

Cognitive Domain in *Bahasa Inggris: Train of Thoughts* Textbook: An Analysis of the Revised Bloom's Taxonomy

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Abstract

The cognitive domain in reading activities is essential for enhancing students' critical thinking abilities. This research used Bloom's Revised Taxonomy to analyze the cognitive process and knowledge dimension in the reading comprehension activities of the English textbook Bahasa Inggris: Train of Thoughts for twelfth graders. A content analysis method was employed in this research. The research tool was a Bloom's Revised Taxonomy checklist table that was modified from Anderson & Krathwohl (2001). The reading comprehension activities, comprising reading questions and reading instruction assignments, found in the twelfth-grade textbook Bahasa Inggris: Train of Thoughts, served as the research's data source. The study revealed that Lower-Order Thinking Skills (LOTS) occurred more frequently than Higher-Order Thinking Skills (HOTS), with 106 occurrences, or 75.2% of the total data. Furthermore, with 65 frequencies, or 46.1%, the understanding level is mainly used as a cognitive process. This textbook also primarily used conceptual knowledge, with 93 frequencies, or 65.9%. In summary, the knowledge dimension of this textbook relied on conceptual knowledge and the understanding level of the LOTS category as its cognitive process. As such, it is advised that teachers not rely solely on this textbook for instructional purposes and that they include teaching resources that apply the HOTS category.

INTRODUCTION

Textbooks are essential tools for teaching and learning, helping students achieve learning objectives by allowing them to revisit explanations and examples at their own pace (Sadora et al., 2021; Arisman et al., 2024). Further, textbooks serve as fundamental resources in the teaching and learning process, acting not only as repositories of knowledge but also as structured guides that align with specific learning objectives. In the context of English language education, textbooks play a

particularly vital role because they integrate diverse linguistic skills (reading, writing, speaking, and listening) across varying levels of language proficiency. They enhance English learning through diverse skills, language levels, and graphic elements (Gunawan et al., 2023) and play a critical role in developing students' reading skills, which are vital for information extraction and comprehension (Laila & Fitriyah, 2022; Istiqomah et al., 2023). Therefore, textbooks are not merely supplementary materials but essential instruments that bridge pedagogical goals with students' cognitive and linguistic development.

Reading comprehension involves both perception and critical thinking, requiring prior knowledge, vocabulary, and grammatical understanding (Istiqomah et al., 2023). Reading comprehension is a multifaceted cognitive process that extends far beyond the simple decoding of written symbols. It entails the integration of perceptual abilities with higher-order reasoning to construct meaning from text. Effective comprehension requires readers to actively engage with linguistic input, drawing upon prior knowledge, vocabulary repertoire, and grammatical understanding. The interplay between these cognitive components highlights that reading is not a passive activity but an interactive process in which readers continuously negotiate meaning based on both textual cues and their background knowledge. This dynamic process reflects the integration of bottom-up and top-down processing, where linguistic decoding interacts with schema activation, to achieve coherent interpretation and deeper understanding.

Critical thinking is closely tied to higher-order thinking skills (HOTS), which are essential for navigating today's world and aligning with Bloom's Revised Taxonomy (Damanik & Zainil, 2019; Setyowati et al., 2022; Aghaei, 2018). In the Indonesian educational landscape, the significance of these skills is underscored by the implementation of the *Kurikulum Merdeka*, a curriculum reform designed to promote student autonomy, creativity, and critical engagement. This curriculum explicitly emphasizes the development of higher-order thinking and complex problem-solving as central learning outcomes, aiming to prepare students for the demands of the 21st century (Ripalga & Fitrawati, 2023; Priantini et al., 2022). Further, the policy shift reflects a broader pedagogical transformation that moves away from teacher-centered approaches toward learner-centered paradigms that prioritize inquiry, reasoning, and reflection.

In response to the disruptions brought about by the COVID-19 pandemic, *Kurikulum Merdeka* has also encouraged adaptive learning strategies that integrate digital literacy and critical reasoning to address real-world challenges in online and hybrid learning contexts. These skills are fundamental for learners to function effectively in complex, information-rich societies that demand independent judgment, problem-solving, and adaptability. Within Bloom's Revised Taxonomy, HOTS occupies the upper tiers (analyzing, evaluating, and creating) which represent the intellectual capacities necessary for deep comprehension, innovation, and lifelong learning. The integration of critical thinking into reading comprehension instruction, therefore, enables learners not only to understand texts at a surface level but also to interrogate assumptions, assess credibility, and apply insights across contexts. Consequently, fostering reading comprehension in alignment with critical thinking and HOTS frameworks becomes not only an instructional goal but also a national educational imperative.

Students who are trained to interpret texts critically and reflectively are better equipped to navigate academic discourse, engage in informed decision-making, and contribute meaningfully to social and professional domains. In this regard, reading comprehension instruction should be reconceptualized as a platform for cultivating intellectual curiosity, analytical rigor, and reflective judgment, competencies that are indispensable in achieving the broader aims of contemporary

education in Indonesia and beyond.

Previous studies often revealed more LOTS integrated in the learning materials than HOTS, such as in Fakhira and Iskandar (2020) and Aulia & Permana (2021). Some other previous studies analyzed the cognitive domain in the English textbook. Damanik and Zainil (2019) discovered that the majority of the reading comprehension questions in the grade X English textbook of SMAN 2 Padang relied on conceptual knowledge and the analyzing level of the HOTS category. Saputra and Pujiati (2021) discovered that the Cambridge Junior High School edition of *English in Mind Starter Second Edition (Student's Book) Special Edition* concentrated on the LOTS category's remembering level for cognitive processes and factual knowledge for its knowledge dimension. In this regard, critical thinking enhances reading comprehension by encouraging learners to question, evaluate, and interpret textual information beyond surface-level understanding. It enables them to detect bias, assess argument strength, and synthesize insights from multiple perspectives. Within Bloom's Revised Taxonomy, HOTS represents the highest level of cognitive engagement, where learners move from recalling and understanding to analyzing, evaluating, and creating. Such skills are increasingly indispensable in contemporary education, where information is abundant, but discernment is rare. By developing HOTS, students cultivate intellectual independence and the ability to approach complex issues critically and creatively, both of which are essential competencies in academic and professional settings. Finally, Nugraha AJR et al. (2024) discovered that the seventh-grade junior high school students' *English for Nusantara* textbook primarily employed factual knowledge for its knowledge dimension and the remembering level of the LOTS category.

In short, previous studies indicate that many English textbooks in Indonesia primarily emphasize the lower-order thinking skills (LOTS) level, particularly the remembering level, while few engage with the higher-order analyzing level. This highlights the need for integrating HOTS into reading activities to foster critical thinking and better prepare students for real-world challenges. Based on the explanation above, this research aims to examine the cognitive domain in the reading comprehension activities, including reading instruction tasks and reading questions in *Bahasa Inggris: Train of Thoughts* textbook by Sunengsih et al. (2022) using Bloom's Revised Taxonomy.

RESEARCH METHOD

The researchers used content analysis, which enables researchers to examine the meaning of the symbol attributes, or characteristics of the message from a textbook (Krippendorff, 2018). The scope of this research encompassed 141 reading comprehension activities (including open-ended questions, true or false, chasing the meaning, multiple choice, and matching tasks) gathered from units 1 to 5 of *Bahasa Inggris: Train of Thoughts*, a twelfth-grade textbook published by the Ministry of Education, Culture, Research, and Technology in 2022. The distribution of the reading comprehension activities can be seen in Table 1.

Tabel 1. The Distribution of Reading Comprehension Activities

No.	UNITS	Number of Reading Comprehension Activities
1.	Digging the Hidden Gem of Borneo (Kalimantan)	21
2.	Connected to Social Media	34
3.	Get in Touch with Nature	21
4.	Future Method of Payment	34
5.	Today's Life	31
TOTAL		141

Furthermore, the researchers collected the data with several procedures, i.e., 1) select *Bahasa Inggris: Train of Thoughts* as the object of this research, 2) determine the data from the textbook (the data were 141 reading comprehension activities from reading questions and reading instruction tasks from unit 1 to 5 of *Bahasa Inggris: Train of Thoughts*), and 3) categorize all of the reading questions and reading instruction tasks based on the cognitive process and knowledge dimensions using Bloom's Revised Taxonomy, as shown by Table 2.

Table 1 Table of Bloom's Revised Taxonomy

The Knowledge Dimension	The Cognitive Process Dimension						Data Interpretation
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual							
Conceptual							
Procedural							
Metacognitive							

In addition, the researchers analyzed the data using Bloom's Revised Taxonomy theory to define the cognitive process and its knowledge dimensions in reading comprehension, which was strengthened by previous studies. After that, researchers assessed the frequencies of it by using the following formula from Arikuto (2021).

$$P = \frac{F}{N} \times 100$$

P = Percentage

F = Frequency per Cognitive Dimension

N = Total

RESULTS AND DISCUSSION

Results

There were 141 reading comprehension activities from *Bahasa Inggris: Train of Thoughts* for twelfth graders. To categorize the cognitive dimension from it, the researchers used a table from Bloom's Revised Taxonomy. The table consists of 6 cognitive domains that are divided into two categories, which are LOTS (Remembering, Understanding, Applying) and HOTS (Analyzing, Evaluating, Creating). Furthermore, there are four types of knowledge in Bloom's Revised Taxonomy, which are factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge. The results revealed that *Bahasa Inggris: Train of Thoughts* for twelfth graders focused on the understanding level of the LOTS category. The results can be seen in Table 3 below:

Table 2 Distribution of Cognitive Process Dimension of *Bahasa Inggris: Train of Thoughts*

No.	Cognitive Process Category	Cognitive Process Level	Frequencies	Percentage for each Level	Percentage for each Category
1.	LOTS	Remembering	33	23,4%	106 (75,2%)
2.		Understanding	65	46,1%	
3.		Applying	8	5,7%	
4.	HOTS	Analyzing	9	6,4%	35 (24,8%)
5.		Evaluating	26	18,4%	
6.		Creating	0	0%	
TOTAL			141	100%	100%

Table 3 shows the distribution of the LOTS category and the HOTS category from reading comprehension activities of the *Bahasa Inggris: Train of Thoughts* textbook, published by the Ministry of Education, Culture, Research, and Technology in 2022. The total number of LOTS (Lower Order Thinking Skills) activities is 106, which accounts for 75.2% of the content. This category includes 33 activities (23.4%) focused on the remembering level, 65 activities (46.1%) at the understanding level, this being the highest frequency within this category, and 8 activities (5.7%) related to the applying level.

In contrast, the HOTS category in this textbook is significantly lower, including only 35 reading comprehension activities, which represent 24.8% of the total. Within this category, there are 9 activities (6.4%) for the analyzing level, 26 activities (18.4%) for the evaluating level (the highest frequency in this category), while no activities are provided for the creating level.

Additionally, the table below shows the frequency and percentage distribution of knowledge dimensions:

Table 3 Distribution of Knowledge Dimensions of *Bahasa Inggris: Train of Thoughts*

No.	Knowledge Dimension Category	Frequencies	Percentages
1.	Factual	30	21,3%
2.	Conceptual	93	65,9%
3.	Procedural	7	5%
4.	Metacognitive	11	7,8%
TOTAL		141	100%

The table above shows the distribution of knowledge dimensions in the reading comprehension activities of the *Bahasa Inggris: Train of Thoughts* textbook, published by the Ministry of Education, Culture, Research, and Technology in 2022. The highest frequency is associated with conceptual knowledge, which accounts for 93 frequencies (65.9%). Factual knowledge follows with 30 frequencies (21.3%), while procedural knowledge has 7 frequencies (5%) and metacognitive knowledge totals 11 frequencies (7.8%).

Furthermore, the examples of the cognitive domain in the reading comprehension activity of this textbook can be seen below:

a) Remembering

The remembering level is the lowest level. This level requires students to remember or recognize the information within the text or information (Anderson & Krathwohl, 2001). An example from the remembering level appears in this textbook:

What do young people use social media for?

That reading question falls into the remembering level and the factual level of Bloom's Revised Taxonomy, as the answer was presented in the text. Students can find the information in the text.

b) Understanding

The understanding level refers to the ability to infer meaning from written, spoken, and visual information displayed in books, lectures, or on computer screens. Furthermore, comprehension can be defined as the process by which students connect new information to what they already

know (Anderson & Krathwohl, 2001). An example from the understanding level appears in this textbook:

The word 'he' in paragraph 1 refers to?

Since students must apply their comparing skills, it matches the understanding level of Bloom's Revised Taxonomy. Comparing is the process of explaining how one object differs or is similar to another, according to Anderson and Krathwohl (2001). Students were therefore instructed to contrast the context in paragraph 1 with the meaning of "he." Additionally, because it involves an awareness of the conceptual role of pronouns in language, this reading question falls under the category of conceptual knowledge. This question relates to comprehending categories and classifications.

c) Applying

It refers to the ability to complete tasks or solve problems through procedures (Anderson & Krathwohl, 2001). Additionally, according to Metzgar (2023), applying is the ability to apply what students have learned in the classroom to actual work situations. An example from the applying level appears in this textbook:

What suggestion would you give to your friends (or yourself) who are addicted to social media?

Because it asks students to apply their knowledge of social media addiction to a real-world scenario by helping a friend who is experiencing difficulties, it matches the applying level of Bloom's Revised Taxonomy. Additionally, because it requests ideas or methods (procedures) to deal with a particular issue (social media addiction), it falls under the category of procedural knowledge.

d) Analyzing

It refers to breaking it down into its component pieces and comprehending how they work together to create the whole structure (Anderson & Krathwohl, 2001). An example from the analyzing level appears in this textbook:

Making a report. Read and analyze the results of the interview. Which place do you think is interesting according to the advantages and disadvantages that your friends, teachers, or parents tell you about?

Because students are encouraged to examine information and determine connections between various components, it matches the analyzing level of Bloom's Revised Taxonomy. The student must evaluate the interview data in this case to understand the benefits and drawbacks of each location. Additionally, preparing a report is an assessment or analytical action (Anderson & Krathwohl, 2001). Additionally, as students must compile the findings into a report, this reading instruction activity falls under the category of procedural knowledge.

e) Evaluating

It refers to making judgments using standards and criteria (Anderson & Krathwohl, 2001). It supports the argument made by Erdiana and Panjaitan (2023) that the evaluating level entails

the capacity to make decisions based on predetermined standards and criteria after examination and evaluation. An example from the evaluating level appears in this textbook:

If you have health issues, do you want to do snorkeling? Explain your reasons!

Because it involves students making judgments based on criteria, it was in line with the HOTS category's evaluating level according to Bloom's Revised Taxonomy. In this case, students are required to evaluate the possible health risks that snorkeling offers to them and discuss the potential consequences of doing so. Furthermore, at the assessing level, this reading inquiry belongs to the critiquing sublevel. It entails evaluating a product or activity objectively using both positive and negative external factors (Anderson & Krathwohl, 2001). Furthermore, because it asks students to consider their own circumstances, health, and reasoning, this reading assignment falls under the category of metacognitive knowledge.

Discussion

It is vital to evaluate the quality of the textbook to improve students' abilities, particularly their critical thinking skills. A textbook is more than a collection of language exercises or reading passages; it serves as a structured framework that shapes how students interact with knowledge and develop their intellectual capacities. Therefore, evaluating its quality becomes an essential step in ensuring that learning materials are aligned with educational objectives, promote meaningful engagement, and provide sufficient cognitive challenge. A well-designed textbook should not only facilitate linguistic competence but also stimulate analytical reasoning, problem-solving, and independent thought, skills that are indispensable for students' success beyond secondary education.

Further, this focus on critical thinking is particularly crucial for twelfth graders, who are at a transitional stage between secondary and higher education. At this level, students are expected to demonstrate the ability to analyze complex ideas, question underlying assumptions, and construct reasoned arguments. These skills form the foundation for success at the university level, where learning is less about memorization and more about exploration, interpretation, and synthesis of knowledge. University students are expected to navigate complex academic texts, engage in evidence-based reasoning, and participate in scholarly discourse, all of which require a mature capacity for critical thought. Thus, if textbooks used in the final year of high school fail to cultivate these competencies, students may have trouble adapting to the more demanding academic environment they will soon face. Evaluating and improving textbook quality, therefore, becomes a strategic measure to bridge the cognitive and pedagogical gap between school and university education.

Moreover, the emphasis on critical thinking is not merely a pedagogical preference but a national educational priority, as reflected in the *Profil Pelajar Pancasila* (Pancasila Student Profile) and the *Capaian Pembelajaran* (CP) outlined in the *Kurikulum Merdeka*. The Pancasila Student Profile envisions learners who are independent, creative, collaborative, and reflective—individuals capable of critical reasoning and ethical decision-making. Critical thinking is explicitly positioned as one of the key competencies that students must acquire to become holistic, lifelong learners who can contribute meaningfully to society. This aligns with global educational trends that emphasize the cultivation of 21st-century skills, particularly critical and creative thinking, communication, and collaboration. Within this framework, textbooks are expected to serve as effective vehicles for nurturing these skills by providing cognitively stimulating tasks, inquiry-based learning activities,

and authentic problem-solving scenarios. According to the Pancasila Students profile, critical thinking is also emphasized in the *Capaian Pembelajaran (CP) Kurikulum Merdeka*. Students should also be able to understand difficult narrative, exposition, and discussion texts, both concrete and abstract, according to the CP for reading skills.

Ultimately, the evaluation of textbook quality should be viewed as an ongoing and reflective process that informs both curriculum development and instructional practice. Teachers, researchers, and policymakers share the responsibility to ensure that textbooks provide meaningful opportunities for students to cultivate critical thinking and engage with challenging texts. Through systematic evaluation and continuous improvement, textbooks can evolve into transformative educational tools that not only teach language but also foster intellectual growth, reflective judgment, and readiness for higher education. Such an approach aligns with the broader aims of Indonesia's educational reform—to produce learners who are not only linguistically proficient but also critically aware, independent thinkers capable of navigating the complexities of the modern world.

Following an analysis of the cognitive domain using Bloom's Revised Taxonomy, the researcher can look at the knowledge and cognitive process dimensions. The cognitive process dimension is divided into six levels, which are grouped into two categories: LOTS and HOTS. LOTS includes the levels of remembering, understanding, and applying, while HOTS consists of analyzing conceptual knowledge in its reading comprehension tasks. As a result, the LOTS category represented the largest proportion, making up 75.2% of the total occurrences.

This research aligns with the findings of Saputra and Pujiati (2021). Their study indicated that the English textbook titled “English in Mind Starter Second Edition (Student's Book) Special Edition” for Junior High School primarily utilized the remembering level of the LOTS (Lower Order Thinking Skills) category along with factual knowledge. The remembering level appeared 233 times, accounting for 50% of the content, while factual knowledge was noted 247 times, representing 53%. Therefore, this textbook mainly focused on the LOTS category. Similarly, this research examines the *Bahasa Inggris: Train of Thoughts* textbook, which also emphasizes the LOTS category. However, there is a distinction between this research and the earlier study; this analysis focuses to the *Bahasa Inggris: Train of Thoughts* textbook for twelfth graders, published in 2022 by the Ministry of Education, Culture, Research, and Technology, while the previous study focused on the *English in Mind Starter Second Edition (Student's Book) Special Edition for Junior High School*, published by Cambridge.

Moreover, this study confirms the results of Nugraha AJR et al. (2024), who found that most issues identified in the seventh-grade students' *English for Nusantara* textbook are at the remembering level of the LOTS category. Similarly, factual knowledge and remembering-level activities are emphasized in the twelfth-grade textbook *Bahasa Inggris: Train of Thoughts*, with factual knowledge appearing 56 times (62.2%) and remembering tasks appearing 39 times (43.3%). However, the two studies differ in a few ways. While the previous study employed a checklist by Hedgcock and Ferris (2009), this study used one based on Anderson & Krathwohl (2001).

This study, along with the previous study, shows that English textbooks primarily use LOTS in reading tasks and questions. Focusing too much on LOTS can cause students to struggle with HOTS problems. So, if students have never engaged in complicated thinking, they could struggle to respond to HOTS questions (Febriyana & Harjanto, 2023).

However, LOTS activities are crucial because they help students grasp fundamental concepts before going on to more complex ones, according to Arisman et al. (2024). Students can better

manage more complex thinking problems later if they first grasp the fundamentals. Therefore, it is ideal to use a balanced combination of LOTS and HOTS, as too many LOTS can hinder students' ability to solve problems. Both should be taught to support students' deep learning.

To improve students' thinking skills, Daniati and Fitrawati (2020) and Arlansyah et al. (2023) recommend that teachers use textbooks that not only help students understand the material but also encourage them to think critically. If the textbooks do not offer that, teachers are encouraged to create their own tasks or questions that involve HOTS. Textbook writers also have a role to play: They should include more challenging activities to help students develop deeper thinking skills.

However, applying HOTS in real classrooms is not always easy. Although the development of higher-order thinking skills is an explicit goal of modern education systems, the practical implementation of HOTS-oriented instruction often presents significant challenges for teachers and institutions. According to Ginting and Kuswandono (2020), some teachers may lack sufficient knowledge or experience, particularly when it comes to utilizing technology. This limitation can be attributed to several factors, including insufficient professional training, limited access to digital resources, and a lack of institutional support for pedagogical innovation. In many schools, teachers are still accustomed to traditional, teacher-centered methods that prioritize factual recall and standardized testing over inquiry-based learning. The shift from such approaches to student-centered, HOTS-based instruction demands not only pedagogical transformation but also a change in mindset—teachers must move from being information transmitters to facilitators of critical and creative thinking. However, without adequate training and resources, this transformation can be difficult to achieve.

Furthermore, the integration of technology in HOTS-based instruction requires digital literacy and pedagogical competence that go beyond basic computer skills. Teachers need to be able to design digital tasks that stimulate analysis, evaluation, and creation, such as interactive discussions, collaborative projects, or multimedia presentations. Yet, many educators struggle to use technology in ways that align with these higher-order objectives. The challenge is not simply about using digital tools but about employing them meaningfully to enhance students' cognitive engagement. When technology is used only as a supplement for traditional instruction rather than as a medium for inquiry and collaboration, its potential to foster HOTS remains largely untapped. This issue becomes even more pronounced in resource-limited contexts, where disparities in access to technological infrastructure further hinder the implementation of innovative teaching strategies.

Currently, many high schools' English textbooks for grades 10 to 12 primarily focus on LOTS (Lower-Order Thinking Skills), such as remembering and understanding. This means they do not fully support the goals of *Kurikulum Merdeka* or reflect the *Profil Pelajar Pancasila*. To truly help students think critically, textbooks should include more HOTS-level tasks. Thus, Djami and Kuswandono (2020) suggest that teachers can start by asking open-ended questions or providing problem-solving activities that allow students to explore different answers and think creatively.

Unfortunately, the *Bahasa Inggris: Train of Thoughts* textbook still lacks tasks at the creating level, which is one of the highest forms of thinking in HOTS. In Bloom's Revised Taxonomy, the *creating* level represents the pinnacle of cognitive engagement, where learners are required to synthesize knowledge, construct new ideas, and produce original outputs based on what they have learned. This stage demands that students not only recall and understand information but also apply, analyze, and evaluate it to design or generate something novel, such as a written argument, a persuasive speech, a creative project, or an innovative solution to a real-world problem. The absence

of such tasks in the textbook indicates a significant pedagogical gap, as it limits students' opportunities to operate at the highest levels of cognition. When learners are not exposed to creating-level activities, they may become adept at understanding and analyzing information but remain passive recipients of knowledge rather than active producers of it. These tasks help students generate new ideas or solutions, which are essential for fostering creativity. Since these tasks are not found in this textbook, teachers need to find other ways to help students practice them. In the future, textbooks should do a better job of including HOTS to match curriculum goals and prepare students for real-world challenges.

Based on those findings, in the future, English textbooks, particularly those intended for senior high school students, should integrate a more balanced range of cognitive levels, ensuring that tasks addressing *creating* are not neglected. This approach would bring textbooks into closer alignment with national curriculum goals and better prepare students to navigate academic and professional challenges that demand innovative thinking. A textbook that truly embodies HOTS principles will not only improve language proficiency but also foster the intellectual and creative capabilities necessary for lifelong learning. By designing materials that challenge students to generate, evaluate, and construct new knowledge, textbook developers can play a pivotal role in cultivating a generation of learners equipped to think critically, act creatively, and respond adaptively to the evolving demands of the modern world.

CONCLUSION AND RECOMMENDATION

The research found that the textbook *Bahasa Inggris: Train of Thought* mainly focuses on LOTS rather than HOTS. LOTS appeared 106 times, making up 75.2% of the focus. The understanding level is mainly used as a cognitive process, with 65 occurrences, or 46.1%. In terms of the knowledge dimension, conceptual knowledge is the primary one used in this textbook, with 93 mentions, representing 65.9%. This indicates that most reading comprehension activities are designed to help students recall, understand, and interpret information rather than challenge them to analyze, evaluate, or create new ideas. While such tasks are essential for building a solid foundation of language understanding, they fall short of promoting critical and creative thinking, which are key components of higher-order learning.

This dominance of LOTS suggests that the textbook emphasizes comprehension and conceptual understanding more than the development of analytical or evaluative skills. As a result, students may become accustomed to surface-level learning, focusing mainly on grasping information rather than engaging with it critically. This pattern reflects a common issue in EFL textbooks, where the focus often leans toward accuracy and comprehension rather than inquiry and problem-solving. A greater integration of HOTS-based tasks, such as those requiring comparison, inference, argumentation, or creation, would better align with the goals of *Kurikulum Merdeka* and the *Profil Pelajar Pancasila*, which highlight the importance of critical and creative thinking in education.

In conclusion, the *Bahasa Inggris: Train of Thought* textbook predominantly employs the LOTS approach. However, to better equip students with the cognitive flexibility needed for academic and real-world contexts, future editions should incorporate more HOTS-oriented activities. Doing so would not only enhance learners' higher-level reasoning abilities but also provide a more balanced and comprehensive approach to cognitive development in English language learning.

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