

Developing Instructional English Materials Integrating Inquiry-Based Learning and HOTS: A Systematic Review

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ABSTRACT

This study is aimed to determine whether integrating Inquiry-based learning and HOTS can enhance students learning achievements, and what instructional strategies are most effective in promoting inquiry-based learning and fostering Higher-Order Thinking Skills (HOTS) in English education. There are ten articles to be reviewed chosen from 300 database. The search of database up to the articles selection was done using PRISMA. The result of the studies show that mostly, by integrating inquiry-based learning and HOTS in English Instructional materials, effectively improved students' creative and critical thinking skills, which in turn helped them learn English better. The students enjoy the English materials based on HOTS. Concerning Research Question 2, a multitude of efficient pedagogical approaches are distinguished to foster inquiry-based learning and HOTS within the realm of English education. Successful approaches are emphasized, including Socratic questioning, Problem-Based Learning (PBL), Project-Based Learning (PBL), collaborative learning, inquiry-based writing, the use of authentic materials, and concept mapping.

Informasi Artikel

Kata Kunci:

Materi Pembelajaran; Belajar Berbasis (Inquiry: Kemampuan Berpikiran Tingkat Tinggi (HOTS).

ABSTRAK

Penelitian ini bertujuan untuk mencari tahu apakah menggabungkan pembelajaran berbasis penelusuran mandiri (inquiry-based learning) dan keterampilan berpikir tingkat tinggi (HOTS) dapat meningkatkan prestasi belajar siswa, serta untuk menentukan strategi mengajar mana yang paling efektif dalam menerapkan kedua hal tersebut pada pelajaran Bahasa Inggris. Dari 300 artikel yang ada di basis data, peneliti menyeleksi 10 artikel terbaik menggunakan metode penyaringan standar PRISMA. Hasil penelitian menunjukkan bahwa pengintegrasian inquiry-based learning dan HOTS ke dalam materi pembelajaran Bahasa Inggris secara efektif mampu meningkatkan keterampilan berpikir kreatif dan kritis siswa, yang pada akhirnya membantu mereka belajar Bahasa Inggris dengan lebih baik dan merasa lebih senang saat belajar. Selain itu, ditemukan pula berbagai pendekatan mengajar yang sangat ampuh untuk mendorong kedua hal tersebut, seperti metode tanya-jawab mendalam (Socratic questioning), pembelajaran berbasis masalah dan proyek, belajar kelompok secara kolaboratif, latihan menulis berbasis penelusuran, penggunaan bahan ajar asli dari dunia nyata, serta pemetaan konsep melalui bagan atau peta pikiran.

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1. Introduction

It would be impossible to ignore how important education is and how important good training tools are for learning. One of the most important things that determines how well someone learns is the teaching tools. Good teaching tools should get students involved in their own learning and be specifically designed to meet the needs and goals of each student (Yusrina et al., 2021). Textbooks and other teaching tools are very important for making learning better and helping students do better in school. Studies have shown that textbooks and other similar learning tools can help students learn more. Materials used in the classroom can help students learn and do better in school. In an ideal world, teaching tools would be made to fit the students, the teachers, and the subject being taught. Also, teaching tools are important because they can help teachers and students avoid putting too much stress on memorization and rote learning (Tuiwur, & Chemwei, 2015). Students can also learn a lot by making their own training tools (Kobayashi, 2023). To improve the level of education and student progress, it is important to create and use effective teaching tools.

Students can find learning less useful and important to their real lives if they only use a few learning tools and look at what they are learning from one point of view. Some studies show that teachers can have trouble when they don't have a lot of learning materials, but it can also be good for both teachers and students. It is possible for teachers to get better at what they do and come up with new, fun ways to teach. Students can also work together and learn how to get along with others in groups. Students can also learn by making their own lesson plans, video classes, test questions, instructional books, and educational games. So, teachers and students can still find ways to make learning more important and useful, even if there aren't many tools available.

Not having enough learning materials can make students less motivated to learn. When classroom resources, the curriculum, and teaching-learning resources aren't enough or aren't good enough, it can be hard for students to find worth and interest in what they are learning (Mafea, 2020). Lack of learning resources can make students less motivated as they might not be interested in learning if the materials are not interesting or useful to them, besides it can make it hard for students to understand complicated ideas or concepts, which can make them angry and less motivated (Cahyani et al., 2020), it can also let them miss out on chances to use and practice their skills, which can negatively impact their learning and finally resulted in lower their academic results.

Incorporating higher-order thinking skills (HOTS) to English materials can help students get better at thinking critically. A study of Asteid and Safriyadin 2022 says that using HOTS when teaching English to elementary school children can help teachers understand their points of view. That is why teachers should stimulate critical thinking in order to teach English by utilizing HOTS. HOTS is related

to argumentation, decision-making, problem solving, which are all connected to critical thinking. Teachers can get students to think critically by asking them open-ended questions or giving them problem-solving tasks that require them to think about the problems as they work on them. Dima et al., (2021) say that asking students open-ended questions might get them to make comparisons, give reasons, or do study based on what they already know. Along with utilizing inquiry-based learning model, students may enjoy active learning in the classroom (Giri, 2021).

Subjects related to Inquiry-based learning, higher-order thinking skills, young learners, and the use of media in education have all become more and more popular in recent years. These have attracted interest because they are important for improving education and encouraging student success.

Students' critical thinking, creativity, and problem-solving abilities are effectively fostered via inquiry-based learning, which places a strong emphasis on active engagement (Hariyanto et al., 2019). For success in the workforce and higher education, knowledge analysis, evaluation, and synthesis, or HOTS, are essential (Ramdani, 2019). Research suggests that teaching strategies that align with HOTS can improve students' academic achievement and set them up for long-term success. Fadilasari et al., (2020) stated that HOTS focuses on promoting critical thinking, problem-solving, and analytical skills among students, and it was highly recommended to incorporate HOTS indicators in the development of instructional materials.

Early in their education, young learners have special learning needs. Play-based learning, the use of technology, and practical exercises are all effective teaching strategies for young learners since they fulfil their developmental requirements (Ramdani, 2019). The development of additional textbooks using an inquiry-based learning approach and local wisdom has a beneficial effect on young learners' academic achievement. Another study also revealed that the adoption of these textbooks significantly enhanced student learning results. A pre-test and post-test were used to gauge the textbooks' efficacy, and N-gain was used to evaluate the data. The computation findings demonstrated a somewhat higher learning outcome both before and after the textbooks were used, suggesting that the textbooks were successful in raising student learning outcomes. These textbooks, which combine an inquiry learning approach with local wisdom, give young students the chance to participate in inquiry-based learning and hone their higher-order thinking Skills (HOTS). In keeping with the tenets of constructive learning theory, the textbooks are intended to help students develop knowledge via contact with the outside world (Seftiana et al., 2019). Hence, the development of these supplementary textbooks helps young students succeed academically by giving them access to useful materials that support inquiry-based learning as well as the growth of HOTS.

Media, on the other hand, includes technical and communication tools, may greatly improve the learning environment in the classroom. Media integration increases student motivation, engagement, and learning results when done well. To prevent undesirable results like distraction and information overload, caution is required. Regarding the use of media, Safitri et al., (2020) refers to how using authentic materials may help students develop higher-order thinking Skills (HOTS) and inquiry-based learning. According to their study, integrating multimedia, real-world texts, and resources can help students learn how to critically analyse and evaluate information.

Thus, studies on Inquiry-Based Learning, HOTS, Young Learners, and media emphasize how critical it is to use effective teaching strategies catered to the needs of certain students. These research areas, which place a strong emphasis on inquiry and active engagement, provide insightful information that may be used to enhance education and raise student academic success.

Moreover, there is still lack of systematic review on developing English instructional media which integrate Inquiry-based Learning and HOTS especially for young learners. This article only review previous studies conducted on the related topic of Developing English Instruction that incorporating Inquiry-based model and HOTS, in the range of year 2013-2023. In addition, the comprehensive review of designing English teaching material that fuse an inquiry-based approach with an emphasis on Higher Order Thinking Skills (HOTS). Thus,, this systematic review give a clear and complete summary of all the information that is known on a related topic, it can help us figure out what we need to learn more about the subject in order to fully understand it, it gives ideas for how to improve future work in the same area by pointing out problems with how research studies were carried out and finally, this review can be used to fulfil the gap of what the previous studies has not been answered on Creating English instructional materials that integrate an inquiry-based model and Higher Order Thinking Skills (HOTS). Hence, this systematic review is conducted to achieve two main goals namely: 1). To Evaluate the influence of Higher Order Thinking Skills (HOTS) integration on students' critical thinking abilities within the context of English education; and 2). To identify instructional strategies that effectively promote inquiry-based learning in the field of English education.

Based on the two pre-established goals, then the research questions of this review are: How does the integration of inquiry-based learning and Higher Order Thinking Skills (HOTS) in instructional English materials impact students' overall language proficiency and critical thinking abilities? And What specific instructional strategies are most effective in promoting inquiry-based learning and fostering Higher Order Thinking Skills (HOTS) in English education?

2. Method

This research employed a systematic literature review

(SLR) in that it is a method used to collect data and sources of related researched with the data can be obtained from various sources such as: journals, books, theses, and other literature (Mahanum, 2021). SLR was carried out by applying data collection in accordance with research procedures consisting of identifying, reviewing, evaluating, and interpreting international and national journals in a structured manner (Triandini et al., 2019). Here, the sources were the journal articles ranging form 2013-1023..

2.1. Data Collection

Data collection was carried out through the preferred reporting items for systematic review and meta-analysis (PRISMA) method. According to (Page et al., 2021), PRISMA is a tool and guide for assessing systematic reviews (or what is referred to as meta-analysis). The PRISMA method was a meta-analysis intended to facilitate the modification of structural roadmaps for research purposes (Shoffa, 2022).

The article reviewed in this paper were from google scholar using Publish or Perish and scispace by giving keywords "Developing inquiry-based English textbook*young learners*HOTS". The time chosen are from 2013 to 2023. The review process included database searching, database exclusion and inclusion, and article selection. The database searching gathered 300 article, then the exclusion and inclusion criteria were applied to get the suitable data to for the study. Below were the steps of PRISMA method showing in figure 1.

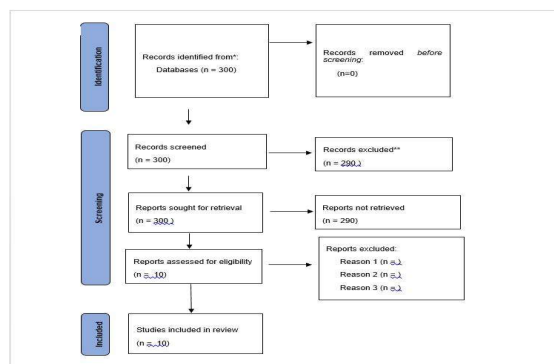


Figure 1. Steps in Prisma Method based on (Page et.al 2021)

Tabel 1 Inclusion and Exclusion Criteria

Inclusion Criteria	Peer-reviewed articles published in academic journals Article published within the last ten years Article published in English Article about developing English Materials
Exclusion Criteria	Article published in language other than English Article published more than ten years ago Non-peer-reviewed sources, opinion pieces, magazine articles Not relevant to Inquiry-based learning and HOTS Not specifically address the development of English Materials

2.2. Data Analysis

Tabel 1 showed the exclusion and inclusion criteria for selecting articles. The exclusion criteria were used to exclude non-relevant articles, articles published more than 10 years, and articles published in non-English Language. Having done the exclusion and inclusion step, then ten articles are found to analyse. None of them had specifically developed English instruction materials for young learners, and none incorporated inquiry-based models and HOTS. Mostly the design and development took place on just one aspect, inquiry-based or HOTS. Besides, the context of the previous research are on the secondary school level rather than at elementary level.

This paper used thematic analysis since it tries to find important themes or interesting patterns in the data. The themes could then be used to make a point about the study or a problem. Thematic analysis is more than just a list of the data points; it analyses and makes sense of them. (Maguire & Delahunt, 2017). The thematic analysis framework applied in this review consists of three steps namely 1) Data Familiarization; 2) Generating Initial Codes and Themes; 3) theme Development and Report Writing.

3. Result

The researcher chose the most 10 relevant articles on the theme “Developing English Instruction Materials Integrating Inquiry-based Learning and HOTS”. The presented articles were found in Table 2. The result from the ten articles revealed that the inquiry-based learning model did enhance student critical thinking, and had become an effective tool to improve students’ learning achievement. Furthermore, all previous studies being reviewed crafted English instruction that blends an inquiry-driven model with a focus on fostering Higher Order Thinking Skills (HOTS) on elementary and Secondary School Level. Besides, mostly the methods applied is the Research and Development using ADDIE model, there was one study using Lee and Owens (2004), and one of them used 4D model.

Table 2. Matrix of Selected Articles

No.	Authors	Findings	Methods	Limitation
1	Agus Ramdani, 2020	The inquiry-based learning model developed proved to be successful in enhancing students' critical thinking skills	R & D (4D model, Define, Design, Develop, Disseminate)	The study focusing on junior high school students in the city of Mataram
2	Hariyanto et.al 2019	They show how important student-centered learning is and how the teacher's job is to help and inspire students.	R & D using ADDIE model	Not mentioned
3	Amir et.al 2019	Teaching materials adapted to the inquiry learning model can improve students' learning achievement	R & D using ADDIE model	Only evaluating the validity of the developed materials, did not involve a control group
4	Margana et. Al 2017	The development of English textbooks oriented towards HOTS was positively	Interview, questionnaire	Did not include a control group or experimental design. relied on self-reported data from the

		received by the respondents.		participants,
5	Safitri, 2020	The materials incorporated the concept of HOTS help students develop higher-order thinking skills.	R & D using ADDIE Model	Not mentioned
6	Seftiana et al, 2019	The developed supplementary textbooks based on local wisdom with an inquiry learning model were effective in improving student learning outcomes.	R & D Based on Borg & Gall, 1983	Not mentioned
7	Fadilasari et al, 2020	Inquiry learning model in the materials' structure may have encouraged active participation, exploration, and deeper understanding	R & D using ADDIE model	only one school involved and a relatively small sample size of 146 students
8	Mega & Handayani, 2021	HOTS-based English materials were effective in enhancing students' creativity and critical thinking skills, which in turn improved their English language learning outcomes.	R & D based on by Lee and Owens (2004), which consists of five stages: assessment or analysis, design, development, implementation, and evaluation.	Not mentioned
9	Erdiana & Panjaitan 2023	The distribution of HOTS-level questions in the Indonesian High School English textbook for Grade 12 was	content analysis	only analyzing one textbook, and only focusing on the reading comprehension exercises in the textbook

		lower than that of LOTS questions.		
10	Indrayanti et al, 2021	The guided inquiry-based learning modules developed effective in increasing students' environmental attitudes and higher-order thinking skills	R & D	Not mentioned

Research Question 1. How does the integration of inquiry-based learning and Higher Order Thinking Skills (HOTS) in instructional English materials impact students' overall language proficiency and critical thinking abilities?

The result of the ten reviewed articles showed the integration of inquiry-based learning and Higher Order thinking skills in English materials was successful at changing students' attitudes toward the environment, as seen in the growth of students' attitudes toward environmental care. This improved students' creative and critical thinking skills, which in turn helped them learn English better. The students enjoyed the English materials based on HOTS, and the offering was thought to be useful. The study also discovered that the created textbooks agreed with the ideas of learning and the constructive learning theory, which says that students build their own knowledge by interacting with their surroundings. Moreover, it revealed that the tools used the HOTS indicators, which could help students improve their advanced thought abilities.

Research Question 2: What specific instructional strategies are most effective in promoting inquiry-based learning and fostering Higher Order Thinking Skills (HOTS) in English education?

There were several successful ways to teach English that encourage students to learn by asking questions and developing their higher-order thinking skills (HOTS). The goal of these strategies was to get students to think critically, solve problems, and analyse. Those strategies were: 1) Socratic Questioning: Asking open-ended questions that lead to more in-depth thinking and analysis to get students to think critically; 2) Problem-Based Learning (PBL): Giving kids real-life situations or problems that they need to think critically about and work together to solve; 3) Project-Based Learning (PBL): Getting students involved in long, cross-disciplinary projects that require them to do research, analyse it, and share their results; 4) Collaborative learning: getting students to work together in groups to figure out problems, talk about their ideas, and look over the information. These helped them develop their speech and critical thinking skills; 5) Inquiry-based writing: getting

students to learn more about things that interest them by researching, analysing, and critically reflecting on them; this helps them think more deeply when they write; 6) Use of Authentic Materials: Using real-life texts, video, and tools to get students to think critically and understand what they read; 7) Concept mapping: having students show and connect ideas clearly, which helps them think critically and put together different pieces of knowledge.

4. Discussion

Based on the study on the developing English Instructional Material that incorporates inquiry-based learning and higher-order thinking skills, the results of the research suggest that inquiry-based English learning materials are useful in enhancing the students' academic performance. Through the examination of statistical analysis outcomes, the authors deliberate on the effectiveness of inquiry-based English learning materials in fostering students' academic success. In addition, they emphasize the significance of student-centred learning and the teacher's function as a facilitator and motivator in encouraging enjoyable learning. It suggests that as a result of utilizing the learning module, students' attitudes toward caring for the environment and their HOTS improved. It is determined that the learning modules were appropriate for educational purposes, and the efficacy of learning through the modules was assessed by noting the students' increasing concern for the environment and development of higher-order thinking skills at each meeting (Seftiana et al., 2019).

Additionally, the research discovers that students must develop an attitude of environmental responsibility, and the guided inquiry learning model permits students to participate fully in learning activities. The efficacy of the learning modules in fostering environmental consciousness among students was demonstrated by the development of such attitudes among the participants. The discourse explores the extent to which supplementary textbooks enhance the academic achievements of the students. The findings of the N-gain calculation demonstrate a moderate improvement in learning outcomes both prior to and subsequent to the implementation of the textbooks. The statistical analysis provides support for the assertion that the inquiry learning model incorporated into the supplementary textbooks, which are grounded in local wisdom, significantly enhances student learning outcomes (Indrayanti et al., 2021).

The implications of the study's results for English instructors, textbook authors, and publishing houses dominated the discussion. Before instructing students from a textbook, its contents and assignments must be thoroughly evaluated, the researchers emphasized. For the purpose of enhancing the HOTS of their pupils, English instructors must be more discerning when choosing textbooks (Safitri et al., 2020).

Mostly, the previous study used Research and Development design using ADDIE model. It was started from need

analysis, design, develop, implement and evaluate. Moreover, a study by Ramdani, 2020 employed 4D model consisting of four stages namely, define, design, develop and disseminate. In that study, the development was integrated with lesson study activities to develop inquiry-based science material.

Furthermore, the answers to the two research questions show that there is agreement in the examined literature about the benefits of incorporating inquiry-based learning and higher-order thinking Skills (HOTS) into English teaching materials, especially for elementary and secondary school students.

In response to RQ1, preliminary research indicates that incorporating inquiry-based learning and HOTS into English teaching materials has a beneficial effect on students' critical thinking and language proficiency. There is a discernible change in students' views on environmental protection in addition to language skills, suggesting a wider impact. This link between critical thinking and environmental attitudes emphasizes the necessity of an all-encompassing development plan that uses inquiry-based approaches.

By a focus on Research Question 2, the following conclusions outline certain teaching methods that successfully encourage inquiry-based learning and the creation of HOTS in the context of English language instruction. Using actual materials, writing that is inquiry-based, project-based, problem-based, collaborative, Socratic questioning, and concept mapping are some of these strategies. The variety of methods emphasizes how inquiry and HOTS may be used in English instruction with flexibility and adaptation.

It becomes clear how the outcomes of RQ1 and RQ2 are related to one another. Enhancing students' attitudes toward environmental care, their capacity for critical and creative thought, and their general language proficiency are all made possible by the effective teaching strategies described in RQ2 (RQ1). Methods like problem-based learning, inquiry-based writing, and collaborative learning appear to have a big impact on the favourable results seen in RQ1.

The discussion goes into further detail on the methodological techniques used in the study that is being reviewed. A noteworthy contribution comes from research employing the 4D paradigm, even if the majority of studies stress the iterative process with the Research and Development (R&D) design using the ADDIE model. This paradigm, which entails actions like defining, designing, developing, and disseminating, improves our knowledge of the several models that may be used to produce instructional materials.

Publishing companies, English teachers, and textbook authors should all be aware of the findings. The focus on thoroughly evaluating homework assignments and textbook material before instruction emphasizes teachers' need to choose materials that support the goals of improving HOTS. The recommendation for using judgment when choosing textbooks highlights how crucial it is to match instructional

materials with approaches that are inquiry-based and HOTS-focused.

The discussion focused on the holistic aspect of things, which includes critical thinking and language proficiency as well as environmental awareness. It is suggested that the inquiry-based learning paradigm be used to foster attitudes and values that go beyond language acquisition and serve more general educational goals.

Integrating inquiry-based learning with a focus on HOTS demonstrates a synergistic approach to education. The study finds that these two elements work together to provide a holistic learning environment that supports the growth of critical thinking abilities and comprehension of the material that goes beyond language learning.

To conclude, the findings' fresh perspectives and connections demonstrate the variety of benefits that arise from integrating inquiry-based learning and HOTS into English language teaching materials. Combining effective teaching strategies, several methodological philosophies, and a focus on holistic development improves our comprehension of how different approaches influence students' attitudes and learning results.

5. Conclusion

In summary, the synthesis of results obtained from the ten articles that have been analysed offers significant knowledge regarding the incorporation of Higher Order Thinking Skills (HOTS) and inquiry-based learning into English instructional materials. In response to Research Question 1, the findings suggest that there is a favourable influence on the language proficiency and critical thinking skills of the students. By effectively integrating these pedagogical approaches, students' attitudes and motivation are successfully transformed, their capacity for creative and critical thinking is strengthened, and their English language acquisition is improved.

Concerning Research Question 2, a multitude of efficient pedagogical approaches are distinguished to foster inquiry-based learning and HOTS within the realm of English education. Successful approaches are emphasized, including Socratic questioning, Problem-Based Learning (PBL), Project-Based Learning (PBL), collaborative learning, inquiry-based writing, the use of authentic materials, and concept mapping. The objective of these strategies is to foster in students proficiency in critical thinking, problem-solving, and analysis.

The ten articles that has been reviewed collectively highlight the effectiveness of incorporating inquiry-based learning and HOTS into instructional English materials. This establishes a fundamental basis for the development of well-informed pedagogical practices and curricula in the field of English education. The numerous advantages noted to students' academic achievement, critical thinking abilities, and overall disposition highlight the significance of these integrative methodologies in cultivating a comprehensive

and captivating educational setting.

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