

**AN ANALYSIS OF LEVEL QUESTIONS IN READING EXERCISES
OF STUDENTS ENGLISH TEXTBOOK GRADE X
BASED ON REVISED BLOOM'S TAXONOMY**

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ABSTRACT

The objective of this research was to analyze the level of questions in reading exercises of students English Textbook grade X based on Revision Bloom's Taxonomy. This study would be a descriptive study, which analyze the reading exercises in English for Senior High School Grade X textbook published by Masmedia in 2017 based on the cognitive domain of Bloom's Taxonomy. The dominant design of this research would be Qualitative method. The data would be collected by using checklist. For collecting data there are four steps, selecting, classifying, coding and the last, the result of the checklist show the percentage of reading question which are referring to the cognitive domain. The findings of this research was the questions in the textbook did not cover all of the cognitive levels which consist of remembering, understanding, applying, analyzing, evaluating and creating. There was no question belong to creating. Cognitive levels found in the textbook were as follows: remembering got 75 questions out of 115 questions or 65,21%. Understanding level question obtained 14 questions out of 115 questions or 12,17%. Applying level obtained 1 items out of 115 questions or 0,86%. Analyzing level obtained 21 questions out of 115 questions or 18,26%. Evaluating level obtained 2 items out of 115 questions or 1,7% and there was 2 questions belong to creating level out of 115 questions that put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure.

Key words: Revision Bloom's Taxonomy, Reading Exercises, English Textbook

I. Introduction

The goal of teaching English is a very important because English is a language that needs to be learned because it becomes the primary language of communication. It is spoken by millions of people all over the world. In Indonesia, English is adopted as the foreign language. It involves into education curriculum as local content for elementary school, as a compulsory subject for Junior and Senior High School up to higher education institution. So, without a clear goal, English teachers cannot facilitate students to achieve a clear target. Therefore, the goal of teaching English must be set rationally and clearly based on the student's level such as Junior High School and Senior High School. If the goal cannot be achieved, it means the target fails and the teachers cannot change students through failed process.

One component that is needed in order to reach the goal of teaching and learning are materials. There are so many learning sources that can be used to help teachers and student in the teaching and learning process. Teaching and learning materials can be presented in form of textbook, workbooks, and hand-outs. The teaching materials, which are presented in those forms, usually contain material combination from some different resources but supporting each other in a unit. In teaching and learning process, the teacher has to develop the student competence. The teacher needs to know the students' ability in mastering the material given. The teacher also needs to discover which parts of materials that the students find their strengths and weakness. To find out those things, the teacher has to design the instructional materials and many activities for the students.

English textbook is the most commonly resource and material used in English language teaching process. It plays important role EFL classroom because it provides beneficial guidance and covers the materials that teachers need to deliver. By using textbook teachers and students knew easily what lesson will be learn so that they can make preparation related to the materials before they come

to class. In English textbook, reading is a crucial part that stimulates thinking skills. An effective English textbook must have relevant reading perhaps followed by exercises and questions. Besides, those questions assist students reading comprehension about what they read. By answering the question, students should think critically and use different level of thinking order to get whole comprehension.

Textbooks should be related to all teaching activities, such as in making test items. It is supported by Fullan in Lamie (1999) who stated that an approval textbook might easily become the curriculum in the classroom, yet fails to incorporate significant features of the policy or goals that is supposed to address. An English teacher must synchronize the material in textbooks with the goal of teaching English to make it works in line. Dependence on the textbooks may distract attention from behaviour and educational beliefs crucial to the achievement of desired outcomes. However, there are some criteria of a good textbook that a teacher should consider. According to Harmer (1983: 219) a good textbook often contain lively and interesting material; it provides a sensible progression of language items, clearly showing what has to be learnt and in some cases, summarizing what has been studied so that students can revise grammatical and functional points that they have been concentrating. Those criteria are useful to produce qualified students who can achieve the target in teaching plan.

II. Theoretical Review

2.1. Textbook

Textbook is used as a main reference for teachers and learners in teaching and learning process. Furthermore, the government of Indonesia has also stated in the article 3 of Permendiknas (2005) that textbooks for every single major of education that used in every level of education are chosen from

recommended textbooks of Badan Nasional Standar Pendidikan (BNSP). Based on guideline for approval of textbook by ministry of education Ontario (2006) that textbook is a comprehensive learning resource which in many form like electronic form, combination of print, and non-print material to support in substantial curriculum.

2.2. Reading Skill

Reading skill is one of four language skills in English. Reading is a set of skill that involves making sense and deriving meaning from the printed Word. Reading skills are useful for learners to comprehend information from a source and transfer the information as detail as they read. Reading material is not only in form of the text, but also in form of pictures or symbols that have a meaning. Teaching reading skill cannot be separated from the other skill in English. It is supported by Brown (2007) who stated that reading ability would be developed best in association with writing, listening, and speaking activities. Combination of those skills will develop reading comprehension that has complex parts such as macro and micro skills.

2.3. Form of Reading Question

Richard & Schmidt (2002) define question as an utterance that is addressed to a listener/reader and asks for an expression of fact, opinion, belief, etc. So from the definition, question is aimed to finding information. There are four classified forms that comprehension questions may take to stimulate students' understanding of texts:

- Yes/No Questions

Yes/no questions are simply questions that can be answered with either yes/or. This is a common form of comprehension question, but it has the drawback of allowing the student a 50 % chance of guessing the correct answer.

- True or False

Questions may also take the form of true or false. While true or false questions are found frequently in commercially available materials, there is a potential danger in relying exclusively on them. True or false questions are difficult to prepare. The false answers must be carefully designed so as to exploit potential misunderstandings of the text.

- WH Questions

Also known as constituent questions or information questions. It begins with a WH word such as What, Where, When, Who, Why and How. WH questions are often used to help students to go beyond a literal understanding of the text. As beginning and intermediate readers are often reluctant to do this, using WH questions can be very helpful in aiding student to become interactive readers.

- Multiple Choice

Multiple choice questions are based on other forms of questions. Generally, this form of question only has one correct answer when dealing with literal comprehension.

2.4. Bloom's Taxonomy

Bloom's Taxonomy was created in 1956 under the leadership of educational psychologist Dr Benjamin Bloom in order to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning). It is most often used when designing educational, training, and learning processes.

Bloom's model consists of six levels, with the three lower levels (knowledge, comprehension, and application) being more basic than the higher levels (analysis, synthesis, and evaluation).

During the 1990's, a former student of Bloom's, Lorin Anderson, led a new assembly that met for updating the taxonomy, hoping to add relevance for 21st

century students and teachers. Like the original former group, they were also worked hard in their pursuit of learning, spending six years to finalize their work.

The revision includes several significant changes and Published in 2001. Several excellent sources are available which detail the revisions and reasons for the changes. There was a significant question why the original taxonomy needs to be revised? There were two reasons to revise the original taxonomy.

First, Rohwer at al in Anderson and Krathwohl (2001) stated there is a need to redirecting the focus of educators to the taxonomy, not only as historical document but also as pioneer of incredible masterpiece in the its age. According to Anderson and Krathwohl (2001) there is still a lot of important ideas in original taxonomy related to the modern educators which are still facing educational problems such as design and application of appropriate program, standard curriculum and authentic assessment.

The second reason, there is a need to combine new thoughts and knowledge in a framework categories of educational objectives. The world society has changed since 1956, and the changes affected the way of thinking and educational practice. The rapid progress development of knowledge supports the necessity to revise the taxonomy. The changes occur in three broad categories: terminology, structure, and emphasis.

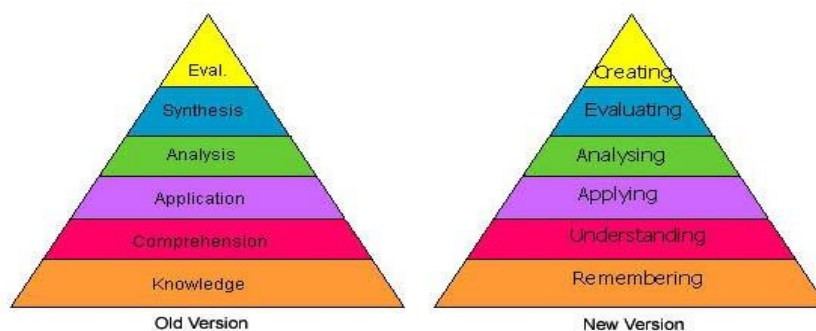


Figure 2.1 The Differences of Bloom's Taxonomy and Revised Bloom's Taxonomy.

The first thing most people recognize is the different terminology. The revised version changes the names of each of the six levels. For example, the lowest level of the original, “knowledge’ was renamed and classified as “remembering”. It is also important to note the change from nouns to verbs to describe the different levels of the taxonomy. The names of the major cognitive process categories were changed to indicate action because thinking implies active engagements. Knowledge is an outcome or product of thinking, it is not a form of thinking.

III. Research Methodology

This study would be a descriptive study, which analyse the reading exercises in English Textbook for Senior High School Grade X published by Masmedia based on the cognitive domain of Bloom’s Taxonomy. Nawawi and Martini (1994) stated that descriptive method as procedure to solve the problem through describing object of the research based on fact finding.

The dominant design of this research would be Qualitative method. Qualitative method is research method which is use to investigate a natural object and stresses on meaning or purpose (Sugiyono, 2007). The research investigated the components cognitive processes of exercises in the textbook. Furthermore, this research would use qualitative method.

IV. Results and Discussion

Having the data been collected, they were analyzed by using the cognitive dimension process. The reading exercises consisted of 115 questions. Then the reading exercises items were analyzed based on levels of Revised of Bloom’s Taxonomy as the parameter of the research. It was supposed to get the problem of this research whether has been applies big proportion of high order thinking skills questions or not. It was found that the extent of reading exercises were not applied to the proportion for each level of education based Revised Bloom’s Taxonomy

Finally, by knowing the distribution of the cognitive domain levels in every reading question, the writer hopes to know the extent of reading exercises in English for Senior High School Grade X in the six levels. The following table is the table that consists of the column for the list of the questions.

Table 4.2. Cognitive Dimensions Distribution in the textbook

Total Reading Questions	Cognitive Dimensions					
	C1	C2	C3	C4	C5	C6
115	75	14	1	21	2	2

There are 115 reading questions which analyzed in the English for Senior High School grade X textbook. It was found in table 4.1 that the most dominant until the less dominant are remembering, analyzing, understanding, evaluating, creating and applying.

Table 4.3 The distribution of Low Order Thinking Skills Questions

No	Cognitive Dimension Level	Frequencies	Percentage
1	Remembering	75	65,21%
2	Understanding	14	12,17%
3	Applying	1	0,86%
	Total	90	78,26%

Table 4.4 The distribution of High Order Thinking Skills Questions

No	Cognitive Dimension Level	Frequencies	Percentage
1	Analyzing	21	18,26%
2	Evaluating	2	1,7%
3	Creating	2	1,7%
	Total	25	21,73%

There are 75 reading questions for remembering cognitive dimensions which means the reading questions are aimed at retrieving knowledge that is consistent with presented material. The objective of the reading questions is to memorize by highlighting the answers of reading questions. It was found 21 reading questions for analyzing cognitive dimension, which means the reading questions are aimed at breaking materials into parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing and distributing. The questions demand the students to analyze the text they were studying.

Next, it was found 14 reading questions understanding cognitive dimension, which means the reading questions are aimed constructing meaning from instructional messages, including oral, written, and graphic communication. The objectives of the reading questions are to understand and explain by paraphrasing, summarizing, explaining and constructing the cause and effect.

Then, it was found 1 reading questions applying cognitive dimension, which is carrying out or using a procedure through executing or implementing. The questions demand the students to apply the texts they are studying. It was found 2 reading questions evaluating cognitive dimension, which means the reading questions are aimed making judgments based on criteria and standard through checking and critiquing.

There are six cognitive levels and those six domains are divided into lower order thinking level (remembering, understanding and applying) and higher order thinking level (analyzing, evaluating and creating). After analyzed the distribution of the cognitive domain in every reading questions, the writer hopes to know the distribution of the lower and higher order thinking skill in the reading exercises. To found the distribution of the lower and higher order thinking skill in the reading exercises.

V. Conclusions and Suggestions

5.1. Conclusion

After analysing the data and elaborate the findings, conclusions are as follow:

1. The most dominant level questions in the textbook is Remembering with 75 items out of 115 question or 65,21 %.
2. The questions in the textbook did not cover all of the cognitive levels which consist of remembering, understanding, applying, analyzing, evaluating and creating. There was no question belong to creating.

5.2. Suggestion

The writer made some suggestions as following :

1. The English teacher should be aware in choosing and selecting a good textbook, especially to be aware of cognitive levels of Revised Bloom's Taxonomy to make good questions in teaching learning process.
2. The textbook authors may use the findings as considerations to revise the reading questions. They should write reading questions which lead the students to reach meaningful learning other than learning outcomes. They also should write the questions that needed by students to improve their critical thinking skills because there are so many questions in National Examination that is high level questions so it is hope that the authors can improve the level of question in the textbook.

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