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Higher Order Thinking Skills in Reading Questions of English Textbook for 10th Grade High School Students

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ABSTRACT

This study aims at the implementation of Higher Order Thinking Skills (HOTS) in reading questions within the English textbook *Bahasa Inggris: Work in Progress* for 10th-grade high school students and how is the implementation of HOTS realized in the reading question of the English textbook? HOTS, as emphasized in Indonesia's Curriculum, is critical for fostering students' analytical, evaluative, and creative abilities to meet 21st-century educational demands. The research employs descriptive qualitative method, data were collected through content analysis, categorizing reading questions based on Bloom's Revised Taxonomy. A checklist table was used for classification, and the data were analyzed using the Miles & Huberman (1994) model, which includes data reduction, data display, and conclusion drawing. The results show that 58.3% of the questions fall under HOTS, while 41.7% are LOTS. Among HOTS, Analyzing (C4) is the most frequent, followed by Evaluating (C5) and Creating (C6). While the textbook includes HOTS-based questions, many still focus on factual recall, limiting students' critical thinking development. These findings suggest the need for curriculum improvements to ensure a more balanced integration of HOTS. This study provides insights for educators, policymakers, and textbook authors to enhance English instruction and align it with national educational goals.

HOTS, Reading Comprehension, Bloom's Revised Taxonomy, English Textbook, Critical Thinking.

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INTRODUCTION

Education plays a crucial role in shaping individuals' intellectual and social development, equipping them with the necessary skills to navigate an increasingly complex world. According to Muhammad (2016), education is a continuous process that enhances one's ability to think, feel, and behave in ways that contribute to personal and societal progress. In Indonesia, the educational system follows a structured curriculum designed to meet national learning objectives. Among various subjects, English as a Foreign Language

(EFL) holds a significant position, requiring students to master four fundamental skills: listening, speaking, writing, and reading. Among these, reading comprehension is considered one of the most challenging skills, as it requires learners to integrate prior knowledge with textual information (Anderson, 2008).

Reading is a complex cognitive process that involves both word recognition and comprehension (Pang et al., 2003). Word recognition enables learners to decode written symbols, while comprehension allows them to interpret meaning from sentences and paragraphs. To facilitate this process, textbooks serve as essential learning resources, providing structured reading materials and comprehension exercises. As stated by O’Keeffe (2013), textbooks play a pivotal role in shaping students’ learning experiences, offering frameworks that guide both teachers and learners. However, the quality of textbook content, particularly in reading comprehension exercises, determines the extent to which students develop critical thinking skills.

In recent years, the emphasis on Higher Order Thinking Skills (HOTS) in education has grown significantly. HOTS-based learning encourages students to go beyond memorization and recall, engaging them in cognitive activities that require analysis, evaluation, and creation (Anderson & Krathwohl, 2001). This aligns with the broader goal of 21st-century education, which prioritizes skills such as problem-solving, creativity, and critical thinking (Trilling & Fadel, 2009). The Indonesian Curriculum (Kurikulum Merdeka) strongly advocates for HOTS integration in learning materials, aiming to develop students’ ability to think critically and solve problems independently. However, despite these curriculum objectives, several studies (Pratiwi et al., 2021; Fitriani & Kirana, 2021) indicate that many English textbooks used in Indonesian high schools still emphasize lower-order thinking skills (LOTS), limiting students’ opportunities to develop deeper cognitive engagement.

The implementation of HOTS in reading comprehension has been widely discussed in educational research. According to King, Goodson, and Rohani (1998), effective reading comprehension should challenge students to interpret, synthesize, and critique information, rather than merely recalling facts from a text. In the EFL context, reading questions should promote higher-level cognitive engagement, encouraging students to analyze text structures, infer meanings, and develop personal interpretations (Richards & Schmidt, 2010). However, research has shown that many textbooks still predominantly focus on factual and inferential questions, neglecting evaluative and creative question types (Assaly & Igarria, 2014). This misalignment between textbook content

and HOTS-based learning objectives poses a significant challenge for educators seeking to foster critical thinking in reading instruction.

Furthermore, the effectiveness of textbooks in HOTS-based learning is influenced by how reading comprehension questions are structured. Studies on textbook evaluation and cognitive level analysis indicate that an ideal textbook should balance LOTS and HOTS-based questions, allowing students to progressively develop their analytical and problem-solving skills (Sukmawijaya et al., 2020). However, in the Indonesian context, textbook analysis has revealed a persistent overreliance on LOTS questions, which predominantly test students' ability to recall and understand texts rather than critically engage with them (Suparman et al., 2020). This trend suggests the need for a systematic review of reading comprehension materials to ensure that they align with national curriculum standards and international best practices in EFL instruction.

In addition to cognitive engagement, HOTS-based learning is also essential for language acquisition and long-term learning retention. Studies indicate that students who engage in higher-order thinking activities are more likely to retain information and apply their knowledge in real-world contexts (Zohar & Dori, 2003). This is particularly relevant in reading comprehension, where students must connect prior knowledge with new information, evaluate different perspectives, and synthesize ideas to construct meaning from a text. The integration of HOTS in reading comprehension can thus contribute not only to improving students' language proficiency but also to enhancing their overall cognitive abilities (Marzano & Kendall, 2007).

Despite the theoretical importance of HOTS in reading instruction, many teachers still struggle to implement HOTS-based learning effectively due to a lack of professional development and insufficient instructional materials (Widodo, 2019). As a result, classroom practices often rely heavily on traditional textbook exercises that focus on literal comprehension rather than analytical and inferential thinking. This highlights the necessity for more comprehensive research on the alignment between textbook materials and HOTS objectives, particularly in the Indonesian EFL context. Understanding how textbooks incorporate HOTS in reading comprehension questions is crucial for ensuring that students develop the necessary critical thinking skills to succeed in academic and professional settings.

Given these concerns, this study aims to analyze the extent to which HOTS are integrated into reading comprehension questions in the *Bahasa Inggris Kelas X* textbook, which is widely used in Indonesian high schools. Specifically, this research seeks to identify the elements of Higher Order

Thinking Skills (HOTS) implemented in reading questions of the English textbook for 10th-grade high school students and analyze how the implementation of HOTS is realized in these reading questions by examining the cognitive levels of the questions, the types of skills they aim to develop, and the extent to which they align with the objectives of the national curriculum. This study also investigates whether the textbook provides a balance between lower-order thinking skills (LOTS) and HOTS, ensuring that students are given ample opportunities to engage in critical analysis, evaluation, and creative problem-solving through reading comprehension exercises. Using Bloom's Revised Taxonomy, this research categorizes reading questions into LOTS and HOTS to determine whether the textbook adequately fosters critical thinking and deep comprehension. The findings will contribute to a better understanding of how well the textbook aligns with national curriculum goals and provide insights for educators, textbook developers, and policymakers to improve instructional materials. Using Bloom's Revised Taxonomy, this research categorizes reading questions into LOTS and HOTS to determine whether the textbook adequately fosters critical thinking and deep comprehension. The findings will contribute to a better understanding of how well the textbook aligns with national curriculum goals and provide insights for educators, textbook developers, and policymakers to improve instructional materials.

RESEARCH METHODE

This study adopted a qualitative descriptive method to analyze the integration of Higher Order Thinking Skills (HOTS) in reading comprehension questions found in the *Bahasa Inggris Kelas X* textbook. The research focused on identifying and categorizing questions based on Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001), especially Higher-Order Thinking Skills (HOTS). The object of this research was the reading comprehension questions presented in the textbook, which serves as one of the primary instructional materials for 10th-grade high school students in Indonesia. A checklist table was used as an analytical instrument to categorize the questions, ensuring consistency in classification. The data were then analyzed using the Miles & Huberman (1994) model, which consists of three stages: data reduction, data display, and conclusion drawing/verification. In the data reduction phase, the extracted questions were sorted and categorized based on their cognitive levels. The data display involved organizing the categorized questions in a structured format to observe patterns and trends. Finally, in the conclusion drawing stage, interpretations were made regarding the distribution of HOTS and LOTS

questions, determining the extent to which the textbook fosters critical thinking skills.

RESULT AND DISCUSSION

In this section, the researcher attempts to present the findings of this research. The researcher analyzed the reading comprehension questions using a checklist table to find out the distribution of the six cognitive domains in the textbook, whether they meet HOTS' indicators or not.

Table 1.
Data Distribution of Reading Questions.

Ch	Reading Questions	Cognitive Process Dimension					
		C1	C2	C3	C4	C5	C6
1	What is the main idea of the text?		✓				
	What makes Cristiano Ronaldo different from other players in scoring a goal?	✓					
	How did he get known as a rocket man?					✓	
	How does the text organized its idea about Ronaldo?				✓		
	"Ronaldo's G-force is five times higher than that of a cheetah." What can you infer from the sentence above?						✓
	What is the function of the picture in relation to the verbal text?		✓				
	Match the topics about Cristiano Ronaldo below with the information from each paragraph in the text.			✓			
	What do you notice first from the picture?	✓					
	What does the picture tell you?				✓		
	How does the picture relate to the written text?				✓		
	What happens with the message of the text if the picture is deleted?		✓				
2	In pairs, rearrange the paragraphs into a meaningful text.			✓			
	Are there any parts of the writer's experience in watching the game that are similar to yours?			✓			
	Why do you think the writer stated that the winner was unpredictable?					✓	
	Could you feel the same excitement of watching the game by just reading the text?		✓				

	How do you think the writer's can help you to do active reading using your five senses?				✓		
3	Decide if the statements are true or false according to the infographics.				✓		
	Complete the following sentences with ONE word from the infographics			✓			
	Which of the tips from the mental health infographic that you have done? How was the effect?					✓	
	Which of the tips from the mental health infographic that you want to try? Why?					✓	
	Have you tried any weight loss habits mentioned in the infographic? Which one/s?		✓				
	Do you have other tips for weight loss?					✓	
	Why do you think people feel the need to lose weight?					✓	
4	Match each statement with the correct tips, AF based on the reading text.			✓			
	Who will find the information in the text useful?				✓		
	In what kind of reading section will you likely find this type of text?				✓		
	In Rule number 5, "Eat at the Dining Table, Not in Your Car or at Your Desk," the word 'this' in the sentence 'Following this rule also reduces the chances of eating when you are bored,' refers to					✓	
	"Stop Eating Before You Are Full," the word 'satiated' in the sentence '...stop eating before you feel completely satiated,' can be best replaced by what word?				✓		
	Which tip/s that is easiest for you to follow? Why?				✓		
5	Read the statements and decide if they are found/discussed in either Expository Text 1 or Expository Text 2. Tick the appropriate box.			✓			
	Compare Expository Text 1 and Expository Text 2 by completing the table.				✓		
	Why do you think they write the posts?						✓
	Which writer do you agree with? Explain your answer. Refer to what is written on the posts.					✓	
	How would you feel if somebody painted					✓	

	graffiti on your property?						
	Who owns the graffiti? If somebody paints on your property, can you legally claim the artwork as your own?					✓	
	In your opinion, what would the world be like without graffiti?						✓
6	Why did Little Red Riding Hood walk through the forest?				✓		
	What rule did Little Red Riding Hood break when she talked to the wolf?	✓					
	Why did the wolf ask Little Red Riding Hood where her grandmother lived?				✓		
	What might happen if the woodsman were not there?				✓		
	Who told the story?	✓					
	What made the girl scream an ear piercing scream?	✓					
	How could the world find out Grandma's place?				✓		
	What made the girl realize that it was not her grandma who take the goodies?	✓					
	What is meant by "cat got your tongue? In "Cat got your tongue?" The dwarf said, and pulled out a cat."		✓				
	What would happen if the grandma did not jump into the wolf's mouth?						✓
	Fill in the table below to compare the traditional story in Task A and fractured story in Task 3 point B.			✓			
	Use the following venn diagram to decide which part of the stories are the same or different.			✓			
Total		6	6	8	14	10	4
Total LOTS and HOTS		20			28		
Percentage (%)		20/48×100 = 41,7 %			28/48×100 =58,3 %		

The table indicates that higher-order thinking skills (HOTS) dominate the reading questions in *Bahasa Inggris X*, making up 58.3% (28 out of 48 questions). This suggests that the reading assessment emphasizes analytical, evaluative, and creative thinking rather than just recall or basic understanding. Among HOTS categories, Level 4 (Analyzing) has the highest number of questions, totaling 14. This is followed by Level 5 (Evaluating) with 10 questions, while

Level 6 (Creating) has the least, with only 4 questions. The prevalence of HOTS questions reflects an effort to develop students' critical thinking skills, requiring them to infer, interpret, and assess information rather than merely recognize or recall facts. Despite this emphasis on HOTS, LOTS questions still play a role, accounting for 41.7% of the total. Their presence helps scaffold students' comprehension before engaging in more complex cognitive tasks. The balanced distribution of questions ensures a comprehensive assessment of reading skills, integrating both foundational knowledge and advanced thinking abilities.

Table 2.
Data Distribution of Level 4 (Analyze)

No.	Ch.	Questions
1.	1	Questions How does the text organized its idea about Ronaldo?
2.	1	What does the picture tell you?
3.	1	How does the picture relate to the written text?
4.	2	How do you think the writer's can help you to do active reading using your five senses?
5.	3	Decide if the statements are true or false according to the infographics.
6.	4	Who will find the information in the text useful?
7.	4	In what kind of reading section will you likely find this type of text?
8.	4.	"Stop Eating Before You Are Full," the word 'satiated' in the sentence '...stop eating before you feel completely satiated,' can be best replaced by what word?
9.	4	Which tip/s that is easiest for you to follow? Why?
10.	5	Compare Expository Text 1 and Expository Text 2 by completing the table.
11.	6	Why did Little Red Riding Hood walk through the forest?
12.	6	Why did the wolf ask Little Red Riding Hood where her grandmother lived?
13.	6	What might happen if the woodsman were not there?
14.	6	How could the world ind out Grandma's place?

The table contains questions from different chapters of an English textbook designed for high school students. It covers various topics aimed at enhancing critical thinking and comprehension skills. The questions in Table 4 align with C4 (Analyzing) in Bloom's Taxonomy. According to Anderson and Krathwohl's (2001) revised Bloom's Taxonomy, analyzing involves breaking down information, categorizing, differentiating, and determining relationships between ideas. The questions in the table reflect these characteristics. For example, asking how the text organizes its ideas about Ronaldo requires students to analyze textual structures, while questions about how pictures

relate to written text encourage students to examine visual and textual connections. Identifying the type of reading section in which a text appears fosters classification skills, whereas determining the contextual meaning of words such as "satiated" involves linguistic analysis. Justifying the easiest tip to follow requires students to evaluate and differentiate between ideas, while comparing two expository texts directly engages them in contrastive analysis. Additionally, analyzing character motives in *Little Red Riding Hood*, questioning why the wolf asks about the grandmother's location, and hypothesizing what would happen if the woodsman were absent all require inferential thinking, a key component of C4-level cognitive processes. These elements confirm that the questions effectively promote Higher-Order Thinking Skills (HOTS) by encouraging deeper analysis, comparison, and inference rather than simple recall.

Table 3.
Data Distribution of Level 5 (Evaluate)

No.	Ch	Questions
1.	1	How did he get known as a rocket man?
2.	2	Why do you think the writer stated that the winner was unpredictable?
3.	3	Which of the tips from the mental health infographic that you have done? How was the effect?
4.	3	Which of the tips from the mental health infographic that you want to try? Why?
5.	3	Do you have other tips for weight loss?
6.	3	Why do you think people feel the need to lose weight?
7.	4	In Rule number 5, "Eat at the Dining Table, Not in Your Car or at Your Desk," the word 'this' in the sentence 'Following this rule also reduces the chances of eating when you are bored,' refers to
8.	5	Which writer do you agree with? Explain your answer. Refer to what is written on the posts.
9.	5	How would you feel if somebody painted graffiti on your property?
10.	5	Who owns the graffiti? If somebody paints on your property, can you legally claim the artwork as your own?

The table presents a series of evaluative questions from different chapters of an English textbook. These questions are designed to enhance students' critical thinking skills and encourage them to form their own opinions based on the material presented. The questions in Table 5 align with C5 (Evaluating) in Bloom's Taxonomy. According to Anderson and Krathwohl's (2001) revised

taxonomy, evaluation involves making judgments based on criteria, assessing arguments, and justifying opinions. The questions in the table reflect these characteristics. For example, asking students why the writer stated that the winner was unpredictable requires them to assess the reasoning behind a statement. Evaluating the effectiveness of mental health tips, discussing which ones they have tried, and explaining the impact of those tips require students to reflect on personal experiences and form judgments. Similarly, deciding which writer they agree with and justifying their choice fosters critical engagement with textual arguments. Furthermore, ethical evaluation is encouraged through questions about property rights and graffiti ownership, which prompt students to assess legal and moral perspectives. The question about the meaning of "this" in a given sentence requires an understanding of textual reference and logical reasoning. Additionally, reflecting on why people feel the need to lose weight involves examining societal influences and forming a reasoned perspective. These elements confirm that the questions effectively promote Higher-Order Thinking Skills (HOTS) by requiring students to analyze, justify, and critique ideas rather than merely recall information.

Table 4.
Data Distribution of Level 6 (Create)

No.	Ch	Questions
1	1	"Ronaldo's G-force is five times higher than that of a cheetah." What can you infer from the sentence above?
2	5	Why do you think they write the posts?
3	5	In your opinion, what would the world be like without graffiti?
4	6	What would happen if the grandma did not jump into the wolf's mouth?

Based on the provided table and the textbook "Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X," the table presents questions from different chapters designed to evaluate student comprehension and encourage critical thinking. These questions cover a range of topics including the effectiveness of mental health tips, reasons for wanting to lose weight, analysis of eating habits, personal opinions on graffiti, and the issue of graffiti ownership. The questions aim to engage students with the material and promote deeper understanding by prompting them to relate the content to their own experiences and perspectives. Table 6 (Create), the questions fall under the HOTS level, where students are expected to restructure information, generate hypotheses, and apply knowledge to novel situations. For example, asking what can be inferred from Ronaldo's G-force comparison requires abstract

reasoning and synthesis of prior knowledge. Similarly, predicting how the world would be without graffiti or an alternative ending for *Little Red Riding Hood* prompts students to integrate multiple ideas and extend learning beyond the given text. These tasks demonstrate complex, relational, and extended abstract thinking, as students must formulate new ideas, justify creative interpretations, and connect concepts to broader societal or narrative frameworks.

The research on the English textbook analyzed in this study demonstrates a strong emphasis on Higher Order Thinking Skills (HOTS), particularly in the cognitive domains of Analysis (C4), Evaluation (C5), and Creation (C6) as outlined in Bloom's Revised Taxonomy by Anderson and Krathwohl (2001). The findings highlight that the majority of the reading comprehension questions in the textbook encourage students to engage in critical thinking, reflection, and synthesis, which are essential for developing deeper cognitive abilities. The distribution of cognitive levels in the textbook reveals a significant presence of HOTS-based questions. Based on the analysis, 58.3% (28 out of 48) of the reading questions fall under the HOTS category, whereas 41.7% (20 out of 48) belong to the Lower-Order Thinking Skills (LOTS) category. Among the HOTS-based questions, Level 4 (Analyze) has the highest number, totaling 14 questions, followed by Level 5 (Evaluate) with 10 questions, and Level 6 (Create) with 4 questions. These figures indicate that the textbook prioritizes questions that require students to examine relationships, differentiate between key ideas, and interpret textual evidence.

This emphasis on HOTS suggests that the textbook is effectively designed to equip students with the analytical and problem-solving skills needed for academic success and real-world applications. For instance, questions requiring students to compare different text structures, justify their reasoning based on textual evidence, and predict outcomes contribute to their ability to engage with complex ideas and develop informed perspectives. The inclusion of evaluative and creative tasks also supports the development of argumentation skills and innovative thinking, which are crucial for higher education and professional contexts. Additionally, students are encouraged to engage in inferential thinking, where they must make logical connections between information presented in the text and their prior knowledge, further enhancing their ability to think critically and creatively.

Furthermore, the knowledge dimension analysis indicates a balanced integration of conceptual and procedural knowledge, enabling students to not only recall factual information but also apply their understanding in meaningful ways. The presence of metacognitive elements within the questions

encourages students to reflect on their learning processes, enhancing self-regulation and independent inquiry. By engaging with questions that require evaluation and synthesis, students are able to refine their reasoning abilities and become more adept at constructing well-supported arguments and opinions.

The implications of these findings toward English language learning are significant. The strong presence of HOTS-based questions ensures that students are not merely developing reading comprehension but also strengthening their overall language proficiency. Engaging with analytical, evaluative, and creative questions allows students to expand their vocabulary, improve their ability to infer meanings, and develop a more nuanced understanding of texts. Moreover, HOTS-based learning encourages active engagement with language, making students more effective communicators, writers, and critical readers. This is particularly beneficial in an EFL (English as a Foreign Language) context, where exposure to deep analytical thinking in English enhances linguistic fluency and academic literacy. The ability to critically assess information and construct arguments in English also prepares students for higher education and global professional environments where English is the dominant language of communication.

The importance of incorporating HOTS in educational materials cannot be overstated, as it aligns with modern pedagogical approaches that emphasize student-centered learning and critical engagement with content. By providing a higher percentage of HOTS-based questions, this textbook ensures that students are not just passive recipients of knowledge but active participants in their learning journey. Research has shown that fostering HOTS contributes to improved problem-solving skills, adaptability, and innovation, which are all essential competencies in the 21st-century workforce. The integration of HOTS in reading comprehension also prepares students for standardized tests and international assessments, such as PISA (Programme for International Student Assessment), which focus on the ability to apply knowledge in unfamiliar contexts and real-world situations.

Given these findings, the textbook proves to be a valuable resource for fostering HOTS among students. Its strong alignment with higher cognitive domains ensures that learners are not merely passive recipients of information but active thinkers capable of analysis, evaluation, and creative problem-solving. This approach aligns well with modern educational goals, preparing students to navigate complex challenges and contribute effectively in academic and professional settings. Moving forward, integrating more interdisciplinary and real-world applications of these HOTS questions could further enhance

student engagement and practical skill development, solidifying their readiness for the demands of the 21st century. Additionally, further research could explore how students respond to HOTS-based questions in classroom settings, providing valuable insights into their effectiveness and potential areas for instructional improvement. With continued emphasis on higher-order thinking, educators and curriculum developers can ensure that students are equipped with the skills necessary for lifelong learning and success in an increasingly complex and interconnected world.

CONCLUSION

After doing the content analysis by using the checklist table as an instrument for essay reading questions, the researcher concludes that the distribution of the higher-order thinking skills is higher than the distribution of the lower-order thinking skill. It is proven by the result of the data which shows that the distribution 58.3% of the questions fall into the HOTS category, while 41.7% are categorized as Lower-Order Thinking Skills (LOTS). This indicates that the textbook effectively promotes higher-level cognitive processes, emphasizing analysis, evaluation, and creation over mere recall and comprehension.

After analyzing the reading comprehension questions in the English textbook "Bahasa Inggris: Work in Progress" using a checklist table, the research concludes that the distribution of Higher Order Thinking Skills (HOTS) is dominant. The data show that 58.3% of the questions fall into the HOTS category, while 41.7% are categorized as Lower-Order Thinking Skills (LOTS). This indicates that the textbook effectively promotes higher-level cognitive processes, emphasizing analysis, evaluation, and creation over mere recall and comprehension. The strong presence of HOTS-based questions in the textbook highlights its effectiveness in fostering students' critical thinking abilities, which are essential for academic success and professional development. By encouraging students to analyze, evaluate, and create, the textbook equips them with the necessary cognitive tools to navigate complex texts and develop well-reasoned arguments. This focus aligns with global educational trends that emphasize problem-solving, adaptability, and higher-order thinking as key competencies in the 21st century.

Furthermore, the emphasis on HOTS plays a crucial role in enhancing English language learning, particularly in an EFL setting. Exposure to HOTS-based reading questions allows students to refine their comprehension skills, expand their vocabulary, and improve their ability to construct meaning from complex texts. Additionally, these skills prepare students for standardized

assessments such as PISA, which require critical engagement with reading materials. The integration of HOTS in reading comprehension also fosters deeper engagement with texts, as students are encouraged to go beyond surface-level understanding and engage in meaningful discussions. This approach helps them develop reasoning and decision-making skills, which are valuable in both academic and professional contexts. Moreover, the ability to analyze and evaluate information prepares students for real-world problem-solving, making them more competent and independent learners. Additionally, the findings suggest that an emphasis on HOTS can contribute to increased motivation and engagement in learning. Students are more likely to develop a sense of curiosity and a proactive approach toward acquiring knowledge when they are challenged with thought-provoking questions. This creates a learning environment that nurtures intellectual growth and encourages lifelong learning.

The results of this research reinforce the importance of consistently integrating HOTS in educational materials and classroom instruction. By maintaining and further strengthening the use of HOTS-based questions, educators and curriculum developers can ensure that students not only acquire fundamental reading skills but also develop the critical and analytical mindset necessary for lifelong learning and success in a knowledge-based society. Strengthening the role of HOTS in textbooks will ultimately lead to a more holistic approach to education, ensuring that students are well-equipped to face the challenges of the modern world.

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