

English Supplementary Materials Oriented to Higher Order Thinking for Senior High School

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Abstrak

Berdasarkan kurikulum 2013, keterampilan berfikir tingkat tinggi adalah salah satu poin penting yang perlu dimasukkan dalam proses pembelajaran serta dalam rencana pengajaran dan materi. Materi bahasa Inggris yang ada untuk kelas sepuluh sekolah menengah mengandung sedikit rendah dari keterampilan berpikir tingkat tinggi. Penelitian ini bertujuan untuk merancang materi yang tepat untuk sekolah menengah atas yang berorientasi pada keterampilan berpikir tingkat tinggi. Penelitian ini merupakan penelitian dan studi dengan 72 siswa kelas sepuluh SMA di Surabaya dan dua guru bahasa Inggris sebagai sumber informasi tambahan dan resensi sebagai peserta. Data diperoleh melalui analisis buku teks, kuesioner, dan wawancara untuk mendapatkan analisis kebutuhan. Selain itu, rubrik evaluasi materi digunakan untuk mendapatkan skor akhir dari reviewer terhadap materi yang dikembangkan. Hasil evaluasi dari guru menunjukkan bahwa materi yang dikembangkan dapat dikategorikan sangat bagus. Para guru memberikan respon positif dan setuju terhadap pengembangan materi tambahan untuk sekolah menengah atas yang berorientasi pada keterampilan berpikir tingkat tinggi. Di masa depan, peneliti berharap bahwa materi tambahan dapat diimplementasikan di kelas bahasa Inggris di sekolah menengah atas dan dikembangkan dengan fokus yang berbeda.

Kata Kunci: *Materi Tambahan Bahasa Inggris, Kemampuan Berfikir Tingkat Tinggi*

Abstract

Based on the 2013 curriculum, high order thinking is one of the important points that need to be included in the learning process as well as in the teaching plan and material. The existing English materials for tenth grade of senior high school contain lower more than higher order thinking skill. This study aims to design the appropriate materials for senior high school oriented to higher order thinking skill. This study was a research and design study with 72 tenth graders of a senior high school in Surabaya and two of the English teachers as the source of supplementary information and reviewer as the participants. The data were gained through textbook analysis, questionnaire, and interview to get the need analysis. Besides, the materials evaluation rubric used to get the final score from the reviewers towards the developed materials. The result from teachers' evaluation showed that the developed materials were categorized as very good. The teachers responded positively and agreed towards the development of the supplementary materials for senior high school orienting to higher order thinking skill. In the future, the researcher hopes that the supplementary materials can be implemented in English class in senior high school and developed with different focus.

Keywords: *English Supplementary Materials, Higher Order Thinking Skill*

INTRODUCTION

Textbook has good roles as one of materials that must exist in order to reach the goal of learning and ease the teaching-learning process in the classroom. It is supported by Richard (2002) that the key component of language teaching is the teaching material, i.e. textbook. Textbook is considered as a source in achieving goals and objectives that have

been organized in terms of learner needs (Cunningsworth, 1995).

In the classroom, the role of textbook is essentials in easing the teaching learning process. It is because textbook can give good advantage both for teachers and students to matter the process. Thus, the quality of textbook by considering some aspects may affect students' interest and motivation in the teaching learning process and students' outcome (Pratiwi,

2014). There are many aspects in knowing whether the textbook is good, such as aspect of content, language, presentation and arrangement. In meeting the good quality of textbook, the thinking development of the students in using it is the main thing to be considered.

Thinking skill development process is not a natural process in human activity like sleeping, talking, and walking. It is a process that needs to be developed by engaging them in meaningful conversations, inspiring their imaginations, and asking the questions that get them to think (Putcha, 2012). Those processes can help the students improve their thinking skill development. One type of thinking skill is Higher Order Thinking Skill (HOTS). Higher order thinking skill brings the thinking skill higher than just remembering and recalling information.

Based on Bloom Taxonomy (1956), higher order thinking skill includes the last three stages in the learning process, they are analyzing, evaluating, and creating or in older time may name it as analysis synthesis, and evaluation. Higher order thinking will be activated when students meet unfamiliar problems, uncertainties, questions, or dilemmas (King, Goodson, & Rohani, 2007). This skill involves critical, logical, reflective, meta-cognitive, and creative thinking. By developing higher order thinking skill, students are expected to be able to apply the skill and knowledge to not necessarily new, or may be really new, situation and contexts. Those skills are needed in this twenty first century.

Moreover, in line with Indonesia Ministry of Education and Culture, on the upgraded version of 2013 curriculum, there are four important points that need to be inserted in the teaching plan and the material. The teacher should implement the 2013 curriculum by inserting literacy, character education, 4C (Creative, Critical Thinking, Communicative, and Collaborative), and HOTS (Higher Order Thinking Skill).

In order to give those skills, the students must have higher order thinking skill and it can be achieved by having good English textbook. It is supported by a study conducted by Margana & Widyantoro (2016) showed that English textbook for both senior and vocational high school give attention on the development to lower instead of higher order thinking skill. It means that material in both senior and vocational high school has the tendency lacking some points. Knowing that textbook is as important as the existence of thinking development activity on

it, many researchers are interested in developing and evaluating material that can be used in the teaching-learning process. However, seeing from the previous studies that have been conducted, many of them focus on the technique applied and specific class type development, for example, by implementing Problem Based Learning (PBL), Project Based Learning (PjBL) or for English for Specific Purposes (ESP) classes. Most of design researchers developed the material for vocational high school rather than senior high school, but actually both still has lacking in its component.

Although the existing textbook already provided all the English components, i.e. grammar, vocabulary, and pronunciation, it also needs a complete material in covering all the English skills. In fact, the existing textbook, especially for tenth grade, not all chapters covered all English skills. There are only 5 out of 15 chapters that provided all four English skills. The rest of it just covered speaking, reading, and writing skills. It is missing the listening activity.

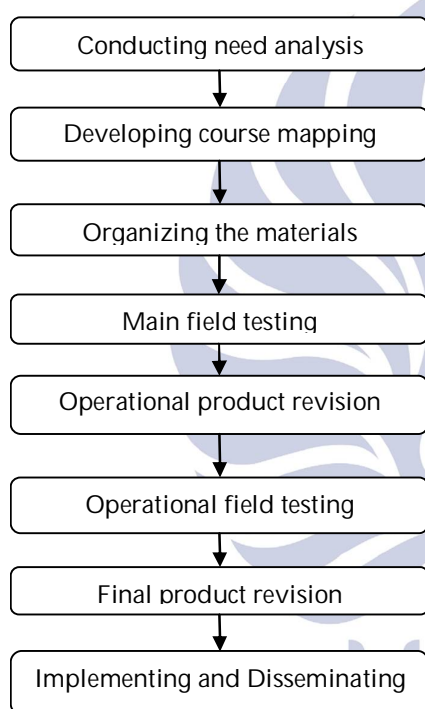
Unfortunately, research on providing supplementary material for senior high school is not as much as for vocational high school. However, higher order thinking skill is one of important points in 2013 curriculum that should be included in all school levels from elementary to high school and all type of school, especially senior high school. Therefore, in this study, the researcher designed a supplementary material by providing activities oriented to higher order thinking skill in order to facilitate students' higher order thinking skill for senior high school.

The researcher limits the study of the supplementary material development to two basic competences and six steps in developing the materials. According to Borg and Gall (2003), materials development has these several steps, and these are the modified steps of it (1) conducting need analysis, (2) developing the course mapping, (3) organizing the material, (4) Validating the product, (5) revising, and (6) analyzing the data. Depending on the pre-analysis result, she develops the English materials focuses on the basic competences discuss about Descriptive Text (3.4. and 4.4.) and Recount text (3.7. and 4.7.). It is because these basic competences require not only to get the meaning from the text but also to create a text as the product of the lesson. Another reason is because these two basic competences were not covered with complete English skills.

Based on the background of the study, the research question for this study is 'How are the supplementary materials designed to facilitate the students' higher order thinking skill?'

RESEARCH METHOD

This study used Educational Research and Development (ER&D) in order to find out the target need in developing and designing appropriate English materials oriented to HOTS (Higher Order Thinking Skill). ER&D is a process used to develop a new product that is evaluated and revised systematically until the procedures reach the activities (Borg and Gall, 2003).



In this study, the researcher used some instruments. First, she used questionnaire and interview questions in order to collect the data for the materials development and textbook analysis. Then, the researcher asks the reviewer to evaluate the developed materials by using a textbook evaluation.

The textbook analysis rubric had been filled by the researcher before the researcher was distributing the questionnaire to two classes as allowed by the school. The distributed questionnaires were given back to the researcher right away after all the questions were filled in the same day. The interview section held with the teachers at the same time while waiting for the students were filling the questionnaire. The researcher recorded all the discussion in the interview section.

The next step was reading the result of questionnaire and interview in order to get the need analysis to help her developing the materials. The questionnaire result was counted to find the highest frequency as the reference in designing and developing the materials. The interview result and textbook analysis was the additional reference to spot the lacking part of the material. Then, the researcher starts to design the materials.

After developing the materials, the researcher got the preliminary score from the reviewer. She counted it and found the least score. The items with the least score needed a revision. If the final product had good score, the researcher continued to conclude the study.

FINDINGS AND DISCUSSIONS

Results of the need analysis

a. Textbook analysis weaknesses

The researcher analyzed two basic competences that were consisted in six chapters. The chapters that were analyzed are forth chapter (Which One is the Best Gateway) and fifth chapter (Let's Visit Niagara Falls) for 3.4 and 4.4 basic competence, then, eighth chapter (My Idol), ninth chapter (The Battle of Surabaya), tenth chapter (B.J. Habibie), and eleventh chapter (Cut Nyak Dhien) for 3.7 and 4.7 basic competence. According to 2013 curriculum, the learning material should cover all English skills and components well. In fact, the existing textbook is not covering all the skills yet. As shown in the following table in page vi in the textbook, it is clearly written that the skill just focus on speaking, reading, and writing.

Table 1: Textbook content mapping

Chapter	KD	Skill Focus
4. Which One is Your Best Get- away?	3.4 4.4.1	Speaking, Reading, Writing
5. Let's Visit Niagara Falls	4.4.2	
7.My Idol	3.7 4.7.1 4.7.2	
8. The Battle of Surabaya		
9. B.J. Habibie		
10. Cut Nyak Dien		

Table 2: Higher order thinking questions

Ch.	No	Questions	Cognitive domain					
			C1	C2	C3	C4	C5	C6
5	1	Where is Niagara Falls located?	✓					
	2	Mention the three waterfalls that form the	✓					

Ch.	No	Questions	Cognitive domain					
			C1	C2	C3	C4	C5	C6
		Niagara Falls.						
	3	What can people enjoy in the Cave of the Winds?	✓					
	4	Can people ride on the Maid of the Mist Boat Tour in January?		✓				
	5	Where can people watch a film of the thundering falls with completely different background?	✓					
	6	Can the tourists enjoy the film in their own language?		✓				
	7	What is kept in Niagara Science Museum?	✓					
	8	What is shown in Niagara's Wax Museum of History?	✓					
	9	Where can people see the story of how electricity was made?		✓				
	10	Is it possible for people to have Rainbow Air Helicopter Tours at night?		✓				
	11	If you had an opportunity to visit Niagara Falls, which attraction would you visit first? Why?					✓	
	12	Can you find a place of similar beauty to Niagara Falls in your area? Tell your classmates about the place.			✓			

For example, in the chapter 5, the higher order thinking questions is just 1 out of 12, it is because, the writer of the textbook just provide factual questions that make the students just browse the text and directly answer the questions instead of the analytical ones that make the students understand it deeper.

b. Students needs

Table 3: Results of students' questionnaire

Aspect	Description	%
Goal / necessity	I need to learn English in order to develop it as English communication ability globally	57
English proficiency	Intermediate	69
Learning material	Good enough	42
	I think the material development is needed	85
Students' weakness	My weakness in learning English is in using the grammar well	54

Aspect	Description	%
	My weakness in learning English is listening to the audio	40
Students' needs	Written and spoken in several monolog/dialog with pictures	67
	Texts in monolog or dialog	29
	Sentences with the use of certain vocabulary	29
	There is vocabulary list	36
	I prefer to discuss certain topic in group	38
	I prefer to do multiple choices exercises	57
	I prefer the media is more in audio visual	61

Based on the result from the questionnaire, 57% of the students wanted to develop their English ability as a global language. In their opinion, the existing textbook was just 'good enough' and needed an improvement in some aspects. Among English skills and components, most of the students thought that using English grammar well and listening to an audio with certain topic as their weaknesses.

By looking at the highest percentage, most of them chose the material by providing several written monolog / dialog with pictures for analyzing activity up to 67%. For evaluating activity, with written monolog or dialog and sentences with using certain vocabulary for evaluating activity, both of it up to 29%, and providing vocabulary list that would be going to use for creating activity up to 36%. As the variety of learning activity, most of the students chose group discussion up to 38% for their learning activity, multiple choices as the variety of the exercises up to 57%, and adding audio-visual (e.g. monolog/dialog video, movie) for their additional learning media up to 61%.

c. Teachers' interview

The researcher conducted interview sessions with the teachers to support the result of questionnaire from the students and gather opinion and suggestion for the learning material. Both teachers said that there are still lacking part of the textbook that needed an improvement.

The teachers stated that for reading and writing activity for the text was enough, but not for listening and speaking activity. Teacher 2 added that the existing material was just 40% in covering all the English skills integratedly. Both of them agreed the material should fit with students' weakness and ability in applying higher order thinking skill. They thought that it is important to develop the existing

material and enrich it with higher order thinking skill exercises. However, they mentioned that the texts and exercises in the textbook are needed more variation. In their opinion, the variation of it can help students to explore the vocabulary and make them to think creatively and critically that is where higher order thinking skill is applied.

In conclusion, both teachers agreed about developing the materials orienting to higher order thinking skill, because the existing material still has weaknesses. They suggested providing different type of exercises for listening activity, more texts that vary for reading activity, and more pictures that could support and influence the creativity both teachers and students in the learning process.

Designing materials

There were some steps that should be done in designing the materials; the first was choosing the basic competencies to be developed. After choosing the basic competences, the researcher started to define the indicator that lead to define the learning goals. The chosen basic competences and the indicators were in the following table. The complete learning objectives, goals and the learning processes can be seen in the lesson plan on the appendix 6 and 7. After that, researcher continued to design the supplementary materials that meet the learning goals. The supplementary materials were designed based on the scientific approach and oriented to higher order thinking skill.

Table 4: basic competences and indicator

Basic Competences	Indicator
3.4. Distinguishing social functions, text structures, and linguistic features of some spoken and written descriptive texts by giving and asking information related to famous tourism objects and historical buildings, short and simple, in its appropriate contexts use.	<ol style="list-style-type: none"> 1. Determine the social function of descriptive text 2. Identify the text structure from several descriptive texts 3. Identify language feature of descriptive text 4. Compare the social function of several descriptive texts 5. Compare the text structure of several descriptive texts 6. Compare the language feature in the

Basic Competences	Indicator
	descriptive texts
4.4.1. understanding the meaning contextually related to the social function, text structure, and language feature, the spoken and written descriptive text, short and simple of famous tourism objects and historical buildings	<ol style="list-style-type: none"> 1. Determine the main idea of the paragraph 2. Determine the meaning of certain word / phrase from the text 3. Classify the group of words 4. Rearrange the jumbled information 5. Analyze the detail information from the text 6. Analyze certain information from the text
4.4.2. Creating spoken and written descriptive text, short and simple, related to famous tourism object and historical building by paying attention to the social function, text structure, and language features appropriately and correctly	<ol style="list-style-type: none"> 7. Summarize the descriptive 8. Drafting the descriptive text 9. Compose the descriptive 10. Checking the descriptive text 11. Present the descriptive text
3.7. Distinguishing social functions, text structures, and linguistic features of some spoken and written recount texts by giving and asking information related to historical events, in its appropriate contexts use.	<ol style="list-style-type: none"> 1. Determine the social function of recount text 2. Identify the text structure from several recount texts 3. Identify language feature of recount text 4. Compare the social function of several recount texts 5. Compare the text structure of several recount texts 6. Compare the language feature in the recount texts

Basic Competences	Indicator
4.7.1. Understanding the social function, text structure, and language feature, the spoken and written recount text, related to historical events	1. Determine the main idea 2. Determine the meaning of certain word / phrase from the text 3. Classify the group of words 4. Rearrange the jumbled information
4.7.2. Composing spoken and written recount text, short and simple, related to historical events by paying attention to the social function, text structure, and language features appropriately and correctly	5. Analyze detail information from the text 6. Analyze certain information from the text 7. Summarize the recount text 8. Drafting the recount text 9. Compose the recount text 10. Checking the recount text 11. Present the recount text

Results of materials validation

4.01-5.00 = very good

3.01-4.00 = good

2.01-3.00 = good enough

1.01-2.00 = bad (many things needs revision)

1.00-0.01 = very bad (the whole things should be revised)

Table 5: Results of materials validation

Aspect	Unit 1	Unit 2
Content	4.00	4.08
Language	4.40	4.10
Arrangement	4.83	4.50
Presentation	4.75	4.33

Table 6: Result of revision

No	Aspect of revision	Unit 1	Unit 2
1	Aspect of content	Gave some questions to show the questionin g stage	Added activities related to social function, text structure, or language feature, speaking, and writing skill

No	Aspect of revision	Unit 1	Unit 2
		Added the text to be longer version for the activity	Added the input materials for listening and the explanation part for grammar use
		Added input as listening, speaking, and writing activity.	Gave more questions for higher order thinking skill
2	Aspect of language	No revision	Added simple past explanation Gave clear instruction for activity number 4 and 9
3	Aspect of arrangement	No revision	Re-ordered the number from activity 8
4	Aspect of presentation	No revision	Bolded some words in the text

Discussion

As 2013 curriculum points out higher order thinking skill as one of the most important point to be included in the learning process, it is connected to the learning objectives, goal, as well as the learning material of English subject that help the students being able to communicate both in written and spoken form in any other circumstances.

The materials were developed based on the result of need analysis. Adhabiyyah, Mahdun, & Nor (2014) states, conducting need analysis makes the material writer understand in studying the situation and skill learning relevant for the students. Based on the need analysis result, the existing English materials for tenth grade of senior high school showed the tendency of lower instead higher order thinking. The result showed that the higher order thinking skill questions in the existing English textbook published by Ministry of Education and Culture were not at least as much as lower orders thinking skill questions. As the existing material still has weaknesses in providing higher order thinking exercises, it is needed to provide more questions in the exercises that allow the students develop their higher order thinking skill in using English. So, the researcher developed the materials by providing questions with HOTS.

The result from the questionnaire showed that the tenth graders agreed the existing textbook needed an improvement especially orienting to higher order thinking skill. Students' learning goals help them to

organize their action during the learning process. When they know what their goals are, they are able to organize what they should do and need. The learning goal commonly related to their need of the learning in the future. In this case, most of the students were desired to be sufficient in using English as global communication skill. They need to learn English which gives them input to enrich their global knowledge while learning and understanding English. Therefore, the develop material provided the topic discussion open not only related to local but also other countries' destination and history.

As most of the students already quiet good in English, the use of words and diction not became the main issue as long as it is appropriate for tenth graders level. The students stated that the existing textbook was good enough but still needed an improvement. The students thought that their listening skill became their weakness but as stated before the existing textbook did not cover all the English skill yet. So, the material should provide the activity completely to help the students deal with their weaknesses and make some improvement. In the developed material the researcher provided two kinds of listening activity, such as listening to a monologue and watching video. The listening exercises were filling in the blank, listening to specific and detail information.

The use of grammar also became their weakness. 2013 curriculum demanded to integrate the English skill and the component, so the use of grammar in the developed material was integrated after providing the explanation about it. The evaluation of it was included in the reading comprehension questions and creating activity to produce specific product. As the variety of learning activity, most of the students chose group discussion for their learning activity, so the researcher provided group discussion activity in the last part to make a product but still gave space to the individual activity.

The English teachers shared their opinion that higher order thinking exercises that follow the texts can make the students to think 'what is it?'. It more means that the students think of prior information that can be used to answer the questions instead of just browse the text to get the direct answer. Based on their explanation, the use of technology, such as searching some information by using Google can trigger the students to know more information. They explained that the variety of the text is important. For example, for recount text, not only discussing about famous people's biography or heroes, but also it can be about histories or wars that were not famous.

They suggested providing more pictures and jumbled paragraph for writing activity. By giving pictures, it can trigger both students and the teacher, so there will be question and answer session between them. In giving reading activity, it is better to explain what the purpose, topic, or main idea is, and how to find those in the text so students understand what they are reading about and for. An advice for listening activity is by providing a barcode-like, so students scan it and directly listen to the audio. The material should have relation with the topic in the lesson. She added that listening activity could be in reading form, in filling the writing activity, or using pictures that can vary the learning process. The students will not just listening to the audio but also know and understand what was in it.

The text that were developed are descriptive text and recount text that demand to create certain output that in line until the last stage of higher order thinking, creating. Another reason is because from the results, these two basic competences were not covered with all English skills. So, this supplementary material was provided with listening skill. The designing material stage started with writing the indicator or learning objectives. Then, the researcher could define the learning goals of the lesson. After getting the learning goals she collected the learning materials in form of texts, picture, audio, and video that might be used in organizing material. She could choose which material is appropriate. After learning process in the lesson plan was already in good order, she started to put the layout and design elements and learning materials based on the lesson plan.

The materials started by providing the example and warmer activity related to the topic discussion. There are also explanations about text structure and language feature that can be used as a guide for the students in composing the text at the end. The materials covered all the integrated English skill as well as the English component. The materials consisted of 13 activities plus unit evaluation for descriptive and 16 activities plus unit evaluation for recount. The researcher developed the questions that contains higher order thinking but did not neglect the lower order thinking questions.

After finishing the materials organization process, the researcher gave the developed material to the teachers to get the score validation. The teachers' responses toward the developed materials were average very good. After reviewing the material, they gave some suggestions and comments about it. The

materials were revised based on the result of the evaluation and suggestion from the teachers.

The revision for the aspect of content, the researcher gave some questions to show the questioning stage, added the text to be longer version for the activity, added input as listening, speaking, and writing activity. For the second unit, she added activities related to social function, text structure, or language feature, speaking, and writing skill, added the input materials for listening and the explanation part for grammar use, and gave more questions for higher order thinking skill.

The revision for aspect of language, in the second unit, she added explanation about simple past because the reviewers said that the explanation was not including the rule in constructing simple past sentence. So, the researcher changed the explanation and gave the rule of simple past. She also gave clear instruction for activity number 4 and 9 because, for example, in activity 4 there were two different activities but written under the same activity and instruction, so it might confused the students in using the material.

The revision for aspect of arrangement, in the second unit there were some activities that the number was appeared more than one, for example activity 8 appeared three times and activity 9 appeared two times. It should be ordered as from activity 7 to the last. For the last aspect, presentation, the score was already good, but the reviewer noticed that some words were not bolded although that was related to the questions. For example, if in the questions was questioning about the word 'it', so it would better if in the text the word 'it' was bolded to help the students easy find the word.

The existence of higher order thinking questions needed additional revision, so these supplementary materials can equip the students with higher order thinking content. The researcher focused it of the distribution of the questions for each analyzing, evaluating and creating skill. Most of higher order thinking questions in the supplementary materials consisted of these expressions; *'what do you think about..., why do you think this or..., what should they/ He/ She do, why do you think so?, explain your reasons, in your opinion, why do people....'*. Those kinds of questions asked the students understand more the text and implement what they read and learn to another cases or contexts, rather than made the students just browse and find the answer directly or what usually called as factual questions.

Overall, the teachers said that the material is very good in covering all the English skill integratedly and providing higher order thinking exercises for the

students. To conclude, the materials have met the students' need and demand in developing their higher order thinking skill.

CONCLUSION

The developed materials consisted of four basic competences that were descriptive text (3.4 and 4.4.) and recount text (3.7 and 4.7) which are written in the 2013 curriculum till creating final product. The topics were related to global knowledge of places and histories from different cities and countries. The materials were developed by providing questions oriented to high order thinking skill. Referring to 2013 curriculum, the new materials were provided by activity that was not specifically one skill at each activity but rather integrated for all skills.

Based on the result, the researcher concluded that the developed material had met its goal to facilitate the learners in developing their higher order thinking skill. The teachers as the reviewer of the English learning materials development gave good responses. They said that the developed materials were very good even there are some parts that need to be revised. The researcher revised the materials based on the result of the evaluation and the teachers' comments and suggestions. The teachers agreed that these learning materials developments are already suitable for the high school students that the higher order thinking questions provided well in the material. To conclude, this research has met the students' need and demand in order to facilitate their higher order thinking skill.

SUGGESTIONS

There are some suggestions that the researcher needs to address related to this research:

1. For the writer of English textbook is expected to be more aware with the existences of both English components and skills also higher order thinking skill questions on the materials.
2. For the students are expected to be more active and improve their awareness in using the textbook whether it is already covered what they need or not.
3. For senior high school teachers are expected to be more creative and innovative in teaching the students. As we know that 2013 curriculum materials should contain high order thinking aspect, these supplementary materials can be implemented by the teachers in teaching English.
4. For other researchers. Since this research was limited to the developmental phase, the other

researcher can develop the materials with different focus, such as literacy strategies or other points to 2013 curriculum. However, this research also can be continued to the try out stages to the students.

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