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Reading Activities in English Textbook Based on Revised Bloom's taxonomy Used in Curriculum 2013

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Abstract: *The aim of this study was to reveal the description of reading activities in English textbook used at SMP Negeri 15 Kota Bengkulu viewed from Revised Bloom's Taxonomy framework in curriculum 2013. This research employed descriptive design which focused on the content analysis of reading activities used in English textbook "Bright: An English Course for Junior High School Students". Therefore, the source of data in this research was an English Textbook used by the English teacher in SMP Negeri 15 Kota Bengkulu. The results showed that the reading activities covered remembering, understanding, applying, analyzing, evaluating, and creating. It means that reading activities in English textbook used in SMP Negeri 15 Kota Bengkulu are suitable to be used in curriculum 2013 because they covered all stages of cognitive domain based on Bloom's Taxonomy. Although low order activities are considered to limit students' critical thinking, they are still also important for meaningful learning, improve knowledge and solving some problems in the classrooms. In addition, based on this study there are some considerations of teachers in applying high-order activities in teaching reading i.e. the students' level language mastery, the goal of the lesson, and time allocation.*

Key Words: *Reading Activities, Curriculum 2013, Cognitive domain of Revised Bloom's Taxonomy*

I. INTRODUCTION

Reading is one of the primary skills in mastering language. The ability to read well will be important for students learning English since it will allow them to expand their knowledge and access more resources. In general, the ability to read successfully helps students succeed in school and throughout their lives since reading allows them to learn new information from the book and broaden their knowledge. The more people read, the more information or knowledge they have, and the wider their horizons are as well. As a result, reading is essential for them to continue their education or look for a job (Anggeraini, 2014).

However, in teaching reading comprehension some problems are arisen. One of the problems is the difficulties to understand the reading materials in textbook. Muzairita (2020) added that most of English textbooks have not presented adequate high order thinking skill activities in each chapter so that students do not have more opportunities to

improve students' critical thinking. The reading activities are provided in a traditional format, typically, four-option multiple-choice questions or true-false items are presented below the text. The problems in this format include the fact that teachers frequently use the same methods in discussing one text after another, causing students to become bored with the same procedures (Sholihah, 2018).

Regarding to the problem, teaching reading comprehension is not a simple job. The teacher should be able to create a conducive learning atmosphere and fun. The teacher also must avoid teaching monotonous in classroom. Therefore, the use of well-designed textbook for teaching is one key to success in teaching. Through the development of new strategies, it is expected to make students feel comfortable when study reading comprehension. The teachers must also use creative lesson design and include High Order Thinking Skills (HOTS) questions to improve students' critical thinking.

In Indonesia, government-run schools must use textbook provided by government. "Bright: An English Course for Junior High School Students" is a book which is administrated by the Ministry of Education and Culture of Indonesia. Since it used by English teachers in government-schools, it has important role in teaching and learning process. However, based on previous interview with English teachers at SMP Negeri 15 Kota Bengkulu said that in teaching learning process they use scientific approach (scientific approach) in learning as intended including observation, questioning, reasoning, experimenting, and networking. However, the students are not able to reach the stage of reasoning because they have not been able to use critical thinking skills to solve problems.

The students cannot be blamed entirely because the reading activities used by the teacher does not encourage them to think critically (Depari et al., 2018). This problem raises the question of the possibility of applying a scientific approach to language teaching, especially English, considering that English is categorized as a social science subject, not a science or exact science subject, while the word "scientific" is synonymous with science or exact science subjects. Another problem that arises related to this scientific approach is the fact that the curriculum 2013 still applies a text-based approach. This raises questions related to how to apply two approaches at once in a learning process.

In curriculum 2013, Bloom's cognitive taxonomy could help English teachers in determining or choosing learning materials by identifying the reading activity given (Widodo, 2006). The keywords in cognitive domains are used as the indicator of lessons. Teachers can distribute each activity based on the cognitive domain whether it is in pre-reading activities, during reading activities, or post-reading activities. The original Bloom's

taxonomy consists of six cognitive. They are knowledge, comprehension, application, analysis, synthesis, and evaluation. In the new revision of taxonomy, the taxonomy also consists of six cognitive, but knowledge change into remembering, comprehension changes into understanding, synthesis changes into evaluating, then evaluate changes into creating (Anderson & Krathwohl, 2001).

Bloom's taxonomy framework is addressed as a reference for English teachers. They must be able to choose appropriate teaching and learning materials that contain balance order of thinking as stated in cognitive domain. Based on the previous research about Blooms taxonomy, the cognitive domain of reading tasks was not balance because the reading tasks only contained more low level of thinking rather than the higher level. Sucipto and Cahyo (2019) that investigated the reading assignments in the English textbook "Bright 2: An English Textbook for Junior High School Students" was also conducted. It has been discovered that the most of the "apply" and "analyze" cognitive process-focused tasks in the textbook only support the middle-lower cognitive processes.

Even though textbooks should encourage learners to think critically, it is reviewed from previous studies and pre-observation activity that English textbook has discrepancy. There is a gap which is from the previous studies suggested that it is important to take a depth view of English textbook. It is evident that effective reading activities in textbook impact to the quality in teaching reading itself. While previous studies claimed to find problems in it, it is necessary to find out the root of the problems, the cause, and its solution so that the teaching reading in EFL classrooms can be improved. Therefore, the discussion will reveal reading activities in English textbook based on curriculum 2013.

II. METHOD

This research employed content analysis with qualitative approach. Source of data in this research was an English Textbook textbook "Bright: An English Course for Junior High School Students" used by the English teacher in SMP Negeri 15 Kota Bengkulu. The book is published by Erlangga and administrated by the Ministry of Education and Culture of Indonesia. This book consists of 11 Units which is about different topics and genre. Each unit also contains some reading activities. From all units, there are 41 reading activities. This research employed total sampling technique meaning that all activities were chosen to be sample of this research. The sources of data in research were 164 reading comprehension questions.

The researcher employed two types of instruments in this research: primary and secondary instruments. The primary instrument was the researcher as human investigator who collects and analyzes the data. Secondary instrument in this research was the documents which used as source of data was English textbook. The researcher used observation method to analyze the data. The observation checklist contained six components of cognitive process of Bloom's Taxonomy. The researcher checked and took note in the columns of the checklist if the textbook was using the component of cognitive process of Bloom's Taxonomy.

The data were analyzed using data reduction, data display, conclusion drawing, and verification from an engaging cyclical process. Data reduction is required to make the information clear and easy to understand. The researcher then concentrated on study questions concerning the content of reading activities in English textbook used at SMP Negeri 15 Kota Bengkulu viewed from revised Bloom's taxonomy framework in curriculum 2013 to limit the data. The data that isn't linked to it will be separated. A data display is a well-organized, condensed collection of data that enables for conclusions to be drawn. The data display made it easier to interpret the result and discussion. Conclusion drawing which is also known as verification is the last step where the result is interpreted into a conclusion. Data reduction and data presentation should come before drawing. Furthermore, the researcher began to determine the relevant factors to include in the conclusion in this research. Therefore, the conclusion will be supported by evidence that is both valid and reliable.

III. RESULT AND DISSCUSSION

Result

The reading activities were analyzed by using cognitive domain of Revised Bloom's Taxonomy proposed by Anderson & Krathwohl (2001) which is recommended in implementing curriculum 2013.

Remembering: Recognizing and Recalling Domain

Remembering consists of two subcategories which are recognizing and recalling. The result of remembering is presented in the table below.

Table 1. Remembering Results

Chapter	Recognizing	Recalling
1	4	0
2	0	0
3	6	3
4	5	2
5	20	5
6	0	2
7	10	1
8	0	2
9	8	10
10	6	4
11	0	5
TOTAL	59	34

From the result, it shows that 59 activities of recognizing from 93 remembering domains were in the English textbook. While recalling has 32 activities (see appendix 3 about data analysis result). Recognizing was more frequent than recalling. Recognizing appeared in 59 items of reading activities which is 63.44 % of the total remembering. On the other hand, recalling appeared in 34 items of remembering which is 36.56% of the total remembering.

Understanding: The Meaning of Instructional Messages Including Oral and Graphics Communication

Cognitive domain in understanding is interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. The result of understanding is presented below.

Table 2. Understanding Results

Chapter	Interpreting	Exemplifying	Classifying	Summarizing	Inferencing	Comparing	Explaining
1	0	0	5	0	0	0	0
2	0	0	10	0	7	0	0
3	5	0	0	0	4	0	0

4	0	0	0	0	0	0	1
5	0	0	0	0	0	0	0
6	0	0	0	0	1	0	1
7	10	0	0	0	0	0	3
8	0	0	0	0	1	0	2
9	0	0	0	0	0	0	0
10	0	0	0	0	0	0	6
11	9	0	0	3	1	0	2
TOTAL	24	0	15	3	14	0	15

It shows that 24 activities of interpreting from 71 understanding activities were provided in the textbook. While classifying has 15 activities, summarizing has 3 activities, inferring has 14 activities, and explaining has 15 activities. Exemplifying and comparing were not appear in the reading activities (see appendix 3 about data analysis result). Interpreting was dominated in understanding while explaining and inferring also frequently appeared but in lesser than interpreting. Interpreting appeared 24 times which is 33.8% of total understanding. Classifying and explaining appear 15 times which are each 21.12% of total understanding. Inferring appeared 14 times which is 19.71 %. However, summarizing rarely appeared in understanding which is 3 only 3 times or 4.22% of total understanding. There were no exemplifying and comparing in the reading activities.

Applying: Raising students' Application of Reading Text

There are two subcategories in applying which are executing and implementing. The result of applying is presented below.

Table 3. Applying Results

Chapter	Executing	Implementing
1	0	0
2	0	0
3	0	0
4	0	1
5	0	0
6	0	0
7	1	0

8	0	0
9	0	0
10	0	0
11	0	0
TOTAL	1	1

Applying activities were found only in 2 chapters due the discussed materials and using the questions to raise students' application of reading text. It is shows that 1 activity of executing and 1 activity of implementing from 2 applying activities in 11 chapters of English textbook (see appendix 3 about data analysis result). Applying was rarely found in the reading activities. The frequency of executing and implementing were literally equal. There were only 2 of applying which consisted of 1 executing item which is 50% and 1 implementing item which is the other 50% of applying items.

Analyzing: Raising Students' Analysis of Reading Text

There were three types of analyzing which are differentiating, organizing, and attributing. The result of analyzing is presented below.

Table 4. Analyzing Results

Chapter	Differentiating	Organizing	Attributing
1	0	0	0
2	0	0	0
3	0	1	0
4	0	0	2
5	0	0	0
6	1	0	0
7	0	0	2
8	0	0	0
9	1	0	0
10	0	0	1
11	0	0	1
TOTAL	2	1	6

Analyzing activities were found only in 7 chapters due the discussed materials and using the questions to raise students' analysis of reading activities text. It shows that 2 activities

of differentiating, 1 activity organizing and 6 activities of attributing from 9 analyzing activities were provided in 7 chapter of English textbook (see appendix 3 about data analysis result). It can be seen the discrepancies among attributing, differentiating, and organizing. Attributing appeared more than half of analyzing activities. Attributing appeared in 6 items of all 9 analyzing activities which is 66.67% of analyzing. On the other hand, differentiating only appeared in 2 items which is 22.22%, and organizing only appeared in 1 item which is 11.11%.

Evaluating: Raising Students’ Evaluation of Reading Text

There were two types of implementing which are checking and criticizing. The result of evaluating is presented below.

Table 5. Evaluating Results

Chapter	Checking	Criticizing
1	0	0
2	0	0
3	0	6
4	0	1
5	0	0
6	0	0
7	0	0
8	0	0
9	0	0
10	4	0
11	0	0
TOTAL	4	7

Evaluating activities were found only in 3 chapters due the discussed materials and using the activities to raise students’ evaluation of reading activities. It shows that 4 activities of checking and 7 activities of criticizing from 11 evaluating activities posted in 4 chapters of English textbook (see appendix 3 about data analysis result). Criticizing was more frequent than checking. Criticizing appeared in 7 items of reading activities which is 63.64 % of the total evaluating. On the other hand, checking appeared in 4 items of evaluating which is 36.366% of the total evaluating.

Creating: Raising Students' Idea of Reading Text

There were three types of creating which are generating, planning, and producing. The result of creating is presented below.

Table 4.6. Creating Results

Chapter	Generating	Planning	Producing
1	0	0	0
2	10	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	1
7	0	0	0
8	0	0	0
9	0	0	1
10	0	0	0
11	0	0	0
TOTAL	10	0	1

It shows that 10 activities of generating and 1 producing activity from creating in 2 chapters of English textbook (see appendix 3 about data analysis result). It can be seen the discrepancies among generating, planning, and producing. Generating appeared in most of all creating activities. Generating appeared in 10 items of all 11 analyzing activities which is 90.9% of creating. On the other hand, producing only in 1 item which is 9% and there was no planning in creating activities.

Discussion

The result of the data analysis reveals that 93 items in reading activities are belong in remembering cognitive domain while 71 items are belonged in understanding cognitive domain. The applying domain only appear in 2 items. So, the total number of low order thinking skills item found in the English textbook is 166 items which is 84.26% from the total reading activities in the English textbook. Although high order thinking skill activities is less frequent than the low order thinking skill, they are fairly distributed in each chapter in the English textbook. Remembering was the dominant cognitive domain

found English textbook. It frequently appears because remembering activities were used in most conditions, such as in asking the broad explanation of explained material and the specific information of material taught as in recalling (Widodo, 2006). Remembering process is very important for meaningful learning and solving some problems that have similarities with the other problems. Krathwohl (2002) stated that the knowledge can be in form of factual knowledge, conceptual knowledge, procedural knowledge, metacognitive, or combination among of the knowledge. The learning condition can be different or same as the situation when the knowledge is taught.

Understanding is the second frequent cognitive domain found in English textbook. understanding means which determine the meaning of instructional messages including oral and graphics communication. Cognitive processes in the category of understand include interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. The process of understanding is included in a part of transfer. Understanding means determine the meaning of instructional messages including oral and graphics communication. Students reconstructs the meaning in learning message into different form such as oral or graphics which are communicated from the learning sources (Flojo & Pablo, 2013).

Although applying is the next higher level of cognitive domain after understanding, it is the least frequent cognitive domain found in the English textbook. The applying activities were related to procedural knowledge, carrying out or using a procedure in particular situation. This stage involves using procedures to perform exercises or to solve problems and is closely linked to procedural knowledge. The Apply category consists of two cognitive processes of executing and implementing. Applying means carrying out or using a procedure in particular situation and it is related with procedural knowledge. Mulyarti (2019) argued that problem is an assessment in which the procedure to solve it is still unidentified by students so, they must find the procedure to solve the problems.

The more specific cognitive process is analyzing. Analyzing activities are used to raise students' analysis of reading activities text. Analyzing involves breaking material into its constituent parts and determining how the parts are related to each other and to an overall structure which means to differentiate relevant from irrelevant parts or important from unimportant parts of presented material (Krathwohl, 2002). The process of analyzing involves skill to differentiate between the specific part and general concept. General concept must be comprehended before separating and relating the parts. It

involves breaking material into its constituent parts and determining how the parts are related to each other and to an overall structure.

The number evaluating and creating appeared in the reading activities is equal. The evaluating activities were related to involve making judgment based on criteria and standard. The standard can be qualitative or quantitative. The evaluate category consists of two cognitive processes of checking and criticizing. Evaluating lies at the core of what has been called critical thinking. Creating process, on the other hand, is the highest level among the other previous cognitive level. The process of creating usually requires high creativity and relating with the other five cognitive process. Creating means putting elements together to a form and the whole form is coherent and functional (Anderson & Krathwohl, 2001). It can be also defined as making an original product. It means reorganized some elements into a particular pattern or structure that never exists before and requires creativities and in line with the previous learning experiences.

The findings of this research were confirming the result of previous research conducted by Sucipto and Cahyo (2019) that used revised Bloom's taxonomy to analyze the reading assignments in an English textbook for Indonesian junior high school students in grade VIII, titled "*Bright 2: An English Textbook for Junior High School Students*". The focus of this research is different; therefore, the result was automatically different. The result of this research showed that the highest percentage for all series were remembering and understanding. It means most of the time the students are only engaged on low level cognitive questions which focus on information and the interpretation.

It is widely believed that such low order thinking skill activities limit students' critical thinking and deep understanding. However, in fact those lower cognitive questions also can increase students' language production and reduce no, and irrelevant response appeared. It is proven that students can use well-grammatically phrase or sentence responded to those lower cognitive level. Analyzing questions or higher-level questions require students to understand the concept of learnt material. Widodo (2006) mentioned that the curriculum 2013 is succeed depends on its formulation and implementation. It means that higher order thinking skill activities are not the only one determining the curriculum 2012 implementation.

English in curriculum 2013 aimed to create meaningful lesson and encourage the students critical thinking, but it cannot be ignored that the most important parts in

cognitive process are retention and transferring. Depari et al., (2018) stated that the objectives of retention are charging the students to remember what they have learned and transferring process requires the students just not only to remember, but also to comprehend and use what they have learned. Therefore, all components of the cognitive domain of Bloom's Taxonomy have the important role to develop student's critical thinking as well as transferring or remembering process in teaching and learning process in curriculum 2013.

In curriculum 2013, high-order thinking skills are so important to build students' critical thinking but there are some considerations to apply high-order thinking skills in reading activities (Depari et al., 2018). The first consideration is the students' level language mastery. To be able to elicit the students' respond, first, the teachers should know their students' characteristics so teachers can give questions that are relevant to the students' level of language mastery. The second consideration is the goal of the lesson. Then the last consideration is time. The time allotted in classroom is obviously very limited, therefore the teachers need to make sure to use it wisely, so the other activities have been achieved effectively in classroom..

IV. CONCLUSION

The result of present study shows that reading activities in English textbook "Bright: An English Course for Junior High School Students" used by the English teacher in teaching reading at SMP Negeri 15 Kota Bengkulu covers all cognitive domain of Revised Bloom's Taxonomy framework which are remembering, understanding, applying, analyzing, evaluating, and creating. Although remembering and understanding are found as the frequent activities in every chapter of the textbook and is considered that low order activities limit students' critical thinking, they are still also important for meaningful learning, improve knowledge and solving some problems in the classrooms. Higher order activities also appear in most chapter but in lower frequency. Higher order activities can be implemented from other sources to enrich teaching reading activities regarding to improve students' critical thinking. In addition, based on this study there are some considerations of teachers in applying high-order activities in teaching reading i.e., the students' level language mastery, the goal of the lesson, and time allocation.

Based on the experiences of conducting this study, the following suggestions may be produced in developing strategy in English classrooms. First, it is suggested to the

teachers use various sources to enrich, for example the combination of English textbook “Bright: An English Course for Junior High School Students” and other sources in curriculum 2013, so reading activities contain more high order thinking activities. It is also suggested the teachers posed high order activities not only in teaching reading but also in classroom interactions. Second, it is suggested to the textbook publishers and government to design or to select English textbooks which contain high order thinking skill activities integrated in English textbook, so it can be used for more effective English Language Teaching. Finally, it is suggested to other researchers to conduct similar research in a larger scope as further references and ideas for future researches.

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