

## ANALYZING HIGHER AND LOWER ORDER THINKING SKILLS IN THE “ENGLISH FOR NUSANTARA” GRADE VIII TEXTBOOK READING COMPREHENSION EXERCISES

**<sup>1</sup>\*Nina Puspitaloka, <sup>1</sup>Ermanto, <sup>1</sup>Yetti Zainil**

<sup>1</sup> Language Pedagogy Study Program, Faculty of Languages and Arts, Universitas Negeri Padang, Jalan Prof. Dr. Hamka, Padang, West Sumatera, Indonesia

\*Corresponding Author Email: [nina.puspitaloka@fkip.unsika.ac.id](mailto:nina.puspitaloka@fkip.unsika.ac.id)

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Higher order thinking skills; Lower order thinking skills: Reading comprehension; Reading exercises; Textbook analysis;	<p><i>Textbooks serve an important impact in molding students' learning outcomes, especially in terms of reading comprehension and cognitive skills. Recent research on Indonesian EFL textbooks, however, indicates that comprehension tasks are frequently dominated by lower level thinking skills (LOTS), with few possibilities for higher order thinking skills (HOTS). The purpose of this study is to determine the extent to which LOTS and HOTS are reflected in the reading comprehension activities of the English for Nusantara textbook. A qualitative content analysis approach was used to assess 64 reading comprehension questions from five chapters using Bloom's Revised Taxonomy. The data suggest that LOTS are more prominently represented (64%), particularly at the remembering and comprehending levels, while HOTS appear to a lesser extent (36%) while analyzing and assessing activities. The generating level (C6) was missing from all chapters. Although the cognitive requirement gradually increased in later chapters, the overall distribution remained imbalanced, with LOTS dominating the majority of activities. Beyond description, these findings have practical ramifications. Teachers are encouraged to enhance their classroom practice by including HOTS-oriented activities such as debates, project-based learning, and creative writing projects to build evaluation and creation abilities. Textbook authors and curriculum developers, meanwhile, should redesign future editions to include a more balanced number of LOTS and HOTS, ensuring that comprehension exercises not only strengthen core literacy but also challenge students to think critically and creatively. By doing so, textbooks can better connect with the ideals of the Kurikulum Merdeka and the Profil Pelajar Pancasila.</i></p>

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## INTRODUCTION

In the 21<sup>st</sup> century, education is no longer limited to memorizing facts or mastering basic skills. The rapid growth of technology, the complexity of real world problems, and the necessity for autonomous thinking have necessitated a shift in educational institutions toward the formation of critical, creative, and reflective learners. As a result, educational aims are increasingly focused on providing students with 21<sup>st</sup> century abilities such as communication, cooperation, creativity, and critical thinking (Singh & Marappan, 2020). Critical thinking is one of the most important cognitive skills, allowing students to effectively assess information, evaluate arguments, and solve problems in a variety of circumstances. The ability to analyze texts critically is essential in English language instruction since it entails interpreting,

questioning, and generating meaning from what is read, in addition to merely understanding the content.

The Revised Bloom's Taxonomy remains a popular framework for developing and evaluating cognitive skills in education. Recent research emphasizes its importance in classifying learning objectives into six stages of cognition: remembering, comprehending, applying, analyzing, evaluating, and producing (Sudirtha, Widiana, & Adijaya, 2022; Nurmatova & Altun, 2023). These phases are further divided into Lower Order Thinking Skills (LOTS) for the first three levels and Higher Order Thinking Skills (HOTS) for the remaining three. While LOTS are required to establish foundational knowledge, HOTS are essential for developing deeper cognitive skills and problem-solving abilities. In reading comprehension activities, the ratio of LOTS to HOTS influences students' involvement with the material. For example, LOTS questions ask students to recollect precise details, but HOTS questions require them to infer, analyze, or provide alternate opinions (Rahmatica Azizah, 2023).

Textbooks are an essential learning resource in Indonesian classrooms, especially in public institutions, where they guide much of the instructional process. According to the Kurikulum Merdeka, English textbooks, especially the English for Nusantara series, should encourage competencies associated with the Profil Pelajar Pancasila, such as critical thinking, creativity, and reflective learning. However, numerous textbook reviews show that reading comprehension exercises are typically dominated by LOTS. According to studies, 60% to 90% of reading questions in Indonesian EFL textbooks still prioritize literal comprehension over higher-level reasoning (e.g., Febrina et al., 2019; Shalihah et al., 2022). More recent assessments of Indonesian EFL learning materials show similar trends, with HOTS-oriented tasks being limited despite curricular expectations (e.g., Surono et al., 2023; newer relevant studies from the last decade can also be included to support this argument).

However, emerging research consistently reveals that Indonesian EFL textbooks still exhibit a heavy reliance on LOTS-oriented activities. Studies conducted over the past decade show that reading tasks frequently emphasize literal comprehension, detail recall, and basic understanding, while tasks requiring analysis, evaluation, or creation appear far less frequently (e.g., Febrina et al., 2019; Febriyani et al., 2020; Shalihah et al., 2022). These findings remain consistent even in more recent reviews of textbooks aligned with the Kurikulum Merdeka. Fitriana (2023), for instance, reported that HOTS-integrated activities were still limited across multiple state-issued textbooks, suggesting that curricular expectations have not yet translated into the design of learning materials. Although some progress can be observed in certain series or specific chapters, the overall structure of many textbooks continues to prioritize LOTS, creating a potential mismatch between policy ambitions and classroom realities.

To fill these deficiencies, this study assesses the reading comprehension activities in the English for Nusantara Grade VIII textbook by assessing the distribution of LOTS and HOTS using the Revised Bloom's Taxonomy framework. The study's concentration on reading tasks allows for a more exact evaluation of the cognitive demands placed on learners. This review is especially essential in Indonesia, where textbooks have a significant impact on classroom practices and national curriculum revisions explicitly require the integration of higher-order thinking. The findings are intended to provide evidence-based insights for teachers, textbook authors, curriculum designers, and legislators to ensure that learning materials

While this body of research provides valuable insights, a closer look exposes some gaps that require more inquiry. First, many existing textbook rating studies assess cognitive capabilities throughout entire textbooks, including hearing, speaking, writing, vocabulary, and grammar activities. As a result, the cognitive quality of reading comprehension activities the component most directly related to critical thinking is frequently given insufficient, fragmented, or superficial attention. Reading is regarded a gateway to both academic literacy and

independent meaning-making, therefore a more focused investigation is required. Second, most previous research focuses on Grade VII content, leaving Grade VIII textbooks relatively unexplored. This is a remarkable gap because Grade VIII marks a fundamental pedagogical shift in which pupils are supposed to progress from foundational understanding to more sophisticated reasoning processes. At this level, students often begin to examine more complicated texts, evaluate concepts and perspectives, identify cause-effect relationships, and make evaluative judgments. As a result, determining whether Grade VIII textbooks provide opportunity for pupils to practice these skills is critical to understanding the overall trajectory of cognitive development over the junior high school curriculum.

Third, while the English for Nusantara series is now widely used in Kurikulum Merdeka and serves as a standardized reference for public schools, empirical research into its reading comprehension parts is extremely restricted. Only a few recent studies (e.g., Surono et al., 2023; Sihombing & Fitrawati, 2023) have examined cognitive levels in state-published English textbooks, and they usually focus on distinct series, grade levels, or skill components. As a result, nothing is known about whether Nusantara's reading comprehension activities in English, particularly for Grade VIII, are consistent with the cognitive goals of the updated curriculum and the national drive to cultivate critical and creative learners.

This study fills these gaps by conducting a thorough and comprehensive investigation of the reading comprehension tasks in the English for Nusantara Grade VIII textbook. The study uses Bloom's Revised Taxonomy to assess the distribution of LOTS and HOTS tasks, identify cognitive patterns across chapters, and determine how well the textbook matches with the goals of the Kurikulum Merdeka and the Profil Pelajar Pancasila. This analysis is critical not only for understanding the current state of textbook design in Indonesia, but also for developing evidence-based recommendations to help teachers, curriculum designers, and textbook authors create materials that promote higher-order reasoning abilities. Furthermore, the work adds to the greater international conversation about cognitive capabilities in language materials. Research from other countries, such as China (Xie, 2024), Saudi Arabia (Qasrawi & Beni Abdelrahman, 2020), and several Southeast Asian contexts, demonstrates a trend toward incorporating more HOTS-oriented exercises in reading sections of EFL textbooks. Comparing the Indonesian setting to these worldwide trends can provide additional information about the extent to which local materials mirror international standards and expectations for critical literacy development in language schools.

Given the vital role that reading plays in the development of critical and reflective thinkers, and the scarcity of research focusing exclusively on the English for Nusantara Grade VIII textbook, a thorough examination of its cognitive demands is both timely and necessary. The study's findings are expected to give light on how well the textbook supports students' growth from basic comprehension to deeper analytical and evaluative thinking, as well as highlight areas for improvement in future textbook production. To address the gaps in the literature and react to the demand for more targeted assessments of Indonesian EFL materials, this study is guided by the following research question; To what extent are Higher Order Thinking Skills (HOTS) and Lower Order Thinking Skills (LOTS) reflected in the reading comprehension exercises of the *English for Nusantara* Grade VIII textbook?

## RESEARCH METHOD

### Research Design

This study adopts a qualitative research approach with a content analysis design to investigate the cognitive levels present in the reading comprehension exercises of the "English for Nusantara" Grade VIII textbook. Content analysis is recognized as an effective method for interpreting the meaning embedded in textual data and for systematically identifying patterns and themes (Krippendorff, 2022; Schreier, 2012). By utilizing this design, the researcher is able to closely examine how the textbook encourages thinking skills, focusing specifically on the

promotion of Higher Order Thinking Skills (HOTS) and Lower Order Thinking Skills (LOTS). These two categories are based on the Revised Bloom's Taxonomy, as outlined by Anderson and Krathwohl (2001).

In Bloom's revised taxonomy, cognitive processes are divided into six hierarchical levels: Remember (C1), Understand (C2), Apply (C3), Analyze (C4), Evaluate (C5), and Create (C6). The first three levels (C1–C3) are classified as LOTS, while the last three levels (C4–C6) represent HOTS. This classification is particularly useful for determining the extent to which reading comprehension tasks in the textbook stimulate critical thinking. Given the central role of reading comprehension in language development, the study aims to examine whether the textbook emphasizes surface-level recall or encourages deeper, more analytical thinking. By analyzing these cognitive levels, the research seeks to uncover how the textbook contributes to fostering the development of critical thinking skills in students.

### **Research Subject**

This study focuses on the reading comprehension activities in the English for Nusantara Grade VIII textbook, which was released by the Ministry of Education, Culture, Research, and Technology in 2022. This textbook was chosen specifically because it is nationally standardized, widely used in Indonesian junior high schools under the Kurikulum Merdeka, and has a major impact on students' English learning experiences. Only reading comprehension activities (multiple choice, true/false, matching, short answer, and open ended questions about texts) were considered for analysis, while exercises focusing solely on grammar or vocabulary were removed.

### **Instruments**

The primary instrument used in this study was a classification checklist adapted from the Revised Bloom's Taxonomy (Wilson, 2016). This checklist included operational verbs, descriptors, and cognitive indicators that represented all six levels of Bloom's Taxonomy (C1–C6). To enhance the credibility of the checklist, it was carefully adapted by synthesizing indicators from previous textbook evaluation studies and aligning them with the specific structure and requirements of Indonesian English as a Foreign Language (EFL) materials.

To further ensure the instrument's validity, the adaptation process followed a systematic approach involving three key steps. First, the descriptors were cross-referenced with studies that analyzed Higher Order Thinking Skills (HOTS) and Lower Order Thinking Skills (LOTS) in Indonesian textbooks, ensuring that the checklist was grounded in existing research. Second, the indicators were adjusted to fit the question formats commonly used in the "English for Nusantara" textbook series, aligning the checklist with the real-life context of the materials being evaluated. Finally, the checklist was tested on a small sample of items during the preparation stage to ensure that it was interpretable and consistent. Although a formal pilot study was not conducted, these steps provided confidence that the checklist was well-suited to the dataset. In cases where ambiguity arose during the classification process, such as items that combined comprehension with inferencing, the researchers revisited the checklist descriptors and determined the dominant cognitive operation required to answer the question. This ensured that the classification process was consistent and accurately reflected the cognitive demands of the reading comprehension tasks.

### **Data Analysis**

The analysis for this study employed a descriptive qualitative approach, supplemented by simple quantitative calculations. After classifying each of the 64 reading comprehension questions into the six cognitive levels (C1–C6), the data were organized into tables that displayed the distribution of these levels across the five chapters of the textbook. This organization allowed for a clear visualization of how cognitive levels were distributed within the textbook content.

The analysis process consisted of three stages. The first stage involved recording the classifications into structured tables for each chapter. This step helped to organize the data in a way that made it easy to identify patterns in the distribution of cognitive levels. The second stage focused on calculating the frequencies and percentages for each cognitive level. These calculations provided a quantitative picture of the distribution of Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS), offering insight into the overall emphasis of the textbook on different types of cognitive skills. The third stage involved interpreting the results by examining patterns, such as the predominance of LOTS in the earlier chapters and the emergence of HOTS in the later chapters. The findings were then compared with existing research on Indonesian EFL textbooks, such as the works of Febrina et al. (2019) and Surono et al. (2023), to situate the results within broader trends in textbook evaluation.

Throughout this process, one methodological challenge emerged in distinguishing between apply-level (C3) and analyze-level (C4) questions, which sometimes shared similar task structures. To address this challenge, decisions regarding classification were guided by Bloom's original definitions of the cognitive levels, and comparisons were made with coding choices documented in previous studies. This approach helped to enhance the consistency and trustworthiness of the data interpretation, ensuring that the classification process was both accurate and reliable.

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

The analysis of reading comprehension questions in *English for Nusantara* Grade VIII revealed a predominance of lower order thinking skills (LOTS) with a gradual integration of higher order thinking skills (HOTS) across the chapters. This section contains the results of the analysis of reading comprehension questions in the *English for Nusantara* Grade VIII textbook, presented in line with the research procedures described in the Method section. A total of 64 reading comprehension questions were identified across five chapters. The distribution of questions per chapter is shown in Table 1.

Table 1  
Levels and Frequencies of Cognitive Learning Objectives in *English for Nusantara* Reading Comprehension

Chapter	Title/ Theme	Number of Reading Comprehension Questions (C1-C6)
1	Celebrating Independence Day	12
2	Kindness Begin With Me	15
3	Love Our World	10
4	No Littering	14
5	Embrace Yourself	13
Total	5 Chapter	64

As displayed in Table 2, the classification of questions into cognitive levels (C1–C6) indicates that most items fall into the LOTS category, particularly remembering (C1) and understanding (C2). HOTS questions, namely analyzing (C4) and evaluating (C5), appeared less frequently, while the creating level (C6) was absent across all chapters. This further illustrates the distribution of cognitive levels across the five chapters. Out of 64 questions, the majority targeted C1 (17 questions) and C2 (19 questions), confirming LOTS as the dominant focus. Nevertheless, HOTS were significantly present: C4 (15 questions) and C5 (8 questions) accounted for a substantial portion, especially in Chapters 3–5. For example, in Chapter 4, students were asked to analyze cause and effect relationships in environmental issues and evaluate the significance of anti littering campaigns. Similarly, Chapter 5 contained evaluative tasks where students assessed characters' moral decisions.

**Table 2**  
**Distribution of Reading Comprehension Questions in *English for Nusantara* Grade VIII**

Chapter	Number of Questions	Focus of Questions	Dominant Cognitive Level	Category (HOTS/LOTS)
1	12	Literal comprehension, identifying time connectives	Remembering, Understanding, some Analyzing	LOTS dominant
2	15	Understanding story events, character evaluation, retelling	Understanding, Applying, Analyzing, some Evaluating	Mostly LOTS, some HOTS
3	10	Interpreting posters, comments, and instructions	Applying, Analyzing	Balanced LOTS & HOTS
4	14	Identifying main ideas, cause effect, recount writing	Understanding, Analyzing, Evaluating	LOTS with stronger HOTS presence
5	13	True/False, story evaluation, rewriting	Remembering, Understanding, Evaluating	Mixed; LOTS still dominant

Notably, the creating level (C6) was absent from all chapters, indicating that the textbook does not emphasize generative tasks such as producing original texts or designing new solutions. Instead, the emphasis remained on comprehension, analysis, and evaluation. In summary, the findings highlight that while *English for Nusantara* largely emphasizes LOTS (C1–C3), there is a meaningful integration of HOTS (C4–C5), particularly in later chapters. This suggests a progressive cognitive demand throughout the book, aligning with the aims of the Kurikulum Merdeka to develop both foundational comprehension and critical thinking skills.

The chronological analysis of each chapter further shows that LOTS questions dominated early chapters (Chapters 1–2), whereas Chapters 4–5 contained a relatively higher proportion of HOTS questions. For example, Chapter 4 included tasks requiring analysis of cause effect relationships, while Chapter 5 provided evaluation tasks such as judging characters' decisions. To give a clearer picture, **Table 3** displays the percentage distribution of all cognitive levels. Remembering (26.5%) and understanding (29.7%) together accounted for more than half of the total questions, while applying was minimal (7.8%). HOTS questions were represented by analyzing (23.4%) and evaluating (12.5%). No tasks reached the creating level (0%).

**Table 3**  
**The Percentages of the Cognitive Levels in *English for Nusantara* Grade VIII Reading Comprehension**

Cognitive Level	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Total	Percentage
Remember (C1)	5	3	2	3	4	17	26.5%
Understand (C2)	4	5	3	4	3	19	29.7%
Apply (C3)	0	2	2	0	1	5	7.8%
Analyze (C4)	3	3	3	4	2	15	23.4%
Evaluate (C5)	0	2	0	3	3	8	12.5%
Create (C6)	0	0	0	0	0	0	0
Total	12	15	10	14	13	64	100%

These findings directly address the research question: *To what extent are HOTS and LOTS reflected in the reading comprehension exercises of the English for Nusantara Grade VIII textbook?* The results confirm that while the textbook provides a solid foundation for LOTS, HOTS remain underrepresented, particularly at the creating level (C6). This imbalance indicates that the textbook does not yet fully align with the goals of the *Kurikulum Merdeka* and the *Profil Pelajar Pancasila*, which emphasize fostering critical, evaluative, and creative learners.

The steady rise in HOTS in later chapters indicates that the textbook is attempting to scaffold students toward more cognitive engagement, but the lack of creation-level assignments limits opportunities for generative thinking. For teaching practice, this means that teachers should supplement the textbook with additional HOTS-oriented activities like debates, project-based learning, or creative writing projects to ensure students engage in evaluation and creativity. The findings emphasize the need for writers and curriculum designers to incorporate a more fair mix of LOTS and HOTS, particularly by integrating assignments that promote creativity and innovation. In summary, the data show that, while the textbook focuses on basic comprehension abilities, it falls short of fully supporting HOTS development. This underscores the study's uniqueness by demonstrating the gap between existing textbook design and the *Kurikulum Merdeka*'s planned goals.

## Discussion

The goal of this study was to assess the degree to which Higher Order Thinking Skills (HOTS) and Lower Order Thinking Skills (LOTS) are reflected in the reading comprehension activities of the English for Nusantara Grade VIII textbook. The results provide a clear answer to this question: the textbook is dominated by LOTS questions (64%), notably remembering (C1) and comprehending (C2), while HOTS are underrepresented (36%), with no questions at the creating level (C6). This disparity indicates the lack of opportunities for pupils to practice higher-order reasoning, despite the *Kurikulum Merdeka* and *Profil Pelajar Pancasila*'s emphasis on developing critical and creative learners.

The most notable result is the complete absence of task creation (C6). Bloom's Revised Taxonomy defines the create level as the most sophisticated type of cognitive engagement, allowing pupils to generate new ideas, develop solutions, and produce creative work. The lack of such exercises shows that the textbook may not fully assist students in developing creativity, which is a critical skill in 21st century learning frameworks (Zubaidah, 2020). Instead, the emphasis on remembering and understanding suggests that students are primarily trained to recall and grasp information rather than critically engage with or develop new knowledge.

This pattern is consistent with previous research on Indonesian EFL textbooks. Febrina et al. (2019) found that 66.8% of comprehension tasks in a senior high school textbook were categorized as LOTS. Similarly, Shalihah et al. (2022) reported that LOTS dominated up to 90% of reading comprehension tasks in vocational school textbooks. Surono et al. (2023) also noted a similar trend in *When English Rings a Bell* for Grade VIII, confirming that Indonesian state-published textbooks often limit students' exposure to higher-order cognitive processes. When compared internationally, Xie (2024) showed that Chinese English textbooks contained more than 50% HOTS questions, suggesting that Indonesian textbooks may lag behind global standards in promoting critical thinking through reading comprehension exercises. The presence of HOTS in the textbook, though limited, is still noteworthy. Chapters 3–5 contained tasks requiring analysis and evaluation, such as interpreting posters, examining cause–effect relationships, and judging characters' decisions. These exercises reflect a gradual increase in cognitive demand across chapters. However, without creation-level tasks, the overall progression remains incomplete. As Qasrawi & Beni Abdelrahman (2020) argue,

comprehension tasks that do not extend beyond analysis and evaluation fail to cultivate the full spectrum of critical literacy.

The implications of these findings are significant. On one hand, the prevalence of LOTS can provide students with the scaffolding necessary for building foundational comprehension. On the other hand, the insufficient representation of HOTS undermines the development of deeper reasoning and creative thinking. This imbalance suggests a gap between the textbook's current structure and the goals of the *Kurikulum Merdeka*. Teachers using this textbook may need to incorporate supplementary materials and classroom practices that explicitly encourage HOTS, such as debates, project based learning, and creative writing assignments. Meanwhile, curriculum developers and textbook authors should consider redesigning future editions to include a more balanced range of cognitive tasks.

This study is limited since it focuses on a single textbook (English for Nusantara Grade VIII) and one language competence (reading comprehension). As a result, the data may not accurately reflect the distribution of HOTS and LOTS across various textbooks or skills like listening, speaking, and writing. Future research should broaden the scope by analyzing numerous textbooks across grade levels, comparing state-published and private textbooks, and investigating how teachers use LOTS-dominated texts in the classroom. Furthermore, research examining the efficacy of HOTS-focused activities when integrated into classroom instruction would provide useful insights into how critical and creative thinking might be developed more successfully in Indonesian EFL settings.

In summary, the data confirm that, while the English for Nusantara textbook serves as a solid foundation for LOTS, it falls short of fully enabling HOTS development. Connecting these findings to the literature and theoretical framework of Bloom's Revised Taxonomy reveals that textbook design must adapt to better nurture critical, evaluative, and creative thinking in accordance with national and international educational goals.

## CONCLUSION

This study investigated the extent to which Higher Order Thinking Skills (HOTS) and Lower Order Thinking Skills (LOTS) are reflected in the reading comprehension tasks of the English for Nusantara Grade VIII textbook. The analysis revealed that LOTS dominate the textbook (64%), with remembering (C1) and comprehending (C2) being the most common cognitive levels. HOTS are present, but confined to analyzing (C4) and evaluating (C5), which account for only 36% of the total questions. No tasks achieved the creation level (C6). While HOTS gradually increased in the latter chapters, the textbook as a whole provides insufficient opportunity for pupils to engage in higher-order cognitive processes.

These findings show that, while the textbook promotes foundational comprehension, it does not yet entirely fit with the goals of the *Kurikulum Merdeka* and the *Profil Pelajar Pancasila*, which both emphasize critical, evaluative, and creative thinking. The prevalence of LOTS shows that pupils are not sufficiently challenged to explore beyond surface-level learning. Teachers are urged to improve classroom learning by incorporating more HOTS-oriented activities. Practical strategies include guiding students to draw conclusions from texts, facilitating debates and structured discussions, creating project-based tasks like posters or solutions to real-world problems, and encouraging students to write alternative endings or perspectives on the texts they read. These enhancements can assist foster deeper reasoning even when the textbook does not provide enough chances.

For textbook authors and curriculum developers, the findings underscore the importance of including a more balanced mix of cognitive abilities in future editions. Specifically, comprehension tests should go beyond recall and knowledge to incorporate activities that promote creativity, invention, and critical literacy. Aligning textbooks more closely with national educational goals helps ensure that resources promote not only foundational literacy but also higher-order reasoning, as required by 21st-century learning demands.

Future research could broaden to include assessments of HOTS and LOTS across additional English skills (listening, speaking, and writing), as well as comparisons of textbooks across grade levels and publishers. Further research into how teachers use LOTS-dominated textbooks in the classroom would provide useful insights into effective HOTS promotion tactics. Furthermore, experimental studies looking at the influence of HOTS-focused activities on students' cognitive development could help progress the area and improve the alignment between textbook design and curriculum goals. While the English for Nusantara textbook serves as a solid foundation for LOTS, it falls short of fully enabling HOTS development. By incorporating more HOTS-oriented tasks and aligning textbook design with the Kurikulum Merdeka and Profil Pelajar Pancasila, educators and curriculum developers can better educate students to be reflective, evaluative, and creative learners ready for the challenges of the twenty-first century.

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## INFORMED CONSENT STATEMENT

Participation in this study is entirely voluntary. By agreeing to take part, the participants acknowledge that they have been informed about the purpose, procedures, potential risks, and benefits of the study.

## DATA AVAILABILITY STATEMENT

The data utilized in this study cannot be made publicly available due to strict adherence to privacy concerns and ethical obligations that safeguard participant confidentiality. This ensures compliance with ethical research standards and data protection regulations.

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