


## An Analysis of Learning Activities in the 11th Grade English Textbook Based on Bloom's Taxonomy

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### A B S T R A C T

This study aims to analyze the extent to which Bloom's Taxonomy is applied in relation to LOTS and HOTS in the learning activities of the SPLASH: Smart Path to Learning English textbook in the field of technology for the Merdeka Curriculum for 11th-grade Vocational High School (SMK/MAK) students, published by Erlangga. This study employs a qualitative content analysis approach, where the primary data source consists of questions in the 11th-grade high school/vocational school English textbook activities, which were analyzed and presented as percentages for each skill. The results of this study indicate that the most dominant skill in LOTS across each unit is viewing (100%). Listening, reading, speaking, and additional activities encompass both HOTS and LOTS, while the dominant skills in HOTS are writing and visual representation (100%). This textbook still requires additional learning activities for certain skills to encourage students to think creatively.

**Keywords:** *English Textbook, Bloom Revised Taxonomy, Learning Activities, Eleventh Grade, Merdeka Curriculum*

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### INTRODUCTION

The language learning textbook is a book or a cohesive collection of items (such as a workbook and student book) intended to help students improve their conversational skills in the target language. Textbooks are one of the learning resources in schools, providing the material, knowledge, and level appropriate to students' needs. English textbooks cover the four English language skills of listening, reading, writing, and speaking (Qasrawi & Abdelrahman, 2020). In this modern era, textbooks often provide links to learning pages that teachers can access.

Textbook analyses are predicated on the idea that ELT materials facilitate the acquisition of proficiency. To put it another way, ELT textbooks have been seen as professionally published resources that facilitate language learning through the language input they offer, the activities that make use of this input, and the curriculum planning that entails organising the input and related activities. For the majority of the 20th century, educational academics have been interested in textbook analysis. ELT textbook analysis research evaluates the effectiveness of ELT textbooks and related resources in fostering target language competency by consulting pertinent theoretical frameworks (Vitta, 2023). Analyzing textbooks under the Merdeka Curriculum is useful for determining whether English textbooks are appropriate for students' grade levels. Additionally, analyzing English textbooks under the Merdeka Curriculum allows for an evaluation of the quality of the materials created by the authors, specifically, whether the content, activities, material, and knowledge presented in the textbooks are sufficiently comprehensive or need to be supplemented during learning.

The content, activities, material, and knowledge in English textbooks must be supportive and adequate, as they will support students' development in thinking and communication. Regarding the suitability of materials at each grade level, they can usually be adjusted by applying C1-C6 as defined by Bloom's Taxonomy. This concept can also be linked

to the concepts of HOTS and LOTS. Bloom's Taxonomy defines cognitive processes from lower-order to higher-order skills and may be used to consider generating opportunities that challenge learners at all levels (Indah et al., 2025). In English lessons, especially in textbooks, books are often created and researched with a greater emphasis on LOTS than HOTS. Bloom's Revised Taxonomy is an effective teaching tool in EFL classrooms. It has been extensively used in lesson design and assessment development to improve students' language skills and cognitive engagement (Ekalia et al., 2025).

Several previous studies have examined HOTS and LOTS in textbooks. For example, (Indah et al., 2025) examined questions in 8th-grade textbooks, (Shabrina et al., 2025) examined instructional questions in 7th-grade textbooks, (Adhanyah et al., 2025) examined all skills in 12th-grade textbooks, (Harefa & Zega, 2025), who examined reading exercises in 8th-grade textbooks; (Fitriani & Kirana, 2021), who examined reading comprehension in 12th-grade textbooks; (Laila & Fitriyah, 2022), who examined reading comprehension questions in 12th-grade textbooks; (Sainyakit, 2020), who examined 11th-grade essay questions; (Fakhrillah, 2025), who examined instructions and questions in the 7th-grade textbook; and (Amalia Putri & Komariah, 2018), who examined activities across 12 chapters. The nine studies mentioned earlier identified the most dominant cognitive level as LOTS. However, this differs from the study by (Arisman, Ira Maisarah & Iis Sujarwati, 2024), which examined a 10th-grade textbook and found HOTS to be dominant. To address the gap in previous research, this study was conducted to examine a previously unstudied 11th-grade English textbook titled SPLASH: Smart Path to Learning English for 11th Grade. Although there have been some previous studies examining HOTS and LOTS in 11th-grade English textbooks, they focused solely on essays. A significant aspect of this study is the examination of all activities in the textbook.

The research is based on Bloom's Revised Taxonomy, which provides a framework for categorizing learning objectives and cognitive skills. This taxonomy provides a systematic way to examine the cognitive demands of textbook exercises, enabling researchers to evaluate their effectiveness in targeting both lower-level and higher-level thinking skills. By focusing on this textbook, this study hopes to help more generally to enhancing the quality of English language education in Indonesia, particularly English language textbooks. This study was conducted because there are still many English textbooks that do not sufficiently support critical thinking in students. This study supports the importance of textbooks that not only teach language skills but also encourage critical and creative thinking, thereby preparing students to face academic and professional challenges in the future. The research question in this study is "To what extent is Bloom's Taxonomy applied between LOTS and HOTS in the main learning activities of the SPLASH: Smart Path to Learning English textbook, in the field of technology for the Merdeka Curriculum for Grade XI SMK/MAK, published by Erlangga?" The purpose of this study is to analyze the extent to which Bloom's Taxonomy between LOTS and HOTS is applied in the learning activities of the SPLASH: Smart Path to Learning English textbook in the field of technology for the Merdeka Curriculum for Grade XI SMK/MAK, published by Erlangga.

The researchers focused on analyzing LOTS and HOTS questions found in the textbook entitled "SPLASH" Smart Path to Learning English in the field of technology for SMK/MAK Class XI Merdeka Curriculum. Chapters 1 to 6 would be selected because they represent the entire content of the activities in this textbook. Some of the benefits of this study are contributing to the literature on cognitive analysis of English textbooks in the context of the Merdeka Curriculum, strengthening the relevance of Bloom's Revised Taxonomy in the evaluation of English teaching materials, and adding academic references related to the integration of HOTS in English language learning. This study is expected to provide teachers with information on the extent to which the textbooks they use support the development of higher-order thinking skills (HOTS). Researchers chose this study because English textbooks specifically designed for technology students have been little researched. In addition, the material in this book, which is intended for 11th-grade students, is stable, comprehensive, and representative of the implementation of the Merdeka Curriculum at the vocational high school

level. Furthermore, the 11th-grade textbook contains a large number of vocabulary words that can help develop more mature English literacy skills in the field of technology.

Bloom's Taxonomy categorizes thinking skills as either lower-order (LOTS) or higher-order (HOTS) (Armala et al., 2022). Bloom's Taxonomy, according to Benjamin Bloom, is a comprehensive framework for categorizing and organizing educational goals, objectives, and outputs. It was created by educational psychologist Benjamin Bloom and his colleagues in 1956 (Ajayi, 2024). Bloom's Taxonomy was modified by a group of cognitive psychologists led by David R. Krathwohl and Lorin W. Anderson, Benjamin Bloom's former student. This version aimed to update the taxonomy to better represent current understandings of cognitive processes and to meet the practical needs of educators. The revised taxonomy maintained the original's hierarchical structure while making numerous notable changes. The three areas of curriculum development, teaching instruction, and assessment are the emphasis of Bloom's taxonomy revision, which focuses on modifications in application (Nafiati, 2021). The original taxonomy included knowledge, comprehension, application, analysis, synthesis, and evaluation, but was revised to Remember, Understand, Analyze, Evaluate, and Create.

Remembering is the most basic cognitive level (C1): (Choose, define, find, how, identify, label, list, match, recall, relate, tell, what, when, where, which, who, and why). Understanding is the second cognitive level (C2): (Classify, compare, contrast, convert, describe, differentiate, discover, discuss, distinguish, estimate, explain, and identify). Applying is at the third cognitive level (C3): (Articulate, calculate, change, chart, choose, collect, complete, explain, practice, and write). Analyzing is the fourth cognitive level (C4): (Analyze, assume, categorize, classify, compare, conclude, contrast, discover, dissect, distinguish, divide, examine, function, inference, inspect, list, and survey). Evaluating is included in the fifth cognitive level (C5): (Argue, assess, choose, compare, conclude, consider, convince, criticize, critique, debate, decide, defend, evaluate, find errors, grade, judge, justify, measure, order, rate, and recommend). Creating is included in the sixth cognitive level (C6): (Assemble, collaborate, combine, construct, create, design, develop, devise, express, formulate, generalize, originate, plan, prepare, produce, propose, rearrange, reorganize, report, revise, role-play, simulate, solve, and write). Textbooks, according to Cunningsworth (1995), are volumes authored by experienced and highly qualified professionals, and the content contained within is often rigorously evaluated in pilot studies in genuine teaching scenarios before publication (Abdul Syahid et al., 2024). Textbooks have an important and beneficial part in the day-to-day task of teaching English, and their value grows during periods of transition (Hutchinson & Torres, 1994). According to Cortazzi and Jin, a textbook is defined as a teacher, a map, a resource, a trainer, and an authority (Radić-Bojanić & Topalov, 2016). As a map, it depicts an overview of language and cultural aspects as a planned program, directing students and teachers to repeat the steps completed in prior courses (Mutiar Ayu, 2020). The textbook's content should align with the necessary skills and expectations for the learning environment (Qasrawi & Abdelrahman, 2020), (Hanifa, 2018).

## METHOD

This study uses a qualitative content analysis approach (Peterson, 2019) (Tomaszewski et al., 2020). The data source is the SPLASH English textbook for 11th grade vocational high school students, published by Erlangga. The data analyzed consists of questions in the listening, reading, watching, speaking, writing, presenting, and supplementary (For Your Information) activities in the 11th-grade vocational school English textbook, which will be used to determine the distribution of LOTS and HOTS using the revised Bloom's taxonomy framework. The researcher will categorize the cognitive levels in the revised Bloom's taxonomy by evaluating the questions in the activity sections of the English textbook, focusing on lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS). Data collection and analysis were conducted in February 2026. The first data collection technique involves gathering questions from all activities in each chapter of the 11th-grade vocational high school English textbook, which the researcher will then record. The second method involved

preparing a table based on Bloom's Revised Taxonomy, integrating the six cognitive domains (C1-C6), to analyze the questions in each activity within the English textbook. The third method involved preparing a data processing table to display the analyzed activities, the results for LOTS and HOTS, and a description of the activities in the final table section to explain the learning activities conducted. Within the same table, the data analysis technique used involves entering activity codes in the left table (A1 = Activity 1), which represents the activities to be studied. Subsequently, these activities are categorized into LOTS and HOTS, with corresponding verb descriptions based on Bloom's Taxonomy verb table placed in the middle section. Following this, explanations are provided for each activity in the far-right section of the table.

In the new table, the percentages of HOTS and LOTS activities described in the previous table are calculated by dividing the number of activities in each category by the total number of activities within the same skill, then multiplying by 100. The total percentage of HOTS and LOTS for each skill is 100%. This table does not show the total percentage for all skills, but rather the proportion of HOTS and LOTS within each skill and category. The percentage of HOTS/LOTS is:  $\frac{\text{HOTS or LOTS in 1 skills}}{\text{Total activities of that skill}} \times 100\%$ .

## FINDINGS AND DISCUSSION

The following are the results of research on learning activities from chapters 1 to 6 in the SPLASH textbook for 11 vocational schools in the field of technology:

### Unit 1: What Legends Do You Love to Read?

#### Cognitive level analysis table in activities

Table 1. Analysis Result of Unit 1

Activity Codes	Language Skills	Bloom Revised Taxonomy (Cognitive Level)		Activity Descriptions
		LOTS	HOTS	
A-1 A-2: a dan b A-3	Listening	C1	A-1: (list and find) A-2: a and b (5W) C4	1. A-1: List the unfamiliar words, and also find the meanings. 2. A-2: a. Answer 5 questions (true or false) b. Answer 5 questions and discuss with friends.
		C2	C5	3. A-3: Answer the questions and compare with each student's opinion.
		C3 C1	A-6: (5W) C4	1. A-4: Finding the meaning of 5 words. 2. A-5: Make 5 sentences based on the vocabulary.
A-4 A-5 A-6 A-7	Reading	C2	A-4 (explain) C5	3. A-6: Answer the 12 questions based on the reading text in Activity 4. 4. A-7: Answering two critical questions based on the major and also related to the story discussed earlier.
		C3	A-5 (apply) C6	
		C1	A-8 (5W), A-9 (5W), and A-10 (5W) C4	1. A-8: Students asked to watch a film, TV series, or a drama about a legend, and then answer the questions in the table.
A-8 A-9 A-10	Viewing	C2	A-10 (illustrate) C5	2. A-9: Answer the questions based on the film the students watched.
		C3	C6	3. A-10: Answer the questions based on the film the students

						watched, and give an illustration.	
A-11	Speaking	C1	A-11 recall and A-12 (what)	C4		1. A-11: Practice the dialogue with a friend.	
A-12		C2	A-13 (explain)	C5		2. A-12: Answer the questions based on the dialogue in Activity 11.	
A-13		C3			C6		3. A-13: Tell the legend (like or don't like) to a friend.
A-14	Writing	C1				1. A-14: Create your own legend through a mind map.	
		C2					
		C3			A-14 (create)		
A-15	Visual Representation	C1				1. A-15: Create a visual representation of the legend based on the legend story using (choose one) a drawing form, mind mapping form, or infographic form.	
		C2					
		C3			A-15 (create)		
A-16	For Your Information (additional activities)	C1	A-16 and A-20 (identify)	C4		1. A-16: Answer the questions in the table based on the reading text.	
A-17		C2			A-17 (explain with critical thinking)	2. A-17: Find the simile or metaphor and find the meaning.	
A-18							3. A-18: Fill in the blank in the questions.
A-19							4. A-19: Fill in the blank in the questions.
A-20		C3	A-18 (apply) and A-19 (apply)	C6			5. A-20: Identify all the signal words in the reading text.

Table 2. Percentage Analysis

Skills	Total Activities	Cognitive Levels		Percentage Total
		LOTS	HOTS	
Listening	4	75%	25%	100%
Reading	4	60%	40%	100%
Viewing	3	100%	0%	100%
Speaking	3	100%	0%	100%
Writing	1	0%	100%	100%
Visual Representation	1	0%	100%	100%
For Your Information (additional activities)	5	60%	40%	100%

## Unit 2: What Do You Call It?

### Cognitive level analysis table in activities

Table 3. Analysis Result of Unit 2

Activity Codes	Language Skills	Bloom's Revised Taxonomy (Cognitive Level)		Activity Descriptions
		LOTS	HOTS	
A-1	Listening	C1	A-1 and (list and find) A-2 (Match) (a) and (5W) (b)	1. A-1: Listen to the audio, list the unfamiliar words, and also find the meanings.
A-2: a and b		C2		2. A-2: <ol style="list-style-type: none"> <li>Answer 5 questions (true or false) based on the audio activity 1.</li> <li>Answer 5 questions and discuss with friends.</li> </ol>
A-3		C3		3. A-3: Tell the story of a pregnant woman whose car broke down on the road, then give students the option (to help or not) and ask them to

Activity	Category	Cognitive Level	Activity	Cognitive Level	Activity	Task
A-4 A-5 A-6 A-7	Reading	C1	A-6 (5W)	C4		give their opinion on the reason.
		C2	A-4 (explain)	C5	A-6 (opinion) and A-7 (discuss)	1. A-4: Finding the meaning of 6 words. 2. A-5: Make 5 sentences based on the vocabulary. 3. A-6: Answer the 12 questions based on the reading text in Activity 4. 4. A-7: discussion about preparations for becoming an unmanned aircraft design competition participant.
		C3	A-5 (apply)	C6		
A-8 A-9 A-10	Viewing	C1	A-8 (5W) and A-9 (5W)	C4		1. A-8: Students are asked to watch a documentary film about airplanes, after that answering the questions in the table.
		C2	A-10 (summarize)	C5		2. A-9: Answer the questions based on the film the students watched, and give an illustration.
		C3		C6		3. A-10: Summary the student watched a film about documentary airplane film.
A-11 A-12 A-13	Speaking	C1	A-11 (recall) and A-12 (5W)	C4		1. A-11: Practice the dialogue with a friend.
		C2	A-13 (explain)	C5		2. A-12: Answer the questions based on the dialogue in Activity 11.
		C3		C6		3. A-13: Tell the airplane which one you like with a friend.
A-14	Writing	C1		C4		1. A-14: Create a descriptive text about a tool, machine, or vehicle that the students dream of having or using the most.
		C2		C5		
		C3		C6	A-14 (create)	
A-15	Visual Representation	C1		C4		1. A-15: Create a visual representation through drawing, mind mapping, or an infographic.
		C2		C5		
		C3		C6	A-15 (create)	
A-16 A-17 A-18	For Your Information (additional activities)	C1	A-16 (relate), A-17 (identify), and A-18 (identify)	C4		1. A-16: Fill in the right-hand column with examples of specific participants in each field.
		C2		C5		2. A-17: Identify the adjective phrase by underlining.
		C3		C6		3. A-18: Identify the verb that shows the simple present tense by underlining it.

Table 4. Percentage Analysis

Skills	Total Activities	Cognitive Levels		Percentage Total
		LOTS	HOTS	
Listening	4	75%	25%	100%
Reading	4	60%	40%	100%
Viewing	3	100%	0%	100%
Speaking	3	100%	0%	100%
Writing	1	0%	100%	100%
Visual Representation	1	0%	100%	100%

For Your Information (additional activities)	5	100%	0%	100%
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**Unit 3: Do You Need Some Advice?****Cognitive level analysis table in activities**

Table 5. Analysis Result of Unit 3

Activity Codes	Language Skills	Bloom's Revised Taxonomy (Cognitive Level)				Activity Descriptions
		LOTS		HOTS		
A-1 A-2: a and b A-3	Listening	C1	A-1 (list and find), A-2 (match) (a), and A-2 (5W) (b)	C4		1. A-1: Listen to the audio, list the unfamiliar words, and also find the meanings. 2. A-2: a. Answer 5 questions (true or false) based on the audio activity 1. b. Answer 5 questions and discuss with friends.
		C2	A-3 (explain)	C5		3. A-3: Answer the questions and compare with each student's opinion.
		C3		C6		
A-4 A-5 A-6 A-7	Reading	C1	A-6 (5W)	C4	A-7 (analyze)	1. A-4: Find the meaning of the words in the column.
		C2	A-4 (explain)	C5	A-6 (opinion)	2. A-5: Make a sentence using the words mentioned.
		C3	A-5 (apply)	C6		3. A-6: Answer the 12 questions based on the reading text in Activity 4. 4. A-7: Analyze the article about rainwater utilization systems and ready-to-drink water treatment with a friend.
A-8 A-9 A-10	Viewing	C1	A-8 (5W) and A-9 (5W)	C4		1. A-8: Watch a documentary, a film, or a TV series about artificial intelligence and fill the table.
		C2	A-10 (summarize)	C5		2. A-9: Answer the questions about artificial intelligence in film or Tv series that students watched in Activity 8.
		C3		C6		3. A-10: summary about the documentary in the film or TV series that students watched in Activity 8.
A-11 A-12 A-13	Speaking	C1	A-11 (recall) and A-12 (5W)	C4		1. A-11: Practice the dialogue. 2. A-12: Answer the questions about dialogue in Activity 11.
		C2		C5	A-13 (opinion)	3. A-13: Giving an opinion with a friend about pollution.
		C3		C6		
A-14	Writing	C1		C4		1. A-14: Make a hortatory exposition text on the use of the tool treat waste.
		C2		C5		
		C3		C6	A-14 (create)	
A-15	Visual Representation	C1		C4		1. A-15: Create a visual representation of household waste in a hortatory exposition text.
		C2		C5		
		C3		C6	A-15 (create)	
A-16 A-17	For Your Information	C1		C4		1. A-16: Fill in the blank sentences with the correct
		C2		C5		

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A-18 A-19 A-20 A-21	(additional activities)				passive form use simple present tense.
					2. A-17: Fill in the blank sentences with the correct passive form use simple past tense.
		C3	A-16, (apply) A-17 (apply), and A-20 (apply)	C6	3. A-18: Change sentences into passive voice forms.
					4. A-19: Change sentences into passive voice forms.
					5. A-20: Write sentences using the words in the bracket.
					6. A-21: Compose the paragraph about hortatory exposition text.

Table 6. Percentage Analysis

Skills	Total Activities	Cognitive Levels		Percentage Total
		LOTS	HOTS	
Listening	4	100%	0%	100%
Reading	4	60%	40%	100%
Viewing	3	100%	0%	100%
Speaking	3	66.7%	33.3%	100%
Writing	1	0%	100%	100%
Visual Representation	1	0%	100%	100%
For Your Information (additional activities)	5	50%	50%	100%

**Unit 4: Could Show Me How to Do It?****Cognitive level analysis table in activities**

Table 7. Analysis Result of Unit 4

Activity Codes	Language Skills	Bloom's Revised Taxonomy (Cognitive Level)				Activity Descriptions
		LOTS		HOTS		
A-1 A-2: a and b A-3	Listening	C1	A-1 (list and find), A-2 (match) (a), and (5W) (b)	C4	A-3 (explain)	1. A-1: A-1: Listen to the audio, list the unfamiliar words, and also find the meanings.
		C2		C5		2. A-2: a. Answer 5 questions (true or false) based on the audio activity 1. b. Answer 5 questions and discuss with friends.
		C3		C6		3. A-3: Tell the story of a pregnant woman whose car broke down on the road, then give students the option (to help or not) and ask them to give their opinion on the reason.
A-4 A-5 A-6	Reading	C1	A-5 (b) (5W)	C4		1. A-4: Find the meaning of the words in the column.
		C2	A-4 (explain)	C5	A-5 (opinion) (b)	2. A-5: a. Make sentences using the words that are mentioned. b. Answer the 12 questions.
		C3	A-5 (apply) (a)	C6	A-6 (write)	3. A-6: Write the steps/procedure of how to edit a video.
A-7	Viewing	C1	A-7 (identify) (a) and (b)	C4		1. A-7:

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Activity Codes	Language Skills	Bloom's Revised Taxonomy (Cognitive Level)	Activity Descriptions
		A-7 (summarize) ©	a. Watch a public advertisement, following the clues mentioned. b. Answer the questions based on the activity a. c. Summarize the advertisement on the activity b.
A-8 A-9 A-10	Speaking	A-8 (recall) and A-9 (5W) A-10 (explain)	1. A-8: Practice the dialogue with a friend. 2. A-9: Answer the questions based on the dialogue in activity 8. 3. A-10: Describe the steps/procedure to make something.
A-11	Writing	C1, C2, C3	1. A-11: Make a procedure text about how to start a machine or tool.
A-12	Visual Representation	C1, C2, C3	1. Make a visual representation using drawing, mind mapping, or an infographic.
A-13 A-14 A-15 A-16 A-17	For Your Information (additional activities)	A-16 (choose) and A-17 (identify). A-13 (apply), A-14 (apply), A-15 (apply)	1. A-13: Fill in the blank with the correct imperatives. 2. A-14: Write two imperative sentences for each of the following imperative types. 3. A-15: Fill in the blank with the correct preposition. 4. A-16: Choose the correct preposition in each of the sentences. 5. A-17: Underline the preposition/s in each of the sentences and then give the total number.

Table 8. Percentage of Analysis

Skills	Total Activities	Cognitive Levels		Percentage Total
		LOTS	HOTS	
Listening	4	75%	25%	100%
Reading	4	60%	40%	100%
Viewing	3	100%	0%	100%
Speaking	3	100%	0%	100%
Writing	1	0%	100%	100%
Visual Representation	1	0%	100%	100%
For Your Information (additional activities)	5	100%	0%	100%

**Unit 5: Let's Share Your Arguments**  
Cognitive level analysis table in activities

Table 9. Analysis Result of Unit 5

Activity Codes	Language Skills	Bloom's Revised Taxonomy (Cognitive Level)		Activity Descriptions
		LOTS	HOTS	
A-1 A-2: a and b A-3	Listening	A-1 (list and find) and A-2 (a) (match) (b) (5W)	A-3 (Explain)	1. A-1: Listen to the audio, list the unfamiliar words, and also find the meanings. 2. A-2: a. Answer 5 questions (true or false) based on the audio activity 1.

						b. Answer 5 questions and discuss with friends.
						3. A-3: Explain about why we need to monitor air quality.
A-4	Reading	C1	A-6 (5W)	C4		1. A-4: Find the meaning of the words in the column.
A-5		C2	A-4 (explain)	C5	A-6 (opinion) and A-7 (opinion)	2. A-5: Make sentences using the words.
A-6						3. A-6: Answer the 12 questions based on the reading text in activity 3.
A-7		C3	A-5 (apply)	C6		4. A-7: Give an opinion on how to contribute to slow down the causes of climate change.
A-8	Viewing	C1	A-8 (5W) and A-9 (5W)	C4		1. A-8: Watch the documentary film about climate change and then fill in the table.
A-9		C2	A-10 (summarize)	C5		2. A-9: Answer the questions based on the documentary film in activity 9.
A-10		C3		C6		3. A-10: Summary about documentary film in activity 9.
A-11	Speaking	C1	A-11 (recall) and A-12 (5W)	C4		1. A-11: Practice the dialogue.
A-12		C2		C5		2. A-12: Answer the questions based on the dialogue in activity 11.
		C3		C6		
A-13	Writing	C1		C4		1. A-13: Make an argumentative text about the importance of saving energy.
		C2		C5		
		C3		C6	A-13 (create)	
A-14	Visual Representation	C1		C4		1. A-14: Make a visual presentation through drawing, mind mapping, or an infographic.
		C2		C5		
		C3		C6	A-14 (create)	
A-16	For Your Information (additional activities)	C1	A-17 (identify) and A-18 (identify)	C4		1. A-16: Fill in the blanks with suitable abstract nouns.
A-17		C2		C5		2. A-17: Underline the abstract nouns in the following sentences.
A-18						3. A-18: Underline the sentences if students find technical terms.
A-19		C3	A-16 (apply) and A-19 (apply)	C6		4. A-19: Write sentences using the following technical terms.

Table 10. Percentage Analysis

Skills	Total Activities	Cognitive Levels		Percentage Total
		LOTS	HOTS	
Listening	4	75%	25%	100%
Reading	4	60%	40%	100%
Viewing	3	100%	0%	100%
Speaking	3	100%	0%	100%
Writing	1	0%	100%	100%
Visual Representation	1	0%	100%	100%
For Your Information (additional activities)	5	100%	0%	100%

**Unit 6: Let's Discuss This Issue****Cognitive level analysis table in activities**

Table 11. Analysis Result of Unit 6

Activity Codes	Language Skills	Bloom's Revised Taxonomy (Cognitive Level)			Activity Descriptions
		LOTS		HOTS	
A-1 A-2: a and b A-3	Listening	C1	A-1 (list and find), A-2 (match) (a) and (b) (5W)	C4	1. A-1: Listen to the audio, list the unfamiliar words, and also find the meanings. 2. A-2: a. Answer 5 questions (true or false) based on the audio activity 1. b. Answer 5 questions and discuss with friends.
		C2 C3		C5 C6	
A-4 A-5 A-6 A-7	Reading	C1	A-6 (5W)	C4	1. A-4: Find the meaning of the words in the column. 2. A-5: Make sentences using the words mentioned. 3. A-6: Answer the questions based on the reading text in activity 4. 4. A-7: Discuss with a friend why you agree that watching films is a good medium for learning English and why your other friend does not.
		C2		C5	
			A-4 (explain)	A-6 (opinion) and A-7 (opinion, discuss, and write)	
		C3	A-5 (apply)	C6	
A-8 A-9 A-10	Viewing	C1	A-8 (5W) and A-9 (5W)	C4	1. A-8: Watch a seminar/meeting video that discusses something and answer the questions in the table. 2. A-9: Answer the questions based on the seminar/meeting that student watched in activity 8. 3. A-10: Make summary about seminar/meeting student watched in activity 8.
		C2	A10 (Summarize)	C5	
		C3		C6	
A-11 A-12 A-13	Speaking	C1	A-11 (recall) and A-12 (5W)	C4	1. A-11: Practice the dialogue with a friend. 2. A-12: Answer the questions based on the dialogue. 3. A-13: Choose an issue about the elimination of informatics engineering subjects and then explain the reason why they should be eliminated.
		C2		C5	
		C3		C6	
A-14	Writing	C1		C4	1. A-14: Make a discussion text about digital technology in education.
		C2 C3		C5 C6	
				A-14 (create)	
A-15	Visual Representation	C1		C4	1. A-15: Make a visual representation through drawing, mind mapping, or an infographic.
		C2		C5	
		C3		C6	
				A-15 (create)	
A-16 A-17	For Your Information	C1		C4	A-17 (analyze)

(additional activities)	C2	C5	1.	A-16: Write the missing word in each sentence by using the modal verbs in the box.
	C3	A-16 (apply)	C6	2.
				A-17: Combine the following sentences with suitable contrastive conjunctions like the example.

Table 12. Percentage Analysis

Skills	Total Activities	Cognitive Levels		Percentage Total
		LOTS	HOTS	
Listening	4	75%	25%	100%
Reading	4	60%	40%	100%
Viewing	3	100%	0%	100%
Speaking	3	66.7%	33.7%	100%
Writing	1	0%	100%	100%
Visual Representation	1	0%	100%	100%
For Your Information (additional activities)	5	50%	50%	100%

## Discussion

The discussion section explains the percentages in the second table for each unit, along with an explanation of their cognitive levels. In units 1, 2, 4, 5, and 6, the listening skills in each unit include 3 LOTS activities (answering 5W questions and making a list of unfamiliar words) that do not support students' critical thinking; however, in the fourth activity, students are asked to give their opinions or explain something in some detail to a classmate, which falls under HOTS. However, in Unit 3, all four listening activities involve LOTS because students are only asked to provide brief explanations. In Units 1, 2, 3, 4, 5, and 6, the reading skills in each unit include 3 activities that involve LOTS (explaining and applying given words to form questions), but activities 4 and 5 fall under HOTS because students are asked to discuss, analyze, share opinions with peers, and explain something in detail. In Units 1, 2, 3, 4, 5, and 6, as outlined in the table, it can be interpreted that "viewing" is a skill with 100% LOTS. This can be explained by the fact that students watch films, documentaries, seminars, and so on, and then answer questions such as "Where did the event take place? "What genre is the movie you watched? Who are the characters?" is not a question that fosters critical thinking, as students are only asked to observe the situations in what they see and watch, not a question that requires them to think.

In Units 1, 2, 3, 4, 5, and 6, writing and visual representation skills are the skills that incorporate HOTS. In the writing skill, students must create various types of texts, including captions, descriptive texts, advice, procedural texts, argumentative texts, and debate texts. In the visual representation skill, students must create mind maps or works such as posters related to the material they are studying, which they will then present. Both skills support students' critical thinking in producing these outcomes. In Units 1, 2, 3, 4, 5, and 6, there are also additional activities (FYI) that focus more on grammar, linguistics, and supplementary knowledge for students. However, the activities within these units are well-balanced in terms of their LOTS and HOTS cognitive levels. For activities classified as LOTS, these include completing sentences with correct grammar by applying the given words, identifying words, underlining the specified words in the activity instructions, and filling in the blanks. For activities classified as HOTS, these include rephrasing words, analyzing, and composing a text.

## CONCLUSION

In this study, LOTS dominated most activities, particularly in listening, watching, and speaking skills, while HOTS were more prevalent in writing and visual representation tasks. These productive tasks strongly support the development of creativity, synthesis, and the organization of ideas. Overall, the SPLASH textbook integrates LOTS and HOTS; however, their distribution is uneven across language skills. Receptive skills, particularly listening and watching, tend to focus on lower-order thinking, whereas productive skills, particularly writing and visual representation, promote higher-order thinking. Therefore, although this

textbook supports the development of higher-order thinking in certain areas, a greater integration of analytical and evaluative tasks into listening, watching, and speaking activities would enhance the development of critical thinking skills among vocational high school students. The implications of this research for the educational field can provide educators with insights regarding the SPLASH textbook for use in instruction aligned with students' vocational needs. Additionally, as a form of evaluation, authors can improve questions to better support students' critical thinking. This research can be continued by reanalyzing it in further studies, such as examining other activities or discussing activities at CEFR levels not yet addressed in this study.

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