

**BLOOM'S TAXONOMY ON READING EXERCISES IN ENGLISH TEXTBOOK
" BAHASA INGGRIS" FOR GRADE TEN SENIOR HIGH SCHOOL STUDENTS**

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ARTIKEL

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**BLOOM’S TAXONOMY ON READING EXERCISES IN ENGLISH TEXTBOOK
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ABSTRACT

Theresia,Chintia. Registration Number: 216121006. Bloom’s Taxonomy on Reading Exercises in English Textbook “Bahasa Inggris” for Grade Ten Senior High School. A Thesis, English Education Study Program, Faculty of Languages and Arts,Universitas Negeri Medan,2020.

The purpose of this study was to find the types of reading exercises and the distribution of Bloom’s Taxonomy in cognitive domain in the third revision of English Textbook for grade ten Senior High School students published by Pusat Perbukuan dan Kurikulum . Based on Revised version of Bloom’s Taxonomy (2001) there are 3 domain in Bloom Taxonomy such as the cognitive domain, affective domain and psychomotor domain. This study focused on cognitive domain. There are six level of cognitive domain; remember, understand, apply, analyze, evaluate and create. Based on Heaton Theory, there are 5 types of reading exercises. Namely, matching test, true false, multiple choice, completion item, and open ended. This study used the qualitative method to solve the problems. The data of this study were taken from 172 questions from 30 reading exercises. For collecting the data this study used one technique, that is documentation. Analysis technique used which were data reduction, data displays and conclusion drawing/ verification. The finding of this study are there are 43% for remember, 32% for understand, 5% for apply, 15% for analyze, 3 % for evaluate, and 2 % for create. There are 3 of 5 types of question used in this textbook.

Keywords : Bloom’s Taxonomy, Cognitive Domain, Questions, Reading,

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INTRODUCTION

Textbook is one of the learning sources in the classroom. A textbook usually provides appropriate ideas, exercises and activities to the subject matter (Jobrack: 2012). Depdiknas (2004) defines a textbook as a set compilation of teaching material which is methodically arranged by the authors in order to follow the current curriculum. The textbook plays an important role in providing materials for the teacher and students.

In the textbook, there are a lot of questions. Questions lead the students to the comprehension. They help the students focus on the case and reactive what it is known by the students. Questions are

important to stimulate the students in the classroom. Tofade (2013) states that question are often used to stimulate the recall of prior knowledge, promote comprehension, and built critical thinking skills.

In learning English, there are four skills we need to master such as listening, speaking, reading and writing. Reading skill becomes one of the important skills in learning English, because the success of people's study will depend on their ability to read. Reading is process to get information and to understand the meaning of the text. Reading enhances individual knowledge. It increases academic knowledge, expands the general culture, and provides socialization.

In assessing the reading skills of the students, the teacher can use the reading question given in the textbook. The questions usually contain a series of detailed information which can be found in the reading passage. The teachers can check the students' comprehension about the text since reading question function as a tool to stimulate the students thinking about the content of the text.

In developing the reading skills, they must be supported by appropriate exercise. The types of reading exercises are needed in the variation of learning for the students. According to the J.B Heaton, the types of reading exercises are matching test, true false, multiple choice, completion item, and open ended.

According to Revised Bloom's Taxonomy (Anderson and Krathwohl: 2001) cognitive domains are divided into two ; firstly Lower Order Thinking skills (LOTS) consisting of three level indicators, namely ; Remember (C1), Understand (C2), and Apply (C3) and High Order Thinking Skills (HOTS) consist of the top three domains in the cognitive skills ; Analyze (C4) , Evaluate (C5) and Create (C6) . LOTS and HOTS are interrelated entities. In learning process, the students required to mastering the lower order thinking skills as a basis of learning. Process in learning is continued with the next level of thinking, students learning process does not stop at lower order thinking skills (LOTS). HOTS in learning process could improve student's ability in critical thinking skill to evaluate information, having the higher order thinking in the social life. It emphasizes students to have the ability to analyze, evaluate, and create an idea related to problems faced in real life.

However, a study reported that instead of concerning on developing HOTS based item, Lower Order Thinking Skills (LOTS) are the main concern on reading comprehension question in English Textbook (Ilna:2016). The study revealed that reading comprehension question in English Textbook for grade ten students in Senior High School consists of 24% for HOTS.

As the preliminary data, the researcher observed the English textbook entitled "Bahasa Inggris" for grade X written by Utami Widiati, Zuliati Rohmah, and Furaidah. It is published by Pusat Kurikulum dan Perbukuan. The textbook is based on curriculum revised version. From the textbook page 72, which

a title of the text is “Visiting Niagara Falls” . Based on the preliminary data, it was found that all of those reading question which comprise of 10 questions belong to remembering level (C1). The question have been categorized as remembering because they are suitable to the verbs of objectives of remembering level (choose, describe, define, label, identify, list, locate, match, memorize, name, omit, recite, recognize, select, state).

Based on explanation above, this research aimed at analyzing the level of the reading exercises based on Bloom’s Taxonomy in English Textbook “ Bahasa Inggris “ for grade Ten Senior High School students.

REVIEW OF LITERATURE

1. Textbook

A textbook plays an important role in teaching and learning process. Although some of the teachers use textbooks as an additional material, textbook help teachers in teaching and learning process. A textbook usually provides appropriate ideas, exercises, and activities related to the subject matter. Depdiknas (2004) defines a textbook as a set of compilation of teaching materials which are methodically arranged by the authors in order to follow the current curriculum. In the other words, a textbook is a set of teaching learning instruction which contains lessons, skills, and coherent or continuity topics that are written or arranged by author in order to follow the current curriculum that carry out teachers’ and students’ needs.

2. Reading

There are four major skills in English such as listening, speaking, writing, and reading. Reading is one of the important skills, which has to be mastered by the learners. According to Urquhart and Weir (1998,p. 22) reading as the process of receiving and interpreting information encoded in language form via the medium of print.

The main purpose of reading is to understand and comprehend the communication between the writer and the reader. It is about understanding or comprehending the text. The reader has to know the writer’s purpose in writing text. If the reader comprehends the text, whatever their expectation in reading, they would be success in the reading activity.

3. Types of Reading Exercises

Learning English is to develop four language skills; listening, reading, writing, and speaking. And they must be supported by appropriate exercise. According to J.B Heaton (1989), kinds of reading exercises are:

1. Matching

Matching is concerns with the word and sentence recognition. It tests the students' ability to differ the words which have the same spelling. This item are used to develop word recognition tests.

2. True/ False Reading

True/ false is one of the most used tests of reading comprehension because the scoring of this type is quick and reliable with the reading comprehension. The items can also be constructed easily and quickly. It consists of some statements about the text and students have to analyze whether the statement is true or false. It can encourage students to guess since they have 50 percent of chance of choosing correct answer for question.

3. Multiple Choice Item

Multiple choice items are usually found in reading comprehension and asks the students to choose the best answer related to the text. One question usually has four or five optional answers, only one answer is true.

4. Completion Items

Completion items measure recall rather that recognition. In this item, the students usually supply a word or short phrase with blank filling test. The deletion words are selected subjectively, depending on exactly what aspect is intended. This test requires the ability to understand context and vocabulary in order to identify the correct word in deleted passage.

5. Open-Ended

Open-ended items refer to questions which need completely subjective response from students. The response needed may be in the form of a word to one or two sentences. In open-ended item, there are also questions which need answer in the form of sentence. The Open Ended Question divided into two, The short answer question, and long answer question

4. Bloom's Taxonomy

In 2001, Bloom's students, Anderson and Krathwohl proposed a revised version of cognitive domain (Krathwohl;2002: 12). The cognitive process dimensions classify from simple to complex. The cognitive level of Bloom's Taxonomy : Remember, Understand, Apply, Analyze, Evaluate and Create.

Table 1 : Structure of the Cognitive Domain of the Revised Bloom's Taxonomy

No	Cognitive Level	Cognitive Process	Definition
1	Remember	Recognizing, recalling, identifying, retrieving	Located the knowledge in the long term memory that is consistent with presented material, retrieving relevant knowledge from long term memory.
2	Understand	Interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining.	Construct meaning from instructional messages, including oral, written, and graphic communication
3	Apply	Executing, implementing	Applying a procedure to a familiar task
4	Analyze	Differentiating, Organizing, Attributing	Break materials into its constituent parts and determine how the parts and determine how the parts relate to one another and to an overall structure or purpose.
5	Evaluate	Checking, critiquing	Make judgment based on criteria and standards.
6	Create	Generating, planning, producing	Put elements together to form a coherent and functional whole; reorganize elements into a new pattern or structure.

RESEARCH METHODOLOGY

This study conducted by using the qualitative research. Qualitative research is scientific method of observation to gather non-numerical data, while focusing on meaning-making. The types of qualitative research that used in this research is content analysis method because the researcher analyzes the content of the textbook. According to Chelimsky (1989), "content analysis is a set of procedures for collecting and

organizing information in a standardized format that allow analysts to make inferences about the characteristic and meaning of written and other recorded material.

In this research, the researcher used documentation to collect the data. The researcher used the classification table (appendix 2). The researcher collected the data and listed all of the essay question of the reading exercises that come after every reading text. The writer divided all the reading exercises based on the chapter in the textbook. The classification table used to put all of the essay questions from the reading exercises.

In qualitative research, the technique of analysis the data was directed to answer the research problem (Miles, Huberman, and Cresswell: 2014). They divided the process of analysis into three phases, consisting of data reduction, data displays and conclusion drawing/ verification. Data Reduction is the process of sorting, focusing, simplifying, abstracting, and transforming of the raw data. Data reduction occurs continuously during the process of conducting qualitative research. Data Display, the data can be displayed in the form of table, graphic, pictogram, or other equivalent of them. By displaying the data, the researcher will easy to understand and to analyze what was happening with the data presented. Conclusion drawing/ verification, is the last step in analysis the qualitative data. After doing the analysis of the reading exercises in the English textbook, the researcher obtained the clear information of the research.

DATA, FINDINGS AND DISCUSSION

The Data

Data are the individual units of information. Data can be numbers, images, words, figures, facts, or ideas (Siyoto: 2015). The data of the research is any information that has been collected, observed, generated, or created to validate original research findings. In this research the data were the question of reading exercises in English textbook “Bahasa Inggris” published by Pusat Perbukuan and Kurikulum, Kemendikbud.

There are 14 chapters in this textbook. Only 12 chapters that have the Reading Text. From 12 chapters , there are 30 reading exercises that consists of 172 questions. The researcher collected all the reading exercises and categorized the questions and analyzed in order to answer the questions, such as the types of question in reading exercises and the distribution of the Bloom’s taxonomy in cognitive domain in this textbook.

Research Finding

1. The Types of Reading Exercises

From 14 Chapters, there are 30 reading exercises in “Bahasa Inggris” for grade X Textbook. In the 30 exercises, there are 172 questions.

The distribution of question on reading exercises based on the types of reading exercises are drawn in the table below.

Table 2: Distribution of the types of Reading Exercises

No	Types of Reading Exercises	Total	The Percentage
1	Matching test	1	0,5%
2	True/ False	0	0%
3	Multiple Choice	0	0%
4	Completion Item	3	1,5%
5	Open Ended	168	98%

Based on research finding above, the result of reading exercises analysis shows that from 172 questions. There are 168 questions in open ended question, 3 questions in completion item, and 1 question in matching test. From this results show that all the type of reading exercises are not covered in “Bahasa Inggris” English Textbook for grade ten because there is no true false question and multiple choice item tests. The most dominant types of reading exercises is open ended. The percentage of open ended is 98%.

2. The Distribution of Cognitive Domain Based on Bloom’s Taxonomy

In Revised edition of Bloom’s Taxonomy, there are six cognitive domains. Those six domains are divided into lower order thinking skills (LOTS) and higher order thinking skills (HOTS). LOTS are remember, understand, apply, and HOTS are analyze, evaluate, and create.

The distribution of cognitive domains in reading exercises in “Bahasa Inggris” English textbook for grade ten are explain by the following table.

Table 3 : The Distribution of Cognitive Domain

No	Cognitive domains		Total	The Percentage
1	Remember	Lower Order Thinking Skills (LOTS)	74	43%
2	Understand		55	32%
3	Apply		8	5%
4	Analyze		26	15%

5	Evaluate	Higher Order Thinking Skills (HOTS)	5	3%
6	Create		4	2%

The distribution of cognitive domain in percentage are ; 43% for remember, 32% for understand, 5 % for apply, 15% for analyze, 3 % for evaluate, and 2 % for create. The percentage of lower order thinking skills in this textbook is 80% and the percentage of higher order thinking skills is 20% . The results show that all the cognitive domain is covered and the most dominant level is remember.

Discussion

The findings of this study revealed English Textbook “Bahasa Inggris” applied all the cognitive level of Bloom’s Taxonomy. The first level of remember was 43%. It became the most frequent Bloom’s taxonomy level used in reading comprehension questions. Meanwhile, the second level of understand is 32% followed by analyze 15%, Apply 8%, Evaluate 3% and create 2%. In other words, it can be concluded that the most frequently level appeared Remember and Understand. Besides that, the least level occurred analyze and apply.

Moreover, the existence of lower order thinking skills, the total number remember, understand, and apply. The total amount is 83%. And in the other hand, the total number of Higher order thinking skills from analyze, evaluate and create is 17%. Therefore, it can be concluded that the reading comprehension questions in this textbook dominated by lower order thinking skills and only small number of questions reflected higher order thinking skills.

Actually, this finding was not surprising. Even it supported a study conducted by Faradina Ilna (2016) that stated the English textbook question had low percentage of HOTS and high percentage of LOTS. In line with Valdev Singh R.K stated that most reading comprehension question need further revision in order to achieve the standards of HOTS. Moreover, reading comprehension question in this study mostly concern of lower order thinking skills that dominated in remember level in which the students tended to answer the questions by remembering and recalling about the fact, time, date, or place in reading text.

From the finding above, the researcher can conclude that the importance of higher order thinking skills is not properly treated and practiced in this book. Meanwhile, this book is the third revision of English Textbook published by Kemendikbud.

CONCLUSION AND SUGGESTION

Conclusions

Based on the analysis in “Bahasa Inggris” an English Textbook for grade ten senior high school students, the third revised book published by Pusat Kurikulum dan Perbukuan, the researcher concludes that:

1. The types of reading exercises in this textbook were matching test, completion items, and open ended. There is 1 question in matching test, 3 questions in completion item, and 168 questions in open ended questions. From the results show that all the type of reading exercises are not covered in “Bahasa Inggris” English Textbook for grade ten because there is no true false question and multiple choice item tests. The most dominant types of reading exercises is open ended. The percentage of open ended is 98% which consists of short answer question and long answer question.
2. The distribution of cognitive domains in revised version of Bloom’s Taxonomy : 74 questions or 43% for remember, 56 questions or 32% for understand, 26 questions or 15% for analyze, 8 questions or 5 % for apply, 5 questions or 3% for evaluate, and 4 questions or 2 % for create. The percentage of Lower Order Thinking Skills is 80% and 20% percentage for Higher Order Thinking Skills. The lower order thinking skills is the most dominant level in reading exercises.

Suggestions

Related to the study which has been discussed in this study, the researcher would like to present some suggestion:

The English Teacher

Teacher should choose the textbook that covers all types of reading exercises and the new version of Bloom’s Taxonomy especially in cognitive domains. Teacher can also construct and modify the question items on reading comprehension by including level of analyze, evaluate, and create, which are the higher order thinking skills while teaching in classroom that can encourage students to think critically.

The Author and Publisher

The Author and Publisher of English Textbook must develop textbooks that foster the types of reading exercises and higher order thinking skills when writing the textbooks for senior high school students. Considering most of senior high school students graduate pursue the study on higher institution level, they are supposed to be good at English,

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