



Analisis Soal Membaca pada Buku Ajar Bahasa Inggris berjudul berdasarkan Taksonomi Bloom

Analysis of Reading Problems in the English Textbook entitled based on Bloom's Taxonomy

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mendapatkan bukti empiris mengenai tingkat dominan apa saja dari enam tingkat domain kognitif Taksonomi Bloom yang direvisi pada pertanyaan uraian yang terdapat dari setiap teks bacaan dalam buku ajar Bahasa Inggris berjudul "Bahasa Inggris untuk SMA/MA, SMK/MAK Kelas X". Dalam penelitian ini, peneliti menerapkan metode analisis isi karena peneliti mengidentifikasi karakter materi dalam buku teks, khususnya pertanyaan uraian yang terdapat dalam buku ajar tersebut. Selanjutnya, data dikumpulkan secara kualitatif. Peneliti menggunakan buku ajar dan kartu analisis sebagai sumber data dan menggunakan tabel checklist dalam mengumpulkan dan menganalisis data untuk menemukan hasil penelitian. Hasil dari penelitian ini adalah level yang paling dominan dari keenam level domain kognitif Taksonomi Bloom yang direvisi dalam buku ajar Bahasa Inggris berjudul "Bahasa Inggris untuk SMA/MA, SMK/MAK Kelas X" adalah level mengingat dengan presentase 68.1%. Kemudian disusul oleh level memahami dengan presentase 19%, level menganalisis dengan presentase 7%, level mengevaluasi dengan presentase 5.4%, dan level menerapkan dengan presentase 0.5%. Sementara itu, tidak ada pertanyaan yang mengacu pada level mencipta. Hal ini berarti persebaran level domain kognitif Taksonomi Bloom yang direvisi pada buku ajar tersebut tidak seimbang karena adanya penumpukan pertanyaan pada level mengingat sementara tidak ada pertanyaan yang mengacu pada level mencipta.

Kata Kunci: Membaca, Taksonomi Bloom, Domain Kognitif, Buku Ajar

ABSTRACT

The aim of the study is to obtain empirical evidence about the dominant level of the six level of cognitive domain of revised Bloom's Taxonomy on essay questions that come after every reading text in the textbook entitled "Bahasa Inggris untuk SMA/MA, SMK/MAK Kelas X". In this study, the researcher applied content analysis method because the researcher identified the specific character of the material in the textbook, essay questions for particular. Furthermore, the data collected is qualitative data. The researcher used the textbook and the analysis card as the sources of data and used the checklist table to collect and analyze the data to find the result of the study. The result of the study is the dominant level of the six levels cognitive domain of Revised Bloom's Taxonomy employed in reading exercises in the English Textbook Entitled "Bahasa Inggris untuk SMA/MA, SMK/MAK Kelas X" is remember level with the percentage 68.1%. Then, it is followed by understand level with the percentage 19%, analyze level with the percentage 7%, evaluate level with the percentage 5.4%, and apply level with the percentage 0.5%. Meanwhile, there is no question belongs to create level. It means that the distribution of those levels in the textbook is unequal because there is accumulation of questions in remember level and there is no question belongs to create level.

Keywords: Reading, Bloom's Taxonomy, Cognitive Domain, Textbook

1. INTRODUCTION

English has an important role in the modern world as an international language or lingua franca. It is important to master English because it is the largest communicative and massive language in all over the world that covers some aspects of life such as in business, economy, technology, and education. The Ministry Education of Indonesia emphasizes the importance of learning English as a helping tool to communicate both oral and written communication in the modern world by making English as a compulsory subject that must be learned in secondary school in Indonesia. To support education in Indonesia, especially in the process of learning about English, it is necessary to procure sufficient textbooks from the Indonesian Government. Teacher and students can be helped through the existence of the textbook because they know where they are going and what will happen next (Ur, 2009). It is because textbook have a clear framework, structure and progress. In addition, in the textbook there are theories and learning tasks that cover the level of most students in the class. It means the existence of textbook can help save times for teacher who would otherwise have to prepare their own because it provides texts and learning assignments. By this statement, it is showed that the textbook is very helpful for the teachers and the students to provide the frameworks, texts, and tasks during the English teaching and learning process.

However, some critics appear about the use of textbook in Educational matter. Some criticism that textbook does not have challenging lessons for teachers and students (Richards, 2001). Textbook contains exercises or assignments and it is one of the aspects that need to be evaluated and analyzed. The exercises may help students to practice their skill so that they can get better outcomes in learning. He also added that the most criteria that must be cover in the textbook are to contain the four language skills. Consequently, it is important for teacher to analyze the content of the textbook before using it in the learning process because the teacher must prepare teaching materials in accordance with students' understanding abilities. In learning English, there are four basic language skills that must be possessed, they are listening skill, speaking skill, reading skill, and writing skill. There are two types of receptive skills that consist of listening skill and reading skill, and others are productive skill. Reading skill is the most difficult skill for students to master because English is not their native language.

There are six levels of thinking skill in the cognitive domain from Bloom's Taxonomy. It contains of knowledge, comprehension, application, analysis, synthesis, and evaluation. Bloom's Taxonomy was introduced by Benjamin S. Bloom during the 1950s and it is considered as one of the most famous taxonomy in the educational matters. During the past 50 years, Bloom's Taxonomy has been very influential in education. Nevertheless, in 2001 Krathwhol and Anderson propose a revision of Bloom's Taxonomy (L. W. Anderson et al., 2001). Some of the reasons for this revision of the taxonomy are to respond the Educational community and the way the teacher prepare the material. Therefore, in this research, the researcher will use the thinking skill theory based on the revision of the taxonomy which come to be known as levels of cognitive domain based on Revised Bloom's Taxonomy which consist of remember, understand, apply, analyze, evaluate, and create. In addition, the researcher chooses to analyze the cognitive domain of Bloom's taxonomy among the three domains because cognitive domain is important for students to face competition in this modern world. Moreover, based on data report of PISA (Programme for International Student Assessment) on 2018, Indonesian ranks 74 out of 79 countries for the reading skill. It means that, Indonesian's position is still relatively low because it is only able to beat 5 out of 79 countries.

Therefore, the researcher decides to conduct the research entitled "An Analysis of Reading Exercises in the English Textbook Entitled *Bahasa Inggris Kelas X SMA/MA, SMK/MAK* based on Revised Bloom's Taxonomy".

2. LITERATURE REVIEW

2.1 The Concept of Textbook

Textbook is another source that very influences what was planned, taught, and learned in the classroom (Airasian & Russell, 2008). The textbook provides a lesson plan in many classrooms. In short, a textbook is a source which can influence in learning process because a textbook known as a lesson plan for teacher to teach the students in the classroom. A textbook is a teaching resource which is used the most by the teacher in teaching (Reed et al., 1998). Besides that, they also state that a textbook provide the same resource for all students such as graphs, maps, illustration to facilitate the learning and teaching process. Based on the explanations, it can say that a textbook is one of the

learning tools which can be an active teaching media and can facilitate students in learning because it contains of interesting illustration.

There are some roles of the textbook such as can be used presentation material, can be used as a guide in conducting communication practices, can be used as a reference source for grammar, can be used to add learning activities in class, can be used to help determine the learning objectives in class, can be used as learning material independently, and can be used as additional information to the teacher regarding learning materials (Cunningsworth, 1998).

Thus an explanation of several criteria that can be used to find a good textbook, some criteria of good textbook as the following points; have a clear concept, fill in the material accordance with the curriculum, can increase interest from readers, can provide motivational encouragement to readers, it has interesting illustration for reader, there are clear and interesting illustrations, has an explanation that is easy to understand, the contents of the material support other subjects, on the content of material there is diversity of individuals, the contents of the material have values that are appropriate to the conditions of the community, and the contents of the material have a clear perspective (Tarigan, 2008).

There are four criteria to evaluate the textbook such as the contents of the learning material are in accordance with the needs of the students, so that they can achieve the objectives of the learning process carried out, the contents of the learning material can provide an increase in students' ability to communicate effectively, the contents of the material can meet the needs in the process of learning activities, and the contents of the material can support teachers and students in the process of learning activities (Cunningsworth, 1998).

2.2 The Concept of Reading

Reading is a receptive skill that requires active participation. The eyes and brain is the most important part in this skill because they are part of reader that needs to be active in reading activity to understand the text. Reading is an activity that needs to be processed in the brain and get the meaning from the written text (Linse, 2006). The reader must be able to understand the meaning of each word contained in a sentence to be

able to understand the meaning of the contents of the whole sentence

Besides that, there are seven aims of reading such as to get the details or facts, to get the main ideas, to understand the sequences of the story, to summarize the contents in the text, to classify the types of reading, to evaluate the reading text, and to compare the content in the text with the real life (Tarigan, 2008).

There are some types of reading exercises, they are identify the facts or details, identify the main ideas, identify cause and effect, generate conclusions, and critical reading (Crawley & Merritt, 2000). Those types of reading exercises are identify the facts or details, identify the main ideas, generate conclusions, and identify cause and effect, and critical reading.

2.3 The Concept of Bloom's Taxonomy

A term of taxonomy comes from Greek that consists of two words; they are "*tassein*" which means to classify and "*nomos*" which means rules (Kuswana, 2012). The levels of cognitive domain based on Revised Bloom's Taxonomy divide into two parts; they are Lower Order Thinking Skill (LOTS) and Higher Order Thinking Skill (HOTS). LOTS emphasizes retention process that consists of remember, understand, and apply. Then, HOTS emphasizes transfer process that consists of analyze, evaluate, and create.

a. Remember (C1)

Remember is the process of recognizing and remembering knowledge from long term memory (L. W. Anderson et al., 2001). There are two process of remember, they are *recognizing* and *recalling*.

b. Understand (C2)

Understand is the ability associated with understanding the content of instructional messages verbally and in writing (L. W. Anderson et al., 2001). There are seven process of understand, they are *interpreting*, *exemplifying*, *classifying*, *summarizing*, *inferring*, *comparing* and *explaining*.

c. Apply (C3)

Apply refers to cognitive process that utilizes or uses a procedure to carry out experiment or solve problems (L. W. Anderson et al., 2001). Apply relates with dimension of procedural knowledge. It means a students' cognitive process to carry out experiment or solve problems where students already know the

information and are able to determine what procedure exactly should be done. Apply includes *executing* and *implementing*.

d. Analyze (C4)

Analyze is ability to breaking a problem by separating the every parts of the problems and find out the relationship of them and find out how this links can cause problem (L. W. Anderson et al., 2001). Analyze is a kind of skill that should be mastered by the students in teaching and learning process. Most of the school subjects require students to have a good analytical skill. The requirement of students to have a good analytical skill often tends to be more important than other cognitive process such as evaluate and create. The most teaching activity directs students to be able distinguish facts and opinions and generate conclusions from supporting information. This process category includes *differentiating*, *organizing* and *attributing*.

e. Evaluate (C5)

Evaluate is related to cognitive process that provides judgments based on existing criteria and standard. The criteria can be qualitative or quantitative and can be determined by the students. It is important to know that not all judgments activities are evaluating dimension, but almost all dimension of cognitive process require judgments (L. W. Anderson et al., 2001). The difference between judgments made by students and evaluation judgments is on standard and criteria made by the students. If standards or criteria made leads to the effectiveness of the result obtained compared to the planning and the effectiveness of procedure used then what students do is an evaluation activity. Evaluate includes *checking* and *critiquing*.

f. Create (C6)

Create refers to a process cognitive putting elements together to form a coherent whole to create a new product by organizing some elements becomes a different form or pattern from before (L. W. Anderson et al., 2001). Create is very close to students' learning experience at previous meeting. Although create refers to creative thinking, it does not totally effect the ability of students to create. This create directs students to be able to carry out and produce work that can be made by all students. The difference between the create and other dimension process is the other dimension such as remember, apply, and analyze focuses to make students work with information that already known

before, while create focuses to make students work and create something new. There three process of create which are *generating*, *planning*, and *producing*.

3. RESEARCH METODOLOGY

3.1 Research Design

This research applies descriptive qualitative design. Descriptive is the characteristic of data in qualitative research because it is taken from document, recording, audio-video, transcript, words, etc., (Bogdan & Biklen, 2003). It is categorized as qualitative research design because it aims to identify the content in the textbook, especially the reading exercises in the English textbook entitled *Bahasa Inggris Kelas X SMA/MA, SMK/MAK* based on revised Bloom's Taxonomy. Descriptive presentation of qualitative data as a content analysis and it is commonly used as a method in analyzing qualitative data (R. Anderson, 2007). Based on the mentioned theories above, it can be said that the research design of the study is categorized as descriptive qualitative and the type of the research is content analysis.

3.2 Data and Source of Data

This research uses essay question as the data. There are two data sources that used in this research which are the textbook and analysis card.

3.3 Data Collection Technique

The technique of collecting the data in this research is the use of checklist table (*see Appendix 2*). All the reading exercises that come after the reading text in the textbook, essay questions in particular are collected and listed. After that, they are divided according to their respective chapters. All the essay questions from the reading exercises are put into the checklist table that already contains six levels of cognitive domain based on revised Bloom's taxonomy. It aims to examine the distribution of each reading exercises based on the six levels of cognitive domain based on revised Bloom's taxonomy.

3.4 The Technique of Data Analysis

This research used content analysis to identify the reading exercises in *Bahasa Inggris Kelas X SMA/MA, SMK/MAK* textbook. The data obtained from this research is compared to the distribution of thinking skill based on revised Bloom's taxonomy by using the checklist table. The checklist table contains the list of essay questions that comes after the reading text in

every chapter in the textbook and a column for every level of cognitive domains based on revised Bloom's taxonomy.

Then, the researcher also used a very simple statistic calculation to calculate the total of each level and compared the distribution of each levels of cognitive domain based on revised Bloom's taxonomy in reading exercises in the textbook. Finally, the researcher interpreted the result of the data analysis by describe it qualitatively.

4. FINDINGS AND DISCUSSIONS

4.1. Findings

From the total 185 essay reading questions in *Bahasa Inggris untuk SMA/MA SMK/MAK Kelas X* textbook, the Lower Order Thinking Skill (LOTS) dominates with 162 questions out of 185 questions or 87.6%. The distribution of LOTS are; remember level obtains 126 questions out of 185 questions or 68.1%, the understand level obtains 35 questions out of 185 questions or 19%, and the apply level obtains 1 question out of 185 questions or 0.5%. Then, Higher Order Thinking Skill only gets 23 questions out of 185 questions or 12.4%. The distribution of HOTS are; the analyze level obtains 13 questions out of 185 questions or 7%, the evaluate level obtains 10 questions out of 185 questions or 5.4%, and there is no question belongs to the create level.

a. Remember

Here is the example of question refers to remember level. Question of number 5 (Chapter 1 in Comprehension Question I on page 8): *What are Saidah's hobbies?*

The question refers to remember level because it asks the students to mention Saidah's hobbies which the answer contains in the text so the students just need to recall from their long term memory regarding the material they have learned or read.

b. Understand

Here is the example of question refer to understand level. Question of number 12 (Chapter 5 in Task 2 on page 74): *Can you find a place similar beauty to Niagara Falls in your area? Tell your classmates about the place!*

The question above is categorized as understand level because it asks students to give another examples of a place similar to Niagara Falls in their area. It means the students need to relate their new acquired knowledge to their past knowledge by giving another example that similar to the place in their area. Give example is a part of understand level which called exemplifying.

c. Apply

Here is the example of apply level. Question of number 16 (Chapter 11 in Task 2 on page 147): *Had you lived close to Cut Nyak Dhien, what would you have done to support her efforts in fighting against the Dutch colonialization?*

The question refers to apply level because it asks students to apply their understanding about the situation in the text. They need to determine what step that they should do to support Cut Nyak Dhien's effort in fighting against the Dutch colonialization.

d. Analyze

Here is the example of the questions. Question of number 3 (Chapter 4 in Task 2 on page 54): *How is the park different from the park in the city?*

The question refers to analyze level because it asks students to make differences between the park in the city and the park in the text. Differentiating is a process of analyze level.

e. Evaluate

Question of number 12 (Chapter 9 in Task 2 on page 124): *Do you think that the information in the text is clear?*

The question refers to evaluate level because it asks students to make judgment about the text whether the information in the text is clear or not. Make a judgment is a process of evaluate level.

f. Create

There is no question out of 185 questions in *Bahasa Inggris untuk SMA/MA SMK/MAK Kelas X* textbook refers to create level.

4.2. Discussions

Finally, the researcher concludes that the author of the *Bahasa Inggris untuk SMA/MA SMK/MAK Kelas X* textbook emphasizes on LOTS, especially remembering skill in essay question in the textbook. It is proven that the distribution of remember level (C1) in the essay question is the highest. Meanwhile, the distribution of HOTS in essay questions in the textbook

is still need to pay more attention by the author, especially create level (C6) because the distribution of it is null. It is important because C6 is the highest level of thinking and it can help students to put elements together to form a coherent whole to create a new product by analyzing some elements become a different form or pattern from before (L. W. Anderson et al., 2001). In other words create level (C6) is necessary for students to train them to produce an original product of their own thinking and ideas.

5. KESIMPULAN

Based on the findings and discussions, it can be concluded that the dominant levels of cognitive domain based on Revised Bloom's Taxonomy employed in reading exercises in the English Textbook Entitled "*Bahasa Inggris untuk SMA/MA, SMK/MAK Kelas X*" is remember level with the percentage 68.1%. Then, it is followed by understand level with the percentage 19%, analyze level with the percentage 7%, evaluate level with the percentage 5.4%, and apply level with the percentage 0.5%. Meanwhile, there is no question belongs to create level.

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