

## READING TASK QUALITY IN LEARNING TEXTBOOK: COGNITIVE AND RELIGIOUS PERSPECTIVE

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### ABSTRACT

*This study explored the importance of task allocated in textbook, those, HOTs, MOTs, and LOTs, should be allocated in harmony with religious aspects. The primary data in this study was English textbooks taught in Indonesia. The study used Bloom's classification of students' cognitive level. As for the religious aspect, hadith transmitted by Muslim was used as the indicator, those are Faith, Moral, and Sharia. A coding scheme was accordingly developed to ease in digging the data. The data was then analyzed to detect trends in the allocated task in the learning textbook and the tasks that inserted religious aspects. Result of the codification of tasks, there were 332 tasks most of which converged in the first three levels, which are LOTs and MOTs. In addition, from religious aspects, the tasks were mostly distributed at moral and sharia. However, no single task has been allocated for faith and worship. The result of the study can act as guidance to government, stakeholders, and textbook developers who are eager to modify their task allocated in such a way as to achieve higher level and to be aware of religious aspects to face their real life so that students can make use their cognitive skill and religious side in harmony.*

**Keywords:** *Reading Tasks; cognitive level; religious aspects*

### INTRODUCTION

The textbooks have a major influence on students' learning activities applied in the classroom, particularly in EFL settings where L2 students have limited opportunity and exposure to use English outside of the classroom, therefore many English teachers have a heavy reliance on textbooks (Ryu & Jeon, 2020). Nevertheless, textbooks should accommodate the need for being equal between the cognitive and religious aspects of students. The vogue of applying CILL in teaching English lodge a bridge to make cognitive and religious domain relatively harmonious. However, little devotion has been donated to the choice of tasks in the textbook per se, even though the pivotal existence of tasks in boosting students' linguistics (Gordani, 2010) and cognitive competence (Assaly & Smadi, 2015) has been studied a lot, the integrated content with religious aspects got a little attention (Khokhar, 2021).

Recently a growing body of research, however, have begun to address the relevance of textual input in L2 English textbook focusing on the task used (Assaly & Smadi, 2015; Gordani, 2010). Especially, the assumption that learning tasks that are attached to textbooks should systematically train students' cognitive (Zhang et

al., 2021) and religious domain (Darmayenti et al., 2021). Tasks can afford stimuli and can lead the learning objectives. The study conducted by Gordani (2010) revealed the pivotal role of tasks in boosting students' cognitive domain. The tasks conveying repertoire of learning activities in the context of EFL should cover six categories of cognitive level namely remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6).

In Indonesia's context, the government has set the education regulations under the Ministry of Education, Culture, Research, and Technology. Further, the regulation is elaborated by the Ministry of Religion that the schools under this institution have access to develop the regulation. The regulations are intended to give a religious education, then the question of how religious education is designed to meet the needs of the respective government. Further, it was interesting to note that tasks in learning textbooks can act as agents for the government to widespread the intended objective set.

The content attached to the task material should be based on the religion that dominant beliefs in the society to prevent misconceptions between the culture of the home language and the faith learners had (Alfian, et al., 2021). In addition, there was empirical evidence explored by Puspita and Mambu (2020). This study had the result that religion could be a guiding principle to expose their criticality.

Besides the crucial impact related to the importance of religion inserted in learning that can boost students' critical thinking (Puspita & Mambu, 2020) and the significance of increasing the level of cognitive becoming 20% of total tasks and assignments in learning textbook (Fauquet-Alekhine & Martinez, 2021), teachers, sometimes, as the agent of knowledge transfer use the learning textbook that has deliberately chosen. For this sake, teachers should have analyzed the learning textbook to ensure which textbook best matches their objectives.

Saber et al., (2022) in their study for textbook evaluation, for example, explored the literacy used as the need of religious aspect included, and currently trying to go further by exploring the task use that incorporates the religious domain. This sort of evaluation practice can be achieved through a series of content analyses. Cunningsworth (1996) points out the problems encountered with this project. The first one is too many indicators being analyzed. The other one is the subjective tendency in determining the tasks that were listed in the indicator. To compensate

for these problems, the indicators utilized in this were restricted to the cognitive and religious aspects. In addition, Ekasiwi and Bram (2022) require the analysis of textbooks to enlighten the composition of them to fit what teachers need. Therefore, recently there have been efforts to help teachers bridge between what textbooks are offered and what teachers need so that the learning objective set is achieved. There is a suggestion, for example, to do a retrospective assessment to analyze learning materials that have been used as experience to choose upcoming textbooks. Obviously, teachers can do this by investigating precise learning tasks. It was concluded that task analysis was a kind of research and development that can assist in better teaching practice.

The need to blend cognitive and religious aspects in the learning process is seen as a crucial phenomenon to decrease the degradation of morals and increasing violence (Simbuka et al., 2019). They suggest that learning textbooks should be inserted with vocabulary or literacy that expresses students' religion to consciously make them aware of students' religious side. These convenience facts should, therefore, be taken into account in developing tasks in learning textbooks for government, stakeholders, or textbook developers. Therefore, there seems to be no one fixed empirical study questioning the blend of cognitive and religious aspects inserted in learning textbooks. What is important, however, is Cunnings worth's idea (1996), to define the criteria analyzed, to prevent biased data, and to manage the proportion of data per se. Otherwise, we risk the data being overwhelmed.

The need to blend out religious and cognitive domain become crucial since most of the studies on textbook analysis have focused on digging out Bloom's level of cognitive domain (Sesmiyanti, 2018; Fitriani & Kirana, 2022; Shalihah et al., 2022; Erdiana & Panjaitan, 2023) to see how the distribution of assignment or tasks listed into HOTS, MOTs, and LOTs. However, few studies have attempted to investigate the inserted religious side in the textbook. The present study tries to explore both cognitive and religious aspects in harmony.

## **RESEARCH METHOD**

The current study reported learning tasks in English textbooks used in junior high schools in Indonesia. The tasks were constructed as a corpus to analyze systemic and gradual improvement in the task given. There were eight chapters

contained in "When English Rings a Bell". Therefore, the current study was conducted qualitatively through text analysis. Regarding the instrument, content analysis checklists were built to seek out the data. The researcher constructed guidance that was filled out with the six categories of cognitive levels of Bloom's taxonomy for all tasks in each chapter of the textbook. The guidance was to calculate the level of cognitive dimension consisting of six columns, those were number, cognitive dimension and code, questioning stems, chapter, the number of tasks, and total. The vivid description of the instrument can be seen at the Tabel 1 below:

Table 1. Cognitive Domain in Learning textbook based on Taxonomy Bloom

No.	Cognitive Dimension and Code	Questioning stems	Chapter	The number of tasks	Total
1.	Remembering (C1)				
2.	Understanding (C2)				
3.	Applying (C3)				
4.	Analyzing (C4)				
5.	Evaluating (C5)				
6.	Creating (C6)				

The other aspect was religious aspects inserted in the learning tasks; the researcher took the categories of Islam because it was known that the majority religion in Aceh. The categories were based on the fundamental aspects of Islam, which are Iman (Faith), Ihsan (Moral), and Islam (Sharia). The classification of each category in the following Table 2:

Table 2. The Indicators of Religious Aspects in Learning Textbook

Religious aspects	Indicator	Sub- Indicator
Iman (Faith)	Pillars of Faith	Belief in Allah, Belief in the Angels, Belief in the Revealed Scriptures, Belief in the Messengers, Belief in the Last Day, Belief in the Divine Decree
Ihsan (Moral)	Morals Towards	Morals towards Messenger, Morals towards Parents, Morals toward themselves, Morals towards Family and Neighbors, People, Teachers and Nature.
Islam (Sharia)	Worship	Purify, Prayer, Fasting, Zakat, Hajj
	Relationship among creature	Alms, Advice, Studying, Teaching and Practicing, Lending

This study used a coding scheme, based on Bloom's taxonomy, to codify, classify, and analyze the task in the English textbook. The purpose of developing the coding scheme was to detect the number of learning tasks that were accordingly included in HOTs, MOTs, and LOTs. Classifying the instruction or questioning

stems into one of the six levels of Bloom's taxonomy was a crucial task since the broader lines among the six levels. Moreover, it was understandable that one item of the task may cover more than one cognitive level. For example, the instruction might ask about students' comprehension and at the same time, ask them to apply their understanding to the new learning peripherals. In this case, it would be difficult to choose between one of the two levels.

To solve the problem, the researcher conducted a session to obtain a trustworthy of the data by administering reliability. For this sake, the researcher applied two kinds of reliability analysis, namely, intra and inter-rater reliability. To ensure intra-rater, the data was coded twice by the researcher in a two-week span. In addition, inter-rater reliability was conducted by a colleague who is well-perceived in evaluating the task related to the level of cognitive, because the line to differentiate among cognitive dimensions could be very close, it is urgent to grab from different perspectives. For the second issue which was religious aspects, the researcher gave the data to the master of Islamic education to obtain the trustworthiness of the data.

## **RESULT**

The objective of the current study was to identify the distribution of tasks in the textbook based on the principle that the level of cognitive-based on Taxonomy Bloom, HOTs, MOTs, LOTs, will be constructed related to the government demand that HOTs tasks should be inserted 20% of total tasks in learning textbook. Moreover, the government also compels learning textbooks to have religious aspects inserted since it is disheartening to know that there is a degradation of values and morals in the millennial generation. For this sake, this study takes the indicator from sahih Muslims that classified Islamic indicators become three aspects, those are faith (Iman), morals (Ihsan), and sharia (Islam).

The first perspective is the cognitive domain. This study tried to seek the level of cognitive domain allocated in the textbook. There were 332 tasks in the learning textbook and the distribution of the tasks can be seen in Table 3 below:

Table 3. Distributed Tasks of Each Chapter

No.	Number of chapters	C1	C2	C3	C4	C5	C6	Total
1.	Chapter 1	8	8	-	-	-	-	16
2	Chapter 2	24	8	4	-	-	-	36
3	Chapter 3	28	11	5	-	-	-	44
4	Chapter 4	37	32	5	-	-	-	74
5	Chapter 5	47	6	5	-	-	-	58
6	Chapter 6	28	3	4	-	-	-	35
7	Chapter 7	55	2	5	-	-	-	62
8	Chapter 8	5	2	-	-	-	-	7
	Total	232	72	28	-	-	-	332
	Percentage	69,9%	21.7%	8.4%	-	-	-	

From the data displayed above it can be seen that the most distributed tasks of 332 were in Lower Order Thinking Skill (LOTs) that is 232 or 69.9%. The most frequent tasks observed at this level were Listening, Repeating the Sentence, and Reading aloud. The next most common items were Middle Order Thinking Skills (MOTs); those were at levels 2 and 3 (Understanding and Applying) with 21.7% and 8.4% each. However, no single task has been devoted to higher-order thinking skills. Overall, it was found that all of the tasks were convergent in the first three levels of Bloom's Taxonomy which are included in lower and middle levels of cognitive skills, and no contribution in the tasks analyzed that are included in the higher level of cognitive skills. From the task distribution, the results manifest that Bloom's levels of learning are not equally deposited in the English learning textbook.

In the next part, task quality in learning textbook was seen from a religious perspective. In this regard, religious aspects are explored based on hadith Nabi SAW, the context of hadith is given in Sahih Muslim. The idea is Islamic religion is founded based on three aspects, those are faith (Iman), moral (Ihsan), and sharia (Islam) (Hadith, n.d). After taking the data, the allocated religious tasks as presented at the following Table 4.

Table 4. Allocated religious aspects in task allocated

Religious aspects	Indicator	Sub- Indicator	Tasks in Chapter								Total	
			I	II	III	IV	V	VI	VII	VIII		
Iman (Faith)	Pillars of Faith	Belief in Allah, Belief in the Angels, Belief in the Revealed Scriptures, Belief in the Messengers, Belief in the Last Day, Belief in the Divine Decree	-	-	-	-	-	-	-	-	-	-

Ihsan (Moral)	Akhlaq toward Creature	Morals towards Messenger, Morals towards Parents, Morals toward themselves, Morals towards Family and Neighbors, People, Teachers and Nature.	7	4	8	10	10	6	8	3	56
Islam (Sharia)	Worship	Purify, Prayer, Fasting, Zakat, Hajj	-	-	-	-	-	-	-	-	-
	Relationship among creature	Alms, Advice, Studying, Teaching and Practicing, Lending	1	1	1	1	2	2	-	-	8

From the data above it can be seen that most of the task is anchored at Ihsan or moral, it has 56 or 16% out of 332 tasks in the textbook and these were allocated 2.4% into relationship among creature in aspects of Islam (Sharia). No single task has been devoted to both *Iman* (Faith) and worship. The main objective of learning in this textbook is to use the language through various language expressions, the themes are explicitly written at the beginning of the learning. The themes are talking about what is presented in Table 5 below.

Table 5. Themes allocated in the Learning Textbook

Chapter	Language Expression	Themes
1	Greet, take leave, say thank you, say sorry	
2	Share and inquire about each other, including our identities, our hobbies, and what we like, the members of our family	Good morning, How are you?
3	Tell the time, to tell the date, to tell the day, and to tell the month	It is me
4	State things, animals, and public places around us	This is my world
5	Ask for and give information related to the qualities of people, animals, and things, in order to identify, to criticize, or to praise them	It's a beautiful day!
6	Ask for and give information related to the actions/functions of people, animals, and things in order to identify, to criticize, or to praise them	We love what we do
7	Describe people, animals, and things in order to make them stand out, to show my pride of them, to promote them, and to criticize them	I'm proud of Indonesia
8	Get the message of a song: Count on me	That's what friends are supposed to do

## DISCUSSION

The results of the current study are in line with Gordani (2010) who conducted a study on questions disseminated in learning textbooks used in Iranian

high schools and the results showed that the tasks were not distributed equally among the levels of cognitive level based on Bloom's Taxonomy. Another study investigated by Fitriani and Kirana (2022) revealed the unbalance of distributed tasks in the learning textbook to a small number of HOTS tasks had been devoted. Both studies found an exaggerated spread on the two lowest cognitive levels and a lack of encouragement of higher cognitive levels, MOTs, and significant insufficiency of higher-level thinking skills, HOTS.

This study also shares a similar result with other studies conducted by Erdiana and Panjaitan (2023). They found that there were not sufficient enough numbers of HOTS questions distributed in the guidance book. It is suggested teachers should analyze the material before applying it in the classroom to counterbalance this weakness if the book is deliberately chosen, or they must consider choosing the proper learning textbook hence students can boost their HOTS level and have a religious side in their life.

The consideration that tasks included in learning textbooks must accommodate the demand for life skills in the 21st century compels tasks abided by government regulation. The policy refers to the need for life skills in the 21st century that equip students with critical thinking, communication, and ICT literacy (Bakken & Andersson-Bakken, 2021). The implication of the policy was learning tasks should be constructed in the form of HOTS level. Since teachers have over-reliance on learning textbooks in delivering tasks (Assaly & Smadi, 2015), there were two circumstances in this respect. The first one is with the consideration where teachers select professionally a good textbook that leads to selecting a repertoire of tasks proposed. In this case, the evaluation of the current textbook is crucial surge as unsuitable options may mislead the objective of tasks that foster students to achieve a higher thinking level. The second possibility is teachers working with textbooks provided by the government or other parties. Even though such teachers will not have to evaluate the adopted textbook, they may be fascinated by task evaluation as a fruitful work that will offer them insights into the hierarchy of learning tasks given if they want to pursue a higher level of thinking skill and will assist them to keep up their professional development in the field.

The theme selected relatively concern the students' moral in maintaining the relationship in their surroundings whether friends, teachers, and nature. It is



known that Islam is not solely concerned about moral principles with other humans such as discussion, politeness, obedience, or honesty. When we go further, however, these morals are perpetuated with the dimension of faith or worship, students will be able to perceive the reality of the problem faced and compensate it as the way to make them get closer to the Exalted God (Allah) (Fallah et al., 2015). However, what we can see a common pattern in the textbook was that the moral aspect inserted in the task is not in the form of the task accomplished, but in the part of instruction. For instance, students have to listen and repeat sentences loudly, clearly, and correctly. Moral that we can conclude was they have morals toward teachers by obeying teachers' orders.

Another task that should be accomplished is role play. This task compelled students to mingle with their friends by reading aloud the script written in the textbook. For this sake, they are supposed to do the task with good morals toward their friend. At this phase, the textbook seems to fail to provide the material that characterizes religious needs as suggested by Saber et al., (2022). Their study revealed that there is a need to gain knowledge about religious beliefs and subjects along with conscious practice, material, and tasks in changing students' behaviors. Therefore, learning material is one of the learning devices that plays a crucial role in accommodating recent needs.

Besides the good impact offered by religious education as presented in the result of the study conducted by Nadhif (2017), religion can be a boundary for students in committing any kind of mischievous. Other studies conducted by Fallah et al. (2015) revealed that students who strengthen themselves with their own spiritual motivation and activities are more convincing to achieve their goals in life and compete with any drawback than those who do not have this competence. It is quite disheartening, then, knowing that the task material is not vividly asked to accomplish a series of religious activities. It is suggested to make the religious material in the classroom (Darmayenti et al., 2021). For example, there is changing information in asking and giving information about prayer, the messenger, etc. On other occasions, sometimes, describe how the prophet eats, walks, etc. If students build their lives on the orbit of religion, a more prosperous society will be achieved in all educational and sociocultural dimensions (Saber et al., 2022).

What is expected from the educational objectives is not merely mastering the learning material, it goes beyond. Education must deal with what students perceive about the world (Anggraeny & Khongput, 2022). It is supposed to be the responsibility of the education that students fail to deal with what occurs in their surroundings. The case emergence of misbehaving was not compensation for the lack of students' cognitive (Khokhar, 2021), education must be able to touch their psyche, soul, heart, self, mind, and body through what religion proposed by pouring the blessing, it could be via the material in the textbook that obviously present religious topics (Simbuka et al., 2019).

## **CONCLUSION**

It seems that there is no clear amount allocated for HOTs in this learning textbook. Findings suggest that learning textbooks that supposed to be well organized concerning the percentage of HOTs, MOTs, and LOTs. That is, in the initial learning students are supposed to be new to the English language, and the tasks are distributed at the level of LOTs. Later as they accomplish the competence the tasks can be lifted to level MOTs and LOTs. This fact leads to the assumption that students are solely expected to achieve a lower level of cognitive. The students' low proficiency level prevents acquiring a higher level of cognitive level at the next class since they get used to obtaining the lower exposure.

Moreover, the overall methodology of the textbook is Communicative Language Teaching. In this regard, the textbook was constructed by introducing language expression and then presenting a series of listening and repeating activities. These activities got overemphasized and made the communicative skill that wanted to be pursued seem to fail. Obviously, few would confront the idea that language expression should be applied in the form of utterance neither in the form of listening and repeating tasks nor in the form of writing the worksheet by following the example. Being able to communicate in the English language requires more than mastering the language expression at the level of memorizing the structures. Students may know the rules of linguistic utterance usage, but they may be hard to use in the real context of speaking. In short, being able to communicate needs more than introducing and memorizing the linguistic utterance, the textbook should bridge learning objectives by inserting the skills of communicative

competence, more communicatively in use. This can be considered as the shortage of the learning textbook.

In Islamic perspectives, education must deal with the development of students' soul, heart, self, mind and body. Although the textbook seems to fail in presenting task that insist students within aspect faith and worship, morals among the students, teachers and nature are quite representative. However, moral in this regard is not literally stated in task, it can be mere inferred from the activities accomplished. It is suggested that educational system might not both ignore religion aspect inserted in the textbook and are focused on cognitive aspects. Students seek to achieve the learning objectives, while, they build their mental and soul promote the students who possess moral honesty and mature thought in attempting to make their path in this world. Therefore, it must stick in our perspective that we are not only willing the students to know the content of the textbook but also receive cognitive skills necessary for them to perceive the world, be independent learners, and take responsibility for their attitude and action in facing their own future.

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