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The Integration of Higher Order Thinking Skills in an Indonesian EFL Secondary School English Textbook

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Abstract

This qualitative study investigates the extent to which the *English for Change* textbook for Grade XI integrates Higher Order Thinking Skills (HOTS). Using the Revised Bloom's Taxonomy as the analytical framework, the study classifies learning activities into six cognitive domains: remembering, understanding, applying, analyzing, evaluating, and creating. Through content analysis, the researchers examined all five units of the textbook, each organized around the four English language skills: listening, speaking, reading, and writing. The findings reveal that although all six cognitive levels are represented in the textbook, the most dominant are remembering and understanding, both of which fall under the category of Lower Order Thinking Skills (LOTS). In contrast, the presence of HOTS levels, analyzing, evaluating, and creating, is noticeably less frequent. Unit 5 features the highest proportion of activities at the creating level. The relatively low integration of HOTS compared to LOTS suggests the need for a more balanced incorporation of higher-order cognitive activities in future textbook designs. This research emphasizes the importance of integrating critical thinking skills across all levels of instruction to cultivate independent, reflective, and creative learners, aligning with the objectives of the latest curriculum.

Keywords: Higher Order Thinking Skills, Revised Bloom Taxonomy, EFL Textbook, English for Change

INTRODUCTION

Including critical thinking in English as a Foreign Language (EFL) instruction is increasingly acknowledged as crucial for promoting deep learning and practical language application. Nonetheless, a persistent challenge remains: many EFL textbooks focus primarily on language rules rather than on developing students' analytical abilities, which may result in fragmented learning experiences. (Zhang, 2018). The emphasis on grammatical accuracy and memorisation not only limits students' language proficiency but also hampers their ability to apply these skills in real-life contexts. Common EFL materials often lack cultural diversity, resulting in a disconnect between students' everyday experiences and the content they learn at school. This gap not only delays valuable classroom discussions but also hinders the development of problem-solving skills. (Marwa et al., 2021). As a result, students tend to achieve high scores in standardised written tests, yet struggle with tasks requiring comprehensive discussion and problem-solving (Abudlridha & Latiff, 2020).

Critical thinking is not an innate trait, but a skill that must be explicitly taught with consistent practice (Akhdinirwanto et al., 2020). Critical thinking enables students to

engage with diverse texts and perspectives in English language education, challenge assumptions without evidence, recognise implicit biases, and articulate well-reasoned interpretations. To achieve this, EFL instructors should move beyond traditional grammar and vocabulary teaching. Teachers are expected to foster a learning environment that promotes self-directed learning, active reflection, and meaningful participation (Abudlridha & Latiff, 2020).

EFL textbook developers are encouraged to include more open-ended questions and activities that stimulate critical thinking rather than relying on memorisation. This approach can significantly enhance students' critical thinking skills and foster innovative, independent learning. (Yan, 2021). Teaching resources can be classified into four categories: printed materials, multimedia interactive tools, teacher guides, and other resources designed to enhance student capabilities. (Rahmawati et al., 2019). Among these, textbooks play a crucial role in expanding students' knowledge and creativity. Well-designed textbooks have the potential to significantly elevate student performance and motivate them to utilise these materials both inside and outside the classroom. (Susanti et al., 2023).

An intended practical framework for promoting critical thinking is Bloom's Taxonomy, which organises cognitive skills and provides a systematic approach to developing higher-order thinking in education. The Bloom taxonomy was revised, and in its updated version, it has a significant advancement in educational theory and practice, offering a more nuanced understanding of learning in today's world. (Ulum, 2024). This framework also offers teachers flexibility in designing instructions and allows students to interact with subject matter in varied ways. (Ulum, 2024). According to the Revised Bloom's Taxonomy (Anderson & Krathwohl, 2016) Critical thinking is represented by Higher Order Thinking Skills (HOTS), which includes analysing, evaluating and creating. In contrast, the other three skills, which include remembering, understanding, and applying, are considered Lower Order Thinking Skills (LOTS)

In this context, the development of students' higher-order thinking skills (HOTS) has been a central objective of education in Indonesia. The 2013 Curriculum, implemented from 2013 to 2021, sought to foster students' HOTS through instructional practices and learning materials. To support this goal, textbooks were designed to include content and activities aligned with HOTS principles. In February 2022, the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia introduced the *Kurikulum Merdeka* (Emancipated Curriculum), which emphasizes student-centered learning and, similar to the 2013 Curriculum, continues to prioritize the development of students' HOTS. In 2025, the Ministry rebranded the *Kurikulum Merdeka* as the *Kurikulum Berdampak* (Impactful Curriculum), though no substantial changes were made to its core content. Both curricula structure learning goals and materials for elementary and secondary education into six interconnected phases: Phase A (Grades 1–2), Phase B (Grades 3–4), and Phase C (Grades 5–6) for elementary education; and Phase D (Grades 7–9), Phase E (Grade 10), and Phase F (Grades 11–12) for secondary education (Kemendikbudristek BSKAP, 2022).

Although critical thinking has been extensively explored in EFL textbooks internationally, for instance, Alfadda et al. (2020) examined ESL textbooks for Grades 9 and 10 in Pakistan, research in Indonesia

remains limited. To achieve their goal, this previous research used Paul Elder's critical thinking and qualitative method. Furthermore, another research conducted by Lawrence & Wijesekera (2024) focused on analysing the representation of 4C in the Advanced Level General English (GE) textbook used in Sri Lanka. In the Indonesian context, noteworthy studies include Zainil et al. (2020), which examined the distribution of HOTS reading comprehension questions. The results reveal that LOTS questions were more dominant than HOTS, while research by Sukmawijaya et al. (2020) observed that HOTS was already well-integrated. Similarly, Utami et al. (2019) investigated the attainability of critical thinking in English textbooks. They found that textbooks incorporate most of the skills established in Bloom's Taxonomy, promote meaningful critical thinking dispositions, and include various activities to teach critical thinking. However, studies that specifically examine English textbooks within the latest curriculum remain scarce. Most existing research centres instead focus on Indonesian language textbooks and their role in supporting the *Pancasila Student Profile*, as seen in the research by Sadiah et al. (2024).

Based on the scarcity of studies investigating the integration of HOTS in EFL textbooks under the Merdeka Curriculum, this research aims to fill the gap by analysing how the Grade XI English textbook "English for Change", published by the Ministry of Education, Research, and Technology in 2022, promotes critical thinking. Using the Revised Bloom's Taxonomy as the analytical framework, this research seeks to provide insights into how well these textbook fosters critical thinking in EFL instruction. By identifying the degree of HOTS integration, this study contributes insights that can inform future textbook development, teacher training, and policy alignment with critical thinking objectives in Indonesian EFL education.

METHODOLOGY

This study employed a descriptive qualitative research design to examine how the "*English for Change*" textbook for Grade XI integrates higher-order thinking skills. A descriptive qualitative approach was deemed appropriate because the study focuses on describing and interpreting textual materials rather than measuring variables. It follows Creswell (2018) qualitative research aims in understanding phenomena through the analysis of texts, images, or other forms of data. This research involved content analysis which was chosen to systematically identify the cognitive levels embedded in textbook tasks.

The primary data source was the English for Change textbook for Grade XI senior high school students. The textbook comprises five units spanning 254 pages, with each unit covering the four English skills: listening, speaking, reading, and writing. To analyze the cognitive levels represented in the textbook activities, a coding guideline was developed based on the six cognitive levels of the Revised Bloom's Taxonomy: remembering, understanding, applying, analyzing, evaluating, and creating. All activity instructions and questions in the textbook were carefully read, coded, and categorized according to their alignment with the six cognitive domains. The coding process was conducted manually using Microsoft Excel to record and organize the coded data. Two researchers independently coded all the activities following the same coding guideline. After the initial round of coding, the researchers compared their results to ensure consistency and discussed discrepancies until consensus was reached. Intercoder agreement was then calculated and reached 0.87 (Cohen's Kappa), indicating a

high level of reliability. The final coding results were further grouped into two broad categories representing lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS).

To ensure trustworthiness and credibility, investigator triangulation was conducted. This triangulation procedure was based on the protocols proposed by Amankwaa (2016). After the researchers completed the initial coding and categorization, an external expert in English curriculum studies reviewed the coding results and examined the correspondence between task instructions and cognitive levels. Upon conducting the triangulation, any discrepancies identified were discussed until consensus was reached between the researchers and the investigator.

RESULT AND DISCUSSION

This section presents the results of the content analysis of the *English for Change* textbook. The analysis examines how the activities across Units 1 to 5 reflect the six cognitive levels of the Revised Bloom's Taxonomy, identifying patterns of integration between Lower-Order and Higher-Order Thinking Skills (LOTS and HOTS). The *English for Change* textbook, which serves as the object of this analysis, consists of five units spanning a total of 254 pages. Each unit addresses a distinct theme: Unit 1 focuses on digital safety; Units 2 and 4 emphasize environmental awareness; Unit 3 explores nutrition and wellness; and Unit 5 discusses financial literacy.

The results of the analysis indicate that across all five units, LOTS activities predominate over HOTS. LOTS are consistently embedded as foundational components throughout each unit, while HOTS are regularly incorporated, particularly toward the end of the activities. The topics are contextually relevant and closely connected to everyday life. Moreover, the task design demonstrates a gradual progression from simple comprehension activities to more complex and evaluative tasks, aligning well with the hierarchical structure of Bloom's Taxonomy.

A. Analysis of Unit 1: Digital Literacies and My Identities

Unit 1 integrates activities encompassing the four language skills—listening, speaking, reading, and writing—and engages multiple levels of cognitive processes as outlined in Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001). The analysis revealed the presence of all six cognitive levels, namely remembering, understanding, applying, analyzing, evaluating, and creating. The activities in this unit predominantly emphasize the lower-order thinking skills of remembering and understanding, which serve as the foundation for language comprehension and vocabulary development. However, higher-order skills such as evaluating and creating are also incorporated through tasks that require learners to express personal opinions, reflect on their digital identities, and produce creative outputs related to online behavior.

Remembering

In the *remembering* category, students engage in activities that require recalling factual information and previously learned concepts. These activities include listing reasons for discussions in daily life (Listening Activity 2) and providing personal reasons for young people's use of technology or social media (Speaking Activity 2). Students also recall linguistic and conceptual knowledge, such as alternative expressions for stating opinions, agreeing, and disagreeing (Listening Activity 6b), the fundamental concept of an author's purpose in writing (Reading Activities 3 and 5), and the meanings of unfamiliar words related to

writing engaging social media captions (Writing Activity 3). Additionally, they match expressions of agreement and disagreement with appropriate responses (Listening Activity 7). These activities reflect the initial cognitive stage in Bloom's Revised Taxonomy, emphasizing memory recall as a foundation for higher-order cognitive engagement in subsequent tasks.

Understanding

In this category, students demonstrate comprehension of ideas and concepts through various interpretive and explanatory tasks. These include describing pictures (Listening and Speaking Activity 1; Reading Activity 1a) and expressing their thoughts about the purposes of public figures' social media posts (Reading Activities 1b, 2, 6, and 7; Writing Activities 1, 2, and 4). Students also interpret and classify factual information while engaging with materials related to expressions for stating opinions, agreeing, and disagreeing; sentences describing the functions of social media; and explanations about subject questions (Listening Activities 4 and 5; Writing Activity 5). Furthermore, they classify authors' purposes in texts (Reading Activity 4) and compare different social media platforms to identify their similarities (Reading Activity 9). These activities collectively illustrate how comprehension is developed through interpretive, analytical, and comparative exercises, reinforcing students' ability to construct meaning from authentic and contextually relevant materials.

Applying

In the *applying* category, students use their knowledge in real-life contexts by applying learned expressions in discussions (Listening Activity 6a), identifying these expressions in videos (Listening Activity 9), using a dictionary to learn correct word pronunciation (Speaking Activity 4), and determining the purposes of public figures' social media posts (Reading Activity 8).

Analyzing

In the *analyzing* category, students break information into parts to support generalizations, such as when listening to a dialogue about how social media serves as a tool for youth's learning and personal growth (Listening Activity 8), and they analyze information by identifying the motives or purposes behind public figures' statements (Listening Activity 10).

Evaluating

In this category, students make judgments based on set criteria by comparing their peers' responses to a social media engagement task (Writing Activity 10).

Creating

In the *creating* category, students generate new ideas and solutions by creating dialogues based on given situations and recording them as videos (Speaking Activities 5 and 6), generating three subject questions to engage in social media interactions (Writing Activity 6), producing a social media post based on a picture of "Terasering of Indonesia" (Writing Activity 7), formulating multiple subject questions related to the topic of dream jobs (Writing Activity 8), and developing plans for social media interactions about job goals (Writing Activity 9).

The analysis indicates that remembering and understanding dominate the activities in Unit 1, reflecting a strong reliance on Lower-Order Thinking Skills (LOTS). This predominance contrasts with the pedagogical emphasis of the Revised Bloom's Taxonomy, which advocates the inclusion of Higher-Order Thinking Skills (HOTS) to foster analytical and creative engagement (Anderson & Krathwohl, 2016). For instance,

the instruction *"Answer this question: Are there any other expressions for stating opinion, agreeing, and disagreeing that you know?"* primarily encourages students to recall prior knowledge, a cognitive activity categorized under the "remembering" level.

The analysis shows that understanding is the most dominant cognitive skill appearing in nearly every lesson, followed by remembering. The levels of applying, analyzing, and creating are also represented, though to a lesser extent, while evaluating is the least frequently observed cognitive process in Unit 1. This heavy reliance on Lower-Order Thinking Skills (LOTS) may limit students' opportunities to engage in more complex cognitive activities, such as evaluating and creating. Consequently, although Unit 1 incorporates all six levels of Bloom's Revised Taxonomy, the overall distribution remains unbalanced, which may hinder the development of critical and creative language skills essential for 21st-century learning.

In accordance with the government regulation on curriculum design (Kemendikbudristek BSKAP, 2022), there is no explicit specification regarding the ideal proportion between HOTS and LOTS. This observation aligns with the findings of Maryamah et al. (2024), who reported that the number of HOTS-oriented tasks is substantially lower than that of LOTS-oriented tasks. These findings suggest that, while Unit 1 includes some HOTS-based activities, the overall instructional emphasis remains on comprehension and language accuracy rather than on fostering higher-order cognitive engagement and problem-solving skills.

B. Analysis of Unit 2: Love Your Environment

In Unit 2, all six levels of Bloom's Revised Taxonomy were identified across the four language skill areas—listening, speaking, reading, and writing. The analysis shows that understanding is the most prominently represented cognitive level, appearing in nearly every lesson, followed by remembering and applying. In contrast, the higher-order levels—analyzing, evaluating, and creating—are less frequently observed. This distribution suggests that the unit primarily focuses on comprehension and practical application of language skills, with limited emphasis on activities that foster critical thinking, evaluative judgment, and creative production.

Remembering

For the integration of this level of thinking, students engage in activities that require recalling and identifying previously learned terms, concepts, and factual information. These include finding interesting facts from a video about waste (Listening Activity 1), recalling knowledge of adjective phrases (Speaking Activity 2), determining the meanings of words and phrases related to adjective phrases (Speaking Activity 3), and identifying nouns and adjectives in a text about different types of waste (Reading Activity 4). Additionally, students read and recall words associated with descriptive texts (Reading Activity 5) and match concepts by listening to a dialogue and selecting the picture that best represents it (Speaking Activity 1). These activities reflect the foundational cognitive process of memory recall, serving as a basis for understanding and applying environmental and linguistic concepts in subsequent tasks.

Understanding

In the *understanding* category, students explain and interpret ideas by comparing two pictures of organized and unorganized waste (Listening Activity 2), listening to audio and

explaining their answers (Listening Activity 3), interpreting the use of the five senses (Listening Activities 4 and 8), interpreting a dialogue about a video on zero waste in Japan (Speaking Activity 5), explaining the functions of punctuation and capitalization (Writing Activities 1–3), interpreting a text about types of waste and explaining their answers based on the text (Reading Activities 2 and 3), and explaining their answers related to a text about a pawn shop (Reading Activity 8). They also summarize facts by condensing a text to identify its main idea, topic sentence, and thesis statement (Reading Activity 6).

Applying

In the *applying* category, students apply and organize acquired knowledge by making descriptive sentences using the five senses (Listening Activity 5), constructing sentences with adjective clauses (Listening Activity 6), writing sentences that follow punctuation and capitalization rules (Writing Activities 4, 6, and 8), and arranging adjectives in brackets into the correct order (Speaking Activity 6).

Analyzing

In this category, students break information into parts to explore patterns by investigating waste management practices in other countries (Speaking Activity 9) and discover evidence to support generalizations by identifying supporting details from a text about plastic waste (Reading Activity 7).

Evaluating

In the *evaluating* category, students make judgments based on set criteria by assessing situations from a video they have watched (Listening Activity 7) and evaluating information by comparing two posters and analyzing the effects of punctuation in those posters (Writing Activities 6 and 7).

Creating

In the *creating* category, students compile information into new patterns by designing posters with persuasive statements encouraging people not to litter, incorporating the use of the five senses and adjective clauses (Listening Activity 9). They also compile information to propose alternative solutions by creating dialogues about environmental awareness using adjective phrases (Speaking Activities 7 and 8) and producing infographics based on researched information about reusing and recycling waste (Reading Activity 9).

Despite the presence of all six cognitive levels in this unit, remembering and understanding remain the most dominant, consistent with the pattern observed in Unit 1. This finding aligns with the results of Zainil et al. (2020), who reported that Lower-Order Thinking Skills (LOTS) tasks are more prevalent in English textbooks. For instance, one task instructs students to "Answer the following questions by referring to Text 1: Which waste is recyclable and which one is not? What is the difference between waste, rubbish, and garbage?" (Astuti et al., 2022). This task requires students to explain their answers and ideas, which corresponds to the understanding level, as explain is a cognitive verb associated with this domain in Bloom's Revised Taxonomy.

C. Analysis of Unit 3: Healthy Life for a Healthy Future

In Unit 3, titled Healthy Life for a Healthy Future, the learning activities across the four language skills—listening, speaking, reading, and writing—were analyzed and categorized according to Bloom's Revised Taxonomy. The identified cognitive levels include remembering, understanding, applying, evaluating, and creating. The analysis reveals that understanding is the most frequently represented cognitive level, followed by remembering. The applying level appears

only minimally, while creating is moderately represented. In contrast, evaluating and analyzing are the least evident cognitive processes in this unit. Overall, similar to the previous two units, the distribution suggests that Unit 3 primarily emphasizes comprehension and recall, with limited opportunities for learners to engage in higher-order cognitive tasks.

Remembering

In this level of thinking, students recall and identify terms, facts, and concepts by finding expressions to defend opinions from a video and an online article (Listening Activities 7 and 8), and by recalling and listing expressions to state and defend opinions (Speaking Activities 2 and 3b). They also match terms and concepts by pairing words from a text with their meanings (Reading Activity 7) and matching sentence pairs using the correct conjunctions (Writing Activity 4).

Understanding

In the *understanding* level, students demonstrate comprehension by explaining and interpreting ideas through various activities. These include describing and discussing visual prompts about junk food habits (Listening Activities 1–2), interpreting information from a video on healthy habits (Speaking Activity 1), and sharing good habits they plan to practice (Speaking Activity 2). They also interpret materials on sentence stress (Speaking Activity 3a), express opinions about cycling (Speaking Activity 6), and discuss ideas from selected health-related blog articles (Speaking Activity 8). In the reading and writing tasks, students explain the meaning of sayings about healthy living, interpret vocabulary and exposition texts, answer comprehension questions, and identify authors' purposes in texts about health issues (Reading Activities 1–9). Additionally, they watch a video on the dangers of junk food and explain the presented information (Writing Activity 1). Overall, these activities reflect the understanding level in Bloom's Revised Taxonomy, emphasizing interpretation, explanation, and meaning-making related to healthy lifestyle topics.

Applying

In this level, students use concepts and information by listening to an audio to identify expressions for giving and defending opinions (Listening Activity 4), filling in blanks with these expressions based on another audio (Listening Activity 5), and combining information they hear to create a healthy lunch plan (Listening Activity 6). They also practice stating and defending opinions with correct sentence stress in general contexts (Speaking Activity 3c) and specifically in relation to morning routines (Speaking Activity 5).

Evaluating

In the *evaluating* category, students make judgments about information by listening to an audio and marking statements as true or false (Listening Activity 3), comparing their opinions on healthy lifestyle issues (Speaking Activity 7), evaluating sentences related to sleep and physical health (Reading Activity 6), and assessing the use of simple present tense in sentences (Writing Activity 3).

Creating

In this highest level of thinking, students compile information into new patterns by delivering a one-minute speech using three out of five expressions for stating an opinion and three out of five expressions for defending an opinion (Speaking Activity 4), watching a video about the health hazards of junk food and creating a graphic organizer based on the information (Writing Activity 2), and transforming a graphic organizer about healthy living into a new one

comparing healthy and unhealthy foods (Writing Activity 5). They also produce a draft of an analytical exposition text (Writing Activity 6) and create both a graphic organizer and an analytical exposition text inspired by a gardening picture (Writing Activity 7).

Interestingly, the dominant cognitive level observed in unit 3 is similar to the previous units, which contrasts with findings by Sukmawijaya et al., (2020), who reported a stronger integration of Higher-Order Thinking Skills (HOTS) in comparable textbooks. This suggests that although elements of HOTS are incorporated, the activities in Unit 3 primarily emphasize lower-order cognitive engagement. For instance, an applying-level task—"Listen to the audio in Activity 3. Now, let us identify the expressions for giving and defending opinions"—demonstrates an attempt to promote knowledge transfer. However, such tasks may not fully foster higher-order thinking without additional components that require deeper elaboration or reflection. The verb identify corresponds to the applying level in Bloom's Revised Taxonomy, indicating a focus on practical implementation rather than analytical or evaluative reasoning.

D. Analysis of Unit 4: Indonesian Environmental Figures

Unit 4 integrates multiple cognitive levels of Bloom's Revised Taxonomy—remembering, understanding, applying, evaluating, and creating—across the four language skill areas: listening, speaking, reading, and writing. The following section provides a detailed analysis of how each cognitive level is represented in this unit. Similar to the previous units, understanding and remembering remain the most dominant cognitive domains, while applying and creating appear to a lesser extent. In contrast, evaluating and analyzing are minimally represented. This distribution indicates that the unit continues to emphasize comprehension and recall-based learning, with limited engagement in higher-order cognitive processes.

Remembering

In this part, students recall, find, and match concepts and information by watching videos about environmental problems and Air Pollution 101 to identify expressions for starting, continuing, and ending conversations (Listening Activities 7 and 8). They also watch a video about Pak Sadiman, an environmental figure from Wonogiri, Central Java, and recall these expressions in the context of transactional conversations (Speaking Activity 1b). Then, they recall them again while working in groups (Speaking Activity 2). Students further complete a table by recalling the correct intonation for each expression category: starting, continuing, or ending (Speaking Activity 4). In reading tasks, they recall previously learned information about the author's purpose from Unit 1 (Reading Activity 4a), match paragraph numbers with their main ideas (Reading Activity 5), and read a narrative essay about Salsabila Khairunnisa, Aeshnina Azzahra Aqilani, and Tasya Kamila to identify both the main ideas and the authors' purposes (Reading Activities 6, 7, and 8).

Understanding

In the *understanding* category, students explain and interpret concepts, ideas, and information through various activities, such as expressing whether they care about their surrounding environment and explaining their reasons (Listening Activities 1 and 2), interpreting examples of expressions for starting, continuing, and ending a transactional conversation (Listening Activity 3a), and interpreting dialogues in class

(Listening Activity 3b). They describe their first impressions of Sadiman, an environmental figure from Central Java (Speaking Activity 1a), interpret material about intonation (Speaking Activity 3), and share opinions about their classmates' intonation (Speaking Activity 7). Students also identify and relate pictures of environmental figures to relevant information (Reading Activity 1; Speaking Activity 2), interpret vocabulary related to narrative essays (Speaking Activity 3), and explain their answers about a narrative essay (Speaking Activity 4b). In writing tasks, they describe and explain pictures of two environmental figures from Bali (Writing Activities 1a and 1b), interpret material on narrative texts and the tenses used in them (Writing Activity 3), interpret content from narrative texts they read (Writing Activity 4), and respond to questions about two environmental figures (Writing Activity 9).

Applying

In the *applying* category, students identify expressions for starting, continuing, and ending a transactional conversation from a dialogue (Listening Activity 3c) and from an audio recording (Listening Activity 6), then practice pronouncing these expressions with correct intonation (Speaking Activity 5). They also apply the expressions in context by sharing their opinions about two environmental figures from Bali with a partner (Writing Activity 2).

Evaluating

Here, students judge whether statements are true or false based on an audio recording (Listening Activity 4), assess a narrative table using information from the audio (Listening Activity 5), and compare the results of Listening Activity 5 before discussing them (Writing Activity 6b).

Creating

In this part, students discuss ideas by talking about the awardee criteria for an Earth Day celebration using three categories of expressions (Speaking Activity 6) and sharing their opinions about their favourite awardee using the same categories (Speaking Activity 8). They also create information collaboratively by making a table about an environmental figure from Indonesia based on a narrative text (Writing Activity 6a), writing two paragraphs of a linear narrative text about an environmentalist from Aceh (Writing Activity 7), and composing another two paragraphs of a linear narrative text about their favorite environmental figure (Writing Activity 8).

Consistent with the previous units, the cognitive levels of remembering and understanding occur most frequently in Unit 4. This finding corroborates the results of Utami et al. (2019), who reported that English textbooks often integrate multiple levels of Bloom's Taxonomy. An example of an instruction representing the evaluating level is: "Listen to the audio and complete this narrative essay with the phrases in the box." This task requires students to assess and synthesize information from the audio input before completing the essay. The verb complete in this context corresponds to the evaluating category in Bloom's Revised Taxonomy, as it entails making informed judgments based on the listening material.

E. Analysis of Unit 5: Personal Money Management

Unit 5, titled "Personal Money Management," includes activities across the four language skills—listening, speaking, reading, and writing—that incorporate a range of cognitive levels from Bloom's Revised Taxonomy. These levels include remembering, understanding, applying, evaluating, and creating. A detailed analysis of how each level is represented is presented

below. Unlike the other units, Unit 5 is dominated by the creating level, followed by understanding. The remembering and applying levels are moderately represented, while evaluating appears infrequently, and analyzing is nearly absent.

Remembering

In the *remembering* category, students find information by exploring content related to the comparative degree (Listening Activity 5) and identifying five differences between pictures, then writing them using comparative adjectives (Speaking Activity 2). They also present their ideas by showing a poster they created about how to save money (Writing Activity 3).

Understanding

In the *understanding* category, students explain and interpret concepts, knowledge, and information by answering questions about a piggy bank (Listening Activity 1), watching a video about Bank of America and responding to related questions (Listening Activity 2), and interpreting material about the comparative degree (Listening Activity 4). They also listen, repeat, and focus on ending pronunciation (Speaking Activity 3), read a dialogue with attention to pronunciation (Speaking Activity 4), explain answers using the superlative pattern (Speaking Activity 7), and describe pictures (Speaking Activity 8). In reading activities, students answer questions based on pictures (Reading Activity 1), interpret information about online money transfers (Reading Activity 2), explain answers related to the text from Activity 2 (Reading Activity 3), interpret material about procedure texts (Reading Activity 4), and analyze a procedure text (Reading Activity 6). In writing, they explain a picture (Writing Activity 1) and interpret a text about procedure writing (Writing Activity 4).

Applying

In this section, students use required knowledge, information, and concepts by writing five imperative sentences related to using money (Listening Activity 6), creating a step-by-step guide for joining an online English course after researching the information on the internet (Listening Activity 9), and identifying the author's purpose after reading a text (Reading Activity 7).

Evaluating

In this category, students assess and decide opinions by completing missing steps based on a video about depositing a check via ATM (Listening Activity 3), identifying missing verbs after listening to procedures for paying school fees with a virtual account (Listening Activity 7) and paying for items via money transfer (Listening Activity 8), deciding the correct statement about tips for doing something (Speaking Activity 1), assessing a table by answering questions about superlatives (Speaking Activity 5), and completing sentences using words in brackets (Speaking Activity 6).

Creating

In the *creating* segment, students combine information and concepts to produce new works, such as creating short dialogues about financial literacy using comparative and superlative forms (Speaking Activity 9) and additional short dialogues based on pictures with comparative phrases (Speaking Activity 10), making a mind map about procedure texts (Reading Activity 5; Writing Activity 5), writing step-by-step instructions for withdrawing money based on a video (Reading Activities 8 and 9), creating an infographic about making M-Banking (Reading Activity 10), designing a poster on how to save money (Writing Activity 2), composing step-by-step guides for online shopping based on a graph (Writing Activity

6), ordering an online taxi (Writing Activity 7), and creating a procedure text for buying an online train ticket (Writing Activity 8).

Although understanding remains the most dominant cognitive level in this unit, similar to the previous ones, Unit 5 is distinctive for incorporating a considerably higher number of creating-level tasks. For the first time in the textbook, activities at the creating level—representing higher-order thinking skills (HOTS)—appear in more than five instances. This finding supports Ulum's (2024) assertion that Bloom's Revised Taxonomy provides flexibility in instructional design, enabling students to engage with content in more diverse and meaningful ways. The prominence of these tasks suggests a stronger emphasis on productive and generative learning, as seen in activities such as composing dialogues, creating posters, writing procedural texts, and designing mind maps. For instance, one task instructs students: "After reading the explanation about a procedure text in the previous activity, make a mind map about it that emphasizes its structure." The directive make corresponds to the creating level in Bloom's taxonomy. Such tasks demonstrate an effort to move beyond lower-order thinking and encourage students to produce, synthesize, and present original work—an essential aspect of effective language learning and 21st-century skills development.

While the dominance of lower-order thinking skills (LOTS) may limit students' cognitive development, it is important to recognize that English remains a challenging subject for many learners in Indonesia. This situation contrasts with Yan, (2021) argument that EFL textbook developers should include more open-ended questions and activities that foster critical thinking rather than rely on memorization. Furthermore, given that the topic of Unit 5 centers on money and banking, it naturally lends itself to a wider range of creative task possibilities compared to topics in other units. Nevertheless, the themes of Units 1 through 4 should also provide opportunities for integrating various HOTS-oriented activities. Teachers, therefore, need to exercise creativity in adapting LOTS-based instructions into HOTS-based ones to promote critical thinking. In this line of nature, teachers' English proficiency and pedagogical competence are of great importance to enable effective teaching (Muhaji et al., 2023; Renandya et al., 2018).

Across Units 1 to 5, the core cognitive process remains understanding; however, creating becomes increasingly prominent toward the final unit. This progression indicates a pedagogical shift from comprehension-focused tasks toward more creative and productive learning activities.

Nevertheless, the activities in Units 1 through 4 should likewise provide opportunities to incorporate a wider range of HOTS-oriented tasks. Teachers are also encouraged to demonstrate greater creativity in classroom implementation by transforming LOTS-based instructions into HOTS-based ones to foster students' critical thinking. Across Units 1 to 5, understanding remains the predominant cognitive process; however, creating becomes progressively more prominent, particularly in the final unit. This trend indicates a pedagogical shift in the textbook from comprehension-focused tasks toward more creative and productive learning activities.

CONCLUSION

This research examined the extent to which the "*English for Change"* Grade XI textbook integrates Higher Order Thinking Skills (HOTS) using the Revised Bloom's

Taxonomy as an analytical framework. The findings indicate that although all six cognitive levels are represented in the book, the content is predominantly focused on Lower Order Thinking Skills (LOTS), particularly remembering and understanding. A slight increase in HOTS activities, such as evaluation and creation, is observed in Unit 5, but this is insufficient to address the overall imbalance.

The implication of this imbalance is significant. To meet the latest curriculum's emphasis on critical thinking, independent learning and creativity, textbook developers and curriculum designers must ensure more equitable integration of HOTS across all units. Teachers must also take an active role in supplementing textbook content with tasks that foster higher-order thinking. Teachers, too, must be supported through training that enables them to enrich instruction with HOTS-oriented activities such as project-based or inquiry-based learning. These insights are critical for curriculum planning and teacher professional development.

The textbook contains the elements necessary for learning to meet the criteria desired by the latest curriculum. However, it is still far from perfect because there are still imbalances in LOTS and HOTS. For future research, it is hoped that textbook authors and stakeholders can work together more harmoniously, so that textbooks used in schools, especially English textbooks, can be adequate not only in theory but also in close proximity to everyday reality, allowing them to be applied appropriately. The role of teachers is also no less important. Teachers should always be ready to develop learning, not only limited to books, but also by preparing learning activities that support students in thinking critically.

Future research could examine a broader range of textbooks across grade levels and publishers to provide a more comprehensive understanding of HOTS integration. Comparative studies between different curriculum models or regions in Indonesia may also be beneficial. Additionally, incorporating classroom observations and teacher interviews could offer valuable insights into how textbook tasks are implemented and adapted in practice.

This study is limited to content analysis of a single government-issued textbook (*English for Change* for Grade XI). The findings may not reflect the full spectrum of English textbooks or actual classroom practices. Future studies should include multiple textbooks, classroom data, and stakeholder perspectives to deepen the analysis and enhance generalizability.

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