



A THESIS

**THE COMPATIBILITY OF READING EXERCISE WITH
BLOOM'S REVISED TAXONOMY AND 2013 CURRICULUM**

A Case of an English Textbook Entitled *Bahasa Inggris* for Grade XI

Published by the Department of National Education 2014

by

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Semarang, 20 February 2016

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MOTTO AND DEDICATION

**“It does not matter how slowly you go as long as you do not stop.”
(Confucius)**

To: My father Heri Kismaryono

My mother Ninuk Zuhriyah

My brothers

My love

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Zuhrian Ivan Arvianto

ABSTRACT

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It has been widely accepted that a textbook is an essential component in ELT. Evaluation on textbook, therefore, is the utmost importance so that its pedagogical contribution to the learning and teaching process can be assured. Reading in ELT is also regarded as an important skill that sustains other language skills since the written words are the sources of knowledge for readers.

This study is aimed to investigate how the reading exercises in the textbook is compatible with Bloom's Revised Taxonomy as well as with 2013 curriculum. Also, to seek for the compatibility of Bloom's Revised Taxonomy and 2013 Curriculum.

This study uses descriptive qualitative approach. The data are the reading materials taken from English textbook "BAHASA INGGRIS" for first semester of grade XI published by the Department of National Education 2014. The data is then analyzed using Revised Bloom Taxonomy and the assessment rubric of feasibility of content taken from BSNP (Badan Standar Nasional Pendidikan).

The results findings of this study concluded that (1) there are only 3 out of 6 cognitive processes found, they are *Remember*, *Understand* and *Evaluate*. It indicated that the reading exercises found in the textbook are not arranged hierarchically. (2) The knowledge dimensions found are: *factual knowledge* and *metacognitive knowledge*. It implies that the knowledge dimension offered in the reading material are not varied, since only 2 out of 4 knowledge dimensions are fulfilled. (3) Most reading exercises in the textbook belong to Lower Order Thinking (LOT), represented by the cognitive level of *Remember* and *Understand*. Meanwhile the Higher Order Thinking (HOT) Skill is represented by the cognitive level of *Evaluate*. It indicates that the textbook promotes more Lower Order Thinking (LOT) skill than Higher Order Thinking (HOT) skill (4) the analysis on feasibility of content from BSNP showed that the reading exercises in the textbook are not well-developed. Each chapter presents only one single reading text and it lacks of information on the generic structure as well as the linguistics features of the related text.

Based on the findings of this study, it is suggested that both English teachers and educational institution should concern and pay attention with the content of the textbook, not only its compatibility with the current curriculum, but should also have a characteristic of cognitive development and critical thinking.

TABLE OF CONTENTS

ACKNOWLEDGEMENT.....	iv
ABSTRACT.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES	viii
LIST OF APPENDICES.....	ix
CHAPTER	
I. INTRODUCTION	
1.1 Background of the Study.....	1
1.2 Reasons for Choosing the Topic.....	5
1.3 Statements of the Problems.....	6
1.4 Objectives of the Study	6
1.5 Significances of the Study.....	7
1.6 Scope of the study.....	8
1.7 The Definition of the Key Terms.....	8
1.8 Outline of the Study	10
II. REVIEW OF RELATED LITERATURE	
2.1 Review of Previous Studies	11
2.2 Theoretical Review.....	15
2.2.1 Textbook.....	15
2.2.1.1 Functions of Textbook.....	17
2.2.1.2 Textbook Evaluation.....	18

2.2.1.3 Rubric Assessment for Textbook.....	20
2.2.2 Reading Skill.....	29
2.2.2.1 Reading.....	30
2.2.2.2 The Importance of Reading.....	30
2.2.2.3 Micro and Macro Skills of Reading.....	33
2.2.3 The Revised Bloom’s Taxonomy.....	36
2.2.3.1 The Knowledge Dimension.....	40
2.2.3.2 The Cognitive Process Dimension.....	42
2.2.3.3 Lower-order and Higher-order of Cognitive Process.....	47
2.2.4 Curriculum.....	48
2.2.4.1 Curriculum.....	48
2.2.4.2 Curriculum Development in Indonesia.....	50
2.2.4.3 2013Curriculum.....	51
2.3 Theoretical Framework	54
 III. RESEARCH METHODOLOGY	
3.1 Research Design	56
3.2 Data Source.....	57
3.3 Method of Collecting the Data.....	57
3.4 Instruments of the Study.....	57
3.5 Method of Analyzing the Data.....	58
 IV. FINDINGS AND DISCUSSION	
4.1 Data Description.....	62

4.1.1 The Analysis of the Cognitive Level and Knowledge dimension of Revised Bloom’s Taxonomy.....	62
4.1.2 Feasibility of Content of English Student’s Book “BAHASA INGGRIS” Published by Department of National Education.....	83
CHAPTER V. CONCLUSION AND SUGGESTION	
5.1 Conclusion	109
5.2 Suggestion.....	112
REFERENCES	115
APPENDICES	

LIST OF TABLES

Table	Page
1. Table 2.1 The Revised Bloom's Taxonomy	40
2. Table 2.2 The New Bloom's Terminology and Corresponding Action Verbs	42
3. Table 3.3 Analysis Example Using The Revised Bloom's Taxonomy Table	58
4. Table 3.4 Analysis Example for Feasibility of Content	58
5. Table 4.5 Distribution of Cognitive Process Dimension	75
6. Table 4.6 Feasibility Of Content	94

LIST OF APPENDICES

Appendix	Page
1. The Major Types and Sub-Types of the Knowledge Dimension	1
2. The Cognitive Process Dimension	2
3. Analysis of Chapter 1 “ <i>Can Greed Ever be Satisfied?</i> ”	
4. Analysis of Chapter 2 “ <i>Bullying: A Cancer That Must be Eradicated</i> ”	
5. Analysis of Chapter 3 “ <i>Hopes and Dreams</i> ”	
6. Analysis of Chapter 4 “ <i>Vanity, What is Thy Price?</i> ”	
7. Analysis of Chapter 5 “ <i>Benefit of Doubts?</i> ”	
8. Feasibility of Content	

CHAPTER I

INTRODUCTION

In this chapter, preliminary issues underlying the study will be discussed. These among others include (1) background of the study, (2) reason for choosing the topic, (3) statement of the problems, (4) objectives of the study, (5) significance of the study, (6) scope of the study, (7) definition of terms.

1.1 Background of the Study

English has become an urgent need in Indonesia as a means to develop Indonesian human resources quality. It has also been the most required element in global competition. Knowing the importance of this language, The Indonesian Ministry of Education and Culture established a program to teach English earlier at school beginning from elementary schools as a primary subjects up to the third grade of senior high schools (the Indonesian education system law article 37). The objectives of English teaching cover the four language skills: listening, speaking, writing, and reading, through the mastery of the language components: vocabulary, grammar, and pronunciation. These objectives are always upgraded from one level of education to the next levels.

This study focuses on the reading skill for grade XI of senior high school. Reading has the important role in the teaching and learning process. Most of their activities - both outside and inside the classroom – involve reading. For instance, they have to read to get information, to expand their knowledge, to learn about something, to get pleasure, to do exercises, etc. Hence, students need to have a good reading skill. Moreover, reading is not simply following words on a page

from left to right while sounding them out. It also need comprehension. People read for many different reasons, but for most students, the chief goal of reading is to derive some understanding of what the passages are trying to convey and make use of that information – whether for fact gathering, learning a new skill, or for pleasure. That’s why reading comprehension skills are so important. Without them, students cannot gather any information and use it efficiently in their learning process.

The result of teaching and learning reading is affected by some factors, one of them is the learning materials. The choice of learning materials can determine the quality of learning procedure. The more complex the materials for the student to learn the higher output which can be expected. In addition, Kalayo and Ansyari (2007:70) stated that one of the priorities in studying the target language is reading ability. Therefore, students need to be provided with the necessary support and materials to help them in the reading process, i.e provide students with the appropriate textbook. As a part of the materials used in the language classroom, the textbook can often play a crucial role in students’ success or failure. For that reason, particular attention must be paid to evaluate such materials in order to get best result of the teaching and learning process.

One of the taxonomies that can be used to evaluate the learning material of a textbook is Bloom’s Taxonomy. Bloom's Taxonomy is a multi-tiered model of classifying thinking, according to six cognitive levels of complexity (Forehand, 2005:2). Bloom initially proposed six levels of cognitive process: *knowledge*,

comprehension, application, analysis, synthesis, and evaluation. This taxonomy is arranged hierarchically; in that each level is subsumed by the higher levels.

In its development, Anderson and Krathwohl (2001) proposed a revision toward the taxonomy. The most notable change in the revised taxonomy is the move from one dimension to two dimensions. This is based on the consideration that instructions are usually formulated in terms of a verb-noun relationship. Statements of the objectives according to Amer (2006:218), typically consist of: (a) some subject matter contents (i.e. noun or noun phrase), and (b) a description of what is to be done with or to that content (i.e. verb or verb phrase). The former describes the *cognitive process* involved, while the latter describes the *knowledge dimension*. The cognitive process comprises *Remember, Understand, Apply, Analyze, Evaluate, and Create*. Meanwhile the knowledge dimension contains four categories: *Factual, Conceptual, Procedural, and Metacognitive*.

Regardless of the revision that has been made, Bloom as cited in Amer (2006:215), stated that this taxonomy was intended to provide for classification of educational system goals, especially to help teachers, administrators, professional specialists, and research workers to discuss curricular and evaluation problems with greater precision. Thus, it can be seen that this taxonomy is a useful guide for education practitioners, particularly for teachers in helping their students to achieve the learning objectives that have been arranged through the realization of instructional activities.

The 2013 Curriculum for senior high school in Indonesian began to be implemented from grade X or first grade of senior high school. This curriculum is

pretty much different with the School Based Curriculum (KTSP). The purposes of the 2013 curriculum in the classroom are not only based on what student learned from curriculum, but also it hopes to achieve certain values. The religious values and some characteristic building values in the student's character are also taught in the classroom. Teaching and learning method also comprehensively changed into student-centered. Asking them to analyze and then produce it with what they have already observed, exposing them to understand what they learn by themselves, and encouraging them to be socially aware with their friends, surrounding, and aesthetic factors are part of the changing method.

It makes English skills become main priority in teaching English for students as the activities in 2013 Curriculum are expected to make students exposed in using English language as often as possible with various theme, context, and topic. The uses of skills in communication become the main priority for 2013 Curriculum in term of communicative purposes. Materials and exercises provided in the textbook should be match with the current curriculum and learners' needs. As in Curriculum 2013, teacher supposed to create an atmosphere of a free, relaxed and student centered learning classroom to make students feel encouraged to analyze, observe and generate what they learn from either mediums of learning which in this case is teacher or textbook. Of course, the essence of the curriculum and the learners' needs still have to be in total consideration for teacher when delivers the learning materials from textbook or any other media because students are different one to another. It is important to view language learning as student

centered because students are individuals who different from each other in significant ways (Snow, 2007:20)

Most teachers usually use textbooks in the teaching learning process. In addition, textbook provides many instructions following the exercises, particularly in reading section. The problem is whether those instructions have already covered all the Bloom's cognitive process and the knowledge of dimensions. The next question is whether the cognitive process and the knowledge dimension of the instructions fit in with Curriculum 2013 and rubric assessment issued by BSNP. Therefore, I am interested in conducting a research based on those issues.

1.2 Reasons for Choosing the Topic

There are some reasons underlying this study to be conducted. They are presented as follows:

- 1) Based on the Indonesian Ministry of National Education and Culture regulation, textbook is considered as the main source of knowledge for students, the instructional process designers should pay more attention to the shaping of the textbook. They should introduce in textbooks different skills to improve the students' cognitive skills. One way of improving the student's cognitive skills, through the textbooks, is through the exercises given.
- 2) The Revised 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 to higher level of cognitive process.

- 3) The 2013 curriculum is the newest curriculum used in Indonesia. Therefore, it should be implemented in any textbook used by the students or teachers.

1.3 Statements of the Problems

There are three statements of the problems raised in this study.

- 1) How the reading exercises in the textbook is compatible with Bloom's Revised Taxonomy.
- 2) How the reading exercises in the textbook is compatible with 2013 Curriculum.
- 3) How Bloom's Revised Taxonomy is compatible with 2013 Curriculum.

1.4 Objectives of the Study

The objectives of this study are:

- 1) To investigate how the reading exercises in the textbook is compatible with Bloom's Revised Taxonomy.
- 2) To investigate how the reading exercises in the textbook is compatible with 2013 curriculum.
- 3) To seek for the compatibility of Bloom's Revised Taxonomy and 2013 Curriculum.

1.5 Significance of the Study

The significances of the study are described into three parts. Those parts are theoretically, practically, and pedagogically.

- 1) Theoretically, this study provides enormous and valuable sources on the use of Revised Bloom's Taxonomy as an analytical tool for selecting the textbook in terms of the exercises that are arranged from lower-order to higher-order cognitive thinking. Moreover, this study also gives an insight that the textbook also be compatible with the current curriculum.
- 2) Practically, this study guides teacher as well as students to be able to choose a good textbook that they are going to use in the classroom teaching in terms of the reading exercises as well as the compatibility with the current curriculum, in terms of its feasibility of content.
- 3) Pedagogically, this study gives positive contribution to English language teaching, since the Revised Bloom's taxonomy was intended to provide for classification of educational system goals, especially to help teachers, administrators, professional specialist, and research workers to discuss curricular and evaluation problems with greater precision. This taxonomy also becomes a useful guide for education practitioners, particularly for teachers, in helping their students to achieve the learning objectives that have been arranged through the realization of exercise instructions.

1.6 Scope of the Study

This study analyzes the reading exercises presented in the English textbook entitled English textbook "BAHASA INGGRIS" for grade XI published by the

Department of National Education 2014. Those reading exercises will be analyzed using the Revised Bloom's Taxonomy, in terms of their cognitive processes and also their subject matters (knowledge dimension). Later on, they will be analyzed whether they are compatible with the 2013 curriculum by analysing them using the feasibility of content rubric from BSNP.

1.7 Definition of Key Terms

The terminologies in this study are described orderly to avoid the readers' ambiguity and misperception. The terminologies are:

(1) Compatibility

Compatibility refers to the fact that different ideas, systems or theories can exist and perform together in harmony (Merriam-Webster's Dictionary of English Usage, 1994). In this study, compatibility means how two theories – Bloom's Revised Taxonomy and 2013 Curriculum- can work together and contribute for shapping a good textbook.

(2) Instruction

Instruction is the act of educating, which involves directing students to appropriate learning activities; guiding students to appropriate knowledge; helping students rehearse, encode, and process information; monitoring student performance; and providing feedback as to the appropriateness of the student's learning activities and practice performance. (Merrill, et. al., 1996). Based on oxford dictionary, instruction is direction or order. Instruction in this study deals with the directions for doing the exercises.

(3) Revised Bloom's Taxonomy

Bloom's Taxonomy is a multi-tiered model of classifying thinking according to six cognitive levels of complexity (Forehand, 2005:2). These six levels of cognitive processes in the Bloom's Revised Taxonomy include *Remember, Understand, Apply, Analyze, Evaluate, and create*. This taxonomy is arranged hierarchically; in that each level is subsumed by the higher levels.

(4) Textbook

Textbook refers to the materials that are employed by school or college students as standard works on a particular skill or subject. They are designed for classroom use with appropriate vocabulary items, text types, illustrations, students' exercises, and teacher aids (Deighton, 1971:214). According to Oxford Dictionary, textbook is a book used as a standard work for study of a particular subject. It is also can be defined as a comprehensive learning resource that is in print or electronic form, or that consists of any combination of print, electronic, and non-print material collectively designed to support a substantial portion of the curriculum expectations for a specific grade and subject in school.

(5) 2013 Curriculum

School-Based Curriculum is a curriculum that was developed and implemented by every school. In other words, school has the right to develop the curriculum based on the standards that made by the government and refers to the Passing Grade Competence Standard

(Ministry of National Education and Culture Regulation No. 23 2006) and Content Standard (Ministry of National Education and Culture Regulation No. 22 2006). This curriculum was introduced in 2006 and become compulsory across Indonesia in 2009.

1.8 Outline of the Study

For the sake of comprehending the study, this thesis is presented as follow:

Chapter I is introduction that begins with an overview of the background which the study is based including reasons for choosing the topic, statement of the problem, objective, significance, scope of the study, definition of key terms, and outline of the study.

Chapter II contains review of the related literature that discusses some previous studies and some concepts or theories underlying this study. They includes reviews of previous study and some grounded theories on 2013 curriculum, Revised Bloom Taxonomy (includes its knowledge and cognitive process dimension, lower order and higher order of cognitive process), reading skill, and textbook. The last part of this chapter presents theoretical framework.

Chapter III covers methods of investigation and deals with research design, data source, method of collecting data, instruments of the study, and method of analyzing the data.

Chapter IV contains the results of the analysis, which consists of general findings and discussions.

Chapter V presents conclusions and suggestions. Finally, the result of the

data analysis in the previous chapter is concluded in this chapter with some suggestions given to the readers. In addition, bibliography and appendices will be attached at the end of this report of study.