is started by LOTS questions then ended by HOTS. In chapter one, the instructions of tasks are started by remembering then applying questions, ended by creating question. In Chapter 2, the instruction of tasks is started by remembering then understanding, at last ended by applying (exemption). In chapter 3, the instruction task is just creating question (exemption). In chapter 4, the instruction of task is just applying task (exemption). In chapter 5, the instruction task is started by remembering question then ended by creating question.

Based on the explanation above, the English for Nusantara textbooks is still lacks one category (evaluating C5). The textbooks should cover all categories so that students can improve their understanding and competencies in speaking English. Therefore, the government need to review and complete English for Nusantara textbooks.

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