

AN ANALYSIS OF HOTS, READABILITY AND QUESTIONS READING MATERIALS OF JUNIOR HIGH SCHOOL ENGLISH TEXTBOOKS IN INDONESIA

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Abstract

This study aims to examine the reading materials and the compatibility of HOTS, readability, and question reading materials in the EFL textbook in the Merdeka Curriculum "English for Nusantara" for junior high school grades VII and VIII. This research applied a qualitative method and a documentation technique. The result demonstrates that: 1) "English for Nusantara" for grade VII has HOTS questions categorized analyze domain (C4) of 4 questions (44.4%), evaluate domain (C5) of 5 questions (55.6%), the readability at grade V students and the dominant reading question of literal comprehension questions; 2) "English for Nusantara" for grade VIII has HOTS questions categorized analyze domain (C4) of 2 questions (11.8%), evaluate domain (C5) of 14 questions (82.3%), create domain (C6) of 1 question (5.9%), has a gradual difficulty readability and the dominant reading question is involving reinterpretation questions.

Keywords: Each word/phrase is separated by a semicolon (;)

Abstrak

Penelitian ini bertujuan untuk mengkaji materi membaca dan kesesuaian HOTS, keterbacaan, dan soal materi membaca dalam buku ajar EFL dalam Kurikulum Merdeka "English for Nusantara" untuk SMP kelas VII dan VIII. Penelitian ini menerapkan metode kualitatif dan teknik dokumentasi. Hasil penelitian menunjukkan bahwa: 1) "Bahasa Inggris untuk Nusantara" untuk kelas VII memiliki pertanyaan HOTS yang dikategorikan domain analisis (C4) yaitu 4 pertanyaan (44,4%), domain evaluasi (C5) yaitu 5 pertanyaan (55,6%), keterbacaan pada level siswa kelas V, dan dominan pertanyaan materi membaca yaitu pertanyaan pemahaman literal; 2) "Bahasa Inggris untuk Nusantara" untuk kelas VIII memiliki pertanyaan HOTS yang dikategorikan analisis domain (C4) 2 pertanyaan (11,8%), mengevaluasi domain (C5) 14 pertanyaan (82,3%), create domain (C6) dari 1 pertanyaan (5,9%), memiliki kesulitan terbaca secara bertahap, dan dominan pertanyaan materi membaca yang melibatkan pertanyaan reinterpretasi.

Kata kunci: Analisis Konten; Materi Membaca; HOTS; Keterbacaan

INTRODUCTION

Textbooks have a positive influence on the process of learning. According to Graves (1999), a textbook is a book used as a primary source of information for

the suitable study of a subject, an instrument to teach and learn (Huda & Syaifei, 2020). Brown states that textbooks should fit the goals, needs, objectives, and contents of the curriculum (Brown, 1995). In other words, textbooks and curriculum must complement one another to help teachers and students in the learning process (Hakim, Setyaningsih & Cahyaningrum, 2021). A good textbook must be relevant to the curriculum and help in curriculum implementation (Li, 2020; Ayu & Indrawati, 2019). The use of English textbooks must be in line with the educational objectives and suitable to enhance students' language skills (Sesmiyanti, Antika & Suharni, 2021).

The quality of textbooks as a vital part of the learning process has a significant impact on the achievement of learning objectives of the students (Pan & Chen, 2020). Student books play a very important role in the learning process, especially in elementary school. According to (W. Pratiwi, 2018:532), student books as teaching materials play a role in improving student activities and learning outcomes during the learning process in the classroom. According to (Widodo et al., 2019:2) the student book contains learning activities that direct higher-level thinking skills and sharpen students' reasoning power.

Higher Order Thinking Skills (HOTS) are abilities that students can develop during the learning process with cognitive levels from analyzing (C4), evaluating (C5), and creating (C6). (Annuuru et al., 2017: 137) argue that higher-order thinking skills are abilities with a high cognitive level, i.e., students combine various facts and ideas in a subject with the process of analyzing, evaluating, and ultimately creating something they have learned. So that the cognitive level of higher-order thinking Skills is not just understanding a problem but studying how to solve and assess a problem therefore, students' abilities are honed. Specifically, measuring Higher Order Thinking Skills, it is not only concerned with the cognitive process dimension, but also the knowledge dimension. (Pertiwi, 2021) argues that the dimension of knowledge is important for educators to easily explain the material in each learning content so that the basic competencies and learning objectives will be achieved in the classroom. In line with the opinion (Jailani et al., 2018: 5) the current higher-level thinking ability pays attention to the equivalence between the cognitive process dimension and the highest knowledge dimension, specifically the highest cognitive process dimension consists of analyzing (C4), evaluating (C5), and creating (C6), while the highest knowledge dimension consists of conceptual, procedural and metacognitive knowledge dimensions. It should be noted that each dimension of cognitive process and dimension of knowledge has its subtype of knowledge and part of the cognitive process. So that each learning goal will be achieved if it pays attention to the equivalence between the knowledge dimension and the cognitive process dimension.

Readability comes from the words "read" and "ability" which means able or able to read. Readability of text states that the text is interesting and easy to read, so that the reader of the text does not need a lot of time and effort to understand it. DuBay (2004) wrote several expert opinions on the readability of the text namely, Edgar Dale and Jeanne Chall (1949) stated that the readability of the text is the overall ease of the elements in the reading text that affect the

success of the reader in understanding, reading quickly, and finding the text interesting to them. Goerge Klare (1963) defines textuality as the facilitation of knowledge and the understanding of the way a text is written.

G. Harry McLaughlin (1969) describes the readability of a text as the level of ease of reading and understanding when a text is given to a group of people. Gretchen Hargis (1998) stated that the readability of the text is the ease of reading words and sentences.

Regarding the importance of investigating cognitive knowledge and knowledge in English textbooks as a critical educational goal, the problems in this research were that English teachers were generally not aware of the different cognitive levels of reading comprehension questions. Most teachers were unfamiliar with the appropriate theoretical framework to generate questions at high levels of cognition (Harun et al., 2022). In other words, the students must be given higher-order thinking levels in reading comprehension questions to enhance their comprehension of the reading texts in the textbook (Dehham et al., 2022).

Based on previous research conducted by Atiullah, K., Fitriati, S. W., & Rukmini, D. (2019). It was concluded that the reading comprehension questions of the English textbook for Year X of high school lacked higher-order thinking skills. Laila, I, & Fitriyah, I (2022). The result of this research found 142 reading comprehension questions in total and 83% of them are categorized as LOTS, while 17% are classified as HOTS. It indicated that this textbook concentrated more on lower- level than higher-level thinking questions. In conclusion, the teachers must construct their reading comprehension questions to meet the needs of the students' HOTS.

Reading material in English textbooks remains an aspect that has received less attention than other aspects. Many researchers are only concerned with other aspects of textbooks, such as cultural content and performance, regardless of genres. To fill the gap, this study evaluates EFL textbooks on reading material of HOTS and readability in junior high school English textbooks for grades VII and VIII will be examined.

RESEARCH METHOD

This research used a descriptive qualitative research method. According to Creswell (2014: 32), descriptive data is characteristic of qualitative research since it is derived from the cultural content of EFL textbooks as documents. This research could be considered a form of document analysis. The study will employ a descriptive research design that systematically describes and analyzes the cultural categories and dimensions within the chosen EFL textbook. The design thoroughly explores the content analysis categories and dimension representations presented in the textbook.

According to Bhaskaran (2008:7), content analysis (CA) is used in social science research. It is described as a scientific investigation into the content of communication. It concerns the meanings, circumstances, and intentions conveyed through messages. CA was used to identify appropriate patterns or

categories of the cultural categories and dimensions analyzed in the primary texts in the study.

The primary data for this research were collected from the Merdeka Curriculum English textbook entitled “English for Nusantara” for junior high school grades VII and VIII, issued by the Ministry of Education, Culture, Research and Technology. These textbooks are used in Indonesian public junior high schools. The researcher is concentrating on gathering information and collecting data about the reading material contained in those two English textbooks. In this study, the researcher used a checklist of evaluation books in reading materials as a research instrument. The researcher collected data using the techniques of documentation and observation of the textbook, which is based on data sources from the book.

In this study, a documentation technique is used that includes the contents contained in the student book. According to Arikunto (2021), the documentation technique is used to find data about variables in the form of books, transcripts, notes, newspapers, magazines, or other sources. The researcher analyzed an English textbook for seventh-grade and eighth-grade students entitled “English for Nusantara”. The data was collected from the reading material in each chapter in the textbook. The data analysis technique uses the Miles and Huberman model (1983), which includes data reduction, data display, and conclusion drawing.

RESULTS AND DISCUSSION

HOTS

There are 47 items of reading questions in “English for Nusantara” grade VII and 35 items of reading questions in “English for Nusantara” grade VIII in the form of short answer questions, true or false questions, completion, matching, and essay questions.

After collecting and sorting the data from the two books, 21 items of questions in English for Nusantara for grade VII and 23 items of questions in “English for Nusantara” for grade VIII, which are essay questions, were categorized into three cognitive domains: analyze, evaluate, and create, which were categorized into Higher Order Thinking Skills (HOTS). The results of the analysis were presented in the following table.

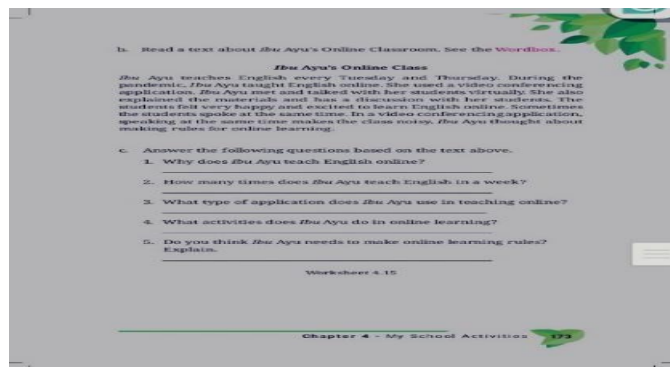


Figure 1 Example of Essay Reading Materials of “English for Nusantara” Grade VII

Table 1 HOTS Analysis in “English for Nusantara” Grade VII

No	Essay Reading Question	Higher Order Thinking Skills		
		C4 (Analyze)	C5(Evaluate)	C6(Create)
1	4	Mention the people who do their hobbies outdoors.	✓	
	5	Mention the hobbies that support physical health.	✓	
	4	Do you agree with Pak Edo that cycling is useful for health and the environment? Explain		✓
	5	Why does Pak Edo wear his helmet whenever he goes cycling?	✓	
	3	Describe Made’s physical and personality traits		✓
	6	How do the teammates feel about Made?		✓
4	5	Do you think Ibu Ayu needs to make online learning rules? Explain		✓
	3	Mention the tips from the infographic that you want to do	✓	
	5	Do you find similarities between Monita’s tips and Ibu Ayu’s online rules? What are they?		✓
Total			4	5

Table 2 Percentage of HOTS in “English for Nusantara” Grade VII

No	Higher Order Thinking Skills	Essay Reading Items	Percentage (%)
1	Analyze	4	44,4
2	Evaluate	5	55,6
3	Create	-	-
Total		9	100

After analyzing the 47 questions of reading exercises in “English for Nusantara” grade VII, it was found that 2 of the 3 cognitive domains of Bloom's Taxonomy were applied in the text. There are 9 questions categorized into the higher thinking level: analyzing, evaluating, and creating domains. There are 4 questions (44,4%), which were categorized into the analysis domain (C4), 5 questions (55,6%) into the evaluation domain (C5), and none into the creation domain (C6).

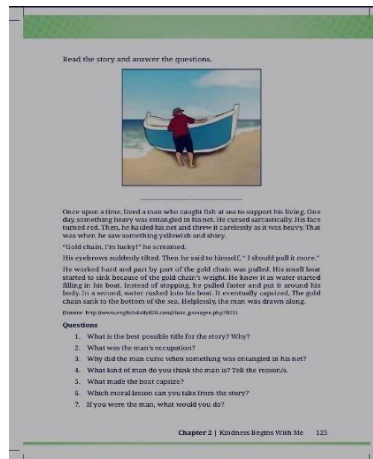


Figure 2 Example of Essay Reading Materials of “English for Nusantara” Grade VIII

Table 3 Questions HOTS in “English for Nusantara” Grade VII

Ch	No	Essay Reading Question	Higher Order Thinking Skills		
			C4 (Analyze)	C5 (Evaluate)	C6 (Create)
1	6	Can you identify the time connectives in the text? Highlight them.	✓		
2	5	Describe how the big white birds recognized the Ugly Duckling (line 23).		✓	
	10	What do you think the elephant felt at the end of the story?		✓	
	4	What kind of man do you think the man is? Tell the reasons.		✓	
	6	Which moral lesson can you take from the story?		✓	
	7	If you were the man, what would you do?			✓
	5	In your opinion, what makes some people like the post?		✓	
3	7	Which idea do you recommend to a content sender?		✓	
	6	Do you like the poster?		✓	
	7	Do you think people will be interested in the poster? Why? Why not?		✓	
4	2	What do you think is on the man's head in the second picture? Why is it on his head?		✓	
	5	Do you think the Don't be a Tosser! Posters in picture 4.10 were effective? Why? Why not?		✓	
	4	Do you think many people realize the dangers of plastic to the environment?		✓	
5	5	What do you think Galang is good at? Why?		✓	



6	What do you think would happen to Mirza?	✓
4	Can you guess why Mirza wished his dad was with him?	✓
5	What do you learn from the story?	✓
Total		2 14 1

Table 4 Percentage of HOTS in “English for Nusantara” Grade VIII

No	Higher Order Thinking Skills	Essay Reading Items	Percentage (%)
1	Analyze	2	11.8
2	Evaluate	14	82.3
3	Create	1	5.9
Total		17	100

After analyzing the 35 questions of reading exercises in “English for Nusantara” grade VIII, it was found that 3 of the 3 cognitive domains of Bloom's Taxonomy were applied in the text. There are 17 questions categorized into the higher thinking level: analyzing, evaluating, and creating domains. There are 2 questions (11.8%) categorized into the analysis domain (C4), 14 questions (82.3%) into the evaluation domain (C5), and 1 question (5.9%) into the creation domain (C6). The table above shows the essay questions, which are categorized into HOTS. The analysis was described as follows:

Based on Table 3 the questions from numbers 4, 5, 5 and 3 are C4, analyze domain, because the question emphasized the detention of the relationships of each part and how they are arranged. Such as differentiating, organizing, and attributing. The use of “why do you think”, “do you like”, “in your opinion”, and ‘... do you think’ indicates the instructional question, which is categorized into the analysis level. This involved identifying and analyzing the relationship between parts to give a rationale or reason. This level of thinking is referred to as HOTS. The questions 4, 3, 6, 5 and 5 are categorized into the evaluation domain, C5, because they are included in emphasizing, checking categories and giving criticism about an idea or values. The use of those instructional questions was categorized into the evaluation level. This involved judgments, value based on the criteria and evaluation, which is also referred to as top HOTS.

Based on Table 3, the questions from numbers 1 and 4 are C4, analyzing domain, because the question emphasized the detection of relationships of each part and how they are arranged. Such as differentiating, organizing, and attributing. The use of ‘why do you think’, and ‘... do you think’ indicates the instructional question, which is categorized into the analysis level. This involved identifying and analyzing the relationship between parts to give a rationale or reason. This level of thinking is referred to as HOTS. The questions from numbers 5, 10, 4, 6, 5, 7, 6, 7, 2, 5, 4, 5, 6 and 5 are categorized into the evaluation domain, C5, because they are included in emphasizing, checking, categorizing and giving criticism about ideas or values. The use of those instructional questions was categorized into an evaluation level. This involved judgments, value based on the criteria and evaluation, which is also referred to as top HOTS. Question number 7

is categorized into the create domain, C6, because they are included in building a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. This level of thinking is referred to as HOTS.

Readability

The following tables contain the results of the readability level of the text with the Flesch Formula in the book “English for Nusantara” grades VII and VIII.



Figure 3 Example of Reading Materials of “English for Nusantara” Grade VII

Table 5 Readability Text Analysis in “English for Nusantara” Grade VII

Text	Page	Word Amount	Sentence Amount	Score	Reading IEVEL	Estimated Reading Grade
1	33	90	15	116	Very easy	5 ^m grade
2	39	90	11	114	Very easy	5 ^m grade
3	45	82	13	116	Very easy	5 ^m grade
4	61	95	19	117	Very easy	5 ^m grade
5	75	63	7	113	Very easy	5 ^m grade
6	79	32	5	116	Very easy	5 ^m grade
7	80	32	5	116	Very easy	5 ^m grade
8	87	27	4	115	Very easy	5 ^m grade
9	120	100	10	112	Very easy	5 ^m grade
10	124	100	13	114	Very easy	5 ^m grade
11	131	100	14	115	Very easy	5 ^m grade
12	148	100	12	114	Very easy	5 ^m grade
13	149	100	11	113	Very easy	5 ^h grade
14	150	100	12	114	Very easy	5 ^h grade
15	173	100	10	112	Very easy	5 ^h grade
16	225	100	12	114	Very easy	5 ^h grade
17	227	80	7	111	Very easy	5 ^h grade
18	232	100	19	117	Very easy	5 ^h grade
19	244	100	15	115	Very easy	5 ^h grade
20	246	100	16	116	Very easy	5 ^h grade
21	247	100	13	114	Very easy	5 ^h grade

Based on the results of the text analysis in the table above, the text in the “English for Nusantara” grade VII textbook is at the reading level of grade V



word count and sentence count are also not too long, so that students can easily understand the reading. If examined more deeply, in the text that is the data sample, generally sentences consist of simple sentences consisting of 1 clause. There were 21 text sentences from the data sample, and only a few complex sentences were found, which are as follows.

1. In the 3rd text entitled "Made the Basketball Player" "He uses a crutch and sometimes uses a wheelchair. He likes playing basketball. He plays for a basketball team called Kalimantan Wheelchair Basketball."
2. In the 4th text, "Galang Says Basmalah before Eating" "I'm having some banana fritters."
3. In the 5th text entitled "Galang's Favorite Snack" "My favorite snack is banana fritters. My mom makes them almost every afternoon. She fries them in hot oil until they look golden brown."
4. In text 6, "Pecel is a traditional Javanese salad. It consists of various boiled vegetables. It uses peanut sauce as a dressing."
5. In text 10 entitled "Making Sticker Signs" "They decided to write eight signs for the sticker. For example, Sinta made 'Please do not leave dirty dishes in the sink' sticker sign. Galang made 'Please lush the toilet after using' sticker sign."

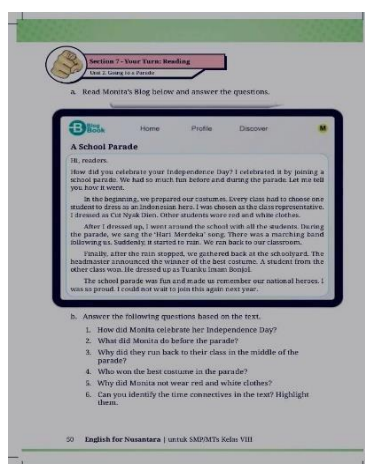


Figure 4 Example of Reading Materials of “English for Nusantara” Grade VIII

Table 6 Readability Text Analysis in “English for Nusantara” Grade VIII

Text	Page	Word Amount	Sentence Amount	Score	Reading level	Estimated Reading Grade
1	43	34	17	66,71	Standard	8 th grade
2	50	100	22	42,87	Difficult	13 th grade
3	54	100	25	47,94	Difficult	13 th grade
4	92	100	27	50,57	Fairly Difficult	10 th grade
5	109	100	32	55,66	Fairly Difficult	10 th grade
6	123	100	14	23,78	Very Difficult	College
7	125	100	15	27,68	Very Difficult	College
8	159	100	27	50,57	Fairly Difficult	10 th grade

9	166	60	6	112	Very Easy	5 th grade
10	205	100	21	41,27	Difficult	13 th grade
11	210	100	16	30,39	Difficult	13 th grade
12	216	100	10	6,48	Very Difficult	College
13	222	100	15	27,68	Very Difficult	College
14	257	100	16	30,39	Difficult	13 th grade
15	259	100	24	46,93	Difficult	13 th grade
16	261	100	17	33,66	Difficult	5 th grade
17	274	100	25	47,94	Difficult	5 th grade

From the table, only the text of the first sample out of 17 samples corresponded to the level of class VIII students. Text 9 is considered very easy. Texts 2, 3, 10, 11, 14, 15, 16 and 17 are difficult. Texts 4, 5 and 8 are fairly difficult. While texts 6, 7, 12, and 13 are considered very difficult. If examined more deeply, texts 6, 7, 12, and 13 in this analysis sample have too many compound sentences and difficult vocabulary. The topics discussed are also quite difficult for grade VIII students. The text consists of more than 100 words, but only in 10-15 sentences. Some multi-layered compound sentences are quite difficult for grade VIII to understand, such.

"Once upon a time, lived a man who caught fish at sea to support his living. One day, something heavy was entangled in his net. He cursed sarcastically. His face turned red. Then, he hauled his net and threw it carelessly as it was heavy. That was when he saw something yellowish and shiny."

"He worked hard and part by part of the gold chain was pulled. His small boat started to sink because of the gold chain's weight. He knew it as water started filling in his boat. Instead of stopping, he pulled faster and put it around his body. In a second, water rushed into his boat. It eventually capsized. The gold chain sank to the bottom of the sea. Helplessly, the man was drawn along."

If the teacher wants to use this text in teaching, the student should be given a new vocabulary enrichment and the meaning of the text to the student.

Questions Reading Materials

Based on the results of observations and overviews of the two textbooks, information has been obtained that "English for Nusantara" grades VII and VIII both have 5 chapters. The researcher finds five types of reading questions in "English for Nusantara" grades VII and VIII. They are literal questions, involving reinterpretation questions, questions of inference, evaluation questions and personal response questions. The tables below will present detailed information related to reading material-based content analysis

Table 7 Reading Question Types of "English for Nusantara" Grade VII

No	Type of Reading Question	Amount	Percentage (%)
1	Literal Comprehension Question	32	73
2	Involving Reinterpretation Question	7	16
3	Inference Question	4	9
4	Evaluation Question	1	2
5	Personal Response Question	0	0
Total		44	100



Based on the results of the analysis of “English for Nusantara” grade VII, the data shown in Table 7 indicates that the reading question type in the textbook that appears most founded is literal comprehension, with 32 out of 44 questions, and the percentage is 73%. Another finding in this textbook is that all 5 chapters examined contain reading materials.

Discussion

After analyzing from after collecting and sorting the data, 21 questions of “English for Nusantara” grade VII and 23 questions of “English for Nusantara” grade VIII essay questions were categorized into three cognitive domains: analysis, evaluation, and creation, which were categorized into Higher Order Thinking Skills (HOTS). They infer that the author focuses more on analysis skills. The textbook is not directed at creative skills because the distribution is only for class VIII. In addition, the distribution to the three (3) cognitive domains looks so distant and uneven. Therefore, the distribution of the Higher Order Thinking Skills is not balanced in the essay reading question. The research findings of content analysis on these English textbooks based on six domains of Bloom’s Taxonomy on revised edition (Krathwohl, 2002) shown that the delivery of the higher order thinking skill in the reading essay of this textbook is lower because from total reading essay exercises there are 21 questions of “English for Nusantara” grade VII and 23 questions of “English for Nusantara” grade VIII essay questions categorized into HOTS.

Based on the findings and tables presented, the analysis of the readability of the text showed that only “English for Nusantara” grade VII books were at the level of readability with grade V learners, while English for Nusantara grade VIII books was considered not suitable for the learners. In the “English for Nusantara” class VIII book, only 2 texts corresponded to the level of the learner out of the 17 texts analyzed. The rest is considered too difficult. From these results, it can be concluded that “English for Nusantara” grade VIII is too easy for the level of learners. When viewed from the gradation of the difficulty level of the text, the sample texts in “English for Nusantara” grade VII have a very easy level of text. The reading topics discussed are also everyday topics, so that students can have a discourse on the text. While “English for Nusantara” grade VIII is too difficult for the learners.

Based on the research findings, the researcher found 44 data in the form of reading questions found in “English for Nusantara” grade VII. They are literal questions, involving reinterperatation questions, questions of inference, evaluation questions and personal response questions. This finding is in line with the theory by Nuttall (1982). He classifies reading comprehension questions into five types; they are literal comprehension questions, involving reinterperatation questions, inference questions, evaluation questions and personal response questions. The literal comprehension question gets 32 data (73 %). The next type is involving reinterperatation question; it gets 7 data (16%). The question of inference gets 4 data (9%). The question of evaluation gets 1 data (2%). The last type is the personal response question, which gets zero data. The researcher finds 36 data in the form of reading questions found in English for Nusantara grade VIII. The

literal comprehension question gets 9 data (25 %). The next type is involving reinterpretation question; it gets 13 data (36%). The question of inference gets 5 data (14%). The question of evaluation gets 9 data (25%). The last type is the personal response question, which gets zero data.

Based on the explanation, the researcher concludes that the types of reading questions that appear most are literal comprehension questions for grade VII and involving reinterpretation questions for grade VIII. It can be seen from the 44 data that the writer found 32 data or 73 % literal comprehension questions for grade VII junior high school. The dominant question is literal comprehension questions because of this book is for the seventh-grade students at junior high school, or it can be said that literal comprehension questions are mostly the main question, because this kind of question will test the students' understanding of the basics of the reading text before they go through the deeper questions. While for grade VIII, from 36 data, the writer finds 13 data or 36 % involving reinterpretation questions. The dominant question is involving reinterpretation questions because this book is for eighth-grade students at junior high school, or it can be said that involving reinterpretation questions is mostly the main question, because this kind of question will test the students' understanding through deeper questions.

The results of the text readability analysis show that to determine the readability of the text, several important things are needed, namely, the number of difficult words in a sentence, the type of sentence used in the text and the reading topics discussed in the text are adjusted to the reader's perception. Therefore, it takes precision from the teacher to determine a text that is equivalent to their students' ability. As for book writers, they are expected to know the analysis of the readability of the text, so that they are more selective in choosing texts for the textbooks that are write.

CONCLUSIONS

The result demonstrates that: 1) "English for Nusantara" for grade VII has HOTS questions categorized analyze domain (C4) of 4 questions (44.4%), evaluate domain (C5) of 5 questions (55.6%), the readability at grade V students, and the dominant reading question of literal comprehension questions; 2) "English for Nusantara" for grade VIII has HOTS questions categorized analyze domain (C4) of 2 questions (11.8%), evaluate domain (C5) of 14 questions (82.3%), create domain (C6) of 1 question (5.9%), has a gradual difficulty readability, and the dominant reading question is involving reinterpretation questions.

Recommendations for future research are required to conduct further analysis in other English textbooks and investigate the practical classroom implementation of these textbooks to see whether teachers and students effectively engage with the HOTS-oriented materials and the readability of texts. The teachers should provide additional classroom activities such as project-based learning, debates, or creative writing tasks that stimulate higher-order thinking skills.

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