



**THE COMPATIBILITY OF READING EXERCISES IN ENGLISH AS A
FOREIGN LANGUAGE TEXTBOOK WITH REVISED VERSION OF
BLOOM'S TAXONOMY AND 2013 CURRICULUM**

**a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English Language Education**

**by
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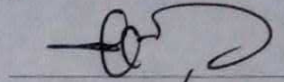
This research report entitled The Compatibility of Reading Exercises in EFL Textbook with Revised Version of Bloom's Taxonomy and 2013 Curriculum has been approved by a board of examination and officially verified by the Dean of the Faculty of Languages and Arts on February 2019.

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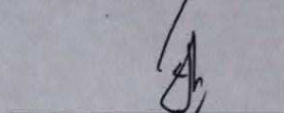
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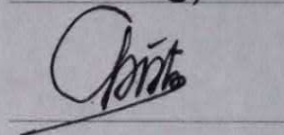
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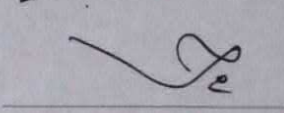
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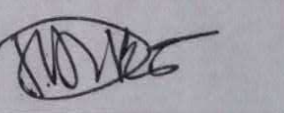
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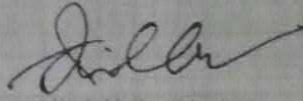


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DECLARATION OF ORIGINALITY

I am Alifah Haibatul Fadhillah, hereby declare that this final project entitled *THE COMPATIBILITY OF READING EXERCISES IN ENGLISH AS A FOREIGN LANGUAGE TEXTBOOK WITH REVISED VERSION OF BLOOM'S TAXONOMY AND 2013 CURRICULUM* is my own work and has not been submitted in any forms for another degrees or diploma in any universities or other institutes of tertiary education. Information derived from published and unpublished work of others has been acknowledged in the text and a list of references.

Semarang, January 2018

Alifah Haibatul Fadhillah
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MOTTO AND DEDICATION

Where there's a will, there's a way. (Angela Merkel)

This Final Project dedicated to:

1. My beloved parents
2. My beloved brothers
3. My beloved family
4. My love
5. My best friends and all friends
6. My Family of English education 2015

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Alhamdulillahirabbil ‘alamin. First and Foremost, I would like to express my highest gratitude for Allah SWT who has given the Mercy and Blessing upon me in completing this final project. Peace and salutation be upon the prophet Muhammad, his family and his followers.

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ABSTRACT

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Key Words: textbook, reading exercises, Bloom's revised taxonomy, 2013 curriculum.

The aim of this study is to investigate how the reading exercises in the textbook realize the cognitive domain of Bloom's revised taxonomy and seek for the compatibility of the reading materials with 2013 curriculum. This study used descriptive qualitative as its research method. The data were collected from English students textbook *Pathway to English* for twelfth graders of Senior High School 2017 edition. In this study, the reading exercises in the textbook were classified into the question stems of Bloom's revised taxonomy in order to know how it implements the Bloom's revised taxonomy and which level of thinking the reading exercises belong to. Furthermore, the reading materials were also matched with the basic competence three of 2013 curriculum to determine the compatibility between reading materials in the textbook with 2013 curriculum. The data were taken from the data sources and entered to the checklist table. Then, the writer interpreted it into a description paragraph. The result of the study showed that the reading exercises in the textbook could not enhance the students' higher thinking skill due to the imbalance portion among the six levels of Bloom's revised taxonomy in the reading exercises and tend to provide low levels of questions which do not much help develop students' higher thinking skill. It was found that remembering level is dominant with the frequency 47 out of 115 reading exercises. It indicates that most reading exercises in the textbook belong to Lower Order Thinking (LOT), represented by the cognitive level of *Remembering* which take the biggest portion. Meanwhile, the compatibility of the reading materials with 2013 curriculum is also less compatible since 45.4% of the reading texts are not followed the basic competence three criteria. From the research findings, the writer suggests that the textbook needs to be developed in terms of the reading exercises and reading materials that compatible with Bloom's revised taxonomy and 2013 curriculum. Also, both English teachers and textbook designer should concern and pay attention with the content of the textbook, not only its compatibility with current curriculum, but also have a characteristic of cognitive development.

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CHAPTER I

INTRODUCTION

In this chapter, the writer discussed the introduction of the study. It includes the background of the study, the reasons for choosing the topic of the study, the research questions, the objectives of the study, the significances of the study, the scope limit of the study, the outline of the study, and the definition of the key terms.

1.1 The Background of the Study

In today's world, English has become an international language. As the international language, people are demanded to learn English since most people all over the world communicate with each other in English. It is used in many fields such as trading, politics, economy, education, science, technology, commerce, and many others, which have channelled lots of people in almost all parts of the world toward engaging into an attempt to learn English as a foreign or second language.

English has a significant position in Indonesia, where it is taught as a foreign language. It has been taught as a compulsory subject for Junior high school up to university. Also, it considers as an optional subject or local content lesson in elementary school and as a requirement subject to pass National examination.

There are four language skills that have to be mastered by students to learn English subject. Those skills are listening, speaking, reading, and writing. In this

study, the writer focused on the reading skill in terms of the reading exercises presented in the textbook for grade XII of senior high school.

Reading is one of the language skills that have a very important role. It becomes part of students' daily life. It has been known that the students tend to find written texts every day. It could be found in newspaper, magazines, social media, internet, articles, and other kinds of written text. Those written texts give so much information for the students. They can expand their knowledge, learn about something new, or just for pleasure. In the school atmosphere, texts are widely presented in the textbook.

In some schools in Indonesia, students get some textbooks as a source of learning. It contains a lot of information related to their subjects and provides activities for their exercises. The Minister of Education and Culture of Indonesia has also published textbooks to support the teaching and learning process. Arvianto (2017) said that the result of teaching and learning reading is affected by some factors, one of them is the learning materials. In line with that statement, Wright (cited in Lee, 2003: 165) said that teaching materials (e.g. textbooks) assist to determine the goals of the syllabus and the roles of teachers and learners within the instructional process.

The existence of the textbook cannot be separated from the role of the government. The government of Indonesia has set a curriculum in order to improve national education such as English. The renewal curriculum which has applied is Curriculum 2013. It was a new curriculum in Indonesia which is implemented since 2013. Sukirno (2014) stated that Curriculum 2013 is the

continuation and development of a competency-based curriculum that has been initiated in 2004 to include competency attitudes, knowledge, and skills in an integrated manner.

In curriculum 2013, one of the elements that students need to achieve is to put them in the level of HOT (higher-order thinking). Higher-order thinking skills need to be an integral part of teaching and learning, especially at the higher education level. Collins (2014) stated students not only acquire the knowledge and skills but also can apply them to new situations. According to Brookhart (2010), it is the kind of thinking that applies to life outside of school where thinking is characterized by ‘a series of transfer opportunities rather than a series of recall assignments to be done’. Renner, as cited by Liaw (2007), strongly defines that use of critical thinking skills in the English textbooks could enhance SLTs’ critical thinking skills which in turn enable them to acquire their English proficiency as thinking skill development. Moreover, Assaly and Igharia (2014) stated that activities provided in textbooks are one of the important aspects in developing students' thinking. In relation to this statement, Margana and Agus (2017) articulated that it is clearly implied that English language teachers should be concerned about selecting appropriate and challenging English textbooks which could establish students’ critical thinking skills which are of good importance for acquiring the target language.

One of the taxonomies that can be used to evaluate the learning exercises is Bloom’s taxonomy. Bloom's Taxonomy is a multi-tiered model of classifying thinking level, according to six cognitive levels of complexity (Forehand, 2005:2).

There are six levels of Cognitive process present in this taxonomy: *knowledge, comprehension, application, analysis, synthesis, and evaluation* or in the other names as C1, C2, C3, C4, C5, and C6. This taxonomy is arranged hierarchically from the lowest to highest in that each level is subsumed by the higher levels. Meanwhile, in the mid-nineties, Anderson and Kartwohl (2001) revisited the cognitive domain in the learning taxonomy. They changed the six categories from noun to verb. Those levels are *remembering, understanding, applying, analyzing, evaluating, and creating*. In this study, the writer used the new version of Bloom's taxonomy which created by Anderson and Kartwohl.

According to Parera (1983), Bloom's Taxonomy could help English teachers in determining or choosing learning materials by analyzing the tasks given. Such an analysis of the textbook will determine whether the textbook places emphasis upon higher levels of thinking processes, or the activities merely encourage to lower levels of understanding. It can determine in which level the textbook is categorized whether in higher-order thinking (HOT) or lower-order thinking (LOT) level. According to Ahmed (2014) stated that the percentage of lower level Bloom's cognitive domains should be more in lower division courses whereas the percentage of higher level Bloom's cognitive domains should be in upper-division courses of the program curriculum. A reasonable pace of transition from LOT to HOT is likely to be conditioned by the perceived abilities of the students at any particular institution.

At present, there are many English textbooks that have been published either by local publishers, foreign publishers, or the government. When a new

curriculum is issued by the government, there must always be lots of new English textbooks based on the new curriculum. Teachers also prefer to use the textbooks with the new curriculum because the goal of the study will be based on the new curriculum applied too. Although plenty of English textbooks for Senior High School are claimed to be published and written based on the basic competences in the syllabus of 2013 curriculum, not all of them are really in line with the curriculum 2013. Hence, it is important to analyze a textbook in order to know whether the textbook is proper or not. According to the explanation above, the writer analyzed the textbook in terms of the compatibility of the reading exercises in EFL textbook with Bloom's revised taxonomy and 2013 curriculum.

1.2 The Reasons for Choosing the Topic

The topic of the study is about the compatibility of reading exercises in EFL textbook with the new version of Bloom's taxonomy and 2013 curriculum. Several reasons have become the writer's point of considerations in choosing this topic:

- 1) PATHWAY TO ENGLISH is a primary textbook used by some schools in Indonesia and the school that has been used by the writer while doing her teaching internship.
- 2) There are some textbooks which cannot deliver what the curriculum asks and it makes the students cannot reach the best result of their study.
- 3) The Revised Version of Bloom's Taxonomy is a useful guide for education practitioners, particularly for teachers in helping their students to achieve

the learning objectives through the realization of exercises that have been arranged from the lowest order thinking to highest order thinking level of the cognitive process.

- (4) It is important to ensure that the content of exercises in the textbook is appropriate with what students need.

1.3 The Research Questions

In this study, the writer formulated the questions of the study as follows:

- 1) How do the reading exercises in the textbook realize the cognitive dimension of Revised Version of Bloom's Taxonomy?
- 2) What is the most dominant cognitive dimension level of Revised Version of Bloom's Taxonomy in the reading exercises?
- 3) How are the reading materials in the textbook compatible with 2013 curriculum?

1.4 The Objectives of the Study

Based on the statement of the study above, the following are the objectives of this study:

- 1) To investigate how the reading exercises in the textbook realize the cognitive dimension of Revised Version of Bloom's Taxonomy.
- 2) To find out the dominant component of cognitive dimension used in the reading exercise in the textbook.

- 3) To explain the compatibility between the reading materials in the textbook with 2013 curriculum.

1.5 The Significance of the Study

By conducting this study, the writer hopes that the result of this study can be useful to give some contributions to English language teaching and learning process. The advantages that can be gained from this study are as follows:

- 1) Theoretically, this study provides useful and valuable information for teachers, administrators, research workers on the use of Bloom's revised taxonomy as a tool for selecting a textbook in terms of its exercises.
- 2) Practically, the writer hopes that the study can be useful for English teachers and students in using textbooks as teaching materials more efficient in order to choose the appropriate textbook based on the cognitive domain of Revised Version of Bloom's Taxonomy and 2013 curriculum.
- 3) Pedagogically, this study can be beneficial for the English teacher to select a textbook appropriately according to its exercises and curriculum applied. This study can also be a reference to administrators, professional specialist, research workers, and other researchers to discuss curricular and evaluation problems with greater precision.

1.6 The Scope Limit of the Study

The writer limited the study on analyzing the reading exercises and reading materials presented in the English textbook entitled *PATHWAY TO*

ENGLISH for grade XII published by Erlangga. Those reading exercises were analyzed using the Revised Version of Bloom's taxonomy and the reading materials were matched with basic competence three of 2013 curriculum.

1.7 The Outline of the Study

The writer made the outline of chapters to make it easier to be understood. There will be chapters and sub-chapters in this study. This final project consists of five chapters.

Chapter I presents introduction which consists of the background of the study, the reasons for choosing the topic, the research questions, the objectives of the study, the significance of the study, the scope limit of the study, the outline of the study, and the definition of the key terms.

Chapter II contains the review of related literature. It consists of three subchapters: review of the previous studies, review of theoretical studies and the last subchapter presents theoretical framework of the study. Review of the previous studies present some researches which have been conducted related to this present study. Then, review of theoretical studies present some theories embodied the study which is used as the reference. It includes 2013 curriculum, basic competence of 2013 curriculum, reading skill, textbook, revised version of Bloom's taxonomy, reading exercises, and reading material. And the last one is theoretical framework. It is the conclusion from both reviews of previous studies and review of theoretical studies.

Chapter III talks about methods of investigation. It consists of seven subchapters; they are research design, the object of the study, role of the researcher, instrument of the study, procedures of collecting data, procedures of analyzing data, and procedures for presenting the result.

Chapter IV deals with the research findings and discussions of this study. This chapter presents the analysis, findings, and discussions of the study. The data presentation is outlined in three parts. The first part is the data analysis of the implementation of cognitive domain of Bloom's revised taxonomy in the reading exercises. The second part is the data analysis of the dominant level of cognitive dimension of Bloom's Revised Taxonomy in the reading exercises. The last part is the data analysis of the compatibility of reading materials in the textbook with 2013 Curriculum. Those parts are followed by a discussion of each. Furthermore, **Chapter V** presents conclusions and suggestions based on the result of the study. Then, the study is completed with references and appendices.

1.8 The Definition of the Key Terms

In this study, the writer would like to clarify some key terms used in this study to prevent any misunderstanding from the readers.

1) Compatibility

According to Webster online dictionary (<http://www.webster-dictionary.org/definition/Compatibility>), there are some definitions of compatibility as follows:

- 1) The quality or power of being compatible or congruous; congruity; as, a compatibility of tempers; a compatibility of properties.
- 2) Capability of existing or performing in harmonious or congenial combination.

Based on those definitions above, the writer concludes that compatibility means two things or more which are correlated to each other and able to work together appropriately and harmoniously.

2) Bloom's revised taxonomy

Anderson and Kratwohl (2001) stated that Bloom's revised taxonomy is a framework for classifying statements of what we expect or intend students to learn as the result of instructions. It is a classification of the different objectives or goals and skills that educators set for their students (learning objectives).

3) Cognitive domain

According to (Utari as cited in Pratiwi, 2015), Cognitive levels of the Revised Version of Bloom's Taxonomy deals with students' thinking, these cognitive levels include lower-order thinking and higher-order thinking. The writer concludes that cognitive domain is involving knowledge and the development of intellectual issues.

In this study, the writer used cognitive domain of Bloom's revised taxonomy to classify the six levels of cognitive domain in the reading exercises inside the textbook *Pathway to English*.

4) Reading Exercises

Kozak (2011,7), exercises aimed to teach receptive skills required for detailed reading comprehension. He pointed out that reading exercise is close with the learning purpose which wants to be achieved.

In this study, the writer analyzed the reading exercises in each chapter inside the textbook Pathway to English to find out how it realizes the six cognitive levels of Bloom's revised taxonomy.

5) Textbook

According to Tiwari (2005), as cited in Bharati (2018), a textbook is an instrument to achieve learning objectives, to help teachers prepare materials, assignments, organizing the class, and students' guidance at class and home. The writer assumed that textbook is an essential tool for teaching and learning process. It is a written material which is made by some experts in order to help both teachers and students during the teaching and learning process.

In this study, the writer used the textbook Pathway to English for grade XII as the object of the study in terms of its reading exercises and reading materials.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature that can support the writing of this study. It elaborates any related literature with this study on the analysis of English textbook. This chapter presents three sub-chapters; the review of previous studies, review of theoretical studies, and theoretical framework.

2.2 Review of the Previous Studies

There were some previous studies regarding the analysis of English textbook. The writer presents those studies in the form of cluster method. According to Cornish (2007), cluster method is a multivariate method which aims to classify a sample of subjects (or objects) on the basis of a set of measured variables into a number of different groups such as the similar subjects are placed in the same group.

The first studies were from Ratnasari (2014), Arifa (2016), Atika (2017), Laili (2017), Rohmatillah and Pratama (2017), they conducted a study about analyzing a textbook entitled *Pathway to English for SMA/MA Grade X and XI* published by Erlangga. They analyzed the content material of the textbook by using the KI 3-4 and KD of the syllabus 2013 curriculum. The objective of their study was to find out whether the textbook entitled *Pathway to English for SMA/MA grade X and XI* compatible with the 2013 curriculum or not.

Those researches also used descriptive qualitative as a research design. The result showed that the English textbook “Pathway to English” was relevance with the curriculum 2013, as almost every single KI and KD successfully implemented in the textbook, the materials provided in the textbook also completely developed. On the other hand, the textbook also had the weakness. There were some of basic competences which were not covered appropriately in the learning materials in the textbook.

In line with Ratnasari, Arifa, Atika, Laili, Rohmatillah and Pratama, the writer intended to conduct an analysis of a textbook. Moreover, the object of the study was almost the same. Ratnasari, Arifa, Atika, Laili, Rohmatillah and Pratama used Pathway to English textbook published by Erlangga as their object of the study. They also used descriptive qualitative as the research design. Moreover, Rohmatillah and Pratama also used a checklist as an instrument of the study. The difference was, they took X and XI grade students, meanwhile in this study, the writer took XII grade students textbook. Another difference was, those researchers analyzed the textbook using BSNP instrument, while in this study, the writer used cognitive domain of Bloom’s Revised Taxonomy and basic competence three of 2013 curriculum as the research instrument.

The next previous study was from Lan and Chern (2010), Dagostino (2015), Pratiwi (2015), Rahmawati and Prayogo (2017). They conducted a study about analyzing reading exercises in an English textbook and tests by using Revised Bloom’s Taxonomy. The aim of their study was for knowing the appropriateness of the textbook’s content with the cognitive dimension of the

Revised Bloom's Taxonomy (RBT) and for knowing the dominant cognitive dimension of the Revised Bloom's Taxonomy (RBT) in the reading exercises in the textbook and in the tests. The researchers used descriptive qualitative method in their studies. They analyzed the data through data analysis table to categorizing the activity with defined as any one of the following: a question or instructional activity, based on cognitive dimension i.e., remembering, understanding, applying, analyzing, evaluating, and creating. The result showed the textbook and the tests placed emphasis on the lower order thinking process: remembering, understanding, and applying. It shows that they do not appropriate with the cognitive dimension theory of Bloom's taxonomy. It did not cover the entire cognitive dimension because there are many uneven cognitive dimension activities.

In accordance with those above researchers, the writer initiated to conduct a study about analyzing a textbook. There were some differences and similarities between the above studies and the one conducted by the writer. Both studies used descriptive qualitative as a method of the study. Moreover, Lan and Chern, Dagostino, Pratiwi, Rahmawati, and Prayogo used cognitive dimension of the Revised Bloom's Taxonomy as the instrument of the study. On the other hand, the object of the study was different. Lan and Chern used college entrance examinations from 2002 to 2006 in Taiwan, Dahostino used the Malaysian test, Pratiwi used textbook entitled *Can Do 2*, Rahmawati and Prayogo used textbook entitled *Interlanguage: English for senior high school students XI*. Meanwhile, in

this study, the writer used a textbook entitled *Pathway to English* published by Erlangga.

The next previous studies were carried out by Arba'ati (2015), Kusumawati (2015), Setiawati (2015), Ardini (2016), Ariesinta (2016), Nimasari (2016), and Yuliastuti (2018). They analyzed the textbook *When English rings a bell* in many aspects. Arba'ati and Ariesinta analyzed the themes, materials, and characters' values of the textbook. Kusumawati analyzed the skill development in the textbook. Nimasari analyzed material development based on scientific approach. Setiawati and Yuliastuti analyzed the relevance between the materials and contents in the student book entitled *When English rings a bell* published by Ministry of Education with the core competence and basic competence of 2013 curriculum in terms of cognitive and psychomotor domains. Those researchers used descriptive qualitative method and did an analysis to collect the data. Most of the result findings were related with curriculum 2013 that is presented in the syllabus. They conducted those researches to know how far that textbook is relevance with 2013 curriculum English syllabus. They used Bloom's Taxonomy Cognitive Domain action verbs stated by Anderson and Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in analyzing the content material in the textbook.

In accordance with those studies above, the writer initiated to conduct a study about analyzing textbook. Those researchers have both similarities and differences with this study. The similarities were those researches used descriptive qualitative as the method of the study and used Bloom's revised taxonomy cognitive domain, and basic competence of 2013 English syllabus as one of the

instruments of the study. Meanwhile, the difference was those studies above were analyzing the material in students textbook with basic competence of 2013 curriculum in term of the cognitive and psychomotor domain and using *When English rings a bell* textbook as the object of the study. Otherwise, in this study, the writer analyzed the reading exercises in the textbook in term of the cognitive domain of Bloom's revised taxonomy and reading materials with basic competence 3 of 2013 curriculum.

The other studies were carried out by Musarokah and Bharati (2010), Assaly and Smadi (2015). Those studies attempted to analyze the test items with cognitive domain of Bloom's taxonomy used in the test. They carried their research by using descriptive qualitative as the method of the study. The results showed that the questions emphasized the cognitive level of comprehension as the biggest portion. It indicates that the test items belong to the lower-order thinking questions according to Bloom's taxonomy.

Those studies have both similarities and differences with this present study. The similarity was it used cognitive domain of Bloom's taxonomy as the research instrument. Meanwhile, this present study used the new version of Bloom's taxonomy which is actually not much different from the previous taxonomy. Another similarity was both studies using descriptive qualitative as the research method which is the same as the one conducted by the writer. The difference was in Musarokah and Bharati, they took test items in final examination test (UAN) as their object of the study, on the other hand, the writer of this present study used a textbook as her object of the study.

Other studies are from International journal. Olimat (2015), Zareaian and Davoudi (2015), Ulum (2016), and Tangsakul (2017). They conducted research on analyzing the questions using Bloom's revised taxonomy. Olimat (2015) analyzed action packs textbook's question according to Revised Bloom's taxonomy. The objective of the study was to evaluate the questions in action packs English textbooks based on Bloom's taxonomy for 7th, 8th, 9th, and 10th graders and to determine the frequencies and percentages of the questions in the six levels of the cognitive domain of Revised Bloom's Taxonomy. The result showed that the distribution of questions also was better in 10th grade for the application and synthesis levels. It also showed that 8th, 9th and 10th grades got nearly the same distribution of questions on the knowledge level of Bloom Taxonomy, while the 7th grade got the highest percentage when it was 14.2%.

Zareaian and Davoudi (2015) analyzed the questions in English for Specific Purposes (ESP) textbooks, namely, English for the Students of Sciences (ESS) and English for the Students of Engineering (ESE). The objective of their study was to evaluate the questions in the light of the revised version of Bloom's Taxonomy of learning objectives.

Ulum (2016) analyzed an English course book entitled skills for success 4 reading and writing. He analyzed reading comprehension questions with Bloom's taxonomy to find out to what extent do the reading sections of the EFL course book cover the lower and higher order cognition level of Bloom's taxonomy.

Meanwhile, Tangsakul (2017) analyzed the reading comprehension questions in team up in English 1-3 and grade 9 English O-net tests. The objective

of those studies was to use Bloom's revised taxonomy 2001 or Anderson and Kratwohl 's taxonomy 2001 to analyze and compare the levels of questions presented in the textbook. Bloom's Revised Taxonomy 2001 was used as a framework for analyzing the levels of questions and reading comprehension questions in the textbook. According to Zareaian and Davodi (2015), the result indicated that the above mentioned textbooks fail to engage learners in the questions requiring higher levels of cognitive learning objectives. Meanwhile, Ulum (2016) stated that the result showed that the analyzed course book lacked the higher level cognitive skills involved in Bloom's Taxonomy. Moreover, Tangsakul (2017) indicated that the findings showed that the levels of reading comprehension questions presented in Team Up in English 1-3 and Grade 9 English O-NET tests academic years 2013-2016 were similar and in low levels of reading comprehension questions.

Both types of research above have the similarities and differences with this present study. They analyzed the reading exercises in the textbook by using Bloom's revised taxonomy as the research instrument. It is the same as the one conducted by the writer. Also, used descriptive qualitative as the research method. The difference is on the object of the research. The writer used the textbook entitled "PATHWAY TO ENGLISH for XII Graders" published by Erlangga as the object of the study.

After reviewing those previous studies about analyzing a textbook, it could be concluded that analyzing a textbook is important to be done in order to know whether the textbook corresponds with the curriculum applied and well-structured

or not. Every researcher has their own method and steps on analyzing the textbook. The writer used it as a reference for doing this study.

2.3 Review of Theoretical Background

This sub-chapter discusses some theories related to this topic of this research. It includes some theories about 2013 curriculum, basic competence of 2013 curriculum, reading skill, textbook, Bloom's revised taxonomy, reading exercises, and reading material.

2.3.1 2013 Curriculum

Curriculum is a basis of teaching and learning process. It is stated in UU number 20 of 2003 year about the national education system that the curriculum definition is a set of plans and arrangements regarding the purposes, contents, teaching materials, and methods used to lead the implementation of learning activities to achieve specific goals of education. According to Sholihah (2016), curriculum is the set of instructional strategies planned to be applied to the teaching-learning process. Ahmed, Anwar, Wajahat, and Idris (2014) stated that a curriculum is a well-defined and prescribed course of study that serves to provide an insight into learning goals and outcomes, activities and instructional material, and assessment methods and procedures used during the delivery of a program curriculum.

2013 Curriculum is the newest curriculum which is applied in Indonesia. It is competency and character-based curriculum. Prihantoro (2014:4) stated that the common thread in curriculum 2013 that can be used for the curriculum

development is the standard of processes. Standard of processes that was focused on the exploration, elaboration, and confirmation is changed to observing, questioning, processing, presenting, summarizing, and creating. Moreover, Wati, Bharati, Hartono (2014) stated that curriculum 2013 still sustains the ideas of the previous curriculum (KTSP) and uses genre based approach. It has started to be applied to schools and *madrasah* in Indonesia since July 15, 2013. Then, on March 23, 2016, Ministry of Education and Culture of Republic Indonesia has officially launched the Revision of the 2013 Curriculum to be applied in the year 2016/2017 (Mulyana, 2016). The 2013 Curriculum is designed with the following characteristics are as follows:

- 1) Developing a balance among spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community.
- 2) Putting the school as part of the community that provides a learning experience so the learners are able to apply what is learned in the school to the community and utilize the community as a learning resource.
- 3) Giving freely enough time to increase a variety of attitudes, knowledge, and skills.
- 4) Developing competencies expressed in terms of class core competencies which is specified more in basic competence of subjects.
- 5) Developing class core competence into the organizing elements of basic competence. All the basic competencies and learning processes are developed in order to achieve the competence stated in core competencies.

- 6) Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subjects and education level (horizontal and vertical organizations). (A copy of Attachment of the Regulation of the Ministry of National Education Number 59 The year 2014, SMA/MA).

The Indonesian government changes the 2013 curriculum into the new version of 2013 curriculum in order to bring the Indonesian education to be better. As stated by Rudi (2015), the purpose of the 2013 curriculum is the development of the demands, needs, and conditions relating to aspects of the community in educational output. Curriculum 2013 gives some strategies for teachers and students. Teachers can be more creative, while students can be more active. It is arranged and developed by considering the potential students, the developing of era, and the students' needs. It is one of the ways to encourage, to compete, and to make the national education better. There are three taxonomies in 2013 curriculum that can be used to help the teacher arranges the learning material to achieve learning objectives, it includes knowledge, skill, and attitude. The taxonomy created by Kratwohl for attitude, taxonomy created by Anderson and Kratwohl for knowledge, and taxonomy from Dyers for skill. In this study, the writer used taxonomy created by Anderson and Kratwohl which known as Bloom's revised taxonomy.

2013 Curriculum reforms have been carried out in all degrees of school in Indonesia and higher-order thinking skills (HOTS) have been included in educational policies. Higher Order Thinking Skills (HOTS) is a high-level of

cognitive abilities (thinking) which in the taxonomy of cognitive domain education goals consist of analyzing, evaluating, and creating. It should be an integral part of the teaching and learning process. Like many other countries, Indonesia has had a project that sees the implementation of inquiry and higher order thinking in schools as their main goal. These projects aim at enabling students to grasp a deep understanding of what they are learning and be more critical and creative instead of merely recalling information (Assaly and Smady, 2015). Higher Order Thinking Skill becomes a student capital in dealing with much more complex life in the future.

In 2013 curriculum there is a domain which can use to categorize student's thinking level. Whether they are included in Lower-order thinking level (LOT) or Higher-order thinking level (HOT). Cognitive domain of Bloom's taxonomy is one of the domains dealing with student's thinking skill. The domain includes content knowledge and the development of intellectual skills. It includes the recall or recognition of specific facts and concepts that serve developing intellectual abilities and skills. There are six major categories, starting from the simplest behaviour (recalling facts or remembering) to the most complex (creating). The categories can be classified of as degrees of difficulties. It is arranged to categorize proceed from the simplest to more complex levels.

2.3.2 Basic Competence of 2013 Curriculum

In the 2013 curriculum, there are competences which would like to gain by the government. The competence named core competence and basic competence According to (Priyatni: 2014:17) as cited in Setiawati (2015), there are four core

competences in 2013 curriculum, core competence 1 as religion domain, core competence 2 as affective domain, core competence 3 as cognitive domain, and core competence 4 as psychomotor domain. Core competence is broken down into basic competence. According to the Decree of Minister of Education and Culture No. 65 (2013) explains basic competence as a specific ability in terms of attitude, knowledge, and skill which is related to content or course. In the basic competence, there are basic competence three and basic competence four. Basic competence three is about cognitive skill which concerns about the students' ability to develop their knowledge. Meanwhile, basic competence four is about skill which concerns on the students' ability toward the material. Every subject has their own basic competence according to the graders. The basic competence is divided into basic competence 3 and basic competence 4. Table below shows basic competence of 2013 curriculum according to Ministry of Education and Culture.

Table 2.3.1 Basic competence of 2013 English curriculum

KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETERAMPILAN)
<p>3. memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah</p>	<p>4. mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan</p>

KOMPETENSI DASAR	KOMPETENSI DASAR
<p>3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan such ... that; so ... that)</p>	<p>4.1 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p>3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait benda dengan pewatas berupa sifat, jenis, dan fakta keadaan/kejadian, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan prepositional phrase, adjective clause: finite dan non-finite)</p>	<p>4.2 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait benda dengan pewatas berupa sifat, jenis, dan fakta keadaan/kejadian, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p>3.3 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keterangan (circumstance), sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan klausa finite atau klausa non-finite)</p>	<p>4.3 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keterangan (circumstance), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p>3.4 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian terjadinya/dilakukannya sesuatu yang tidak nyata pada saat ini dan pada waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan conditional: past dan past perfect)</p>	<p>4.4 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian terjadinya/dilakukannya sesuatu yang tidak nyata pada saat ini dan pada waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>

<p>3.5 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan pertentangan dan kebalikan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>even if ...</i>, <i>unless ...</i>, <i>however</i>, <i>on the other hand</i>, <i>in contrast</i>, <i>nevertheless</i>)</p>	<p>4.5 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan pertentangan dan kebalikan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p>3.6 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks pembahasan ilmiah (<i>discussion</i>) lisan dan tulis dengan memberi dan meminta informasi terkait pembahasan isu kontroversial dan aktual dari beberapa (minimal dua) sudut pandang, sesuai dengan konteks penggunaannya</p>	<p>4.6 teks pembahasan ilmiah (<i>discussion</i>)</p> <p>4.6.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks pembahasan ilmiah (<i>discussion</i>) lisan dan tulis, terkait isu kontroversial dan aktual</p> <p>4.6.2 menyusun pembahasan ilmiah (<i>discussion</i>) lisan dan tulis, terkait isu kontroversial dan aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>
<p>3.7 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait konsesi, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>even though</i>, <i>although</i>)</p>	<p>4.7 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait konsesi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p>3.8 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks ulasan (<i>review</i>) lisan dan tulis dengan memberi dan meminta penilaian terkait film/buku/cerita, sesuai dengan konteks penggunaannya</p>	<p>4.8 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks ulasan (<i>review</i>), lisan dan tulis, terkait film/buku/cerita</p>

<p>3.9 menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA</p>	<p>4.9 menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA</p>
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2.3.3 *Reading Skill*

Reading is one of the language skills which plays an important role in teaching and learning process. It is the basic means to get knowledge and help students to gain any information such as general knowledge about school subjects. Zimelman, as cited in Farris (2004:324), states that reading means getting meaning from print. Reading is not phonic, vocabulary, syllabication, or other “skills,” as useful as these activities may be. The essence of reading is a transaction between the words of an author and the mind of a reader, during which meaning constructed. Similarly, (Grabe, 2009:5) states reading is a process when readers learn something from what they read and involve it in an academic context as a part of education. Other expert defines reading as an activity in which the readers respond to and make sense of a text being read connected to their prior knowledge (Spratt, Pulverness, and William: 2005: 21).

Nunan (1991) stated reading in the traditional view is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text. He referred that this process as the bottom-up view of reading. Reading as a cognitive process that involves decoding symbols to arrive at meaning. Decoding is translating the symbols of writing systems into the

spoken words they represent. Soleimani & Hajghani (2013) stated reading skills are the cognitive processes that a reader embarks on to make sense of a text. It develops the basic comprehension skill so that the readers or the students are able to comprehend and understand the text or the material given (Utomo:2015). Reading, which is important throughout the lifespan, contributes to growth and development by helping individuals to understand their personal and social worlds (Freire, 1983 as cited in Dogan 2014). Ahmadi (2011) as cited in Sabouri (2016) stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive.

Based on some definitions presented above, it can be concluded that reading is the process of constructing the meaning of words. When someone is reading means that he or she tries to understand the text and found the main idea. So, reading can be said as the process of comprehending the text and finding the meaning.

2.3.4 Textbook

In teaching and learning process of education, the teacher usually needs some media to deliver their meaning and make him or her explaining the material easier. One of the media which commonly used is a textbook. According to Tiwari (2005), as cited in Bharati (2018), a textbook is an instrument to achieve learning objectives, to help teachers prepare materials, assignments, organizing the class, and students' guidance at class and home. So that, based on the function of the textbook in language learning defined by Tiwari, it is important to design sufficient textbook for improving and helping students in learning a particular

language, especially in language learning. Gordani (2010) stated textbooks have a major influence on students' learning and the nature and type of learning activities used in the classroom. Textbook in the EFL classroom has an important role in supporting the teaching and learning process. According to Margana and Widyantoro (2017), in the process of teaching and learning, the availability of textbooks is one of the essential components that must exist because textbook serves a guide for students and the teachers of any level of education to be actively engaged in classroom practices.

In order to know more about what the textbook is, we need to know the definitions of it. As stated by Graves (2000:175) the textbook is a book used as a standard source of information for a formal study of a subject and an instrument for teaching and learning. Moreover, Ansary (2002) stated that the textbook is a framework which regulates and times the programs, without textbook learners thinks their learning is not taken seriously; a textbook is a cheap way of providing learning material.

The textbook gives a great contribution to teaching and learning process both for teachers and students. This statement is in line with Harmer (2007) as cited in Diniah (2013), teachers and students will get benefits when textbook is used in the teaching and learning process.

From those definitions above, the writer draws a conclusion that a textbook is an essential tool for teaching and learning process. It is a written material which is made by some experts in order to help both teachers and students during the teaching and learning process. It is a framework of guidance

and orientation and has an important role in the teaching and learning process. The textbook is a tool in the hands of the teacher, and the teacher must know how to use it properly, and how it can be useful for their students.

2.2.4.1 The Advantages and Disadvantages of Using Textbooks

The use of the textbook in teaching and learning process has both advantages and disadvantages, according to Richards (2001) there are some benefits and limitations of using textbook as follows:

1) It provides structure and a syllabus for a program.

Without a textbook, a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed.

2) It helps standardize instruction.

The use of textbook in a program can ensure that the students indifferent classes receive similar content and therefore can be tested in the same way.

3) It maintains quality.

If a well-developed textbook is used students have gained the materials that have been tried and tested, that is based on sound learning principles, and that are paced appropriately.

4) It provides a variety of learning resources.

Textbooks are often accompanied by workbooks, cassettes and CDs, videos, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.

5) It is efficient.

It saves teacher's time, enabling teachers to devote time to teaching rather than material's production

6) It can provide effective language models and input.

Textbooks can help the teachers whose first language is not English and who may not be able to generate accurate language input on their own.

7) It can train teachers.

If the teachers have limited teaching experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training.

8) It is visually appealing.

Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.

However, there are also potential negative effects of the textbook. For example:

1) It may contain inauthentic language:

Textbooks sometimes present inauthentic language since texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.

2) It may distort content.

Textbooks often present an idealized view of the world to represent real issues. In order to make textbooks acceptable in some different contexts, controversial topics are avoided and instead of an idealized white middle-class view of the world is portrayed as the norm.

3) It may not reflect students' needs.

Since textbooks are often written for global market they often do not reflect the interests and needs of students.

4) It can deskill teachers.

If the teachers use textbooks as the primary source of their teaching leaving the textbook and teacher's manual to make the major instructional decisions for them the teacher's role can be reduced to that of a technician whose primary function is to present materials prepared by others.

5) It is expensive

In many parts of the world, commercial textbooks may represent a financial burden for students.

2.2.4.2 The Important Role of Using Textbook in EFL Classroom

The role of textbooks in the EFL classroom has a massive impact to support the teaching-learning process. It is a guide for both teachers and students to determine the successfulness for their teaching and learning process. According to Hutchinson and Torres (1994) articulates that the importance of textbooks in the English Language Teaching (ELT) classroom is so extensive that it is almost a universal element in ELT (Hutchinson and Torres, 1994: 315). Moreover, Sheldon (1988: 237) also agrees with Hutchinson and Torres' observation and suggests that textbooks not only represent the visible heart of any ELT program but also

offer considerable advantages for both the students and teachers when textbooks are being used in the EFL classroom.

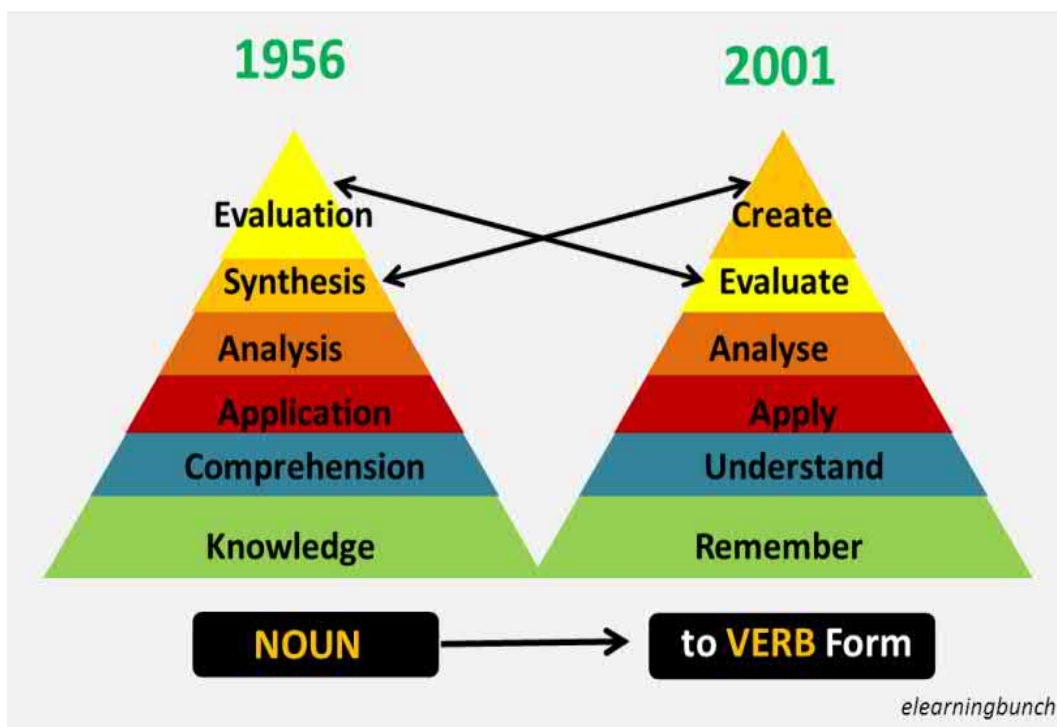
2.2.5 Bloom's Revised Taxonomy

Bloom's Taxonomy is a classification of the different objectives or goals and skills that educators set for their students (learning objectives). In its development, Anderson & Krathwohl (2001) revised Bloom's taxonomy. They stated that there are six levels of cognitive learning according to the revised version of Bloom's Taxonomy. Those levels are remembering, understanding, applying, analyzing, evaluating, and creating. Each level is conceptually different. The revised taxonomy improves the original by adding a two-dimensional framework. The two dimensions are Cognitive process dimension and Knowledge dimension. The cognitive process dimension contains six categories: Remember, Understand, Apply, Analyze, Evaluate, and Create. It builds hierarchically. The higher the level, the higher the complexity itself. Whereas, the knowledge dimension contains four categories: Factual, Conceptual, Procedural, and Metacognitive. In this study, the researcher focuses on the Cognitive process dimension of revised Bloom's taxonomy.

According to Krathwohl (2002), Cognitive dimension in the revised Bloom's taxonomy is much like the original one. It includes remembering, understanding, applying, analyzing, evaluating, and creating. The terminology used in the Cognitive Dimension of Revised Bloom's Taxonomy had been changed into verb from noun. The use of verb in the terminology seems more suitable because it shows the thinking process which is the active process rather

<p>4. Analysis: The ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood. Examples of verbs that relate to this function are:</p> <p>analyze differentiate experiment compare contrast scrutinize probe inquire investigate discover examine detect survey inspect contrast classify dissect categorize deduce discriminate separate</p>	<p>4. Analyzing: Breaking materials or concepts into parts, determining how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose. Mental actions included in this function are <i>differentiating, organizing, and attributing</i>, as well as <i>being able to distinguish between</i> the components or parts. When one is analyzing, he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.</p>
<p>5. Synthesis: The ability to put parts together to form a coherent or unique new whole. Examples of verbs that relate to this function are:</p> <p>compose plan invent propose produce formulate develop design collect set up arrange assemble generalize construct create document organize prepare combine originate predict relate derive write modify tell propose</p>	<p>5. Evaluating: Making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy, <i>evaluating</i> comes before creating as it is often a necessary part of the precursory behavior before one creates something.</p>
<p>6. Evaluation: The ability to judge, check, and even critique the value of material for a given purpose. Examples of verbs that relate to this function are:</p> <p>judge assess argue decide validate compare choose rate consider evaluate select appraise conclude estimate value measure criticize infer deduce</p>	<p>6. Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way, or synthesize parts into something new and different creating a new form or product. This process is the most difficult mental function in the new taxonomy.</p>

Figure 2.2.5.2 Bloom taxonomy by Bloom (1956) and Anderson (2001)



The cognitive domain involves knowledge and the development of intellectual skills, Anggani and Musarokah (2010). According to (Utari as cited in Pratiwi, 2015), Cognitive levels of the Revised Version of Bloom's Taxonomy deals with students' thinking, these cognitive levels include lower-order thinking and higher-order thinking. The highest three levels are included in higher-order thinking. It means the top three cognitive processes in Bloom's revised taxonomy are considered as higher-order thinking skills (analyzing, evaluating, and creating). This also means that the lower-order thinking occupies the three lowest levels of Revised Bloom's Taxonomy (Remembering, Understanding, and Applying). This Revised Bloom's Taxonomy is often used in formulating the educational objectives that we have known as C1, C2, C3, C4, C5, and C6.

Anderson & Krathwohl (2001) stated that Cognitive process is intended to help educators (including task designers) broaden their assessment of learning. Assessment tasks should tap cognitive process that goes beyond remembering.

As stated before, cognitive domain is dealing with the student's thinking level. Moreover, in curriculum 2013 it is used to categorize the students thinking level of understanding. It explains whether the students are on the Higher-order thinking level (HOT) or lower-order thinking level (LOT). Meanwhile, HOT is included in national education goal and educational policies. Higher Order Thinking Skills (HOTS) is a high-level of cognitive abilities (thinking) which in the taxonomy of cognitive domain education goals consist of analysing, evaluating, and creating. It should be an integral part of teaching and learning process. Like many other countries, Indonesia has had a project that sees the implementation of inquiry and higher order thinking in schools as their main goal. These projects aim at enabling students to grasp a deep understanding of what they are learning and be more critical and creative instead of merely recalling information (Assaly and Smady, 2015). Higher Order Thinking Skill becomes a student capital in dealing with a much more complex life in the future

In this research, I used the Revised Version of Bloom's Taxonomy in term of its cognitive process dimension as my research theory. The following table explain more about the cognitive process dimension according to Anderson and Kartwohl (2001).

Table 2.3.3 The categories of the Cognitive process dimension

Categories and Cognitive Process	Alternative Names	Definitions and Examples
1. REMEMBER - Retrieve relevant knowledge from long-term memory		
1.1 RECOGNIZING	Identifying	Locating knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in U.S. history)
1.2 RECALLING	Retrieving	Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in U.S history)
2. UNDERSTAND - Construct meaning from instructional messages, including oral, written, and graphic communication		
2.1 INTERPRETING	Clarifying, paraphrasing, representing, translating	Changing from one form of representation (e.g., numerical) to another (e.g., verbal) (e.g., Paraphrase important speeches and documents)
2.2 EXEMPLIFYING	Illustrating, instantiating	Finding a specific example or illustration of a concept or principle (e.g., Give examples of various artistic painting styles)
2.3 CLASSIFYING	Categorizing, subsuming	Determining that something belongs to a category (e.g., concept or principle) (e.g., Classify observed or described cases of mental disorders)
2.4 SUMMARIZING	Abstracting, generalizing	Abstracting a general theme or major point(s) (e.g., Write a short summary of the events portrayed on a videotape)
2.5 INFERRING	Concluding, extrapolating, interpolating, predicting	Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles)

		from examples)
2.6 COMPARING	Contrasting, mapping, matching	Detecting correspondences between two ideas, objects, and the like (e.g., Compare historical events to contemporary situations)
2.7 EXPLAINING	Constructing models	Constructing a cause-and-effect model of system (e.g., Explain the causes of important 18 th -century events in France)
3. APPLY - Carry out or use a procedure in a given situation		
3.1 EXECUTING	Carrying out	Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits)
3.2 IMPLEMENTING	Using	Applying a procedure to unfamiliar tasks (e.g., Use Newton's Second Law in situations in which it is appropriate)
4. ANALYZE - Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose		
4.1 DIFFERENTIATING	Discriminating, distinguishing, focusing, selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2 ORGANIZING	Finding, coherence, integrating, outlining, parsing, structuring	Determining how elements fit or function within a structure (e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation)
4.3 ATTRIBUTING	Deconstructing	Determine a point of view, bias, values, or intent underlying presented material (e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)

5. EVALUATE - Make judgements based on criteria and standards		
5.1 CHECKING	Coordinating, detecting, monitoring, testing	Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., Determine if a scientist's conclusions follow from observed data)
5.2 CRITIQUING	Judging	Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., Judge which of two methods is the best way to solve a given problem)
6. CREATE - Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure		
6.1 GENERATING	Hypothesizing	Coming up with alternative hypotheses based on criteria (e.g., General hypotheses to account for an observed phenomenon)
6.2 PLANNING	Designing	Devising a procedure for accomplishing some task (e.g., Plan a research paper on a given historical topic)
6.3 PRODUCING	Constructing	Inventing a product (e.g., Build habitats for a specific purpose)

Table 2.3.4 Potential activities; instructional verbs and questioning stems that include of each category.

No	Cognitive Dimension	Instructional Verbs	Questioning Stems
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1.	Remembering	Memorize Choose Relate Recite Show Review Give Record Example Match Reproduce Select Repeat Underline Label Cite Group Listen Read Write Outline	<ul style="list-style-type: none"> • What happened after...? • How many...? • What is...? • Who was it that...? • Name... • Find the definition of... • Describe what happened after... • Who spoke to...? • Which is true or false...?
2.	Understanding	Restate Summarizes Identify Report Discuss Recognize Retell Review Research Observe Translate Interpret Paraphrase Describe Reorganize Associate Give main idea Give examples of	<ul style="list-style-type: none"> • Explain why... • Write in your own words... • would you feel if...? • How effective are...? • What are the consequences • How would you explain...? • Write a brief outline... • What do you think could have happened next...? • Who do you think...? • What was the main idea...? • Clarify... • Illustrate...
3.	Applying	Interpret Sequence Make Show Practice Solve Apply Collect Operate Demonstrate Interview Use Discover Draw Change	<ul style="list-style-type: none"> • Explain another instance where... • Group by characteristics such as... • Which factors would you change if...? • What questions would you ask of...? • From the information given, develop a set of

			instructions about...
4.	Analyzing	Distinguish Question Separate Inquire Arrange Investigate Research Calculate Discriminate Analyse Diagram	Compare Contrast Survey Detect Group Order Sequence Test Debate Relate Categories
			<ul style="list-style-type: none"> • Which events could not have happened? • If...happened, what might the ending have been? • How is...similar to...? • What do you see as other possible outcomes? • Why did...changes occur? • Explain what must have happened when... • What are some or the problems of...? • Distinguish between... • What were some of the motives behind...? • What was the turning point? • What was the problem with...?
5.	Evaluating	Judge Rate Predict Assess Score Revise Infer Determine Tell why Compare Evaluate Measure Choose	Conclude Deduce Justify Recommend Discriminate Appraise Probe Argue Decide Criticize
			<ul style="list-style-type: none"> • Judge the value of... • What do you think about...? • Defend your position about... • Do you think...is a good or bad thing? • How would you have handled...? • What changes to...would you recommend? • Do you believe...? How • ...? • What influence will...have on our lives?

			<ul style="list-style-type: none"> • What are the pros and cons of...? • Why is...of value? • What are the alternatives? • Who will gain & who will lose? 	
6.	Creating	Compose Organize Compile Improve Invent Produce Construct Plan	Formulate Imagine Generate Predict Devise Design Revise Prepare	<ul style="list-style-type: none"> • Design a...to... • Devise a possible solution to... • If you had access to all resources, how would you deal with...? • Devise your own way to... • What would happen if...? • How many ways can you...? • Create new and unusual uses for... • Develop a proposal which would...

(Tarlinton, 2003)

2.2.6 Reading Exercises

In teaching and learning process, exercise is very important. According to Kozak (2011,7), exercises aimed to teach receptive skills required for detailed reading comprehension can be divided into several groups depending on the purpose you want to achieve. He pointed out that exercise is close with the learning purpose which wants to be achieved. He argued that there are three groups in reading exercises, those are pre-reading, while-reading, and post-reading exercises.

1) Pre-reading exercises

While doing pre-reading exercises the students need to see all the tasks before reading the text. The following questions may be used.

- a. Could you guess what the text is about judging by the title?
- b. What do you think the following names, figures or dates (if there are any) have to do with the story?

Note: the teacher can arrange what the students say in a column on the blackboard and give the task to look through the text quickly to prove if their guesses were true or false.

- c. What have you heard about the subject you are going to read about

2) While-reading Exercises

The next group of exercises had to teach the students to extract specific information. These are while-reading exercises.

- a. The students should read the text to extract the information which the tasks demand. They do not need to pay attention to the parts of the text they do not understand.
- b. Previewing for the topic. Ask the students to read the first sentence of each paragraph and the last sentence of the passage and try to guess what the text is about, or what the general idea is.
- c. The teacher offers some statements and the students are to find out if they are false or true.
- d. The students can be given some questions to answer.

3) Post-reading Exercises

These exercises are more concerned with summing up the content of the text, investigation into the writer's opinion and may entail some kind of follow-up tasks related to the text. Here you can use the following tasks:

- a. Finding the most important sentence in each paragraph.
- b. Matching each sentence of the jumbled summary with the correct paragraph.
- c. Using your imagination and write your end of the story.
- d. Expressing your attitude to the story, etc.
- e. What is your attitude to the story? Write a letter to the editor.
- f. Organize a press conference.

2.2.7 Reading Material

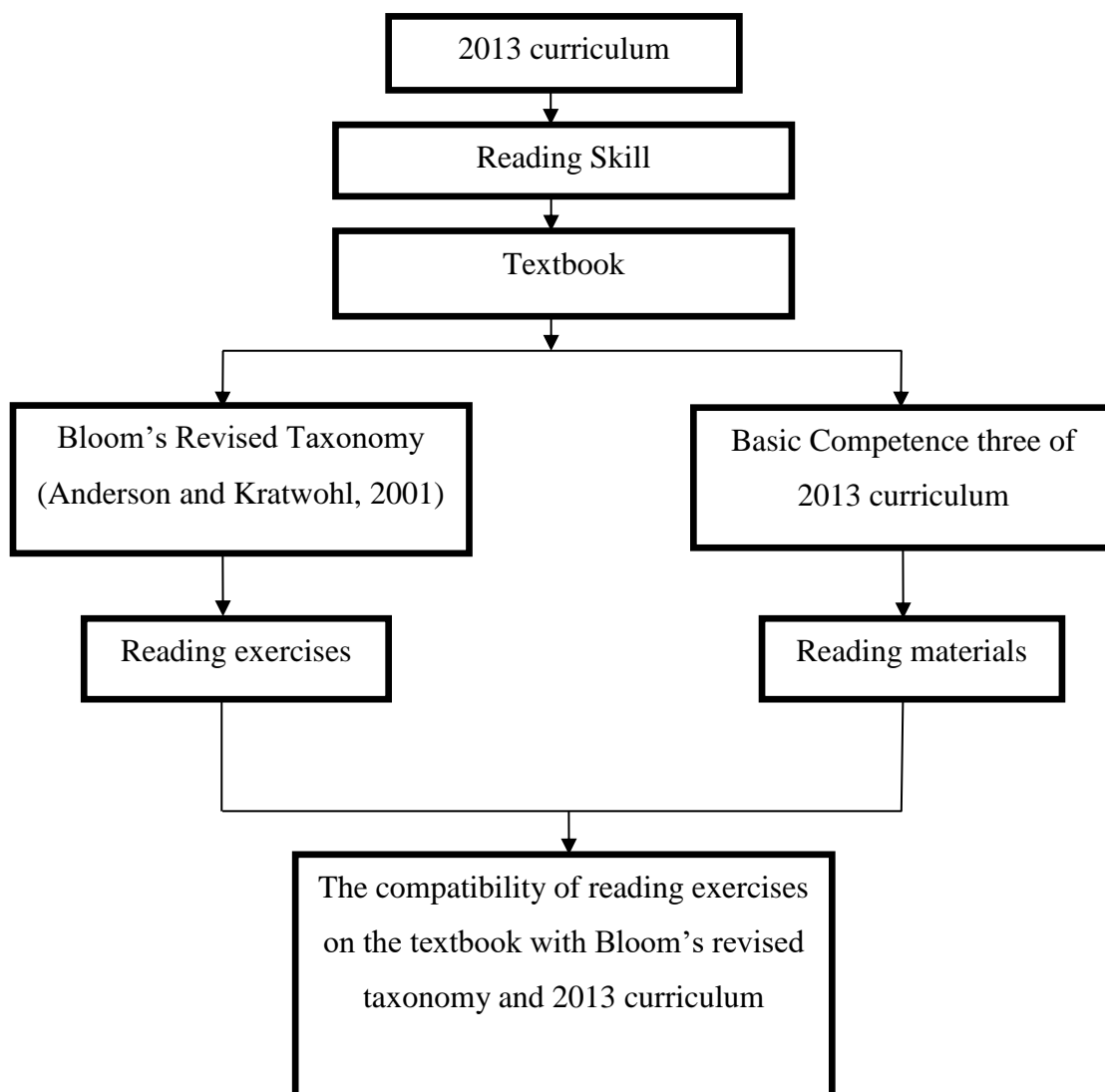
The material means an instrument for a teacher in the teaching and learning process that can be used in the classroom activities. It presents the language elements such as grammar or list of vocabularies which included in some language skills such as reading skill. Meanwhile, reading material submits to any texts or passage that brings certain message or ideas to be shared to the reader through the process of reading activity (Muslikhati:2015). It can be in the form of authentic materials such as newspaper, magazine, article, or a textbook. In the classroom atmosphere, textbook is the most used as a material which provides some activities for students. Having a good reading ability will help the students to comprehend and get a lot of information from them. When the people read a text, they read for variety of purposes. Commonly, they are reading any kinds of texts in order to understand well about the information in it. According to Murcia (2001:187) stated that "purpose" of reading for students is to search for

information. Therefore, the reading texts in the textbook become an important thing in the reading session. It has a massive role for teacher and students. It can help the teacher to explain more detail and also help students to learn easily.

2.3 Theoretical Framework

The framework of this study is presented in the following figure.

Figure 2.3 Theoretical Framework of Present Study



The theoretical framework of this study starts with the idea of the compatibility of the reading exercises in EFL textbook entitled *Pathway to English* with Revised Version of Bloom's Taxonomy and 2013 curriculum. It has

been known that the role of a textbook cannot be separated from the teaching and learning process. It needs special attention toward the quality of the textbook in order to know whether it is compatible with curriculum applied and suitable for the students' thinking need or not. The analysis of the textbook can help the teachers and educators in selecting appropriate textbook to support the teaching and learning process.

The writer limits the analysis only used cognitive domain of Bloom's revised taxonomy and basic competence three of 2013 curriculum. The result of this study is to investigate how the reading exercises in the textbook implement the Bloom's revised taxonomy and to seek for the compatibility of reading exercises in the textbook with Bloom's revised taxonomy and reading materials with 2013 curriculum.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The last chapter of this study provides conclusions and suggestions. The answers of the research questions of this study are presented in the conclusions part while the suggestions addressed to English teacher, publisher, and others who have interest about the study are stated in the suggestions part.

5.1 Conclusions

According to the findings in the previous chapter, the writer draws some conclusions that answer each of the research questions as follows:

In terms of the implementation of cognitive domain of Bloom's revised taxonomy in the reading exercises, the result showed that all chapters in the textbook have implemented the cognitive dimension of Bloom's revised taxonomy. Unfortunately, not all the cognitive process dimensions have been covered in the reading exercises in each chapter of the textbook evenly. There is a dominant level of cognitive dimension in each chapter in the textbook. The most prevalent cognitive processes were *remembering* and *understanding* which are the lowest order category in Bloom's revised taxonomy. It indicates that the reading exercises emphasize retrieving relevant knowledge from long-term memory or recalling previous information as a dominant without encouraging students to think more critically. It could not enhance students' higher thinking skill due to the imbalance portion among the six levels of Bloom's revised taxonomy in the

reading exercises and tend to provide low levels of questions which not much help develop students' higher thinking skill. It demonstrates that the lower-level processes of cognitive domain within Bloom's Revised Taxonomy are more frequently represented than those higher-level. In other words, the majority of the questions assessed the three lower level of cognitive domain and only a few questions were found to address higher cognitive processes among the six levels of Bloom's revised taxonomy.

Meanwhile, the writer concluded that the most frequency level of cognitive dimension was remembering with the percentage 40.9% or 47 reading exercises, followed by understanding with the percentage 35.7% or 41 reading exercises, applying with the percentage 1.7% or 2 reading exercises, analyzing with the percentage 13% or 9 reading exercises, evaluating with the percentage 7.8% or 9 reading exercises, and the last is creating with the percentage 0.9% or 1 reading exercises in all chapters of the textbook. It means that the textbook emphasizes the lower-order thinking process of Bloom's revised taxonomy which is remembering in the reading exercises. This textbook stimulates the learners to succeed academically, on the other hand, it only serves for the lower levels of cognitive process, having a lack of steps in higher levels. It implies that the reading exercises presented in the textbook are not good enough to develop students' reading skill.

Moreover, according to the compatibility of reading materials in the textbook with the basic competence three written in 2013 curriculum English syllabus, the writer concluded that it is also less compatible since 45.4% of the reading texts

are not followed the basic competence three criteria. Most of the criteria demand that the reading materials should be arranged in the form of transactional interaction texts. Unfortunately, most of the reading materials in the textbook are not included as transactional interaction texts as requested by basic competence three of English syllabus. It does not present as an interaction between two persons or more which has exchange information and there is feedback in it. It was only 54.5% of the reading texts which are compatible with the basic competence three of 2013 curriculum.

5.2 Suggestions

By referring to the research questions and the findings, the writer wants to give several suggestions related to this study, first of all, in deciding which textbook that can be used in the classroom, a teacher should consider whether the textbook is compatible with the current curriculum and whether it provides various exercises and cover all the six cognitive levels of Bloom's revised taxonomy. The teacher need to pay more attention to the exercises and material contained in the textbook since many textbooks which claimed have been compatible with the current curriculum do not fulfil all the requirements of the curriculum itself.

According to the findings, the textbook entitled *Pathway to English* tends to provide low levels of reading questions which not much help develop students' higher thinking skill since the reading exercises in the textbook do not distribute into complete cognitive level of Bloom's revised taxonomy in each chapter. It

only focuses on the lowest three levels and having a lack step of presenting those three higher levels which are the level of analyzing, evaluating, and creating. Moreover, the reading materials in the textbook are also less compatible with 2013 curriculum since there were some of basic competences which were not covered appropriately in the reading materials in some chapters of the textbook. Consequently, a teacher should not merely keep depending on the textbook. The teacher should always be creative in developing the materials and exercises on the textbook by using other sources to help the students broaden their knowledge and have critical thinking skill. The teacher can use Bloom's revised taxonomy to construct classroom instructions or exercises which can stimulate students' cognitive skill.

Meanwhile, in publishing textbook that used in many schools, publisher of the textbook should consider some aspects in creating and developing an English textbook, years of study are needed in order to know what students' need and their dynamic ways of learning. The textbook's publisher needs to arrange the textbook that can promote students' thinking skill to the higher level by considering the completeness of the six levels of Bloom's revised taxonomy in a balanced portion and compile the reading material based on the basic competence of the 2013 curriculum. He or she should add many exercises related to the Cognitive Domain with proper action verbs appropriate with Bloom's Revised Taxonomy and all the requirements of 2013 curriculum. And for those other researchers who have an interest in doing this kind of research about analyzing the textbook, this research is only limited in analyzing the reading exercises in the textbook for XII graders.

Other researchers are expected to analyze other language skills such as listening, speaking or writing exercises in the EFL textbook *Pathway to English* published by Erlangga to get a comprehensive result of this textbook analysis and give the contribution of the study more varied

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