

A Content Analysis of Reading Exercise in English Textbook “Work in Progress” Published by Ministry of Education Using Revised Bloom’s Taxonomy

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Abstract

This study aims to analyze the cognitive levels of reading exercises presented in the English textbook “Work in Progress” published by the Ministry of Education using the framework of Revised Bloom’s Taxonomy. This research employs a qualitative content analysis method to examine the distribution of cognitive processes reflected in the reading tasks. The data were collected from selected reading exercises in the textbook and categorized into six cognitive levels: remembering, understanding, applying, analyzing, evaluating, and creating. The findings indicate that the majority of reading exercises are dominated by lower-order thinking skills (LOTS), particularly at the levels of remembering and understanding. In contrast, higher-order thinking skills (HOTS), such as analyzing, evaluating, and creating, are less frequently represented. This imbalance suggests that the textbook has not fully supported the development of students’ critical thinking and analytical skills. Furthermore, this study emphasizes the importance of a more balanced distribution of cognitive levels in reading exercises to enhance students’ comprehension and higher-level thinking abilities. The results are expected to provide valuable insights for textbook developers, teachers, and curriculum designers in improving the quality of instructional materials. In conclusion, integrating a broader range of cognitive processes in reading exercises is essential to foster students’ active engagement and critical literacy development.

Keywords: Content Analysis, Reading Exercises, Textbook Evaluation, Revised Bloom’s Taxonomy, Higher-Order Thinking Skills

INTRODUCTION

English language learning in Indonesia plays a crucial role in enhancing students’ global competence, particularly in the area of reading literacy. Reading skills are not only essential for understanding texts at a literal level but also function as a medium for developing critical, analytical, and reflective thinking. In the context of 21st-century education, reading competence becomes a fundamental skill that enables learners to evaluate information, interpret meaning, and construct new ideas based on what they read (Sari, 2020). Therefore, reading instruction must be systematically designed to accommodate various levels of students’ cognitive abilities.

Textbooks serve as one of the primary components in the teaching and learning process in schools. They function not only as sources of instructional material but also as guidelines for teachers in delivering content and for students in understanding concepts. The quality of textbooks significantly influences learning outcomes, as the content, structure, and exercises presented shape students’ thinking patterns and cognitive development

(Pratama, 2019). Consequently, textbook evaluation is essential to ensure that the materials align with curriculum standards and learning objectives.

One important aspect of textbooks is reading exercises, which are designed to assess and develop students’ cognitive abilities. These exercises are expected to go beyond testing comprehension and should also foster higher-level thinking skills. However, in practice, many reading exercises still emphasize lower-order thinking skills (LOTS), such as remembering and understanding (Wulandari, 2021). This condition indicates that not all textbooks adequately support the development of higher-order thinking skills (HOTS), which are essential in modern education.

To analyze cognitive levels in learning materials, the Revised Bloom’s Taxonomy is widely used as a theoretical framework. This taxonomy classifies cognitive processes into six levels: remembering, understanding, applying, analyzing, evaluating, and creating. It provides a systematic guideline for educators to design and evaluate learning activities that promote progressive cognitive development (Anderson & Krathwohl, 2018). Applying

the Revised Bloom's Taxonomy in textbook analysis allows researchers to identify the distribution of cognitive levels within the exercises presented.

In the context of reading instruction, the application of the Revised Bloom's Taxonomy is highly relevant, as reading involves complex cognitive processes. Students are not only required to comprehend texts but also to analyze structures, evaluate information, and generate new ideas based on their reading (Rahmawati, 2022). Therefore, effective reading exercises should encompass a range of cognitive levels to support comprehensive skill development.

The Indonesian government, through the Ministry of Education, has provided various textbooks as part of the national curriculum implementation. One of the textbooks used in English language learning is *Work in Progress*. This textbook is designed to support student-centered learning and to enhance literacy competence. However, despite undergoing systematic development processes, further analysis is still needed to ensure that its content and exercises align with curriculum demands, particularly in fostering higher-order thinking skills (Putri, 2020).

Previous studies have shown that there is often an imbalance in the distribution of cognitive levels in school textbooks. The exercises tend to be concentrated at lower cognitive levels rather than higher ones (Hidayat, 2019). This imbalance may limit students' opportunities to develop critical and analytical thinking skills. Therefore, a more in-depth analysis of textbooks is necessary to determine the extent to which they support students' cognitive development.

Moreover, curriculum development in Indonesia emphasizes the importance of adopting student-centered learning approaches and promoting 21st-century skills, such as critical thinking, creativity, collaboration, and communication (Susanti, 2021). In this context, textbooks are expected to provide not only informative content but also challenging exercises that stimulate deeper thinking.

However, there remains a gap between curriculum expectations and classroom practices. Many teachers still rely heavily on textbooks as the primary source of instruction, making textbook quality a determining factor in the effectiveness of learning. If textbooks fail to incorporate diverse cognitive levels, classroom learning may remain limited to basic comprehension (Nugroho, 2022). Thus, textbook analysis becomes a crucial step in improving the overall quality of education.

Based on the discussion above, it can be concluded that analyzing reading exercises in English textbooks is essential to identify the distribution of cognitive levels embedded within them. The use of the Revised Bloom's Taxonomy provides a systematic framework for

evaluating the quality of reading exercises. This study is expected to contribute to improving textbook quality and supporting more effective learning processes, particularly in fostering students' higher-order thinking skills in Indonesia.

METHODS

This study employed a qualitative content analysis design to examine the cognitive levels of reading exercises in the English textbook "*Work in Progress*" published by the Ministry of Education. Content analysis was selected as the most appropriate method because it allows for a systematic and objective examination of textual data, particularly in identifying patterns and categorizing elements based on predetermined criteria (Krippendorff, 2019). This approach is widely used in educational research to evaluate instructional materials, including textbooks, in relation to cognitive and pedagogical frameworks (Moleong, 2020).

The primary data source of this study was the reading exercises contained in the selected units of the textbook *Work in Progress*. The units were chosen purposively to represent a range of topics and levels within the textbook, ensuring that the data reflected a comprehensive overview of the reading tasks provided. The unit of analysis in this study was each individual question or instruction included in the reading exercises. These items were analyzed to determine the level of cognitive process they required from students.

The data collection technique involved documentation, where all relevant reading exercises were identified, selected, and compiled for analysis. Each exercise was carefully reviewed and categorized according to the cognitive process dimensions of the Revised Bloom's Taxonomy, which includes six levels: remembering, understanding, applying, analyzing, evaluating, and creating (Anderson & Krathwohl, 2018). This taxonomy was used as the analytical framework to classify the cognitive demands of each reading task.

To ensure the accuracy of the categorization, the researcher developed an analysis guideline based on operational verbs and indicators associated with each cognitive level. For example, tasks requiring students to recall factual information were categorized under remembering, while tasks involving interpretation or explanation were classified as understanding. Similarly, exercises that required students to use information in new situations were categorized as applying, while those demanding critical examination or judgment were classified as analyzing or evaluating. Tasks that encouraged students to produce original responses or ideas were categorized as creating (Sari, 2021).

The data analysis process followed several steps. First, all selected reading exercises were coded based on the Revised Bloom's Taxonomy categories. Second, the frequency of each cognitive level was calculated to determine the distribution of cognitive processes within the textbook. Third, the results were interpreted to identify patterns, imbalances, and the overall tendency of the cognitive levels presented in the reading exercises. This process enabled the researcher to draw conclusions regarding the extent to which the textbook supports the development of higher-order thinking skills.

To enhance the trustworthiness of the findings, the study applied investigator triangulation by involving peer review in the categorization process. Another researcher or expert in English education was consulted to validate the classification of cognitive levels, ensuring consistency and reducing subjectivity (Sugiyono, 2021)[ER2.1]. Any discrepancies in classification were discussed and resolved through consensus.

In addition, this study employed descriptive analysis to present the findings in a clear and systematic manner. The results were organized into tables showing the frequency and percentage of each cognitive level. This descriptive approach allowed for a comprehensive understanding of the distribution of cognitive processes within the textbook.

Overall, this methodological approach provided a structured and reliable framework for analyzing the cognitive levels of reading exercises in the textbook. By applying qualitative content analysis and the Revised Bloom's Taxonomy, this study aimed to produce valid and meaningful insights into the extent to which the textbook facilitates the development of students' cognitive and critical thinking skills.

RESULTS AND DISCUSSION

Distribution of Cognitive Levels in Reading Exercises Based on Revised Bloom's Taxonomy

The results show that the majority of reading exercises are categorized under the remembering and understanding levels. These levels primarily involve tasks such as identifying main ideas, recalling specific information, and answering factual questions based on the text. Such activities are essential as foundational skills in reading comprehension, enabling students to grasp the basic meaning of a text (Sari, 2020). However, an overemphasis on these levels may limit students' opportunities to engage in deeper cognitive processing.

Furthermore, the understanding level appears prominently in exercises requiring students to interpret information, summarize passages, or explain meanings in their own words. This indicates that the textbook does attempt to move beyond mere memorization by

encouraging comprehension. Nevertheless, these tasks still fall within the lower-order thinking category and may not sufficiently challenge students to analyze or evaluate the content critically (Wulandari, 2021).

At the applying level, a smaller proportion of exercises require students to use information from the text in new contexts. For instance, some tasks ask students to relate the content of the reading passage to their personal experiences or to apply learned concepts to hypothetical situations. While these exercises represent a step toward higher cognitive engagement, their limited presence suggests that the textbook does not consistently promote the transfer of knowledge across different contexts (Pratama, 2019).

The analysis also reveals that exercises categorized under analyzing are relatively less frequent. Analytical tasks typically involve identifying relationships between ideas, distinguishing between facts and opinions, or examining the structure of a text. These skills are crucial for developing critical reading abilities, as they enable students to break down information and understand underlying patterns (Rahmawati, 2022). The limited number of such exercises indicates a gap in fostering analytical thinking within the textbook.

Similarly, exercises at the evaluating level are minimally represented. Evaluation requires students to make judgments based on criteria, assess the credibility of information, or provide reasoned arguments. These tasks are essential for developing higher-order thinking skills, particularly in the context of critical literacy (Hidayat, 2019). The scarcity of evaluative exercises suggests that students may have limited opportunities to practice forming independent judgments or engaging in critical discourse.

At the highest level, creating, the findings indicate that very few exercises encourage students to generate new ideas, construct alternative endings, or produce original responses based on the text. Creative tasks are vital in promoting innovation and deeper engagement with learning materials. Their limited inclusion reflects a broader trend in textbook design, where emphasis is often placed on measurable outcomes rather than creative exploration (Susanti, 2021).

The overall distribution of cognitive levels in the textbook highlights a clear dominance of lower-order thinking skills over higher-order thinking skills. This imbalance aligns with findings from previous studies, which indicate that many educational materials in Indonesia tend to prioritize basic comprehension over critical and creative thinking (Nugroho, 2022). While foundational skills are necessary, an excessive focus on

them may hinder the development of more advanced cognitive abilities.

This distribution also raises questions regarding the alignment of the textbook with current curriculum demands. The Indonesian curriculum emphasizes the importance of developing higher-order thinking skills as part of 21st-century competencies. Therefore, textbooks are expected to incorporate a balanced range of cognitive levels to support these objectives (Putri, 2020). The findings suggest that the textbook partially meets these expectations but still requires improvement in integrating higher-level cognitive tasks.

Moreover, the imbalance in cognitive level distribution may have implications for classroom practices. Teachers who rely heavily on textbooks may inadvertently reinforce lower-order thinking if the provided exercises do not sufficiently challenge students. As a result, students may become accustomed to surface-level learning rather than engaging in critical analysis or problem-solving (Sari, 2020). This highlights the need for teachers to supplement textbook materials with additional activities that promote higher-order thinking.

Despite these limitations, the presence of some higher-level tasks indicates that the textbook has the potential to support cognitive development if utilized effectively. Teachers can adapt and expand existing exercises to encourage deeper thinking, such as by modifying questions or incorporating discussion-based activities. This approach can help bridge the gap between the current distribution of cognitive levels and the desired learning outcomes (Rahmawati, 2022).

In conclusion, the analysis of reading exercises in the Work in Progress textbook demonstrates that while a range of cognitive levels is represented, there is a noticeable imbalance favoring lower-order thinking skills. The limited presence of higher-order tasks suggests that the textbook does not fully support the development of critical and creative thinking abilities. Therefore, there is a need for a more balanced integration of cognitive levels in reading exercises to align with educational goals and to enhance students' overall cognitive development.

Dominance of Lower-Order Thinking Skills (LOTS) in the Textbook

The analysis of reading exercises in the English textbook Work in Progress demonstrates a clear dominance of Lower-Order Thinking Skills (LOTS), particularly at the levels of remembering and understanding within the framework of the Revised Bloom's Taxonomy. This dominance is evident in the high frequency of tasks that require students to identify explicit information, recall details, and demonstrate basic comprehension of texts.

Such findings indicate that the textbook places a stronger emphasis on foundational cognitive processes rather than encouraging deeper and more complex thinking skills.

The remembering level is prominently reflected in exercises that ask students to locate specific information, list facts, or answer direct questions based on the text. These tasks are essential in the initial stages of reading comprehension, as they help students build a basic understanding of the material (Sari, 2020). However, when overrepresented, they may limit students' ability to engage in more advanced cognitive processes. The prevalence of such tasks suggests that the textbook prioritizes surface-level engagement with the text rather than promoting analytical or evaluative thinking.

Similarly, the understanding level is widely represented through activities that require students to summarize passages, paraphrase sentences, or explain meanings in their own words. These exercises indicate an effort to move beyond simple recall by fostering comprehension. Nevertheless, they still fall within the category of LOTS and do not necessarily challenge students to critically engage with the text (Wulandari, 2021). The emphasis on understanding reflects a common trend in textbook design, where comprehension is considered the primary goal of reading instruction.

The dominance of LOTS in the textbook may be attributed to several factors, including the need to accommodate diverse student abilities and to ensure that all learners can achieve basic learning objectives. Foundational skills such as remembering and understanding are indeed crucial, especially for students who are still developing their language proficiency (Pratama, 2019). However, an overreliance on these levels can result in a limited learning experience that does not fully prepare students for higher cognitive demands.

Another contributing factor is the traditional approach to language teaching, which often emphasizes accuracy and comprehension over critical thinking. In many educational contexts, including Indonesia, assessment practices tend to focus on students' ability to recall information and demonstrate understanding, which may influence the design of textbook exercises (Hidayat, 2019). As a result, textbook developers may prioritize LOTS to align with existing assessment systems, even though current educational frameworks advocate for the integration of higher-order thinking skills.

The dominance of LOTS has significant implications for students' cognitive development. While these skills are necessary as a foundation, they do not sufficiently encourage students to analyze, evaluate, or create new ideas. Without exposure to higher-order thinking tasks, students may struggle to develop critical thinking abilities,

which are essential for academic success and real-world problem-solving (Rahmawati, 2022). This limitation can hinder students' capacity to engage deeply with texts and to apply their knowledge in meaningful ways.

Furthermore, the imbalance between LOTS and Higher-Order Thinking Skills (HOTS) may affect students' motivation and engagement. Exercises that focus primarily on recall and comprehension may become repetitive and less stimulating, reducing students' interest in reading activities (Susanti, 2021). In contrast, tasks that involve analysis, evaluation, and creativity can enhance engagement by challenging students to think more deeply and to express their ideas.

The findings of this study are consistent with previous research indicating that many textbooks used in Indonesian schools tend to emphasize lower-order thinking skills. Studies have shown that reading exercises often focus on literal comprehension, with limited opportunities for critical or creative thinking (Nugroho, 2022). This pattern suggests a broader issue in instructional material design that needs to be addressed to improve the quality of education.

Despite these challenges, the presence of LOTS should not be viewed entirely negatively. These skills play a crucial role in building the foundation for higher-level thinking. However, it is important to ensure a balanced distribution of cognitive levels so that students can progress from basic comprehension to more complex cognitive processes. Integrating higher-order tasks alongside LOTS can provide a more comprehensive learning experience (Putri, 2020).

Teachers also play a key role in addressing the dominance of LOTS in textbooks. By supplementing textbook exercises with additional activities that promote higher-order thinking, teachers can help students develop a broader range of cognitive skills. For example, teachers can modify existing questions to include analytical or evaluative components, or they can encourage discussions that require students to justify their answers and consider alternative perspectives (Rahmawati, 2022).

In conclusion, the dominance of Lower-Order Thinking Skills in the Work in Progress textbook highlights a significant imbalance in the distribution of cognitive levels within reading exercises. While remembering and understanding are essential components of reading comprehension, their overrepresentation limits opportunities for students to develop higher-order thinking skills. Therefore, it is necessary to incorporate a more balanced range of cognitive tasks in textbook design and classroom practice to support students' overall cognitive and critical thinking development.

Representation of Higher-Order Thinking Skills (HOTS) in Reading Tasks

The representation of Higher-Order Thinking Skills (HOTS) in the reading tasks of the English textbook *Work in Progress* reflects a limited yet significant presence when analyzed using the framework of the Revised Bloom's Taxonomy. HOTS, which include the cognitive levels of analyzing, evaluating, and creating, are essential components in developing students' critical thinking, problem-solving abilities, and creativity. The findings of this study indicate that although these higher-level cognitive processes are present in the textbook, their frequency and depth remain relatively low compared to lower-order thinking skills.

At the analyzing level, some reading tasks require students to identify relationships between ideas, compare information, or examine the structure of a text. These tasks encourage learners to break down information into smaller components and understand how these elements are interconnected. For example, students may be asked to distinguish between main ideas and supporting details or to identify the purpose of a paragraph. Such activities are important in fostering analytical thinking, as they move beyond simple comprehension and require deeper engagement with the text (Rahmawati, 2022). However, the limited number of such tasks suggests that analytical thinking is not consistently emphasized throughout the textbook.

The evaluating level is even less frequently represented in the reading exercises. Tasks at this level typically require students to make judgments, assess the credibility of information, or express opinions supported by evidence. These skills are crucial for developing critical literacy, as students learn to question information rather than accept it at face value (Hidayat, 2019). In the textbook, only a few exercises prompt students to evaluate the content of a text, such as by giving their opinions or deciding whether they agree or disagree with certain statements. The scarcity of evaluative tasks indicates that opportunities for students to engage in critical judgment and reflective thinking are limited.

At the highest level, creating, the representation is minimal. Creating involves generating new ideas, producing original responses, or developing alternative solutions based on the information provided in the text. This level is considered the most complex cognitive process, as it requires students to synthesize knowledge and apply it in innovative ways (Susanti, 2021). In the analyzed textbook, only a small number of tasks encourage students to create, such as writing alternative endings to a story or composing their own texts based on a given theme. The limited presence of such tasks suggests that the

textbook does not fully support the development of students' creative thinking abilities.

The low representation of HOTS in reading tasks may be influenced by several factors. One possible reason is the assumption that students need to master lower-order thinking skills before progressing to higher-level cognitive processes. While this progression is important, an overemphasis on foundational skills can delay the introduction of more complex thinking tasks (Pratama, 2019). Another factor may be the traditional focus of language instruction, which often prioritizes comprehension and accuracy over critical and creative thinking.

The limited inclusion of HOTS has important implications for students' learning outcomes. Without sufficient exposure to higher-order thinking tasks, students may struggle to develop the skills needed to analyze, evaluate, and create. These skills are essential not only for academic success but also for navigating real-world challenges that require critical thinking and decision-making (Nugroho, 2022). Therefore, the lack of HOTS in reading exercises may hinder students' overall cognitive development.

Moreover, the imbalance between LOTS and HOTS in the textbook may affect students' engagement and motivation. Tasks that involve higher-order thinking tend to be more challenging and stimulating, encouraging students to actively participate in the learning process. In contrast, exercises that focus primarily on recall and comprehension may become repetitive and less engaging (Sari, 2020). Increasing the proportion of HOTS in reading tasks can help create a more dynamic and interactive learning environment.

Despite these limitations, the presence of some HOTS-oriented tasks indicates that the textbook has the potential to support higher-level thinking if utilized effectively. Teachers can play a crucial role in maximizing this potential by expanding on existing tasks or modifying them to include more analytical, evaluative, or creative elements. For instance, a comprehension question can be extended into a discussion that requires students to justify their answers or explore alternative perspectives (Rahmawati, 2022).

The findings of this study are consistent with previous research conducted in the Indonesian context, which highlights the limited representation of HOTS in instructional materials. Many studies have found that textbooks tend to focus on lower-order cognitive processes, with insufficient emphasis on higher-level thinking skills (Wulandari, 2021). This trend suggests a need for improvement in the design and development of

educational materials to better align with current curriculum demands.

In conclusion, the representation of Higher-Order Thinking Skills in the reading tasks of the Work in Progress textbook remains limited, particularly at the levels of evaluating and creating. Although some tasks promote analytical thinking, the overall distribution of HOTS is insufficient to fully support the development of students' critical and creative abilities. Therefore, it is essential to increase the integration of higher-order thinking tasks in reading exercises to ensure a more balanced and effective learning experience that aligns with the goals of modern education.

Alignment of Reading Exercises with Curriculum Demands and 21st-Century Skills

The alignment of reading exercises in the English textbook Work in Progress with curriculum demands and 21st-century skills reveals both strengths and gaps when examined through the lens of contemporary educational expectations in Indonesia. The current curriculum emphasizes not only mastery of subject content but also the development of essential competencies such as critical thinking, creativity, collaboration, and communication. These competencies are closely associated with Higher-Order Thinking Skills (HOTS), which are expected to be integrated into classroom practices, including textbook-based learning activities (Susanti, 2021).

The findings of this study indicate that the reading exercises in the textbook partially align with curriculum demands, particularly in fostering basic literacy and comprehension skills. Many tasks are designed to help students understand texts, identify main ideas, and interpret information, which are fundamental aspects of reading competence. These elements are consistent with the curriculum's focus on building foundational literacy as a prerequisite for higher-level learning (Sari, 2020). However, while these aspects demonstrate alignment at a basic level, they do not fully reflect the broader objectives of the curriculum that emphasize higher-order thinking and active learning.

In relation to 21st-century skills, the textbook shows limited integration of critical thinking and creativity within its reading exercises. Tasks that require students to analyze, evaluate, or generate new ideas are relatively scarce. This suggests that the textbook does not fully support the development of skills necessary for students to navigate complex real-world situations. Critical thinking, for example, involves the ability to question information, assess its validity, and make informed decisions, which are not consistently encouraged in the exercises provided (Rahmawati, 2022).

Furthermore, the aspect of creativity, which is a key component of 21st-century learning, is minimally represented. Creative thinking tasks, such as generating alternative endings, designing new ideas, or expressing personal interpretations in innovative ways, are limited in number. This lack of creative engagement may reduce opportunities for students to explore their imagination and develop original perspectives, which are essential skills in modern education (Nugroho, 2022).

Another important dimension of 21st-century skills is communication. While some reading exercises encourage students to express their understanding through written or oral responses, these activities are often limited to short and structured answers. Opportunities for extended discussion, argumentation, or collaborative dialogue are not prominently featured. This indicates that the textbook does not fully facilitate the development of communicative competence, which is crucial for effective interaction in both academic and social contexts (Pratama, 2019).

Collaboration, another key 21st-century skill, is also not strongly emphasized in the reading tasks. Most exercises are designed as individual activities, with limited opportunities for group work or peer interaction. Collaborative learning environments are known to enhance critical thinking and problem-solving skills by allowing students to share ideas and perspectives (Hidayat, 2019). The absence of such activities in the textbook suggests a gap in aligning with the collaborative dimension of the curriculum.

Despite these limitations, it is important to acknowledge that the textbook provides a foundation upon which teachers can build more comprehensive learning experiences. The presence of some higher-level tasks, although limited, indicates that the textbook has the potential to support the development of 21st-century skills if supplemented with additional instructional strategies. Teachers can play a significant role in bridging this gap by adapting existing exercises, incorporating discussion-based activities, and designing tasks that promote critical and creative thinking (Rahmawati, 2022).

The partial alignment observed in this study reflects a broader challenge in educational material development, where textbooks often struggle to fully integrate the multidimensional goals of modern curricula. While curriculum documents emphasize the importance of HOTS and 21st-century competencies, their implementation in textbooks and classroom practices may not always be consistent (Putri, 2020). This inconsistency highlights the need for continuous evaluation and revision of instructional materials to ensure their relevance and effectiveness.

Moreover, the reliance on textbooks as the primary source of instruction in many Indonesian classrooms amplifies the importance of their alignment with curriculum goals. When textbooks do not fully incorporate higher-order thinking and 21st-century skills, teachers may find it challenging to implement these aspects in their teaching. This can lead to a learning environment that prioritizes basic comprehension over deeper cognitive engagement (Wulandari, 2021).

In conclusion, the reading exercises in the Work in Progress textbook demonstrate partial alignment with curriculum demands and 21st-century skills. While they effectively support foundational literacy and comprehension, they fall short in promoting critical thinking, creativity, communication, and collaboration. To achieve a more comprehensive alignment, it is necessary to enhance the integration of higher-order thinking tasks and interactive learning activities within the textbook. Such improvements would better equip students with the skills needed to succeed in an increasingly complex and dynamic world.

Implications of Cognitive Level Distribution for Students' Critical Thinking Development

The distribution of cognitive levels in reading exercises, as identified in the Work in Progress textbook, has significant implications for students' critical thinking development. Critical thinking is widely recognized as a core competency in modern education, particularly within the framework of 21st-century skills. It involves the ability to analyze information, evaluate arguments, and generate reasoned conclusions. These abilities are closely مرتبط with higher-order thinking skills (HOTS), specifically the cognitive processes of analyzing, evaluating, and creating as outlined in the Revised Bloom's Taxonomy (Susanti, 2021). Therefore, the extent to which these levels are represented in learning materials directly influences students' opportunities to develop critical thinking skills.

The findings of this study indicate that the distribution of cognitive levels in the textbook is heavily skewed toward lower-order thinking skills (LOTS), such as remembering and understanding. While these skills are essential as foundational components of learning, their dominance may limit students' exposure to more complex cognitive processes. As a result, students may become accustomed to surface-level learning, focusing primarily on recalling information rather than engaging in deeper analysis or evaluation (Sari, 2020). This pattern can hinder the development of critical thinking, as students are not sufficiently challenged to question, interpret, or synthesize information.

The limited presence of higher-order thinking tasks reduces opportunities for students to practice essential critical thinking skills. For instance, analytical tasks enable students to break down information, identify relationships, and understand underlying structures. Evaluative tasks, on the other hand, require students to make judgments based on evidence and to justify their reasoning. Creative tasks encourage students to generate new ideas and apply their knowledge in innovative ways. When these types of activities are underrepresented, students may struggle to develop the ability to think independently and critically (Rahmawati, 2022).

Moreover, the imbalance in cognitive level distribution may influence students' learning habits and cognitive engagement. When students are frequently exposed to LOTS-oriented tasks, they may develop a passive approach to learning, relying on memorization rather than active inquiry. This can lead to a limited understanding of content and reduce their ability to transfer knowledge to new contexts. In contrast, exposure to HOTS-oriented tasks encourages active participation, deeper engagement, and reflective thinking, which are essential for meaningful learning (Nugroho, 2022).

The implications of this imbalance extend beyond individual cognitive development to broader educational outcomes. Students who lack critical thinking skills may face difficulties in higher education and in the workplace, where problem-solving, decision-making, and analytical abilities are highly valued. In the context of English language learning, the ability to critically engage with texts is particularly important, as it enables students to interpret meaning, evaluate perspectives, and respond thoughtfully to information (Hidayat, 2019). Therefore, the limited integration of HOTS in reading exercises may have long-term consequences for students' academic and professional development.

Another important implication is related to classroom practices. Teachers who rely heavily on textbooks as the primary source of instruction may inadvertently reinforce the dominance of LOTS if the textbook does not provide sufficient higher-level tasks. This highlights the need for teachers to adopt a more active role in facilitating critical thinking by modifying and expanding textbook activities. For example, teachers can transform simple comprehension questions into analytical or evaluative discussions by asking students to justify their answers, compare perspectives, or explore alternative interpretations (Pratama, 2019).

In addition, the imbalance in cognitive levels suggests the need for improvement in textbook design and development. Educational materials should aim to provide a balanced distribution of cognitive tasks that gradually

guide students from basic comprehension to higher-level thinking. This progression is essential for scaffolding learning and ensuring that students develop a comprehensive set of cognitive skills (Putri, 2020). Incorporating more HOTS-oriented tasks into reading exercises can help create a more dynamic and engaging learning environment that fosters critical thinking.

The role of curriculum alignment is also crucial in addressing this issue. The Indonesian curriculum emphasizes the importance of developing higher-order thinking skills as part of its educational objectives. However, if textbooks do not fully reflect these objectives, there may be a gap between curriculum expectations and classroom implementation. This inconsistency can limit the effectiveness of educational reforms aimed at enhancing critical thinking and other 21st-century skills (Wulandari, 2021).

Despite these challenges, the findings of this study also highlight opportunities for improvement. The presence of some higher-order tasks in the textbook indicates that there is a foundation upon which further development can be built. By increasing the frequency and variety of HOTS-oriented activities, textbooks can better support students' cognitive growth. Additionally, integrating collaborative and discussion-based tasks can further enhance critical thinking by encouraging students to exchange ideas and consider multiple perspectives (Rahmawati, 2022).

In conclusion, the distribution of cognitive levels in reading exercises has a profound impact on students' critical thinking development. The dominance of lower-order thinking skills in the textbook limits opportunities for students to engage in higher-level cognitive processes, which are essential for developing critical and independent thinking. To address this issue, it is necessary to create a more balanced distribution of cognitive tasks in instructional materials and to support teachers in implementing strategies that promote higher-order thinking. By doing so, education can better equip students with the skills needed to succeed in an increasingly complex and information-rich world.

CONCLUSION

In conclusion, this study reveals that the distribution of cognitive levels in reading exercises within the English textbook *Work in Progress* is not yet balanced when analyzed using the framework of the Revised Bloom's Taxonomy. The findings consistently show a dominance of lower-order thinking skills (LOTS), particularly at the levels of remembering and understanding, while higher-order thinking skills (HOTS), such as analyzing, evaluating, and creating, are less frequently represented. Although the presence of LOTS is essential as a

foundation for comprehension, its overrepresentation limits students' opportunities to develop more complex cognitive abilities.

The limited integration of HOTS in reading tasks indicates that the textbook has not fully aligned with the demands of the current curriculum and the expectations of 21st-century learning, which emphasize critical thinking, creativity, communication, and collaboration. As a result, students may not be sufficiently challenged to engage in deeper analysis, critical evaluation, or creative problem-solving. This imbalance has important implications for students' cognitive development, as it may hinder the growth of critical thinking skills that are crucial for academic success and real-world application.

Furthermore, the findings highlight the important role of textbooks as instructional tools that significantly influence teaching and learning practices. When textbooks predominantly emphasize lower-level cognitive tasks, teachers may need to take additional steps to supplement and adapt the material in order to promote higher-order thinking. Therefore, it is essential for educators to be more critical and reflective in using textbooks, ensuring that classroom activities go beyond basic comprehension and encourage deeper cognitive engagement.

This study also underscores the need for improvement in textbook design and development. Future textbooks should strive to provide a more balanced distribution of cognitive levels by incorporating a wider range of HOTS-oriented tasks. Such improvements would better support the development of students' critical and creative thinking abilities, in line with educational goals and curriculum standards in Indonesia.

In summary, enhancing the integration of higher-order thinking skills in reading exercises is crucial for fostering students' critical thinking development. By achieving a more balanced cognitive distribution, textbooks can play a more effective role in supporting meaningful learning and preparing students to face the challenges of an increasingly complex and dynamic world.

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