

Evaluating Cognitive Level Appropriateness of English Textbook Assessment Tasks for First Grade Learners in a Bilingual Elementary School

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Abstract

This review synthesises existing research on the cognitive levels represented in English textbook tasks, with particular attention to how these demands align with the developmental characteristics of first-grade learners in bilingual elementary settings. Drawing on studies conducted at senior high school, junior high school, and elementary school levels, the review applies Bloom's Revised Taxonomy alongside Piagetian and sociocultural perspectives on child development to examine how lower-order and higher-order thinking skills are distributed across instructional materials. The synthesis reveals a persistent dominance of lower-order cognitive processes across educational levels, with higher-order thinking skills present but inconsistently integrated, and shows that developmental appropriateness is rarely combined with cognitive-level classification as an evaluative criterion. The review further identifies methodological limitations in prior research, including an overreliance on single-framework content analysis and limited attention to task format, scaffolding, and the reliability of coding procedures. Based on these findings, the review argues that evaluating assessment tasks in bilingual first-grade English textbooks requires an integrative framework that combines cognitive classification with developmental and linguistic considerations. It concludes by outlining directions for future research, including classroom-based investigation of how cognitive demands are enacted in practice and closer attention to task design for emergent bilingual readers.

Keywords: cognitive levels; bloom's revised taxonomy; textbook assessment tasks; young learners; bilingual education; developmental appropriateness

1. Introduction

English textbooks are among the most influential resources in English language teaching because they provide not only language input but also learning activities that shape students' thinking processes. Through exercises, questions, and classroom tasks, textbooks influence the types of cognitive skills that learners are expected to develop. Consequently, examining the cognitive demands represented in textbooks has become an important issue in educational research, particularly in the field of English language teaching.

Studies on cognitive levels in English textbooks have been conducted in various educational settings and commonly employ Bloom's Revised Taxonomy as an analytical framework (Anderson & Krathwohl, 2001). Previous research has investigated cognitive demands in English textbooks used in senior high schools, junior high schools, and elementary schools, providing insights into the distribution of lower-order and higher-order thinking skills. However, because elementary students are still developing cognitively, the suitability of these cognitive demands deserves particular attention (Pinter, 2017). This issue becomes even more relevant in bilingual learning contexts, where students are required to process both linguistic and cognitive challenges simultaneously (Baker, 2011).

This literature review synthesises previous studies on cognitive levels in English textbooks and discusses relevant perspectives concerning textbook evaluation, young learners, and bilingual education. In addition, the review highlights major patterns identified in previous studies and explores possible directions for future research related to cognitive demands in bilingual English textbooks for first grade elementary school students.

2. Theoretical and Contextual Background

Understanding cognitive demands in English textbook tasks requires consideration of several theoretical and contextual perspectives. Since textbook activities are closely related to learning objectives, cognitive processes, learner characteristics, and instructional contexts, a comprehensive discussion of these aspects is necessary. Therefore, this section reviews the role of textbooks and assessment tasks in language learning, explains Bloom's Revised Taxonomy as the analytical framework, discusses the cognitive development of young learners, and highlights the relevance of bilingual education in the context of first grade elementary school students.

2.1 Textbooks and Assessment Tasks

In many EFL contexts, textbooks remain one of the primary resources that support classroom instruction and facilitate the achievement of learning objectives. Besides providing language input, textbooks also contain activities and assessment tasks that guide learners' engagement with the material. Cunningsworth (1995) argues that effective textbooks should not only present appropriate content but also provide activities that correspond to learners' needs and support instructional goals. Therefore, assessment tasks constitute an important component of language learning because they influence how learners interact with knowledge and develop their language abilities. Examining textbook tasks is thus essential for understanding whether the cognitive demands embedded in learning materials are appropriate for the intended learners.

Assessment tasks in particular deserve close attention because their format, not only their cognitive target, shapes what young learners can demonstrate. For learners who are still emergent readers, tasks that rely heavily on written instructions

or extended written responses may underestimate cognitive ability by adding an unintended literacy burden. Task formats such as picture matching, oral response, physical demonstration, and guided pointing allow first-grade learners to display understanding, application, or even simple analysis without being constrained by decoding or handwriting skills that are still developing. Evaluating cognitive demand in isolation from task format therefore risks misclassifying what a task actually requires of a first-grade bilingual learner, which suggests that textbook evaluation should treat cognitive level and task format as interacting rather than independent dimensions.

2.2 Bloom's Revised Taxonomy

Anderson and Krathwohl (2001) revised Bloom's original taxonomy to reflect developments in educational theory and practice. The revised taxonomy classifies cognitive processes into six categories: remembering, understanding, applying, analyzing, evaluating, and creating. Compared with the original taxonomy, the revised version focuses on cognitive processes rather than educational objectives, making it more applicable to the analysis of learning activities and assessment tasks. Consequently, Bloom's Revised Taxonomy has been widely employed in textbook analysis studies across different educational contexts (Arsana et al., 2025; Ekalia et al., 2025; Erdiana, 2023; Febrina et al., 2019).

The first three categories remembering, understanding, and applying are generally associated with lower-order thinking skills (LOTS), whereas analyzing, evaluating, and creating are commonly categorized as higher-order thinking skills (HOTS). Although both levels are important in the learning process, the distribution of cognitive demands within learning materials should correspond to learners' characteristics and instructional goals. In the present review, Bloom's Revised Taxonomy serves as the main framework for examining the cognitive demands represented in English textbook tasks.

2.3 Cognitive Development of Young Learners

The cognitive characteristics of young learners should be taken into account when designing and evaluating learning materials. Piaget (1952) proposes that children's thinking develops through several stages, each characterized by different cognitive abilities. Elementary school students generally belong to the concrete operational stage, during which they are able to think logically about concrete objects and experiences but still experience difficulties in dealing with abstract concepts. Piaget and Inhelder (1972) further explain that cognitive development progresses gradually through interactions with the environment and accumulated experiences.

In language learning contexts, young learners possess characteristics that distinguish them from adolescent and adult learners. Pinter (2017) emphasizes that children learn more effectively through meaningful activities, familiar contexts, and tasks that are appropriate to their developmental stage. Since first grade students are still at the beginning of formal schooling, the complexity of learning activities should correspond to their cognitive abilities and learning needs.

For this reason, the appropriateness of cognitive demands in textbook tasks becomes an important consideration in evaluating learning materials for young

learners. Tasks that exceed students' developmental capacities may create unnecessary difficulties, whereas appropriately designed tasks can support both language learning and cognitive growth.

2.4 Sociocultural Perspectives and Scaffolding

Alongside Piaget's stage-based account, Vygotsky's sociocultural theory offers a complementary lens for evaluating cognitive demand in textbook tasks. Vygotsky (1978) argues that children can accomplish more with appropriate guidance than they can independently, a gap he terms the zone of proximal development. Within this view, cognitive demand is not a fixed property of a task but depends on the scaffolding, such as modelling, prompts, visuals, or peer and teacher support, that surrounds it. A task that would be classified as higher-order when attempted independently may become appropriately challenging, rather than overwhelming, when embedded in a scaffolded sequence.

This perspective has direct implications for evaluating first-grade textbook tasks, since such materials are rarely used without teacher mediation. A task-level cognitive analysis based on Bloom's Revised Taxonomy alone cannot capture whether a nominally higher-order task is realistically attainable for a first-grade learner, because that depends on the scaffolding built into the surrounding instructional sequence rather than on the task prompt in isolation. Incorporating scaffolding as an evaluative dimension therefore addresses a gap left by cognitive-level classification and developmental-stage theory when each is applied on its own.

2.5 Bilingual Education

Bilingual education refers to the use of two languages in the teaching and learning process. According to Baker (2011), bilingual education aims not only to develop learners' proficiency in more than one language but also to support academic achievement and cognitive development. In recent years, bilingual programs have become increasingly common in various educational settings, including elementary schools.

Within bilingual classrooms, young learners are required to process both linguistic and cognitive information simultaneously. Consequently, learning materials and classroom tasks should take students' language proficiency and developmental characteristics into account. In this regard, examining the cognitive demands represented in English textbook tasks is particularly relevant in bilingual educational settings, where learners are expected to develop language skills while managing the cognitive challenges associated with learning through two languages.

3. Cognitive Levels Across Educational Contexts

Research on cognitive demands in English textbooks has been widely conducted across different educational levels, ranging from senior high school to elementary school. Examining these levels provides a continuum of how cognitive expectations are distributed in English language teaching materials. Across different educational levels, studies on cognitive demands in English textbooks have been

approached through varying analytical lenses, reflecting the developmental orientation of learners at each stage. This progression helps situate how cognitive demands evolve from more content-focused instruction in higher grades to more developmentally sensitive instruction in early education.

3.1 Senior High School

Studies conducted at the senior high school level have shown increasing attention to the cognitive demands represented in English textbooks. Using Bloom's Revised Taxonomy as an analytical framework, researchers have examined the extent to which textbook tasks engage learners in lower-order and higher-order thinking skills. Across studies, a recurring pattern emerges in which lower-order cognitive processes remain more dominant, although higher-order thinking skills are also present in certain tasks.

Research on Indonesian senior high school textbooks indicates that while higher-order thinking skills are included, their integration is often not systematic or evenly distributed. Erdiana (2023), for instance, found that HOTS-related tasks appear in limited proportions compared to tasks emphasizing remembering, understanding, and applying. Similar findings are reported by Febrina et al. (2019), particularly in reading comprehension activities where cognitive demands tend to focus on literal and interpretive comprehension rather than evaluative or creative thinking. Evidence from other educational contexts also supports this tendency, suggesting that textbook tasks frequently prioritize foundational cognitive skills over complex reasoning processes (Mohammed et al., 2024).

This pattern suggests that senior high school textbooks generally emphasize the strengthening of foundational cognitive skills, while opportunities for higher-order thinking remain limited and inconsistently integrated.

3.2 Junior High School

At the junior high school level, research on cognitive demands in English textbooks follows a similar analytical direction, focusing on how learning tasks are distributed across Bloom's cognitive categories. The overall findings point to a consistent dominance of lower-order thinking skills, although the nature of tasks begins to show slight variation compared to senior high school materials.

Rahayu et al. (2022) and Fitri and Rizal (2024), for example, show that textbook activities are largely concentrated on remembering, understanding, and applying language concepts. Indah et al. (2025) further confirm this pattern, noting that analyzing, evaluating, and creating appear only in limited portions of textbook exercises. In reading-focused tasks, Ekalia et al. (2025) observe that students are more frequently engaged in locating explicit information rather than engaging in critical or creative responses.

What emerges from these studies is not a completely different pattern from senior high school textbooks, but rather a continuation of a similar cognitive orientation. However, junior high school materials appear to maintain this pattern with

even more emphasis on comprehension-based tasks, reflecting the transitional nature of learners at this stage.

3.3 Elementary School

In contrast to secondary education, elementary school textbooks require a different evaluative lens due to learners' early cognitive and linguistic development stages. At this level, English textbooks are not only designed to support language acquisition but also to align with learners' developmental readiness. Therefore, cognitive demands in textbook tasks must be understood in relation to children's cognitive growth and learning characteristics.

Studies on elementary school English textbooks indicate that learning activities are predominantly designed to support lower-order cognitive processes. Textbook tasks for elementary learners mainly focus on remembering, understanding, and applying language knowledge. These tasks are typically reflected in vocabulary recognition, repetition-based activities, and guided language practice (Nur et al., 2023; Sainyakit, 2023; Saputra & Ambarwati, 2024).

Although higher-order thinking skills are present in some materials, their integration tends to be limited. Rizkiani (2022) notes that while certain lesson objectives include elements of analysis and simple problem-solving, these are not consistently developed across learning units. This indicates that higher-order thinking skills are still emerging rather than fully embedded in elementary-level instructional design.

Beyond cognitive categorization, recent studies emphasize the importance of developmental appropriateness in textbook evaluation. Fadila et al. (2025) highlight that learning materials for young learners should consider not only cognitive complexity but also psychological and developmental readiness, including attention span, motivation, and learning style.

A particularly important context is first-grade elementary school textbooks, where learners are at the initial stage of formal education. Arsana et al. (2025) show that cognitive demand in Grade 1 materials is highly oriented toward basic comprehension and guided learning activities. In bilingual education settings, this becomes even more significant, as learners must simultaneously process language input and cognitive tasks in two languages (Baker, 2011).

These patterns are also shaped by curriculum policy, which frequently sets explicit targets for higher-order thinking without always specifying how such thinking should be adapted for the youngest learners. In the Indonesian context represented in much of this literature, national curriculum reforms have repeatedly mandated stronger integration of higher-order thinking skills into classroom materials, yet studies reviewed here suggest that textbook writers translate this mandate unevenly, particularly at the elementary level. This gap between policy expectations and textbook design suggests that low HOTS representation in early-grade materials may reflect not only developmental caution on the part of textbook writers but also practical

uncertainty about what higher-order thinking should look like for six- and seven-year-old learners, an issue that cognitive classification alone does not resolve.

Taken together, previous studies suggest a consistent pattern across educational levels in which lower-order thinking skills dominate English textbook tasks, while higher-order thinking skills remain limited. However, most existing research has not sufficiently explored how cognitive demands in textbook tasks align with the developmental characteristics of early-grade learners, particularly in bilingual first-grade contexts. This indicates a need for further investigation into the appropriateness of cognitive levels in assessment tasks for young learners at the beginning of formal schooling.

4. Developmental Appropriateness in Textbook Evaluation

The evaluation of cognitive demands in English textbooks cannot be separated from the developmental characteristics of learners, particularly in early childhood education. While Bloom's Revised Taxonomy provides a useful framework for classifying cognitive processes, it does not fully account for learners' cognitive readiness, emotional development, and linguistic capacity. Therefore, textbook evaluation requires an additional perspective that considers developmental appropriateness as a key criterion.

Piaget's (1952) theory of cognitive development suggests that children in the elementary school stage are generally in the concrete operational stage, where thinking is still strongly tied to concrete experiences. At this stage, learners are capable of logical reasoning; however, they may struggle with abstract and complex cognitive tasks. This indicates that the design of learning activities should align with learners' developmental stage to avoid cognitive overload and to support meaningful learning processes.

In addition, Pinter (2017) emphasizes that young learners learn more effectively through familiar contexts, repetition, and meaningful interaction. This implies that textbook tasks should not only be evaluated based on cognitive level distribution but also on how they support engagement, comprehension, and gradual cognitive development. In early-grade classrooms, especially Grade 1, learning activities need to be highly scaffolded and visually supported to match learners' attention span and cognitive processing abilities.

Furthermore, in bilingual education contexts, cognitive demands become more complex because learners are required to process content in two languages simultaneously. According to Baker (2011), bilingual education involves both linguistic and cognitive development, meaning that learners must manage dual processing demands. This reinforces the importance of ensuring that textbook tasks are not overly cognitively demanding beyond learners' developmental capacity, particularly in early stages of formal education.

Taken together, these perspectives highlight that cognitive level analysis alone is insufficient for evaluating English textbooks for young learners. Instead,

developmental appropriateness must be considered as a complementary framework to ensure that learning materials are suitable for learners' cognitive, linguistic, and educational needs. This is particularly relevant for first-grade elementary school students, where cognitive development and language acquisition are still in the initial stages.

5. Critical Synthesis and Future Directions

5.1 Recurring Themes and Patterns

Across studies on cognitive levels in English textbooks, several recurring patterns can be identified. First, a consistent tendency toward the dominance of lower-order thinking skills is evident across educational levels. Studies at the senior high school level show that although higher-order thinking skills are present in textbook tasks, their integration is often limited and not systematically distributed (Erdiana, 2023; Febrina et al., 2019; Mohammed et al., 2024). A similar pattern is also observed at the junior high school level, where remembering, understanding, and applying are more dominant compared to higher cognitive processes (Fitri & Rizal, 2024; Indah et al., 2025; Rahayu et al., 2022).

At the elementary level, this tendency continues but becomes more nuanced due to developmental considerations. Studies such as Nur et al. (2023), Saputra and Ambarwati (2024), and Sainyakit (2023) indicate that elementary textbooks predominantly emphasize basic cognitive processes, while higher-order thinking skills appear in limited forms. However, unlike secondary education studies, elementary-level research also begins to incorporate developmental perspectives in analyzing cognitive demands (Fadila et al., 2025; Rizkiani, 2022).

Second, Bloom's Revised Taxonomy remains the dominant analytical framework across all educational levels (Anderson & Krathwohl, 2001). This widespread use indicates a strong methodological consistency in textbook analysis research, particularly in categorizing cognitive processes in learning tasks.

5.2 Methodological Limitations

Despite providing valuable insights, previous studies on cognitive levels in English textbooks exhibit several methodological limitations. A large proportion of studies rely primarily on Bloom's Revised Taxonomy as the sole analytical framework (Anderson and Krathwohl (2001), which may restrict the interpretation of cognitive demand to classification without sufficiently addressing developmental or contextual dimensions.

In addition, most studies adopt descriptive content analysis approaches that focus on identifying frequencies of cognitive levels rather than exploring how these cognitive demands function in actual learning processes. For example, studies on senior high school textbooks Erdiana (2023) and Mohammed et al. (2024) and junior high school materials Ekalia et al. (2025) tend to emphasize categorization of tasks but provide limited discussion on pedagogical implications.

Furthermore, research at the elementary level has begun to include developmental perspectives (Arsana et al., 2025; Fadila et al., 2025). However, such integration is still not consistently applied across studies, resulting in fragmented analytical approaches.

A further methodological limitation concerns the reliability of the coding procedures used to assign textbook tasks to cognitive categories. Bloom's Revised Taxonomy requires interpretive judgment, particularly when a task could plausibly be coded as either understanding or applying, or where a single exercise contains sub-items targeting different cognitive processes. Few of the studies reviewed here report inter-rater reliability checks or clearly defined coding protocols, which makes it difficult to determine how consistently lower-order and higher-order categories were applied across studies or across coders within the same study. Without this information, comparisons of HOTS proportions between textbooks, grade levels, or countries should be treated with some caution, since apparent differences may partly reflect coding decisions rather than genuine differences in cognitive demand.

5.3 Directions for Future Research

Based on the identified patterns and limitations, future research should adopt more integrative analytical frameworks that combine cognitive classification with developmental perspectives. This is particularly important in elementary education contexts, where cognitive demand cannot be fully understood without considering learners' developmental readiness (Piaget, 1952; Pinter, 2017).

In addition, there is a need for more focused research on early-grade bilingual classrooms, where learners face dual challenges of language acquisition and cognitive processing (Baker, 2011). Existing studies have not sufficiently explored how cognitive demands in bilingual English textbooks align with the developmental stage of first-grade learners. Finally, future studies should move beyond textbook content analysis and explore how cognitive demands are realized in classroom practice. This would allow for a more comprehensive understanding of how instructional materials influence learners' cognitive development in real educational settings.

Future studies would also benefit from examining task format and scaffolding alongside cognitive level, rather than treating cognitive classification as a self-sufficient indicator of appropriateness. This includes documenting how much a task relies on independent reading and writing versus multimodal supports such as images, gestures, and oral interaction, and recording the level of teacher scaffolding assumed by the textbook design. Establishing clear coding protocols and reporting inter-rater reliability would additionally strengthen the comparability of findings across future studies of cognitive demand in bilingual early-grade materials.

6. Conclusion

This literature review has examined cognitive levels in English textbook assessment tasks across senior high school, junior high school, and elementary school contexts. The findings consistently indicate that lower-order thinking skills

dominate textbook tasks across educational levels, while higher-order thinking skills are present but remain limited in their integration. This suggests a persistent pattern in the design of English textbooks, particularly in relation to cognitive demand distribution.

Although Bloom's Revised Taxonomy is widely used as the main analytical framework in textbook studies, it does not fully capture the developmental dimensions required to evaluate learning materials for young learners. Previous studies further indicate that elementary-level research increasingly considers developmental aspects; however, such integration is still not consistently applied. This limitation becomes more significant in bilingual contexts, where learners are required to manage both cognitive and linguistic demands simultaneously.

Based on this synthesis, there remains a clear gap in the literature regarding the alignment between cognitive demands and developmental appropriateness in bilingual English textbooks for first-grade elementary school students. Therefore, this study is positioned to evaluate the appropriateness of cognitive levels in assessment tasks of a bilingual English textbook for first-grade elementary school students.

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