AN ANALYSIS OF INSTRUCTIONAL TASKS DESIGN BASED ON REVISED OF BLOOMS TAXONOMY IN SENIOR HIGH SCHOOL TEXTBOOK

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Abstract: The aim of this study was to analyze the extent of instructional tasks for listening, reading, speaking, and writing in the textbook *Bahasa Inggris* twelfth grade student K-13 addressed LOTS (Lower Order Thinking Skill) or HOTS (Higher Order Thinking Skill), as well as to determine the most dominant cognitive domain of the instructional tasks in that textbook. To solve the study questions, content analysis was used on two chapters of the textbook. The textbook activities of the four languange skills were the target of analysis. Blooms Taxonomy of Cognitive Domain was used to analyze instructional tasks. The researcher then calculated the frequency and percentage of instructional tasks that occurred at each level of thinking in the two chapters of the textbook. Based on the results, there are 71 instructional tasks of the four language skills. Listening includes the fewest instructional tasks (5), while reading includes the most (33). Speaking and writing on average with moderate frequency (14 and 19). After categorizing the instructional tasks in all of the activities, it was discovered that the majority of those instructional tasks (71 instructions) highlighted LOTS. The percentage of LOTS is 85.9%, while the percentage of HOTS is 14.1%. Additionally, the researcher found the most dominant cognitive dimension is rremembering level or C1, with 34 out of 71 instructional tasks. The percentage of remembering or C1 is 47.88%.

Keywords: *Instructional Tasks, Revised Blooms Taxonomy, and, Textbook..*

INTRODUCTION

In the process of teaching and learning English, the teacher has to teach listening, speaking, reading, and writing as know as the four language skills. These are the fundamental skills that students are taught and learn. These four skills are often categorized into two types. Harmer (2007) defines reading and listening skills that extract meaning from the discourse are referred to as receptive skills, while speaking and writing are examples of students' productive skills, to produce language on their own.

All of the skills have their own difficulties in being mastered. To easily master those skills, the learning materials such as tasks and their instructions in the textbook must involve all of the skills. All the language skills for instructional tasks embedded in textbooks are important for developing students' thinking skills in depth. The learning materials in textbooks cannot direct students to higher education goals as outlined in the 2013 curriculum. This study addresses the main problem, namely the lack of cognitive processes in textbooks. To do this, the researcher analyzed the cognitive processes of the learning material, such as instructional tasks for all skills in the textbook.

According to Harmer (2001), the most crucial component of textbook utilization is for teachers to involve students in the tasks, including the instructions that they will be dealing with. Therefore, the instructional tasks in textbooks should be structured based on thinking skills and ways of thinking and knowledge. Richards (2002) states that textbooks do not necessarily meet the needs of students. According to experts, some of the contents of textbooks, especially tasks and instructions, are less or completely unacceptable to students because they were classified as low-level in the cognitive domain. Cognitive domain in teaching and learning process refer to Bloom's taxonomy.

Blooms (1956) divided the six thinking skills into cognitive domains from low to high. The original version consist of knowledge, comprehension and application as LOTS while analysis, synthesis, and evaluation as HOTS. In 2001, Anderson and Krathwohl improved the original Bloom's taxonomy in the cognitive area to become the Revised Bloom Taxonomy. The review includes 1) Changes in verb terminology from nouns at each taxonomic level. 2) Changes at almost every hierarchy level, but the order of the levels remains the same from lowest to highest.

Low Order Thinking Skills (LOTS) covered remembering, understanding, and applying, while High Order Thinking Skills (HOTS) covered analyzing, evaluating, and

creating. To achieve HOTS in learning English, the teacher must teach the materials for listening, speaking, reading and writing skills in the English textbooks. The materials, such as instructional tasks in a textbook, must include the six cognitive domains.

All the language skills for instructional tasks embedded in textbooks are important for developing students' thinking skills in depth. According to Yuliatin, Thohir, & Arafiq (2019) critical thinking and problem solving are involved in HOTS (Higher Order Thinking) while LOTS (Lower Order Thinking) is used as the base requirement skill to move into HOTS (Higher Order Thinking).

To do this, the researcher analyzed the cognitive domain of the learning material, such as instructional tasks for all skills in the textbook. The researcher analyzes the *Bahasa Inggris* textbook to ensure that the learning materials, particularly the instructional tasks in each skill for the twelfth-grade student textbook, highlight LOTS and HOTS in the cognitive domain based on Revised Blooms Taxonomy. From the research finding, the researcher also found the most dominant cognitive domain in the textbook.

RESEARCH METHODOLOGY

The focused of this study to analyze the content of textbooks, especially the instructional task of *Bahasa Inggris* textbook for the twelfth-grade K-13 of senior high school. The researcher analyzed two chapters (6 and 7) from 16 chapters of the instructional tasks and activities in the textbook that covers listening, reading, speaking, and writing of EFL. Ary (2010) states that content or document analysis is a research method designed to identify certain characteristics of a material. The material to be analyzed can be textbooks, advertisements, websites, newspapers, speeches, television programs, essays or other types of documIents.

To collected the data from the textbook used a distribution table as the instrument for obtaining the data. Expected data from this study related to the distribution of instructional tasks of all language skills in the textbook especially for two chapters. The researcher used a

guide from Brown to categorize all of the language skills. In listening, Brown (2004) states that listening is a complex action, and teachers should be able to assist the students in comprehending what they hear or listen to by activating prior knowledge. The instructions in the listening task are: listen to the teacher, listen to the dialogue, etc.

According to Brown (1994), speaking is the process of collecting information and accepting, producing, and processing the data to make it valid information and ready to be delivered as good communication. The instructions in speaking tasks are often used in textbooks, such as "Discuss in a group", "Present the text", "Practice your pronunciation," etc. A reading task is an activity with a purpose. The students may read to gain information or verify existing knowledge. The instructions in reading tasks such as "Read the text", "Analyze the paragraph", and so on.

According to Brown (2001), a writing task is an activity of the thinking process that can be planned and given with unlimited revisions before its release. Writing represents what we think. It is because the writing process reflects things that stay in the mind. The instructions for reading tasks such as "Write a paragraph", "Rewrite the text", etc.

Table 1. Collecting Data of Instructional Task

No.	Instructional Tasks	Activities	Page Numbers

To analyzed the data used the checklist table to categorized the instructional tasks of four languange skill according to the cognitive level of thinking based on Revised Blooms Taxonomy.

Table 2. Checklist table for Listening Activities

No.	Instructional Tasks of Listening Activities	Levels of Thinking	
		LOTS	HOTS

4

		C1	C2	C3	C4	C5	C6

The table above is an example of a checklist table that the researcher will use to determine which level the instructional tasks of listening, speaking, reading, and writing activities cover remembering (C1), understanding (C2), applying (C3), analyzing (C4). evaluating (C5), or creating (C6).

After analyzed and categorized all the instructional tasks of each activity by using a checklist table based on the cognitive domains of revised Blooms Taxonomy, the data counted.

In this study, the following formula will be used:

$$\text{Suitability} = \frac{\text{Number of criteria fulfilled}}{\text{Total number of evaluations}} \times 100\%$$

FINDING AND DISCUSSION

In order to investigate the research questions, the instructional tasks of listening, speaking, reading, and writing observed and collected in two chapters (6 and 7) of the textbook used a distribution table as the instrument for obtaining the data.

Table 3. Instructional Tasks of Four Languange Skills in The Textbook

Chapter.	Activities				Instructional Tasks
	Listening	Speaking	Reading	Writing	
6: What Do They Look Like?	3	9	16	12	40
7: Read the Nature	2	5	17	7	31
Total	5	14	33	19	71

After the researcher observed all instructional tasks based on listening, reading, speaking, and writing activities, two chapters of the *Bahasa Inggris*

textbook used a distribution table. From the table 3, it discovered that in Chapter 6, the researcher discovered that the instruction for listening skills had the most minor activity in the textbook, with only three instructional tasks. On the other hand, reading featured the most activities, with 16 instructional tasks. Speaking and writing activities with 9 and 12 instructional tasks were found in the textbook.

In Chapter 7, the researcher found that the instruction for listening skills also had a minor activity with only two instructions. Speaking had five instructional tasks. The reading featured the most in this chapter, with 17 instructions and writing with seven instructions.

The researcher calculated from the data for listening discovered in two chapters with five instructions and speaking with 14 instructions. Reading found the most activities with 33 instructions and writing with 19 instructions. It counted 71 instructional tasks for two chapters—chapter 6 with 40 1nstructions and Chapter 7 with 31 instructions.

After the researcher found the instructional tasks of four language skills, the researcher continued to analyze the data. The researcher used the checklist table, which contains a column for the list of instructional tasks in two chapters, 6 and 7.

Table 4. HOTS and LOTS in Four of Language Skills in The Textboox Activities

No.	Activities	Levels of Thinking					
		LOTS			HOTS		
		C1	C2	C3	C4	C5	C6
1.	Listening	3	1	1	0	0	0
2.	Speaking	5	0	7	0	2	0
3.	Reading	16	10	3	2	2	0
4.	Writing	10	0	5	0	0	4

	Total	61	10

From all the checklist tables accumulated LOTS (Remembering, understanding, and applying) in table 4 and found 61 instructional tasks, while HOTS (Analyzing, Evaluating, and Creating) found 10 instructional tasks.

The percentages for LOTS and HOTS below:

LOTS $=\frac{61}{71}$ x 100% =85.9%

HOTS$=\frac{10}{71}$ x 100% =14.1%

From the percentage, it showed that instructional tasks of four language skills in the *Bahasa Inggris* textbook involved both LOTS and HOTS. Most of the activities in listening, reading, speaking, and writing skills addressed LOTS.

The result of the instructional tasks of listening, speaking, reading, and writing addressed as LOTS or HOTS, found all of the cognitive domains. Remembering or C1, the researcher found 34 instructions. Understanding or C2, found 11 instructions. Applying or C3, found 16 instructions. Analyzing or C4, found two instructions. Evaluating or C5, found 8 instructions. The last is Creating or C6, found 4 instructions.

Table 5. Frequencies and Percentages of Level of Thinking Cognitive Domain

Level of Thinking	Frequencies	Percentages
Remembering (C1)	34	47.88%
Understanding (C2)	11	15.49%
Applying (C3)	16	22.53%
Analyzing (C4)	2	2.81%
Evaluating (C5)	4	5.63%
Creating (C6)	4	5.63%
Total	71	100%

From the table 5, it showed the most dominant cognitive domain of level of thinking based on Blooms Taxonomy for instructional tasks of listening, speaking, reading and writing is remembering level or C1 with 34 out of 71 instructional tasks and the percentages is 47.88%.

The finding indicated that mostly activities of the textbook provided Low Order Thinking Skills. This finding confirms the previous research of EFL textbooks in Indonesia tend to require Low Order Thinking Skills (Pratiwi, 2014; Rahayu, 2018). It seems very contradictive with the purposes of Indonesian education stated in the curriculum toward students with sufficient critical thinking. a high level of thinking skills proposed by Bloom should be considered and applied in every passage, task, and question (Ariawan S, 2023).

CONCLUSION

Based on the finding and discussion, the conclusion can be formulated as follows.

1. It is important to comprehend how well the textbook practices higher-order thinking skills for students, because it is better to develop their critical thinking to easily adapt for the various environments in the teaching and learning process at the university, which is more challenging. According to Anderson and Krathwohl (2001), the material for such a task must include instruction to help students while they do their work as well as cognitive domain aspects.

2. This study analyzed the instructional tasks addressed LOTS or HOTS in *Bahasa Inggris* textbook for twelfth grade student K-13. From the result of the study the researcher concluded that the activities such as instructional tasks for listening, speaking, reading and writing in textbook concentrated on the lowest level of the cognitive domain. The percentage of LOTS is 85.9%, while the percentage of HOTS is 14.1%.

3. The most dominant cognitive domain found from the textbook is remembering level of all activities in two chapters of the *Bahasa Inggris* textbook. The percentage of remembering or C1 is 47.88%.

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