



RELEVANCE OF LEARNING ACTIVITIES IN ENGLISH TEXTBOOK FOR TENTH GRADE STUDENT TO REVISED BLOOM'S TAXONOMY

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Abstract: This research aims at identifying and analyzing the relevance of the learning activities to the revised Bloom's taxonomy of the basic competencies based on the K13 in the textbook and determining the organization of the learning activities of the cognitive dimension level for the four English language skills. This is a content analysis research that the data is collected from the learning activities in "*Bahasa Inggris*" textbook for tenth grade student of senior high school. Relevance checklist of table analysis and documentary are used as the instruments to collect the data. This research is used analytical procedure that is consisted of data reduction, data display and conclusion drawing or verification to analyze the data. The results of this research showed that the relevance percentage of the learning activities to the revised Bloom's taxonomy of the basic competencies in cognitive domain were 86.4% or 216 tasks of relevant and 13.6% or 34 task of irrelevant from the total of 250 learning activities. The most relevant learning activities appeared in KD 3.7, meanwhile KD 3.3 and KD 3.9 were the least relevant. Moreover, the learning activities for the four English language skills were not organized in the gradual cognitive dimension level.

Keywords: textbook, relevance, learning activities, revised bloom's taxonomy, cognitive domain

INTRODUCTION

The implementation of the 2013 Curriculum or K13 as a substitute and complement to the 2006 curriculum which is also student-centered has brought education in Indonesia to be more active and interactive to the learning resources and also added the teacher plays an important role as the supervisor, leader, regulator and facilitator so that the learning process can run optimally. This changes certainly has an impact on all the subjects, especially in English lesson. In Indonesia, the teaching learning of English has the purpose to develop four skills of English language such as reading, listening, speaking, and writing (Kemendikbud-Ristek, 2017). For students to be able to master all of those, the Ministry of Education and Culture of Indonesia published a textbook based on the K13 for every level of learners.

In teaching and learning process, textbook has a great role. Tomlinson (2003) stated that textbook is an assembly of materials that have been determined based on standards for effective and efficient teaching. The fundamental thing is Basic Competence or *Kompetensi Dasar* (KD), which is the ability that must be possessed by students in the form of attitude, behavior, skill and knowledge after obtaining certain learning at their educational level (Rachmawati, 2018). Due to basic competencies, learning objectives will exist. These learning objectives can then be used to determine good assignments or learning activities for students.

Those are important in seeing student learning outcomes, especially on the four language skills. The outcomes of learning objectives are usually based on Bloom's taxonomy.

Bloom's Taxonomy is a hierarchical structuring model based on the six complex levels of cognitive to classify thinking level (Forehand, 2005). By using it, teachers are assisted in developing appropriate and precise lesson plans to achieve the desired outcomes for students. With those activities or in the form of tasks, students can be triggered in producing learning outcomes. Also, numerous textbooks exist to provide teachers a different of options when it comes to selecting the ones that are best suited to the needs of their students nowadays (Ramdhani, Sujana, Thohir, & Saputra, 2021).

Learning activities or tasks in textbooks are usually carried out by students in the classroom when teaching and learning activities take place. However, a case was found that related to the textbook. Some students are tended to be unable to complete the provided tasks. There were quite a number of occurrences where students were unable to complete tasks and skipped some of the tasks contained in the textbooks. This allows problems to occur in the English textbooks used. Students had problems with further material learning activities. If not identified, it can make the foundation of students' English skills weak. Even if there is a big discrepancy between the tasks contained in the textbook and the curriculum, it can result in the results of teaching by the teacher and the learning outcomes of students who use the textbook far from the learning outcomes expected by the curriculum. This problem can cause students not to fully master the contents solidly of the previous material and only do tasks that they think are easy and then leave the tasks with a higher level of difficulty. Therefore, researcher tried to look into the difficulty of learning activities and compared it with the basic competency standards by using revised Bloom's taxonomy.

Therefore, researcher raised the problem and conducted a study entitled "Relevance of The Learning Activities in English Textbook for Tenth Grade Student to the Revised Bloom's Taxonomy" and using content analysis research. Researcher chose the K13 "*Bahasa Inggris*" textbook for grade X students that was published by Ministry of Education and Culture of Indonesia as a revised edition in 2017 as the object to study.

RESEARCH METHODS

The research design that is used in this study is the content analysis. The research is started with reading and collecting information related to the KDs, materials, learning activities and activity organizations from textbook. It is followed by content analysis on the data as an examination and category analysis of the cognitive domain of KDs and learning activities. Then, the validation of data is carried out at the early conclusion by 2 experts; lecturer and teacher. Lastly, the final conclusion is made into the final results of the research.

Researcher used the Permendikbud of Indonesia No. 37 of 2018 and the 2017 revised edition of K13 "*Bahasa Inggris*" textbook published by Ministry of Education and Culture of Indonesia for grade X of senior high school students as the sources of this study. In collecting the data, researcher utilized two instruments in this study such as (1) documentary; those two sources were the two documents that is subjected to analysis, and (2) the Relevance Checklist of Table Analysis; this instrument facilitated the collection and presentation of analyzed data which is contained basic competencies (KD), categories of revised Bloom's taxonomy, learning activities, corresponding pages, checklists of relevant and irrelevant and the comments.

Moreover, this study used the analytical procedure which is suggested by Miles & Huberman (1997), where it is consisted of three parallel flows of activity such as data reduction, data display, and conclusion drawing or verification

FINDINGS AND DISCUSSION

The data of this study were analyzed based on the revised Bloom's taxonomy by Anderson and Krathwohl (2001) which were revised from the original Bloom's Taxonomy by Benjamin Bloom.

1. Data

The data were taken from the KD of K13 English education in Permendikbud of Indonesia No. 37 of 2018 and the learning activities on the 2017 revised edition of K13 "Bahasa Inggris" textbook published by Ministry of Education and Culture of Indonesia for grade X of senior high school students. Two hundred and fifty learning activities were analyzed. The chapters were classified into KD 3.1, KD 3.2, KD 3.3, KD 3.4, KD 3.5, KD 3.6, KD 3.7, KD 3.8, and KD 3.9. Each learning activity was classified into six categories of thinking process dimension level and its knowledge dimension level. The Relevancies that were analyzed were based on the verb and the object (depth of material) in the learning activities that are used to achieve the learning outcomes to the KDs that represent the revised Bloom's taxonomy.

2. Analysis of the Data

A. The Relevance

There were 250 learning activities found in 9 KDs or 15 chapters in the English textbook "Bahasa Inggris" where the relevant and irrelevant learning activities appeared all categories of thinking process and knowledge dimension. The relevancies that were found will be explained below. In the table, the percentage of learning activities that were relevant and irrelevant in the data is obtained from the division of the frequency of appearance to the total learning activities in a KD. While the overall percentage is obtained from dividing the frequency of occurrence of relevant or irrelevant learning activities with the total learning activity in all basic competencies or in textbooks.

Table 1. Frequency of Relevancies

Checklists	Frequency			Overall Percentage (%)	
	Relevant	Irrelevant	Total in KD	Relevant	Irrelevant
KD 3.1	17 (100%)	0 (0%)	17	6.8%	0%
KD 3.2	17 (89.5%)	2 (10.5%)	19	6.8%	0.8%
KD 3.3	11 (78.6%)	3 (21.4%)	14	4.4%	1.2%
KD 3.4	32 (82%)	7 (18%)	39	12.8%	2.8%
KD 3.5	15 (88.2%)	2 (11.8%)	17	6%	0.8%
KD 3.6	15 (88.2%)	2 (11.8%)	17	6%	0.8%
KD 3.7	54 (85.7%)	9 (14.3%)	63	21.6%	3.6%
KD 3.8	44 (88%)	6 (12%)	50	17.6%	2.4%
KD 3.9	11 (78.6%)	3 (21.4%)	14	4.4%	1.2%
Total in Textbook	216	34	250	86.4%	13.6%
		250		100%	

The table above shows the KD 3.7 was the highest frequency KD of relevant learning activities appeared throughout the entire KDs. It appeared 54 times, or 21.6% of the total percentage of the learning activities. KD 3.8 was the second highest relevant learning activity which appeared 50 times, or 17.6% of total percentage of the learning activities. The third highest was KD 3.4 which appeared in the book 32 times or 12.8% of total percentage of the learning activities. The fourth were KD 3.1 and KD 3.2 which both occurred in the textbook 17 times, or 6.8% of total percentage of the learning activities. The next were KD 3.5 and KD 3.6 which both appeared in the textbook 15 times, or 6% of the total percentage of the process types. Then, the lowest relevance percentage KD that occurred in the textbook were KD 3.3 and 3.9. These only occurred 11 times, or 4.4% of the total percentage of learning activities.

3. Discussion

Bloom's Taxonomy is a hierarchical structuring model based on the six complex levels of cognitive to classify thinking level (Forehand, 2005). According to Forehand (2005), revised Bloom's taxonomy is the revision of the original form that is presented as a two-dimensional table rather than a one-dimensional table as in the original. Dimension in the cognitive domain is divided into cognitive process dimension to classify thinking level and the knowledge dimension to classify the depth of the material.

The researcher has analyzed the categories of the learning activities on the English textbook entitled "*Bahasa Inggris*" for the tenth-grade of Senior High School students. The learning activities were classified into relevant and irrelevant learning activities to the tenth-grade English education KDs in the Permendikbud of Indonesia No. 37 of 2018. Learning activity is compared with KDs from the Ministerial Decree because KD was one of the crucial elements for meeting competency standards (Arifuddin, Sujana, Amin, Djuhaeni, & Zamzam, 2019) and also KI and KD are the primary reference in developing learning designs and are determined by the Indonesian government (Anggraena, et al., 2022). Researcher discovered that all of the six cognitive process and four knowledge dimension categories appeared in the learning activities, as mentioned by Forehand (2005) that revised Bloom's taxonomy in the cognitive process dimension is classified into six categories such as remember (C1), understand (C2), apply (C3), analyze (C4), evaluate (C5) and create (C6). Meanwhile, the knowledge dimension is classified into four categories such as factual (1), conceptual (2), procedural (3), and meta-cognitive (4) knowledge.

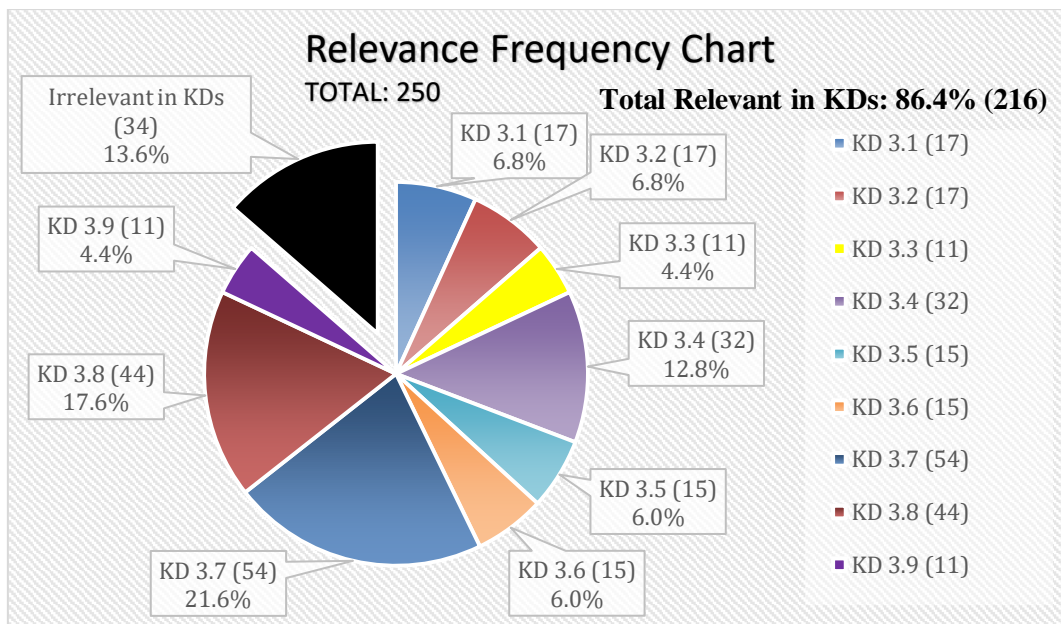


Figure 1. Relevance Frequency Chart

This chart is based on the overall percentages in frequency of relevancies table. The overall relevance percentage of the learning activities to the revised Bloom's taxonomy of the basic competencies was 86.4% of relevant and 13.6% of irrelevant. This was a high percentage result for promoting particular curricula using textbook as the instrument (Okeeffe, 2013). The frequency in the relevant side was 216 learning activities, while 34 learning activities were categorized as irrelevant from the total of 250 learning activities with the most relevant KD appeared in this textbook was the KD 3.7 which had 21.6% or 54 relevant learning activities, but also the most irrelevant KD that had 3.6% or 9 irrelevant learning activities. Then, the least relevant KD was KD 3.3 and KD 3.9 that both had 4.4% or 11 relevant learning activities each, meanwhile the least irrelevant KD was KD 3.1 which had 0% or no irrelevant learning activities existed.

In this English textbook, the learning activities for the four English language skills were not organized in the gradual cognitive dimensions level. The categories of from some the tasks were not gradually from the lower cognitive level to the higher level or from one to the next or previous task but were random. This contradicted the opinion of Ahissar and Hochstein (1997) that an increase in difficulty from an easy condition to a higher condition results in an increase in task difficulty caused improvement. Even though it was not organized gradually, these learning activities were organized to provide students in gaining some information and knowledge of some factual or conceptual knowledge from a simple activity that is used some cognitive thinking levels from different categories in the beginning then it moved to the more complex activities and make those previous learning activities' information and knowledge as the requirement in doing and solving it to achieve the higher cognitive thinking level than the previously used. Where High Order Thinking Skills (HOTS) elements are now a requirement for teachers to incorporate into their lessons, where teachers' lesson plans should aim to help students build a set of beneficial thinking skills (Kharisma & Lestari, 2022). It is strongly advised that teacher uses project-based and problem-based learning approaches in addition to the scientific method to support students' HOTS (Hidayat & Lestari, 2022). It is supported by

Garinger's (2002) statement that teachers and students both want well-organized and straightforward content to follow.

Also, in another Ahissar & Hochstein (1997) statement that improvement is started with a simple cases and then moves on to the complex ones. This opinion is strengthened by an explanation from Arifuddin (2010) that as a prelude to the acquisition of the mother tongue or first language, language acquisition is more about direct exposure to language situations which processes take place in the child's brain Besides, only five chapters that were focused in the four English language skills such as chapter 1, 6, 12, 13, and 14. The others chapters contained only three English language skills that was reading, speaking and writing as skill focus.

Furthermore, since this study was focused on the relevance of the learning activities in English textbook to the revised Bloom's taxonomy in cognitive domain, the results and the findings of this study are different from the previous studies. This study revealed that the relevance of the learning activities to the revised Bloom's taxonomy of basic competencies was high which all six cognitive process categories and four knowledge categories of revised Bloom's dimensions were used in the learning activities on the English textbook entitled "*Bahasa Inggris*" for the tenth-grade of Senior High School students. Meanwhile, the differences from the first previous study by Abdelrahman (2014) was from the focus of his study that was focused on the percentage result of cognitive process of questions in two textbook; workbook and students' book. While, the differences from the second previous study by Laila & Fitriyah (2022) was also from the focus of their study which is aimed to study about HOTS and LOTS in English textbook for twelfth grade students. Then the differences from the first previous study by Sari, Syafei and Fatimah (2018) was also from the focus of their study that focused on the quality of activities in "*Bahasa Inggris*" textbook for ten grade students. Meanwhile, in this study, the focus of the study was the relevance of the learning activities to the revised Bloom's taxonomy of basic competencies in cognitive domain in the English textbook which the results showed 216 pieces or 86.4% relevant. Therefore, the English textbook did not organize the learning activities for the four English language skills in the gradual cognitive dimension level.

CONCLUSION

It can be summarized that the relevance of learning activities in English textbook to the revised Bloom's taxonomy of basic competencies is high. This level of relevance allows learning activities in English textbooks to be used in teaching and learning activities using K13. This is because the existing learning activities are still in accordance with K13 basic competency standards.

Moreover, the learning activities for the four English language skills were not organized in the gradual cognitive dimension level. The level of categories of some tasks were not gradually from one to the next or previous task. The organization of learning activities in this textbook is based more on topic-related activities where this results in an arrangement of learning activities from the simple to the more extensive on the topic raised.

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