



Redesigning English Learning Material in Application Letter Based on Bloom Taxonomy for the Twelve Grade Students

Liza Muharina Bayazid*
Meisuri

English Applied Linguistics Postgraduate Program Universitas Negeri Medan, Indonesia

* lizamuharinabayazid@gmail.com

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Abstract

The use of Bloom's taxonomy to form knowledge, comprehension, application, analysis, synthesis, evaluation, and creation in choosing the type of reading test was to consider the role of higher and lower-order thinking skills in redesigning English learning material in application letter in chapter 4 grade twelve in English textbooks. The conceptual aspects of the reader's mental and visual response to the purpose of reading comprehension needs were the ability to generate new thoughts, separate ideas into parts, and judge the values of ideas by using appropriate criteria based on the text. Using a developing research Borg and Gall (2007) has mentioned that Educational Research and Development is a process use to develop and validate educational products. By applying Bloom's taxonomy, English teachers were suggested to classify their instructional objectives and learning goals.

INTRODUCTION

In the eyes of the students, no textbook meant no objective. Without textbooks, the students felt their learning was not valued since a textbook could be used as a syllabus. A textbook provided ready-made teaching texts and learning tasks. In addition, the textbooks helped the teachers to provide an easier way to assign homework based on the activities (Ulm, 2022). Various English language tests were conducted to reveal the skill level of students around the world. The purpose of teaching general English was to develop students' communicative abilities and equip them to achieve different communication goals upon course completion. A majority of students were more concerned about passing exams and answering textbook-related questions. Based on this fact, the teachers should understand the test's purpose based on the Standard Proficiency (SK) and Basic Proficiency (KD) indicators. In addition, the teachers should ensure the questions are reliable and follow the question's structure to achieve the standard eligibility criteria (Krismadayanti & Zainil, 2022; Roohani et al., 2013).

Since a textbook could be a resource to reflect learning objectives and a source of ideas and activities in designing a lesson plan, thinking skills and reading comprehension were two interconnected skills since reading required the students to experience, predict, interpret, and evaluate information according to the reader's prior knowledge (Lopez-banuag, 2022). Most of the learning objectives in the textbook were to find main ideas, supporting ideas, hidden information, and specific information when the critical thinking and problem-solving skill were urgent to perform. Therefore, the teachers were responsible for equipping the students with reading assignments to clarify the meaning of written words (Fitriani & Kirana, 2021; Mae et al., 2022).

Regarding the importance of investigating cognitive knowledge and knowledge in English textbooks as a critical educational goal, the problems in this research were English teachers were generally not aware of different cognitive levels of reading comprehension questions. Most teachers were unfamiliar with the appropriate theoretical framework to generate questions at high levels of cognitions (Harun et al., 2022). On the other hand, the student's comprehension was not easily revealed and measured, so the teachers need to analyze English textbooks to acquire learning objectives in the curriculum. In other words, the students must be given high-order thinking levels in reading comprehension questions to enhance their comprehension of the reading texts (Dehham et al., 2022). Besides, the quality of reading comprehension outcomes could be seen from how well the students constructed, organized, and integrated the new information into their prior knowledge and experience as a mental process (Qodri et al., 2022).

Bloom's taxonomy was a guideline to easily create English lessons with clear objectives by asking specific questions to test the student's comprehension at every level of the language thinking process, from lower-order thinking to higher-order thinking skills. Besides, it allowed the teachers to see an integrative relationship between knowledge in the textbook and the cognitive process of learning objectives (Boeren & Iniguez-Berrozpe, 2022). The taxonomy could encourage the critical reading process by providing a framework for English teachers to plan various learning activities and strategies in using textbooks (Djallel, 2022). Below is the table of Bloom's taxonomy:

Table 1. Bloom's Taxonomy

| Level | The Cognitive Level | Definition |
|--------------|----------------------------|---|
| C1 | Remember | Focused on remembering and reciting learned information. |
| C2 | Comprehension | Focused on relating and organizing the information or the facts. |
| C3 | Application | Focused on applying information according to rules, methods, concepts, principles, or theories for a specific purpose. |
| C4 | Analysis | Focused on component parts of information, such as identifying the parts and analyzing the relationships between parts. |
| C5 | Evaluation | Focused on judging and making judgments based on the value of information for a given purpose. |
| C6 | Creation | Focused on assembling parts together to form the formula of new models or structures. |

The significance of this research was to increase English teachers' awareness of the different levels of cognition in reading comprehension questions that should be given to the students to develop their problem-solving skills for their future academics. It could construct the students' thinking as a guideline for English textbook developers to evaluate the content of English textbooks. A materials evaluation allowed the teachers to analyze their presuppositions about how language worked and to select teaching materials that met their needs.

METHODOLOGY

The Research Design of this study is a Research and Development. Borg and Gall (2007) has mentioned that Educational Research and Development is a process use to develop and validate educational products. Borg and Gall (2007: 571) define that the seven steps of the Research & Development (R & D) method are: (1) assess needs to identity goals, (2) conduct instructional analysis, (3) analyze learners and contexts, (4) write performance objectives, (5) develop assessment instruments, (6) develop instructional strategy, (7) develop and select instructional materials. This research used redesigning learning material in the chapter 4 in the twelve grade students based on six cognitive knowledge of Bloom's taxonomy, such as knowledge/remember, comprehension, analysis, application, evaluation, and creation.

RESULT AND DISCUSSION

Analysis Chapter 4 Do You Know How to Apply for a Job?

Kompetensi Dasar:

Setelah mempelajari Bab 4, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

3.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja, dengan memberi dan meminta informasi terkait jati diri dan latar belakang pendidikan/ pengalaman kerja, sesuai dengan konteks penggunaannya.

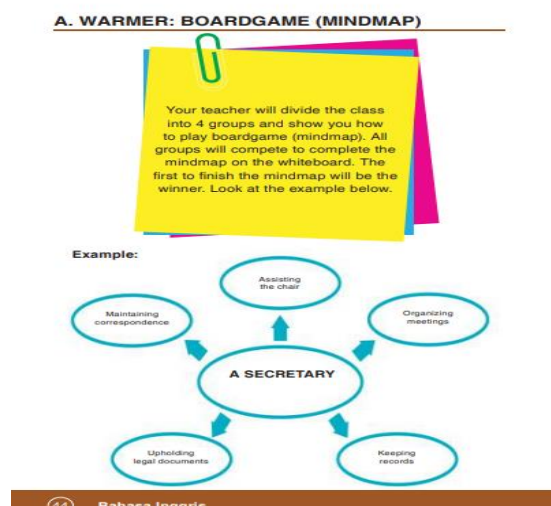
4.2.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat lamaran kerja yang memberikan informasi terkait jati diri dan latar belakang pendidikan/ pengalaman kerja.

4.2.2 Menyusun teks khusus surat lamaran kerja, yang memberikan informasi antara lain terkait jati diri dan latar belakang pendidikan/ pengalaman kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

From the analysis the textbook grade twelve in the chapter 4, the assessment showed that:

1. Warmer: Boardgame (Mindmap)

Your teacher will divide the class into 4 groups and show you how to play boardgame (mindmap). All groups will compete to complete the mindmap on the whiteboard. The first to finish the mindmap will be the winner. Look at the example below.



2. Vocabulary Builder

Match the English words on the left with the Indonesian equivalents on the right. Follow the example.

3. Pronunciation Practice

Listen and repeat after your teacher says the words below. Practice more to perfect your pronunciation.

4. Reading Comprehension

As you read, try to figure out the answers to the following questions. What is the type of the following text? Why do people write such text? Do you think that someday you will write a text like that? Do you know the names of the parts of the text marked by the numbers and the meaning of the words in *italics* in the text?

Task 2: Answer the questions.
Answer the following questions based on the text.

- To whom is the letter sent?
- Who wrote the application letter?
- What is the purpose of writing the letter?
- What position is being advertised?
- How did Lilis Handayani know the vacancy?
- What is Lilis' current position?
- What has her current position provided with?
- What other responsibilities does she have at the moment?
- Do you think that Lilis is confident about her competence? How do you know?
- Does Lilis indicate her willingness for an interview? Find the evidence from the text.

Task 3: Let's have some questioning activities.
Do you still have questions? Write down your questions and take turns asking and answering the questions with your partner. Compare your answers to your partner's. Identify relevant words (data) from the text to support your answers. If you're not sure, check the answers with the teachers.

E. VOCABULARY EXERCISES

Task: Complete these sentences.
As you already know the meaning of the (new) words in vocabulary builder, now use the following words to fill in the blanks. Consider the context of the sentences in choosing the right words.

| | | |
|---|---|------------------------------------|
| be suited requirement attached to | consideration qualification resume/CV | appear in order to colleague |
|---|---|------------------------------------|

- Siti still cannot hide her happiness because her investigation report about high school students' eating habit _____ on a regional newspaper yesterday.
- Butet frequently initiates speaking in English with her classmates because one of the _____ appearing in job vacancy advertisements in the Internet and newspapers require English fluency.
- Students of XII E class made a class pledge stating their commitment to stop bullying _____ create positive classroom atmosphere for every class member.
- I support Eva Tuarita to be the new head of our student association because she possesses all the _____ to be a good leader for us.
- Ratu Tita has written a letter addressed to the principal of our school asking permission not to attend classes for 2 days because she and I will join an English speech competition. _____ the letter is our completed application letter to join the event, which is also signed by our English teacher.
- As good _____, our teachers visited our English teacher who has been sick for a week. Some of us also went there together bringing her favorite fruit.
- Maya's calm personality is really _____ for her role as one of the school mediators that help conflicting students to achieve conflict resolution.
- Fighting? Never. Although Bejo is a great master in martial arts, he never takes fighting into his _____ in dealing with problems.
- Don't forget to attach your _____ in your application letter and don't forget to include all of the certificates of trainings you have attended.

Chapter 4 (51)

(52) Bahasa Inggris

5. Vocabulary Exercises

As you already know the meaning of the (new) words in vocabulary builder, now use the following words to fill in the blanks. Consider the context of the sentences in choosing the right words.

| A | B |
|--|--|
| <ul style="list-style-type: none"> • requirement • qualification • enclosed | <ul style="list-style-type: none"> • termuat di koran • terlampir • jenis keterampilan/kepribadian pengalaman yang membuat seseorang cocok untuk suatu pekerjaan tertentu |
| <ul style="list-style-type: none"> • colleagues • to appear • resume • consideration • be suited • in order to | <ul style="list-style-type: none"> • agar • persyaratan • kolega • pertimbangan • cocok untuk • daftar riwayat hidup/curriculum vitae (CV) |

C. PRONUNCIATION PRACTICE

Task: Listen and repeat after your teacher.
Listen and repeat after your teacher says the words below. Practice more to perfect your pronunciation.

1. to appear : /tu ə'piə/
2. be enclosed : /bi: ɪn'kloʊzd/
3. qualification : /f, kwɔ:tsfə 'keɪʃən/
4. in order to : /ɪn 'ɔ:rdə tu:/
5. requirement : /rɪ 'kwəɪzmənt/
6. colleagues : /'kɔ:lɪg/
7. consideration : /kən,sɪdə'reɪʃən/
8. be suited : /bi:su:td/
9. resume : /rɪ'zʊm/

D. READING COMPREHENSION

Task 1: Read the text carefully.

As you read, try to figure out the answers to the following questions. What is the type of the following text? Why do people write such text? Do you think that someday you will write a text like that? Do you know the names of the parts of the text marked by the numbers and the meaning of the words in *italics* in the text?

Lilis Handayani (1)
Jl. A. Yani 389
Surabaya, 65151
April 19, 2015

Mr. Frank Peterson, Personnel Manager (2)
Jeans and Co.
Jl. Raya Pandaan 186
Pandaan Pasuruan, Jawa Timur, 98502

Dear Mr. Peterson: (3)

(4) I am writing to you in response to your advertisement for a local branch manager newspaper appeared in the Jawa Pos on Sunday, June 15. As you can see from my enclosed *resume*, my experience and qualifications match this position's requirements.

(5) My current position, managing the local branch of a national shoe retailer, has provided the opportunity to work under a high-pressure, team environment, where it is essential to be able to work closely with my colleagues in order to meet sales deadlines. In addition to my responsibilities as manager, I also developed time management tools for staff using Access and Excel from Microsoft's Office Suite.

(6) Thank you for your time and consideration. I *look forward* to the opportunity to personally discuss why I am particularly *suited* for this position. Please call me after 4.00 p.m. to suggest a time we may meet. I can be reached via telephone number 031-858564 or by email at lilish@yahoo.com.

Sincerely, (7)
Lilis Handayani

6. Grammar Reviewer

Observe the italicized verbs. Look how the "to be" changes the verb.

F. GRAMMAR REVIEW

PASSIVE VOICE

Task 1: Read the following sentences.
Observe the italicized verbs. Look how the "to be" changes the verb.

1. I am particularly *suited* to this position.
2. I *can* also be reached by email.
3. The application letter *is written* by William Smith.
4. The programmer position *is advertised* in the Times Union.
5. Three references *are enclosed* in the application letter.
6. The application letter *was sent* three days ago.
7. Several positions *were offered* in yesterday's local newspaper.

Did you notice that in all the sentences you found **be** (*am, is, are, was, or were*) and **past participles** (*V-3*)? Those sentences are called **passive sentences**. Study the following examples to see how passive sentences are formed from active ones.

| Active Voice | Passive Voice |
|--|--|
| She <i>cleans</i> the room every day. | The room <i>is cleaned</i> every day. |
| He <i>is cleaning</i> the rooms right now. | The rooms <i>are being cleaned</i> right now. |
| She <i>cleaned</i> the room yesterday afternoon. | The room <i>was cleaned</i> yesterday afternoon. |

| | |
|--|---|
| The cleaning service <i>was cleaning</i> the rooms at 12.00 yesterday. | He <i>couldn't check in</i> at 12.00 noon yesterday because the rooms <i>were being cleaned</i> . |
| She <i>has cleaned</i> the room. | The room <i>has been cleaned</i> . |
| He <i>has cleaned</i> the rooms. | The rooms <i>have been cleaned</i> . |
| They <i>will clean</i> the rooms. | The rooms <i>will be cleaned</i> . |

Task 2: Do the exercise.

Change the following active sentences into passive.

1. He manages the local branch of a national shoe retailer.

2. The company has advertised the job opportunity in the national newspaper.

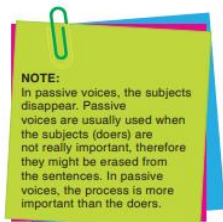
3. He developed time management tools for staff.

4. She will enclose her resume in the application letter.

5. Linda is writing an application letter for the position as a secretary.

7. Text Structure

These are the structures of application letters. Find an example of an application letter and try to identify its text structure.



G. TEXT STRUCTURE

- **Task 1:** Pay attention to the table below.
 ● These are the structures of application letters. Find an example of an application letter and try to identify its text structure.

| No. | Parts of the Application Letter |
|-----|--|
| 1 | Your address |
| 2 | The address of the company you are writing to. Use complete title and address; don't abbreviate. |
| 3 | Always make an effort to write directly to the person in charge of hiring. |
| 4 | Opening paragraph – Use this paragraph to specify which job you are applying for, or, if you are writing to inquire whether a job position is open, question the availability of an opening. |

| | |
|---|--|
| 5 | Middle paragraph(s)/body – This section should be used to highlight your work experience which most closely matches the desired job requirements presented in the job opening advertisement. Do not simply restate what is contained in your resume, but give strong reasons why you are suited to the position. |
| 6 | Closing paragraph – Use the closing paragraph to ensure action on the part of the reader. One possibility is to ask for an interview appointment time. Make it easy for the personnel department to contact you by providing your telephone number and email address. |
| 7 | Always sign the application letter. ("enclosure" indicates that you are enclosing your resume.) |

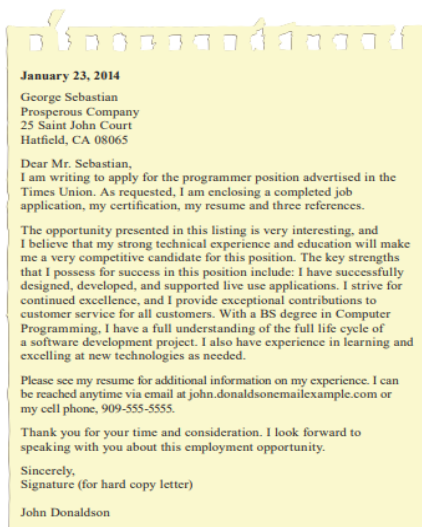
- **Task 2:** Read the text carefully.
 ● The following text is another example of an application letter. Read it carefully. Then, identify parts of the application letter by referring to the guiding questions below.

Guiding questions:

1. Which part indicates the address of the job applicant?
2. Which part indicates the address of the company the letter is sent to?
3. Which part indicates the person in charge?
4. Which part indicates the opening of the letter? What information is provided?
5. Which part contains any information that matches the position? What specific information is highlighted?
6. Which paragraph closes the application letter? What information is written in this part?
7. Where do you put your signature?
8. What do you need to consider in writing an application letter?

8. Writing

Here is a job vacancy appeared in a local newspaper today. Read the vacancy and consider whether you meet the qualification or not.



- **Task 3:** Let's work in pairs.
 ● Refer back to the comprehension questions under the application letter written by Lilis Handayani. Observe and study the questions carefully. In pairs, make comprehension questions based on the application letter written by John Donaldson. Then, compare your questions to the ones made by other pairs.

H. WRITING

- **Task 1:** Read the text carefully.
 ● Here is a job vacancy appeared in a local newspaper today. Read the vacancy and consider whether you meet the qualification or not.

VACANCY

Apika Plaza, a reputed and well-established showroom, is seeking to fulfill job vacancy from qualified, motivated, and experienced individuals.

If you think you have the confidence and the capability in you, then you are more than welcome to apply.

Position: Sales Executive

Qualifications:

- Bachelor's degree in any discipline
- Minimum 2 years of experience in a similar position
- Proficiency in both English and Indonesian
- Basic computer skills
- Charming personality and good interpersonal skills

9. REFLECTION

At the end of this chapter, ask yourself the following questions to know your learning progress

Roles and Responsibilities:

- Deal and negotiate with customers
- Respond to customers' queries about various products and services

Interested candidates should send their CV and scanned photograph to: Apika Plaza Ltd., Jl. A. Yani 25, Sukamakmur 65126
(Attn. Mr. Feliks Diansyah, Manager)

Task 2: Let's apply for a job.
Write an application letter to respond to the above job vacancy. Use these points about parts of application letters to help you.


1. Write your address.
2. Write the address of the company your application letter is sent to.
3. Write down the name of the person in charge.
4. Write down any necessary information in the opening of the letter.
5. Write down specific information to indicate that your capability matches the position.
6. Write down any necessary information in the closing.
7. Sign your application letter.

Task 3: Do the project individually.
Find another example of application letters in the Internet.
Analyze whether you can find the parts of application letters that you have learned. Exchange with friends.

I. REFLECTION

At the end of this chapter, ask yourself the following questions to know your learning progress.

1. Do you understand the purpose of an application letter?
2. Do you know what information appears in an application letter?
3. Do you know how to write an application letter?



Source: freepik.com

If your answer is "no" to one of these questions, see your teacher and discuss with him/her on how to make you understand and be able to write or talk about yourself better.

Redesigning evaluation and Assessment

Task 1: Read text carefully

As You read, try to figure out and analyse (C4) the answers to the folloing questions. What is the type of the following text? Why do people write such text? Do you think that someday you will write a text like that? Please write the name of parts of the application letter

| | |
|--|-----|
| Lilis Handayani Jl. A. Yani 389 Surabaya, 65151 April 19, 2015 | (1) |
| Mr. Frank Peterson, Personnel Manager Jeans and Co. Jl. Raya Pandaan 186 Pandaan Pasuruan, Jawa Timur, 98502 | (2) |
| Dear Mr. Peterson: (4) I am writing to you in response to your advertisement for a local branch manager newspaper <i>appeared</i> in the Jawa Pos on Sunday, June 15. As you can see from my <i>enclosed resume</i> , my experience and <i>qualifications</i> match this position's requirements. | (3) |
| (5) My current position, managing the local branch of a national shoe <i>retailer</i> , has provided the opportunity to work under a high-pressure, team environment, where it is essential to be able to work closely with my colleagues <i>in order to</i> meet sales deadlines. In addition to my responsibilities as manager, I also developed time management tools for staff using Access and Excel from Microsoft's Office Suite. | |
| (6) Thank you for your time and consideration. I <i>look forward to</i> the opportunity to personally discuss why I am particularly <i>suited</i> for this position. Please call me after 4.00 p.m. to suggest a time we may meet. I can be reached via telephone number 031-858564 or by email at lilis@yahoo.com. | |
| Sincerely, Lilis Handayani | (7) |

Task 2:

After studying and analyzing application letters. Create a job application letter and resume. Then evaluate with your classmate. Create a writing format according to the actual job application letter and resume. You can use the Canva application in this assignment

Task 3:

After making a complete job application letter and resume. Make a transcript of the job application interview. you can do it with your classmate. For this task make it as good and as confident as possible. you can wear a costume to get into the role. after that you can upload it to the class YouTube.

Rubric of Assessment

| No. | Aspects | 1 | 2 | 3 | 4 | 5 |
|------------|-----------------------|----------|----------|----------|----------|----------|
| 1 | Vocabulary | | | | | |
| 2 | Body language | | | | | |
| 3 | Sentence Structure | | | | | |
| 4 | Intonation | | | | | |
| 5 | Creativity | | | | | |
| 6 | Presentation in Class | | | | | |
| 7 | Use of technology | | | | | |
| 8 | Grammar | | | | | |
| 9 | Originality | | | | | |
| 10 | Active | | | | | |
| Total | | | | | | |

CONCLUSION

The relevance of Bloom's taxonomy in reading comprehension materials to improve the learning process. The alignment could be taken from the relevance of objectives, activities, and questions. This research could be the best guideline to decrease the gap between teachers' goals and the objectives they used in a reading comprehension test. It could help teachers to design more effective questions. Several suggestions were drawn regarding the use of Bloom's taxonomy. First,

it was important for English teachers to consider all levels of Bloom's Taxonomy, such as knowledge, comprehension, application, analysis, synthesis, evaluation, and creation. Second, wh-questions that only dealt with factual information should be modified and developed to organize, integrate, and evaluate ideas. Third, it was suggested that English teachers measure higher-order thinking skills and facilitate students' metacognition using various questions. Fourth, Bloom's taxonomy could be used to classify instructional objectives and goals. Future research should revise the available materials and take a wide range of reading comprehension questions into high-order thinking skills. Future studies should evaluate the presentation of Bloom's taxonomy in English language teaching materials, such as speaking, listening, or writing to demonstrate the value of revision in English textbooks when it could be used on a larger national scale in teaching and learning process. Moreover, the students' perspectives could be elicited and reviewed for revising the existing English language materials.

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