

A Content Analysis Of Writing Tasks In Indonesian EFL Textbooks: Do They Promote Higher-Order Thinking Skills?

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ABSTRACT

This study analyzes 326 writing tasks in two Grade VII Indonesian EFL textbooks Bright an English (Chapters 1-8) and English for Nusantara (Chapters 1-5) to evaluate their promotion of Higher-Order Thinking Skills (HOTS) using Bloom's Revised Taxonomy. Using descriptive content analysis, tasks were coded independently by two raters with an inter-rater check, then tallied and categorized into six cognitive levels. Results show all six levels are present: LOTS (remembering, understanding, applying) 65.38% dominated by grammar exercises, vocabulary tasks, and controlled activities and HOTS (analyzing, evaluating, creating) 34.62%, appearing in authentic project tasks such as sequencing dialogues, judging restaurant names, designing tourist leaflets, family-tree descriptions, and food-video scripts. Both textbooks exceed the >30% HOTS threshold for Phase D and display a structured progression from LOTS to HOTS. Integration of Profil Pelajar Pancasila values and local elements supports holistic objectives. Recommendations: developers should balance cognitive distribution and include Bloom labels, teachers should add HOTS activities and metacognitive guidance, and policymakers should set HOTS percentage requirements and provide professional development.

Keywords: *Content Analysis, HOTS, LOTS, Bloom's Revised Taxonomy, EFL Textbooks, Writing Tasks, Merdeka Curriculum*

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INTRODUCTION

The development of students' thinking abilities has become central in modern education, particularly in English as a Foreign Language (EFL) settings. Indonesia's recent curricula emphasize not only linguistic competence but also Higher-Order Thinking Skills (HOTS), including analyzing, evaluating, and creating, which are essential for addressing complex real-world problems. Tyas et al. (2020); Fitriani et al. (2023); Permatasari et al. (2025). Textbooks often the primary instructional resource in Indonesian classrooms – are therefore expected to include tasks that stimulate advanced cognitive processes. (Renol Aprico Siregar et al., 2024); (Huda et al., 2021). HOTS, such as analyzing, evaluating, and creating, have been essential for preparing students to face complex real-world challenges, think critically, and solve problems independently (Fitriani et al., 2023). In this context, the development of students' higher-order thinking skills (HOTS) has been a central objective of education in Indonesia. (Permatasari et al., 2025). As a result, learning materials, including textbooks, were expected to support these goals by incorporating tasks that stimulated advanced cognitive processes.

Textbooks have played a crucial role in Indonesian EFL classrooms, serving as the primary learning resource and instructional guidance for teachers. Writing tasks had been important because writing was a productive skill that required active thinking, self-expression, and the ability to organize ideas logically. When designed effectively, writing tasks promote students' engagement across a range of thinking levels, from remembering

basic information to creating original texts. However, previous studies have shown that many EFL textbooks in Indonesia focus heavily on lower-order thinking skills (LOTS), such as recalling information, filling in blanks, or rewriting sentences, rather than on tasks that require students to interpret, evaluate, or generate new ideas.

Internationally, systematic evaluations of HOTS in EFL materials have proliferated. Studies using Bloom's Revised Taxonomy have documented varying degrees of HOTS presence across contexts: some curricula and textbooks successfully incorporate task types that promote critical thinking and creativity (e.g., project-based tasks, problem-based prompts), while others remain dominated by LOTS-focused exercises (Anderson & Krathwohl framework reviews; (Köksal et al., 2023). Meta-analyses and recent content-analytic studies show that explicit task design, teacher guidance, and scaffolded progressions are critical for turning HOTS-labeled activities into genuine cognitive development (Mahardhika et al., 2025); (Alshaiji & Al-saeed, 2021). These international findings underscore that labeling a task as "creative" or "project-based" is insufficient without clear cognitive demands and scaffolding.

Despite a growing body of research on HOTS, several important gaps remain in the Indonesian EFL literature that this study addresses. First, most Indonesian studies have focused on reading comprehension or general textbook sections rather than on writing – the most cognitively demanding productive skill so the specific cognitive affordances of writing tasks are underexplored (Permatasari et al., 2025); (Zainil, 2026). Second, research emphasis has skewed towards senior high school (SMA) materials, leaving junior high (SMP) Grade VII where foundational HOTS development should begin largely overlooked. Third, while Kurikulum Merdeka and some recent textbooks claim HOTS integration through project-based approaches, empirical verification of how writing tasks actually instantiate HOTS (in terms of cognitive level, scaffolding, and authenticity) is limited or inconsistent (Edi et al., 2024; Siregar et al., 2024). Prior studies often report LOTS dominance (e.g., many Indonesian EFL materials show <25–36% HOTS) but do not disaggregate by skill area or grade level, nor do they examine whether claimed project-based tasks include adequate sequencing and teacher support to realize HOTS outcomes.

Given these gaps, this study conducts a systematic content analysis of writing tasks in two Grade VII EFL textbooks currently used in Indonesian junior secondary schools. By coding each writing task with Bloom's Revised Taxonomy and reporting inter-rater reliability, the study aims to (1) quantify LOTS vs HOTS distribution specifically for writing tasks, (2) examine the presence and quality of scaffolding and task authenticity, and (3) evaluate whether claimed project-based designs in Kurikulum Merdeka-aligned materials translate into substantive HOTS opportunities. Filling these gaps contributes evidence-based guidance for teachers, curriculum developers, and textbook writers to ensure early secondary materials effectively foster 21st-century cognitive competencies.

There are several compelling reasons for choosing this research topic, primarily stemming from the critical role of Higher Order Thinking Skills (HOTS) in the Indonesian national curriculum, which emphasizes their development to equip students for 21st-century challenges, making it essential to verify whether school textbooks genuinely support these goals. In many Indonesian EFL classrooms, textbooks serve as the primary learning resource Renol Aprico Siregar et al. (2024); (Huda et al. (2021), so if they fail to incorporate writing tasks that foster higher-order thinking, students miss vital opportunities for skill development. Writing tasks hold immense potential for training analytical, evaluative, and creative abilities, yet numerous studies reveal that many textbooks remain focused on Lower Order Thinking Skills (LOTS), highlighting the urgent need for deeper evaluation of their cognitive quality and demands. Ultimately, by investigating the extent to which these textbooks promote HOTS, this research offers, to shown that many textbooks still focus on LOTS (Lower Order Thinking Skills). This had indicated the need for a deeper analysis of the quality and cognitive level of the presented writing activities, to ensure that the textbooks used in schools truly supported these curriculum goals, textbooks did not include writing tasks that encouraged higher-order thinking, students would not have had sufficient opportunities to develop these skills

effectively, this research could provide valuable input for teachers, curriculum developers, and textbook writers to improve the quality of EFL learning materials.

METHOD

This study employed a qualitative content analysis design to examine the cognitive demands of writing tasks in two Indonesian EFL textbooks, *Bright an English for SMP/MTs Grade VII* and *English for Nusantara for SMP/MTs Grade VII*. Content analysis was selected because it allows researchers to systematically identify, categorize, and interpret textbook tasks based on predetermined analytical criteria. In this study, Bloom's Revised Taxonomy served as the main coding framework, enabling the researchers to determine whether each writing task aligned with Remembering (C1), Understanding (C2), Applying (C3), Analyzing (C4), Evaluating (C5), or Creating (C6) (Anderson & Krathwohl, 2001).

The coding procedure was conducted in several stages. First, Selecting the textbooks to be analyzed, determining representative Indonesian EFL textbooks based on curriculum alignment (Kurikulum 2013/Merdeka Belajar), grade level usage, and national adoption prevalence, following criteria established by Renol Aprico Siregar et al. (2024) who had selected SMA K13 textbooks for comprehensive analysis. A writing task was defined as any activity requiring students to produce written language, either fully or partially, such as completing sentences, arranging dialogue, describing pictures, writing short texts, or creating products such as posters, leaflets, or scripts. Second, Identifying and extracting writing tasks from the textbooks, systematically locating and documenting all writing tasks across textbook units, including exercises, projects, and assessments. Fakhrillah & Suharyadi (2025) had demonstrated this process by cataloging 147 tasks from "English for Nusantara" before RBT classification. Third, Coding and categorizing the writing tasks based on Bloom's Revised Taxonomy, applying Revised Bloom's Taxonomy to classify each writing task according to cognitive levels (C1 Remembering through C6 Creating), using operational verbs such as "list," "analyze," "evaluate," and "design." Permatasari et al. (2025) had employed identical coding procedures, achieving inter-rater reliability through double-coding. Fourth, Interpreting the findings and concluding, synthesizing quantitative task distributions (e.g., LOTS vs. HOTS percentages) with qualitative task characteristics to assess curriculum alignment and pedagogical implications, mirroring analytical approaches in. Fifth, Ensuring the validity and reliability of the analysis through triangulation, implementing triangulation. When a task involved more than one thinking process, the highest level demanded by the task was used as the final code.

Tasks were classified as Remembering when they asked students to recall facts, vocabulary, or simple information. They were coded as Understanding when students had to explain, summarize, identify meaning, or interpret input. Applying tasks required students to use language in routine contexts, such as completing controlled exercises or using learned structures in guided writing. Analyzing tasks involved comparing, organizing, distinguishing, or sequencing information. Evaluating tasks required students to judge, justify, or assess ideas, while Creating tasks asked students to produce original written work, design a product, or combine ideas into a new form.

After coding, the data were tabulated and grouped into LOTS and HOTS categories. LOTS included C1 to C3, while HOTS included C4 to C6. The researchers then reviewed the coding results for consistency by comparing them with Bloom's taxonomy descriptors, curriculum expectations, and relevant prior studies. The analysis followed the qualitative steps of data reduction, data display, and conclusion drawing. Results were presented in tables and descriptive summaries to show patterns in task distribution and the extent to which the textbooks promoted higher-order thinking.

This design was particularly suitable because the study's objective focused on interpreting the depth, characteristics, and cognitive complexity of writing tasks rather than on generating numerical data or statistical comparisons. Previous Indonesian EFL studies had successfully applied this methodology Siregar et al. (2024) had used qualitative content

analysis to categorize writing tasks as intensive, Permatasari et al. (2025) had systematically coded textbook units to track cognitive-level progression. These precedents had established content analysis as the gold standard for evaluating the cognitive alignment of instructional materials with curriculum standards.

The study focused on *Bright an English* for SMP/MTs Grade VII, covering Chapters 1 to 8, and *English for Nusantara* for SMP/MTs Grade VII, covering Chapters 1 to 5.

The data consisted of writing tasks identified from the two textbooks. Each task was coded according to Bloom's Revised Taxonomy: remembering, understanding, applying, analyzing, evaluating, and creating (Anderson & Krathwohl, 2001). The first three levels were categorized as Lower-Order Thinking Skills, while the last three were categorized as Higher-Order Thinking Skills.

The data collection procedure involved identifying all writing-related tasks in the selected chapters, recording their descriptions, and classifying them by cognitive demand. Data analysis followed the qualitative procedures of data reduction, data display, and conclusion drawing. The researchers organized the results in descriptive summaries and tables to identify patterns in task distribution and textbook tendencies. To strengthen its credibility, the study employed triangulation by comparing theory with Bloom's Revised Taxonomy, curriculum expectations, and findings from previous studies.

FINDINGS AND DISCUSSION

Findings

The findings show that both *Bright an English* and *English for Nusantara* cover all six levels of Bloom's Revised Taxonomy, but the distribution remains uneven. LOTS still dominate at 65.38%, while HOTS account for 34.62%. This suggests that the textbooks have begun to reflect the Merdeka Curriculum's emphasis on critical thinking and creativity, yet they still rely heavily on foundational tasks such as remembering, understanding, and applying. In this sense, the books are not purely HOTS-based, but they do show a gradual movement from basic language practice toward more demanding cognitive work.

Compared with national studies, these results are more positive than many earlier findings. Previous research on Indonesian EFL textbooks often reported stronger LOTS dominance, with HOTS proportions commonly below 25%. Studies on reading exercises in *English for Nusantara* and other SMP textbooks found that most tasks were concentrated in remembering and understanding, with only limited opportunities for analyzing, evaluating, or creating. Other analyses of Indonesian EFL materials also showed that grammar drills, vocabulary recall, and controlled exercises were much more frequent than tasks requiring interpretation or original production. In that respect, the present study indicates improvement because both textbooks now include project-based and communicative writing tasks that reach the HOTS levels, especially analyzing and creating.

The results also show some variation between the two textbooks. *English for Nusantara* is more contextually aligned with the Merdeka Curriculum and stronger in learner autonomy, especially through tasks that involve revising writing based on peer feedback and independently improving text coherence. These tasks support evaluating and creating because students must reflect on form, meaning, and organization. However, the textbook still concentrates HOTS in selected activities rather than distributing them evenly across chapters. *Bright an English* also includes HOTS tasks, particularly through mini projects, tourist leaflets, family tree descriptions, and food video scripts, but it remains more drill-oriented in the early chapters. This pattern suggests that the textbook uses LOTS as a scaffold before moving to HOTS, which is pedagogically reasonable, but it also means that higher-order tasks are not yet fully integrated throughout the whole book.

These findings are consistent with international research showing that EFL textbooks often include HOTS in principle but not always in practice. Studies from other contexts have likewise found that textbook writers tend to favor easily assessable, language-focused exercises over open-ended tasks that require analysis, judgment, or creativity. This is partly

because LOTS tasks are easier to design, easier to grade, and more directly linked to vocabulary and grammar coverage. International studies also show that HOTS implementation becomes more effective when tasks are clearly scaffolded, explicitly modeled, and supported by teacher guidance. Without such support, textbook writers may avoid complex writing tasks because they fear they will be too difficult for lower-secondary learners.

A possible reason LOTS still dominate is the strong institutional pressure to ensure basic language accuracy. In Grade VII, many students are still developing elementary vocabulary, sentence structure, and writing fluency, so textbook writers may prioritize drills and guided practice before introducing open-ended production. Another reason is the exam-oriented tradition still present in many schooling contexts, where correctness is often valued more than originality or critical response. In addition, HOTS writing tasks usually require more space, more teacher mediation, and more classroom time, which makes them harder to implement consistently across units. As a result, even when curriculum documents emphasize HOTS, textbook design often remains cautious and incremental.

The chapter progression in both textbooks helps explain this imbalance. Early chapters are dominated by LOTS tasks such as labeling, completing sentences, identifying vocabulary, and practicing grammar patterns, while later chapters include more analyzing, evaluating, and creating. This sequence is beneficial because it builds learners' confidence before asking them to produce more original texts. However, the progression also shows that HOTS is still treated as a later-stage goal rather than a consistently embedded feature of the learning process. A more balanced distribution across chapters would strengthen continuity and prevent abrupt cognitive jumps.

Another important point is that both textbooks reflect the values of *Profil Pelajar Pancasila*, especially through topics related to local culture, family ethics, food, and tourism. These themes support creativity, diversity, and social awareness, and they give writing tasks a meaningful context. Nevertheless, contextual content alone does not guarantee HOTS. A task may be culturally relevant but still cognitively simple if it only asks students to copy, label, or complete predetermined information. Therefore, the quality of HOTS depends not only on topic selection but also on the actual thinking process required.

Overall, the findings suggest that the two textbooks are better aligned with the Merdeka Curriculum than many earlier Indonesian EFL materials, especially because they exceed the commonly reported HOTS threshold and include authentic project-based writing. Even so, LOTS remain dominant because they serve as the main scaffolding for language development, are easier to design and assess, and fit existing classroom constraints. For this reason, future textbook development should aim for a more even cognitive distribution, clearer integration of HOTS across chapters, and a wider range of writing genres that encourage students to analyze, evaluate, and create more consistently.

Discussions

From a curriculum perspective, both textbooks align well with Merdeka Curriculum expectations, particularly $\geq 30\%$ HOTS target, as their 34.62% proportion exceeds typical Indonesian EFL benchmarks ($< 25\%$). This reflects meaningful shifts toward project-based, contextualized writing beyond mechanical exercises (Arlansyah et al., 2017). *Bright an English* promotes HOTS via tech-integrated projects (e.g., video dialogues) but is drill-heavy (70% LOTS) and less challenging than other EFL studies. *English for Nusantara* excels in independent writing (e.g., editing procedures), encouraging autonomy but lacking group evaluation; comparison shows Nusantara is more HOTS-oriented for Merdeka.

Previous studies Poedjiastutie et al. (2018); Poedjiastutie et al. (2018), show that HOTS implementation in Indonesian English learning remains dominated by LOTS, with low HOTS proportions in Merdeka Curriculum textbooks (Arlansyah et al., 2017). A study on English for Nusantara Grade VII found 92.10% reading questions as LOTS (remembering and understanding), while HOTS (analyzing) was only 7.89%, making it less aligned with Merdeka Belajar goals. Another analysis confirmed LOTS dominating 81-89% of exercises (instructions and questions), recommending teachers add HOTS activities for 21st-century

skills. For *Bright an English*, BSNP alignment evaluations highlight relevant content but minimal HOTS details, despite supporting tech projects like video dialogues (Zebua et al., 2025)

The LOTS to HOTS progression proves pedagogically sound: *Bright an English* uses Chapters 1-4 for foundational drills, preparing students for Chapters 5-8's communicative projects. This mirrors curriculum principles prioritizing skill mastery before complex cognition, though sharper chapter balancing could prevent cognitive jumps. Profil Pelajar Pancasila integration further strengthens alignment, with tasks on local attractions, foods, family ethics, and culture embedding creativity, diversity, social awareness, and character values supporting holistic national goals.

These findings advance prior research documenting 64-96% LOTS dominance in Indonesian EFL materials. The analyzed Grade VII texts appear more progressive via communicative HOTS tasks, yet persistent LOTS prevalence underscores needs for even distribution, explicit Bloom labeling, and diversified HOTS genres by developers. *English for Nusantara* textbook emphasizes autonomy through independent writing tasks, such as "Edit your writing based on peer feedback procedures," promoting evaluating and creating (HOTS), though lacking formal group evaluation. Another quote: "Analyze the text structure and revise independently to improve coherence," supporting HOTS-oriented autonomy aligned with Merdeka, despite overall low proportions (21% HOTS) (Zainil, 2026; Arlansyah et al., 2017). *Bright an English* promotes HOTS via tech-projects: "Create video dialogues integrating real-life scenarios," but 70% exercises are drill-heavy like "Repeat and memorize vocabulary lists" (LOTS). It is less challenging than other EFL studies, focusing on listening-speaking: "Practice pronunciation drills before presenting," which is effective but lacks deep analysis (Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024).

The writing tasks in *Bright an English* for SMP/MTs Grade VII (Chapters 1-8) and *English for Nusantara* for SMP/MTs Grade VII (Chapters 1-5) clearly reflect all six levels of Bloom's Revised Taxonomy, even though the levels are not explicitly labeled in the textbook. The analysis of 52 (*English for Nusantara*) writing tasks shows that each cognitive level is actualized through specific task types and instructional demands (Hidayat & Rohmana, 2025). At the LOTS level, remembering appears in vocabulary recall activities such as labeling body parts diagrams *Bright an English* (Ch. 7 Act. 5), where students reproduce learned words. Understanding is evident when students interpret short texts and answer comprehension questions, as in the True/False/Not Stated activity after the Grace robot passage *Bright an English* (Ch. 4 Act. 2). Applying emerges in controlled grammar tasks for instance, filling in articles and quantifiers (a/an/some) in food related sentences *Bright an English* (Ch. 8 Act. 5) where students use rules in context without creating new meaning. These LOTS oriented tasks dominate because they build automaticity in grammar and vocabulary, which is essential for later HOTS development.

At the HOTS level, Analyzing is reflected in tasks that require students to break down information, such as sequencing Tina's dialogue sentences, *Bright an English* (Ch. 8 Act. 9), or classifying countable/uncountable nouns *Bright an English* (Ch. 8 Act. 3-4). Evaluating appears when students must judge or give reasons, for example, by commenting on the suitability of a restaurant name *Bright an English* (Ch. 8 Critical) or arguing the benefits of durian *Bright an English* (Ch. 8 Essay). Creating, the highest level, is realized in project based writing such as designing a tourist leaflet *Bright an English* (Ch. 6 Act. 8), producing a family tree description *Bright an English* (Ch. 4 Act. 13), and making a food video script *Bright an English* (Ch. 8 Mini Project), where students synthesize information and generate original texts.

Prior studies confirm LOTS dominance in both textbooks despite covering all levels of Bloom's Revised Taxonomy. (Hidayat & Rohmana, 2025) analyzed 52 writing tasks in *English for Nusantara* (Chapters 1-5), showing even distribution but LOTS prevalence for grammar foundations (remembering 25%, understanding 30%). Analysis of *Bright an English* found only 25.1% HOTS across 135 reading activities, with understanding (39.2%) and remembering (34.2%) highest, not fully aligned with revised taxonomy. Another study on *English for*

Nusantara noted 81-89% LOTS in instructions and questions, recommending teacher-added HOTS for Merdeka Curriculum (Fakhrillah & Suharyadi, 2025).

English for Nusantara writing tasks (Fakhrillah & Suharyadi, 2025) support HOTS autonomy: "Edit your writing based on peer feedback procedures" (evaluating) and "Analyze the text structure and revise independently" (analyzing/creating), though overall HOTS proportion is low (21%). This aligns with Hidayat & Rohmana (2025) highlighting applying in grammar tasks like filling quantifiers. *Bright an English* HOTS emerges in projects like "Design a tourist leaflet" (Ch. 6 Act. 8, creating), "Sequence Tina's dialogue sentences" (Ch. 8 Act. 9, analyzing), and "Argue benefits of durian" (Ch. 8 Essay, evaluating). LOTS dominates: "Label body-parts diagrams" (Ch. 7 Act. 5, remembering) and "True/False after Grace robot passage" (Ch. 4 Act. 2, understanding) (Fakhrillah & Suharyadi, 2025). The writing tasks in *Bright an English* and *English for Nusantara* Grade VII are well aligned with the cognitive expectations of the Merdeka Curriculum, especially in the development of Higher-Order Thinking Skills (HOTS). The Merdeka Curriculum emphasizes critical thinking, creativity, and problem-solving, asking students to move beyond surface-level comprehension to analyze, evaluate, and create meaningful texts.

First, the 35% HOTS proportion in *Bright an English* writing tasks (Analyzing 15.38%, Evaluating 9.62%, Creating 9.62%) meets and slightly exceeds the curriculum's implicit expectation that at least 30% of tasks should target HOTS, particularly in Phase D proficiency. This contrasts with many other Indonesian textbooks, where HOTS are often below 25%, indicating that *Bright* is more progressive in integrating higher level cognitive demands. The HOTS-oriented writing tasks include project-based activities (e.g., tourist leaflets, food video scripts, and email replies) that require students to plan, organize, and produce texts for real-world purposes, which is consistent with the Merdeka Curriculum's focus on authentic and contextualized language use. Second, the dominance of LOTS (65.38%) in Chapters 1–4 provides a scaffolded progression from grammar drills toward communicative writing in Chapters 5–8. This structure aligns with the curriculum's view that foundational skills must be mastered before higher-order thinking can be fully developed.

The textbook thus supports balanced proficiency across listening, speaking, reading, and writing, as required by the Merdeka Curriculum. Third, the writing tasks also reflect Profil Pelajar Pancasila by integrating Pancasila values such as creativity, diversity, and noble character. For example, describing diverse foods (Ch. 8), writing about family ethics (Ch. 4), and presenting local attractions (Ch. 6) allow students to connect language learning with character education and social responsibility. This integration shows that the textbook not only meets cognitive expectations but also contributes to the holistic goals of the national curriculum.

Prior studies affirm strong alignment of both textbooks with Merdeka Curriculum's HOTS expectations (at least 30% in Phase D). Analysis of *Bright an English* Grade VIII shows 77.2% fulfillment of Cunningsworth criteria and full consistency with Merdeka learning outcomes via genre-based tasks. For *English for Nusantara* Grade VII, Pancasila Student Profile integration is prominent, with 25.6% critical thinking values in conversation scripts and visuals promoting diversity, cooperation, and creativity. Other research notes Indonesian EFL textbooks often fall below 25% HOTS, making *Bright's* 35% progressive, though LOTS scaffolding remains essential (Riani & Utami, 2024).

English for Nusantara the textbook embeds Profil Pelajar Pancasila: "Pengembangan kompetensi dan karakter peserta didik menjadi sorotan utama dalam Profil Pelajar Pancasila," linking writing to cultural exploration like food and local environments. HOTS tasks include project-based activities fostering independence and critical reasoning, aligning with Merdeka's holistic goals (Riani & Utami, 2024)

Bright an English adjusted for Merdeka, it states: "Bright has been adjusted to the recent national curriculum, enabling students to foster their six skills," with grammar chosen for topics and functions to support authentic writing. HOTS examples: tourist leaflets (Ch. 6), food video scripts (Ch. 8), reflecting real-world creativity and problem-solving.

CONCLUSIONS

Based on the analysis, the writing tasks in *Bright an English* and *English for Nusantara* for Grade VII SMP/MTs cover all six levels of Bloom's Revised Taxonomy. Lower-Order Thinking Skills (LOTS) dominate at 65.38%, mainly through grammar and vocabulary activities such as sentence completion, labeling, and filling in articles or quantifiers. These tasks provide a foundation for linguistic accuracy and writing readiness. Higher-Order Thinking Skills (HOTS) account for 34.62%, including analyzing (15.38%), evaluating (9.62%), and creating (9.62%). HOTS tasks are mainly found in communicative and project-based activities, such as sequencing dialogues, classifying word forms, judging suitability, and producing original texts. Overall, both textbooks are broadly aligned with the Merdeka Curriculum's emphasis on critical thinking, creativity, and contextual learning. The progression from LOTS to more complex HOTS tasks suggest a scaffolded approach to cognitive development. Local themes and Profil Pelajar Pancasila values further support culturally relevant learning. However, the study is limited to two Grade VII textbooks and writing tasks only, limiting generalizability. Nevertheless, both textbooks support HOTS-oriented writing while maintaining LOTS as a foundation.

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