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RESEARCH ARTICLE

AN ANALYSIS OF THINKING SKILLS AND TASK TYPES IN THE TEXTBOOK “ENGLISH IN MIND” AND “BRIGHT AN ENGLISH”

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Abstract: This research aims to assess the integration of thinking skills and evaluate writing task types in the textbooks *English in Mind* and *Bright an English*. Using a qualitative method, it applies Revised Bloom’s Taxonomy to identify thinking levels and Paul Nation’s theory to classify task types. The researcher collected the data in March 2025 and analyzed the data for two and half months. The results show that in *English in Mind*, 64.3% of tasks reflect Medium Order Thinking Skills (MOTS), 32.1% High Order Thinking Skills (HOTS), and only 3.6% Low Order Thinking Skills (LOTS). It primarily features guided tasks (77.8%) and some experience tasks (22.2%), with no shared or independent tasks. In contrast, *Bright an English* includes 50% MOTS, 42.9% HOTS, and 7.1% LOTS. Task types are more varied: 28.6% experience, 25% shared, 42.8% guided, and 3.6% independent. These results indicate that *Bright an English* better promotes critical thinking, creativity, collaboration, and autonomy—supporting 21st-century learning goals beyond language accuracy.

Keywords: Content Analysis, Task Types, Thinking Skills, Writing Task

ANALISIS KETERAMPILAN BERPIKIR DAN JENIS TUGAS DALAM BUKU TEKS “ENGLISH IN MIND” DAN “BRIGHT AN ENGLISH”

Abstrak: Penelitian ini bertujuan untuk menilai integrasi keterampilan berpikir dan mengevaluasi jenis tugas menulis dalam buku teks *English in Mind* dan *Bright an English*. Dengan menggunakan metode kualitatif, penelitian ini menerapkan Taksonomi Bloom Revisi untuk mengidentifikasi tingkat keterampilan berpikir dan teori Paul Nation untuk mengklasifikasikan jenis tugas. Peneliti mengumpulkan data pada bulan Maret 2025 dan menganalisisnya selama dua setengah bulan. Hasil penelitian menunjukkan bahwa dalam *English in Mind*, 64,3% tugas mencerminkan Keterampilan Berpikir Tingkat Menengah (MOTS), 32,1% Keterampilan Berpikir Tingkat Tinggi (HOTS), dan hanya 3,6% Keterampilan Berpikir Tingkat Rendah (LOTS). Buku ini sebagian besar memuat tugas terpandu (77,8%) dan beberapa tugas berbasis pengalaman (22,2%), tanpa adanya tugas berbagi maupun tugas mandiri. Sebaliknya, *Bright an English* mencakup 50% MOTS, 42,9% HOTS, dan 7,1% LOTS. Jenis tugasnya lebih beragam: 28,6% pengalaman, 25% berbagi, 42,8% terpandu, dan 3,6% mandiri. Hasil ini menunjukkan bahwa *Bright an English* lebih mendorong pemikiran kritis, kreativitas, kolaborasi, dan kemandirian—yang mendukung tujuan pembelajaran abad ke-21 di luar sekadar ketepatan bahasa.

Kata kunci: Analisis Isi, Jenis Tugas, Keterampilan Berpikir, Tugas Menulis

INTRODUCTION

Education is used to achieve civilization in society. The quality of an education is reflected in the curriculum used in the country. Curriculum development is used to improve education quality. In Indonesia, we experience 11 changes of curriculum before we reach the curriculum we use at the moment, which is Merdeka Curriculum (Sumarsih et al., 2022). According to Sugiman et al. (2023, p.1), the Merdeka Curriculum's learning activities encompass four primary components of 21st century abilities. Students are expected to practise strengthening literacy, character education, 4C (Creative, Critical Thinking, Communicative, and Collaborative), and Higher Order Thinking Skills (HOTS). English language learners are expected to have the Higher Order Thinking Skills.

. In schools and universities, textbooks are typically used by teachers in the teaching and learning process (Baihaqi et al., 2020, p.55). According to Nunan (as cited in Alemi, Minoo, 2014, p.81), English textbooks contain various types of tasks. We should acknowledge well that not every English textbook has well-designed assignments. Assignments in textbooks should contain comprehensive and independent communicative activities.

A task can be described as "a meaning-focused language activity that helps learners understand, express, and interact in the target language." according to Rozati (as cited in Elmiana, 2018, p.464). According to Nunan (2006, p.17), a task is a classroom activity designed to involve learners in comprehending, using, producing, or engaging with the target language. Ellis (as cited in Mukarto, 2024, p. 22) defines that a task is an action plan to fulfil a specific result.

Rivers (1993, p.125) explained that a writing task means being able to write sentences and paragraphs in the correct way. According to Hoel, as mentioned in Thornson (1994, p. 77), writing tasks can help students understand literary texts better. The writing task according to Algiyanto (2023, p. 6) is also defined as a structured classroom activity where students are asked to generate ideas, express those ideas in writing, and organize them into clear, meaningful statements.

Bloom's taxonomy which consists of analysis, synthesis, and evaluation process make up Higher Order Thinking Skills. HOTS should be integrated in all language skills, including writing. Bloom's Taxonomy is a widely recognized educational framework used to evaluate courses and measure learning outcomes (Alsawat, 2016 p.110).

The purpose of this research is to analyze thinking skills and task types of writing tasks in the textbooks. Despite the importance of analyzing thinking skills and types of tasks found in Junior High School textbooks, there are still limited resources on this relation. Therefore, the writer hopes that this writing will be useful and can be developed in the future. The study result is expected to be beneficial for educational purposes. It is expected to help the teachers to design the suitable curricula that leads to a good writing skill that contains critical thinking, effective writing and meaningful engagement.

RESEARCH METHOD

This research was conducted in Jakarta. The researcher collected the data in March 2025 and analyzed the data for two and half months. This research was conducted on the textbooks "English in Mind" by

Herbert Puchta, et al. and "Bright An English" by Nur Zaida for seventh grade in Junior High School. The researcher chose the textbooks because they are used in accordance with an independent curriculum.

The researcher uses a descriptive qualitative method to analyze textbooks. McCombes (2019) states the goal of descriptive research is to precisely and methodically characterize a population, circumstance, or phenomenon. It can respond to inquiries about what, where, when, and how, but not why. A descriptive research strategy could examine one or more variables using a wide range of research techniques. According to Krippendorff (2004, p. 18), a content analysis is a technique to derive replicable and valid conclusions from either texts or other materials to the context in which they are utilized.

The design used in this research is content analysis. Content analysis in general is a qualitative research technique that is widely used for research. Content analysis is often presented by using phrases such as credibility, dependability, conformability, transferability, and authenticity (Lincoln and Guba as cited in Elo et al., 2014, p.1). Credibility refers to the confidence in the truth of the data and the interpretations made by the researcher. Dependability is concerned with the consistency and stability of the research process over time. Confirmability emphasizes the objectivity and neutrality of the research findings. Transferability involves the extent to which the findings of a study can be applied or transferred to other contexts or settings. Authenticity relates to the extent to which researchers fairly and faithfully represent the diverse perspectives and voices of participants.

The steps of collecting data are:

1. The writer examines the textbook "Bright An English" by Nur Zaida and "English in Mind" by Herbert Puchta, et al.
2. Upon reviewing the textbooks, the writer chooses the writing tasks from each writing section of "Bright An English" by Nur Zaida and "English in Mind" by Herbert Puchta, et al.
3. The writer rewrites the complete chosen text.
4. The material for analysis is sourced from the textbook "Bright An English" by Nur Zaida and "English in Mind" by Herbert Puchta, et al. focusing on thinking skills and task types.

This research will use 2 instruments to analyze writing tasks in the textbook "Bright An English" by Nur Zaida and "English in Mind" by Herbert Puchta, et al.

1. Instrument for thinking skills of writing tasks

This research applied criteria from Bloom's revised taxonomy. The checklist table was used as the instrument to assess the availability of Higher Order Thinking Skills from the collected writing tasks. The detailed form of the checklist is provided in Table 1 as follows:

Table 1
The Distribution of Thinking Skills in Writing Tasks Checklist

Chap	No	Writing Tasks	Bloom Taxonomy Revision Thinking Skills					
			LOTS		MOTS		HOTS	
			C1	C2	C3	C4	C5	C6

Total

2. Instrument for task types of writing tasks
This research will apply criteria from Nation's types of writing task, specifically:

Table 2
The Distribution of Task Types in Writing Tasks Checklist



An Analysis of Thinking Skills and Task Types in the Textbook "English in Mind" and "Bright an English"

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Chap	No	Writing Tasks	Types of Writing Tasks				Explanation
			Experience	Shared	Guided	Independent	
Total							

In this current research, the researcher uses Margrit Schreier's (2012) qualitative content analysis approach as the method to examine the data. The procedures are as follows:

1. Formulate the research question
2. Choose the material
3. Create a coding framework
4. Divide the text process more systematically and consistently.
5. Evaluate a coding framework on a segment of data
6. Code the remaining material
7. Examine your findings
8. Analyze research final results

RESULTS AND DISCUSSION

After doing the analysis, the researcher found that there are 3 levels of thinking skills in the textbook English in Mind, from Lower Order Thinking Skill (LOTS), Medium Order Thinking Skill (MOTS) and High Order Thinking Skill (HOTS). Figure 1 shows how different writing tasks in the *English in Mind* textbook are connected to different levels of thinking skills, based on Bloom's Revised Taxonomy.

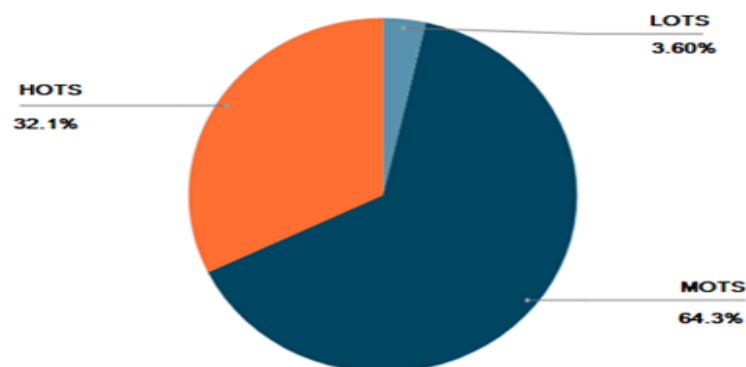


Figure 1
Diagram of Thinking Skill in English in Mind Textbook

When we look at the percentage of tasks in each category, we can see that out of all the writing activities, only 3.6% focus on LOTS (Lower Order Thinking Skills). This means that very few tasks are limited to basic thinking like remembering and understanding simple facts. In other words, students are rarely asked to just describe something familiar or repeat information without much analysis or deeper thought. Most of the writing tasks are MOTS tasks (64.3%). Applying Task (C3) appears 16 times while Understanding task (C2) appears 2 times. They ask students to use their knowledge in a more active and

meaningful way. Another significant portion falls on HOTS (Higher Order Thinking Skills) tasks. These are more advanced writing activities that involve analyzing, evaluating, or creating something original.

In summary, the percentages show that *English in Mind* focuses mainly on middle level thinking (64.3%), gives strong support for higher-level thinking (32.1%), and includes very little low-level thinking (3.6%).

The Researcher continues to analyze task types of the writing task in *English in Mind* Textbook.

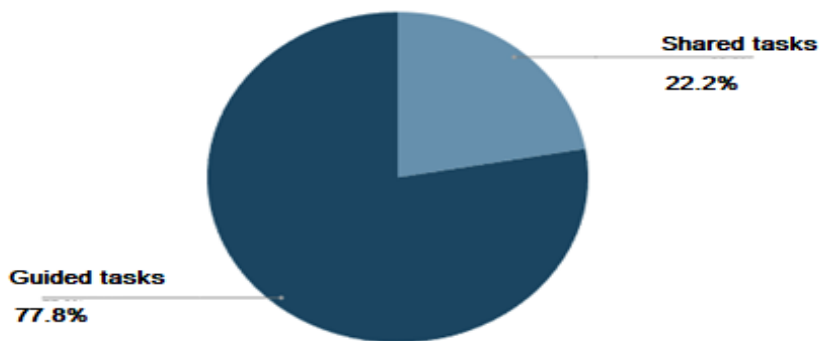


Figure 4.2
Diagram of Task Types in English in Mind Textbook

According to Figure 2, out of 18 writing tasks, 14 tasks or 77.8% are guided writing tasks. These tasks provide students with support such as models, prompts, questions, or step-by-step instructions to help them organize their ideas. In contrast, only 4 tasks (22.2%) are classified as experience tasks. These tasks draw directly from students' own experiences, prior knowledge, and personal opinions. Interestingly, the table shows no tasks classified as shared or independent writing.

In summary, the *English in Mind* textbook predominantly emphasizes guided writing tasks (77.8%), with a smaller focus on experience-based tasks (22.2%), suggesting a need for more variety to foster independent and confident writing skills.

Following the analysis of the 2nd book, the researcher concludes that the thinking skill of writing tasks in the textbook *Bright an English* for grade 7 comprises 3 levels of thinking skills.

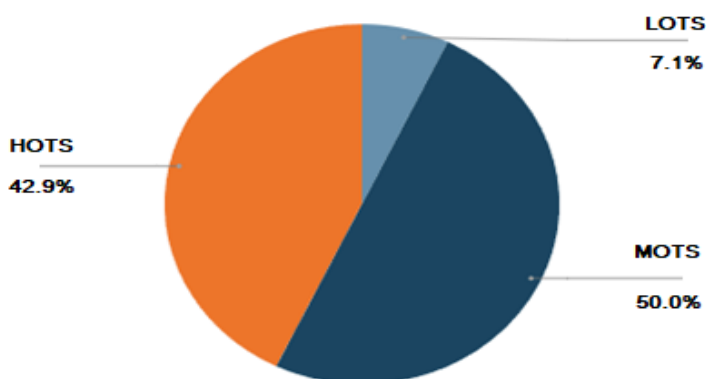


Figure 4.3
Diagram of Thinking Skill in Bright An English Textbook

According to Figure 3, a very small portion or only 7.1% or 3 of the writing tasks, fall under LOTS (Lower Order Thinking Skills), specifically C1 (Remembering) .This small percentage shows that the textbook places minimal emphasis on basic recall and comprehension tasks. A significant portion of the tasks, 50%, fall under MOTS (Middle Order Thinking Skills). These tasks are primarily focused on C2 (Understanding) and C3 (Applying), where students understand and apply what they have learned in structured and practical ways. Finally, 42.9% of the tasks belong to HOTS (Higher Order Thinking Skills). This category includes C4 (Analyzing), C5 (Evaluating), and C6 (Creating) tasks, where students are asked to engage in more complex thinking.

The researcher also concludes that the task types of writing tasks in the textbook *Bright an English* for grade 7 comprises several types of tasks.

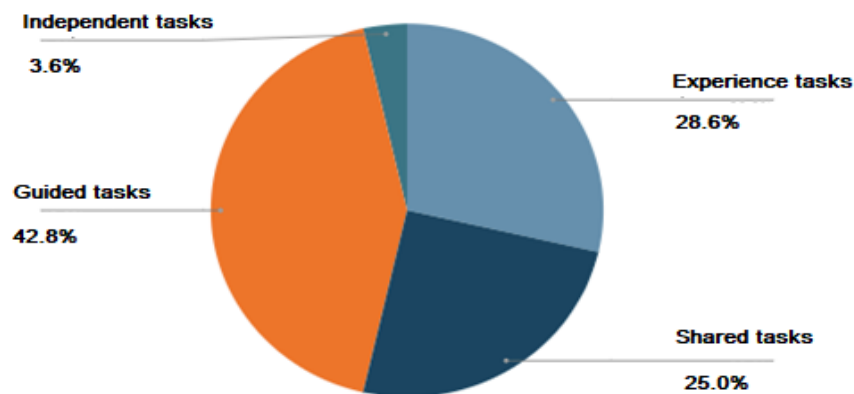


Figure 4
Diagram of Task Types in Bright An English Textbook

The writing tasks in the *Bright English* textbook are categorized into four distinct types: Experience, Shared, Guided, and Independent. The experience tasks make up 28.6 % of the total writing activities in the textbook. These tasks encourage students to draw from their personal knowledge, experiences, and reflections. Shared tasks account for 25% of the total writing tasks in the textbook. 7 out of 7 tasks are group composition tasks. The Guided tasks are the most prevalent in the *Bright An English* textbook, comprising 39.3% of the total tasks. These tasks provide a clear framework or structure to help students complete the writing assignment. Independent tasks make up only 3.6% of the total writing tasks. These tasks are designed to give students more freedom to write on their own, without relying on specific models or structured guidance.

Figure 5 below shows the comparisons of thinking skills and task types of writing tasks in the textbook "Bright An English" by Nur Zaida and "English in Mind" by Herbert Puchta, et al that have been analyzed by the writer.

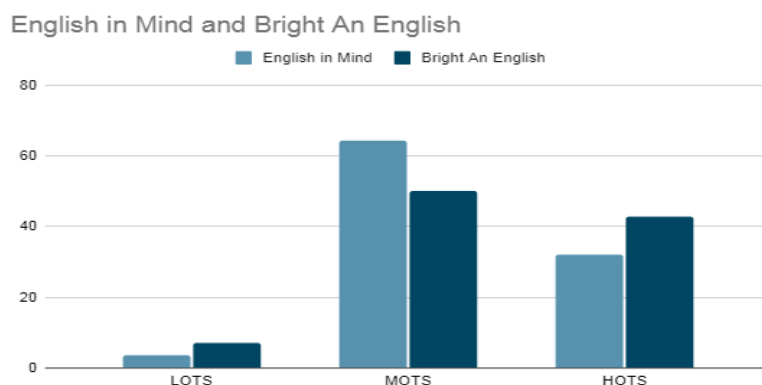


Figure 4.5

Diagram of Thinking Skills of Writing Tasks in The Textbook “English in Mind” and Bright An English”



Figure 6

Diagram of Task Types of Writing Tasks in The Textbook “ English in Mind” and Bright An English”

The thinking skills diagram (Figure 5) presents the percentage distribution of different levels of Bloom’s Revised Taxonomy in writing tasks within both textbooks. Both textbooks emphasize their greatest focus on MOTS, which include C2 (Understanding) and C3 (Applying). These promote the ability to follow structured models, engage with familiar topics, and respond in practical, real-world ways. While the percentage is slightly lower than *English in Mind*, it still represents the core instructional focus of the book.

The book of *Bright An English* places a greater emphasis on HOTS, of its writing tasks aimed at analysis, evaluation, or creation (C4–C6). *English in Mind*, though supportive of advanced thinking, includes lower portions of tasks at this level. This indicates that while *English in Mind* focuses more on structured application, *Bright An English* pushes students further into critical and creative domains, encouraging deeper engagement and problem-solving.

The task types diagram (Figure 6) compares the types of tasks according to Paul Nation theory of task types of writing tasks. These tasks encourage learners to organize ideas, interpret information, and use knowledge meaningfully in writing. The analysis of writing task types also highlights different teaching approaches in the two textbooks, particularly in terms of how much support or independence students are given during writing.

Guided tasks are found in both books but are especially prevalent in *English in Mind*. This reveals that *English in Mind* heavily relies on modeling and structured steps, making it ideal for controlled learning but possibly limiting creativity and autonomy. *Bright An English*, while still using guided tasks significantly, shows more variation and offers more chances for alternative writing approaches.

Bright An English offers higher experience tasks compared to *English in Mind*. This indicates a stronger attempt to personalize learning and tap into students' background knowledge. Also, *English in Mind* includes no shared tasks and independent tasks, while *Bright An English* includes both. This reveals a significant difference: *Bright An English* values collaborative learning and communication, fostering teamwork and peer interaction as part of the writing process, an essential skill in real-world contexts. *Bright An English* also signals an effort to promote student autonomy and writing confidence. It encourages learners to write without scaffolding, making decisions on their own, something *English in Mind* does not address.

CONCLUSIONS

Based on the comprehensive analysis of the two textbooks, *English in Mind* and *Bright An English*, the researcher concludes that both materials address all three levels of thinking skills, Lower Order Thinking Skills (LOTS), Middle Order Thinking Skills (MOTS), and Higher Order Thinking Skills (HOTS), as classified in Bloom's Revised Taxonomy. However, their emphases and approaches differ significantly, revealing important pedagogical implications.

In *English in Mind*, the majority of writing tasks (64.3%) fall under MOTS, particularly focusing on applying and understanding. While it includes some HOTS (32.1%), it offers very few tasks for LOTS (3.6%). The book mainly utilizes guided writing tasks (77.8%) with limited inclusion of experience tasks (22.2%), and it lacks shared and independent tasks altogether. This pattern suggests a structured and scaffolded approach to writing instruction, favoring control and clarity over student autonomy or collaborative learning.

In contrast, *Bright An English* presents a more balanced cognitive distribution, with 50% MOTS, a relatively higher 42.9% HOTS, and 7.1% LOTS. Importantly, it includes all four types of writing tasks: guided (39.3%), experience (28.6%), shared (25%), and independent (3.6%). This variety reflects a broader and more inclusive instructional design that supports the development of writing skills through both structured support and opportunities for creativity, collaboration, and independent expression.

Overall, *Bright An English* places greater emphasis on fostering critical thinking, collaboration, and learner autonomy, while *English in Mind* leans more toward structured skill development and practical application. Both textbooks reflect an overall shift from lower-order thinking to deeper, more complex cognitive engagement in writing. However, the broader range of task types and stronger focus on HOTS in *Bright An English* suggests it may better support 21st-century educational goals that prioritize not only language accuracy but also creativity, critical thinking, and real-world communication skills.

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