



**THE EVALUATION OF COMPATIBILITY OF EXERCISES  
BETWEEN REVISED BLOOM'S TAXONOMY  
AND 2013 CURRICULUM AS REFLECTED IN ENGLISH  
TEXTBOOK FOR TENTH GRADE STUDENTS**

**a Thesis**

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**By**

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Yang membuat pernyataan,



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## **MOTTO AND DEDICATION**

“Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers.”

– **Charles William Eliot** –

**This Thesis is dedicated to:**

*English Language Education,*

*Pascasarjana Universitas Negeri Semarang*

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The Writer

## ABSTRACT

Susandari. 2019. *“The Evaluation of Compatibility of Exercises between Bloom’s Revised Taxonomy and 2013 Curriculum as Reflected in the Bahasa Inggris Textbook for X Grader”*. Thesis. English Language Education Study Program. Graduate Program. State University of Semarang. Advisor I Prof. Warsono, MA., and advisor II Prof. Dr. Abdurrachman Faridi, M.Pd.

**Keywords:** Textbook Evaluation, Compatibility, Bloom’s revised taxonomy, 2013 Curriculum

This study was focused on the textbook evaluation which focused on exercises provided in the Bahasa Inggris Textbook published by Ministry of Education and Culture for SMA/MA/SMK/MAK level. This study used descriptive evaluative study in which all exercises were analyzed toward bloom’s revised taxonomy as well as 2013 Curriculum in order to see its compatibility. The analysis also examined the compatibility of 2013 Curriculum toward Bloom’s revised taxonomy.

The results of the study showed that (1)The exercises found in Bahasa Inggris textbook were compatible toward Bloom’s revised taxonomy. Moreover, most of the exercises belonged to Higher Order Thinking Skills (HOTS) following the simple cognitive process level into complex cognitive process level as it was suitable to be addressed for X grade. (2) The exercises were designed according to the Core Competence and Basic Competence mentioned in 2013 Curriculum as they were divided according to the chapter/topic they belong. Moreover, the social function, text structure and linguistic features were also well managed in the exercises. Furthermore, the exercises found in Bahasa Inggris textbook were designed compatible toward the activities written in the 2013 Curriculum. The exercises instructed the students to indirectly follow the activities in 2013 Curriculum, namely: observing, questioning, exploring, associating and communicating. (3) The Core Competence and Basic Competence in 2013 Curriculum were well designed in line with the Bloom’s revised taxonomy. It was reflected in all basic competences were hierarchically put based on the taxonomy started from the lowest into the highest. Besides, all knowledge dimensions in Bloom’s revised taxonomy were mentioned in the Core Competence 3 and Core Competence 4 in 2013 Curriculum. Furthermore, the learning activities found in 2013 Curriculum were done in Higher Order Thinking Skills which goes from observing, questioning, exploring, analyzing and communicating. It was following the cognitive process found in Bloom’s revised taxonomy.

The results of the study are expected to give a valuable contribution that the further study can extent the study to discuss about the quiz or test provided by school or institution to be examined toward the current curriculum as well as Bloom’s revised taxonomy in order to encourage them to design good quiz or test for the students.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter provides the introduction of the study. It relates to the background of the study which discusses some of the important issues related to the current study. It also discusses some of the reasons for choosing the topic which are followed by the research questions as well as the objectives of the study. Besides, it provides the significance of the study, scopes of the study and the definition of key terms.

### **1.1 Background of the Study**

English plays important role in human life aspects, such as economy, politics, education, health, technology and etc. Many people are challenging one another to achieve success by means of English as their means of communication. Being able to communicate in English becomes the main requirement to get the success in this modern era. Facing this situation, the government of Indonesia has put English as compulsory subject in school which must be passed by the students at all levels of education.

The educational system of Indonesia has implemented various curricula in the teaching and learning process in schools. The responsible agency which takes care of the curriculum, BSNP (National Standardization Board of Education), has developed and implemented various curricula which adapt to the current needs of educational output. According to Republic of Indonesia Law No. 20 Year 2013, curriculum is a set of planning and organization of aim, content, and learning materials as guidance in learning activity in order to achieve a particular



educational objective. Various curricula that have been implemented are KBK (Competency-Based Curriculum), KTSP (School-Based Curriculum), and the current one, Curriculum of 2013. Furthermore, based on Ministry of Education and Culture Rule (Permendikbud) No. 71 Year 2013, that 2013 curriculum aims to prepare Indonesian citizens to have competencies in any aspects: being religious, productive, creative, innovative, affective, and having contribution to the environment, social life, and the global development. This curriculum is the development of the previous one where the affective domain of education, the desired attitudes and characters expected of the learners are emphasized.

2013 Curriculum is the curriculum in which the students become the learning centre in the classroom. Almost the classroom activities are implemented by using student-centred method in which the students are asked to analyse and produce what they have already observed, understand about what they have been exposed, and encourage them to help one another among the students. The use of skills in communication becomes the main priority for 2013 Curriculum. In addition, this curriculum encourages the students to be more independent in the teaching and learning process. They do not rely on the teacher, rather than observing and discussing the matters among themselves. The purposes of the curriculum of 2013 are not only based on the learning process result such as the score, but also it hopes that students also achieve certain values. There are some characteristic building values and religious values which must be implemented during the teaching and learning process in the classroom. Therefore, this

curriculum does not only create smart generation, but also build them to have good characters.

In the process of teaching and learning process, such as English subject, there are some factors that affect the successful learning output. Not only the subject teacher who teaches the students in the classroom, but also the media used by the teacher in teaching and learning process affect the successful learning output. One of the important medias in the teaching and learning process is the textbook as the material source and guidance in achieving the learning objectives formulated in syllabus. As stated by Cunningsworth (1995) that most of the teaching and learning objectives have already been provided in a set of materials and practices based on the needs of the students. Hence, the contents as well as the exercises contained in the textbook should be good and compatible toward the current curriculum and the standard of evaluation. With regard to this, the Ministry of Education and Culture as the party who takes care of this matter, has published the textbooks regularly and distributed in order to keep the update curriculum and students' needs. They do update and revise the contents of the books as the part of textbook evaluation to make the compatible book toward the real field.

In evaluating a textbook, Bloom's taxonomy is the well-known tool to evaluate the standards of textbook contents in educational setting (Nasstrom, 2009). In addition, Amer (2006) stated that this taxonomy helps the teachers, administrators, professionals, and researchers to examine the curricular and evaluation problems accurately. The current Bloom's taxonomy is Revised

Bloom's Taxonomy (Anderson and Krathwohl, 2001). It has two dimensions: knowledge dimension and cognitive dimension. The knowledge of dimension focuses on the content types of knowledge which are categorized into four categories: factual knowledge, conceptual knowledge, procedural knowledge and metacognitive knowledge. Therefore, these dimensions are assumed to lie along continuum from concrete one to abstract. On the other hand, the dimension of cognitive processes focus on how the knowledge is used which are categorized into remember, understand, apply, analyse, evaluate and create. The underlying continuum in this dimension is cognitive complexity, ranging from low-cognitive complexity into high-cognitive complexity. Moreover, the nature of the 2013 Curriculum is not only focusing the students' cognitive domain, but also the students' affective and psychomotoric domains. Therefore, the textbook of 2013 Curriculum should facilitate the learning process in term of all those domains.

In addition to the analysis of the compatibility, the revision of the 2013 Curriculum that has been set by the Education and Culture Ministry in 2017 should also be given more attention. How the exercise in the textbook stimulate the learning activities in term of character education, literacy, HOTS based exercise and students 4C's skills (Communication, Collaboration, Creative, and Critical Thinking Skill) also becomes another background why this research is conducted. Furthermore, English textbook for X grader is chosen because in SMA/SMK level, the most effective learning process usually happened in the grade of X.

## **1.2 Reasons for Choosing the Topic**

In doing this study, I have some reasons about the importance of doing this study.

It can be seen as follows:

1. The textbooks published by the Ministry of Education and Culture are the main source of teaching and learning process in the implementation of 2013 Curriculum. The contents of the textbook should be suitable as the learning source as well as evaluation tool for them. Since it is published by the Ministry of Education and Culture, it is expected that the textbook can meet the goal of English Education based on the 2013 Curriculum. Moreover, giving some evaluation of the the textbook is necessary to make the textbook improvement.
2. Revised Bloom's Taxonomy is a suitable tool to evaluate the standards of the textbook. It helps the teacher to examine the learning objectives toward the level of knowledge dimension and cognitive process. A good textbook should represent the ranging levels of the knowledge dimension and cognitive process from the lower to the higher level.
3. 2013 Curriculum is the current curriculum implemented in every level of schools. Although the schools implemented this curriculum, there are some problems appeared on the technical implementation. Based on the reality in the field, many schools face some problems with regard to the assessment process in this curriculum. Furthermore, the textbook used must be compatible toward the 2013 Curriculum.

### **1.3 Scope of the Study**

This study analyzed the student's exercise task presented in the English textbook entitled "Bahasa Inggris" for Xth grade published by Ministry of Education and Culture in 2017. The listening exercises, reading exercises, speaking exercises, and writing exercises will be analysed using Revised Bloom's Taxonomy, in terms of their cognitive processes and also their subject matters (knowledge dimension). In addition, they will be analysed whether they are compatible with 2013 Curriculum by analysing them using the feasibility of content rubric from BSNP.

### **1.4 Research Questions**

There are some research questions which have been formulated with regard to this study as follows:

1. How compatible is the exercises in *Bahasa Inggris* textbook for X grader with Revised Bloom's Taxonomy?
2. How compatible is the exercises in *Bahasa Inggris* textbook for X grader with 2013 Curriculum?
3. How compatible is 2013 Curriculum with Revised Bloom's Taxonomy?
4. Is there any weakness of the textbook? How should it be revised?

### **1.5 Objectives of the Study**

In doing this study, there are some objectives which I want to accomplish. The objectives can be seen as follows:

1. To analyse the exercises in *Bahasa Inggris* textbook for X grader to what extent they are compatible with Revised Bloom's Taxonomy.
2. To analyse the exercises in *Bahasa Inggris* textbook for X grader to what extent they are compatible with 2013 Curriculum.
3. To analyse 2013 Curriculum in order to what extent they are with Revised Bloom's Taxonomy.
4. To describe how to revise the weakness of the textbook.

### **1.6 Significance of the Study**

In doing this study, there are some implications I expect. The result of the study is very essential because it would give implication to the English education theoretically, practically, and pedagogically.

#### **1. Theoretical Implication**

- a. This study becomes a valuable reference in evaluating the textbook by means of Revised Bloom's Taxonomy in terms of the exercises reflected in *Bahasa Inggris* textbook for X grader.
- b. This study gives worthwhile portrait for evaluating the compatibility of the textbook toward the 2013 curriculum in terms of exercises reflected in *Bahasa Inggris* textbook for X grader.
- c. It provides an insight about to what extent 2013 curriculum compatible with the Revised Bloom's Taxonomy.
- d. This study becomes a reference in identifying the weakness of the textbook and how to revise it in case there are some weaknesses based on the concept and theory of Curriculum 2013.

## 2. Practical Implication

- a. This study is expected to become the reference for the teachers in choosing the textbook as the source of teaching and learning process in the classroom by examining the exercises reflected in the *Bahasa Inggris* textbook for X grader using Bloom revised taxonomy.
- b. It allows the teacher to choose the exercises which are compatible to the learning objectives as mentioned in the 2013 curriculum.
- c. It helps the teacher to design the syllabus and learning materials based on Revised Bloom's Taxonomy and the 2013 curriculum.
- d. This study helps the teacher to modify the exercise presented in the textbook.

## 3. Pedagogical Implication

- a. This study is expected to give building feedback to the contents of the textbook in terms of students' evaluation, especially in revising the current textbook based on Revised Bloom's Taxonomy.
- b. It gives the valuable contribution to the development of 2013 curriculum which can meet the standard based on Revised Bloom's Taxonomy.
- c. It helps teachers to create alternative evaluation when the exercises do not meet objectives of the learning process.
- d. It gives the valuable contribution to the development of Curriculum 2013 which can meet all the requirement of Curriculum 2013.

### 1.7 Definition of Terminologies

The key terms of this study are:

#### 1. Compatibility

According to Roberts (2017) compatibility means the status in which things match toward each other. Compatibility means how things match or in accordance with another. Ryan & Hendriks (2016) stated that things could be called compatible if they share similar things. According to Rosari (2014) a textbook is called compatible with the curriculum, if the materials as well as the exercises match with the indicators of the curriculum. According to *Oxford*(2010), compatibility means a state in which two things are able to exist or occur together without problems or conflict. In this study the compatibility refers to the matchness of the formal exercises in *Bahasa Inggris* textbook toward the aspects of Revised Bloom's Taxonomy and 2013 Curriculum.

#### 2. Exercises

According to Richards (2014) an exercise is a teaching procedure that involves controlled, guided or open-ended practice of some aspect of language. A drill, a cloze activity, a reading comprehension passage can all be regarded as exercises. In this study, exercise means all instructions and activities presented in the textbook as the instruments to assess the students' development process. Klymkowsky (2007) stated that exercises are made in the textbook as means to achieve the learning goals. According to Bajnic (2016) textbook exercises are provided as means to practice for the students about what they have learnt. According to *Oxford* dictionary (2010), exercises



are activities carried out for a specific purpose. To conclude, exercise refers to activities provided in the textbook as practical media for the students to recall the materials in the classroom.

### 3. Textbook

Awashti (2006: 1) stated that a textbook is teaching material for the teacher and a learning material for the learner. Besides, Tomlison (2011: 296) also stated that a textbook supplies core materials for a language-learning course and aims to serve what learners and teacher need during a course. According to Schneider (2007) textbook is a manual of instruction or a standard book in any branch of study which are published in order to fulfill the need of educational institutions. According to *Oxford dictionary* (2010), textbook is a book used as standard work for the study of a particular subject. It could be concluded that textbook refers to teaching and learning materials used by students and teacher compiled in a book. The textbook analysed in this study is textbook entitled *Bahasa Inggris* for SMA/MA/SMK/MAK published by Indonesian Ministry of Education and Culture in 2017.

### 4. Revised Bloom's Taxonomy

According to Anderson et al. (2001) Revised Bloom's Taxonomy is a classification system used to define and distinguish different levels of human cognition—i.e., thinking, learning, and understanding which are used by educators as the guidance in developing exercises, curriculum, and instructional methods in questioning the students in the teaching and learning process. Almerico et al (Almerico & Baker, 2004) defined Revised Bloom's

Taxonomy as a tool for planning, implementing, and assessing instruction in teaching and learning process. Junoh et al., (2012) stated that educators must use Revised Bloom's Taxonomy in preparing questions for student exams because in this way, students can be tested with different types of questions according to cognitive levels. According to *Oxford* dictionary (2010), taxonomy refers to a scheme of classification. To sum up, Revised Bloom's Taxonomy refers to scheme of classification according to human cognition used in designing the teaching and learning instruments.

#### 5. Curriculum 2013

Curriculum 2013 is recent curriculum used in Indonesia as the guidance in designing the materials in educational fields. It is competency and character-based curriculum. Stenhouse (1985: 95) stated that curriculum is a systematic collection of accumulated knowledge and experience from multitude of sources that guides classroom practice. Su (2012) stated that curriculum is considered greatly as what teachers are going to teach and, in other words, what learners are going to learn. Besides, Egan (2003) stated that curriculum is the study of any and all educational phenomena. According to Kemendikbud No. 71 Year 2013 stated that 2013 Curriculum aims to prepare Indonesian citizens to have competencies in any aspects: being religious, productive, creative, innovative, affective, and having contribution to the environment, social life, and the global development. According to *Oxford* dictionary (2010), curriculum refers to the subjects comprising a course of study in a school or college. Based on Republic of Indonesian Law No. 20

Year 2003, curriculum in Indonesia refers to a set of planning and organization of aim, content, and learning material as the guidance to learning activity to achieve a particular educational objectives. In conclusion, 2013 Curriculum is a set of learning and teaching arrangement currently implemented in Indonesia which consider the religious, productive, creative, innovative, affective aspects, and could produce the contribution to the environment, social life, and the global development.

### **1.8 Outline of the Thesis**

This research paper consists of five chapters: introduction, review of related literature, research methodology, result and discussion, and conclusion. Chapter I is Introduction . This chapter discussed the needs of review toward Bahasa Inggris textbook published by the Ministry of Education and Culture in terms of its compatibility toward 2013 Curriculum and Revised Bloom's Taxonomy that is stated in Background of the Study. Besides, there was some reasons for choosing the topic that consists of the importance of doing this study. Scope of the study is also presented in this chapter, that this study analyses the students' exercises presented in the English textbook entitled Bahasa Inggris for Xth Grade published by Ministri of Education and Culture in 2017. In addition, research questions as well as objectives of the study on how compatible the exercises in Bahasa Inggris textbook with Revised Bloom's Taxonomy and Curriculum 2013 as well as how compatible the Curriculum 2013 and Revised Bloom's Taxonomy are also questioned in this chapter. Besides, some implications that are expected as the

result of the study are also presented in this chapter theoretically, practically, and pedagogically. At last, to make clearer about the terminologies, there is definition of terminologies that explains the definition of some key terms related to the study.

Chapter II presents the review of related literature. There are some previous studies regarding to the current study which discussed the textbook evaluation, Revised Bloom's Taxonomy and 2013 Curriculum. Related to this, it is grouped into 12 scoped of studies, namely evaluation in general, textbook evaluation on discourse analysis, textbook evaluation on particular skills of English, curriculum and need analysis, curriculum 2013, Revised Bloom's Taxonomy, character education in EFL, the implementation of HOTS in learning activities, the study about the development of students' 4C skills, the development of three domains of learning, textbook evaluation of three domains, textbook evaluation on exercise, task, and assessment, and the development of students' learning domains in assessment. It was found out that there was still some gaps in the textbook evaluation which still need to be explored. The next part of the review of related literature chapter is theoretical review which consists of theories related to the current study as the theoretical background in conducting the study. It discussed the theory about assessment, formal assessment, exercise; textbook, role of textbook, types of textbook and textbook evaluation; curriculum, development of curriculum, 2013 Curriculum, the purpose of 2013 Curriculum, characteristics of 2013 Curriculum, assessment in 2013 Curriculum, and authentic assessment in 2013 Curriculum; Bloom's taxonomy, history of Bloom's taxonomy, level of Bloom's taxonomy, Revised Bloom's Taxonomy and High

Order Thinking Skill; *Bahasa Inggris* Textbook, content of the book, and content of mapping book. The theories related to the study are derived from journals, books, and dictionaries. The last part of the review related literature chapter is the framework of the study. It discussed how Revised Bloom's Taxonomy, 2013 Curriculum and the exercises in Bahasa Inggris textbook are compatible toward each other in teaching and learning process.

Chapter III is the research methodology. The design of this study was descriptive evaluative study which could be assumed that compatibility of the exercises in the textbook toward Revised Bloom's Taxonomy and 2013 Curriculum was properly reflected. Thus, this study examined the *Bahasa Inggris* English textbook addressed for X grade published by Ministry of Education and Culture in 2017 in which the data analysis was all exercises found in the textbook. The procedures of collecting data included: reading the book, identifying the exercises, classifying the data based on skills and documenting. Moreover, the procedures of analysing the data included: selecting the data, comparing, evaluating, interpreting and revising. The last was about triangulation was used as the means to avoid bias.

Chapter IV is the finding and discussion of the study. It discussed the findings with regard to the compatibility of textbook exercises toward Revised Bloom's Taxonomy in terms of cognitive process and procedural knowledge. The compatibility also examined between textbook exercises toward 2013 Curriculum in terms of Core Competence and Basic Competence from 2013 Curriculum. Thus, the finding also examined the compatibility of 2013 Curriculum toward

Revised Bloom's Taxonomy in terms of compatibility of Core Competence and Basic Competence toward the cognitive process and procedural knowledge in taxonomy. There is also a discussion subchapter in which it is found out that the exercises presented in *Bahasa Inggris* textbook is compatible with 2013 Curriculum as well as the Revised Bloom's Taxonomy. The exercises showed the high order thinking skill in which it requires students to criticize something related to the study. Furthermore, as the novelty of the study, this chapter discusses the how affective and psychomotor domain are applied through the use of the textbook as well as character education and students' literacy. After presenting the finding and discussion of the research, the results of experts' judgment were mentioned. They agreed with the findings of the study and gave some comments and suggestions to the research.

The conclusion and suggestion were provided in the last chapter of this study. It was concluded that Bahasa Inggris textbook was compatible in terms of exercises toward Revised Bloom's Taxonomy as well as 2013 Curriculum. Finally, it was suggested that the exercises provided in the textbook should be able to reflect the objectives as stated in the curriculum and appropriate level of the taxonomy level.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, there are various references used to support this study. They are review of previous studies which describe previous studies related to this study, review of theoretical studies which describe all of the related theories from various experts to support this study, and theoretical framework which summarizes the previous studies and theoretical studies as the base in conducting this study.

#### **2.1 Review of Previous Studies**

Related to the study, the review of the previous studies were grouped into 12 aspects, namely textbook evaluation in general (9 studies), textbook evaluation on discourse analysis (4 studies), textbook evaluation on particular skills of English (6 studies), curriculum and need analysis (5 studies), Curriculum 2013 (6 studies), Revised Bloom's Taxonomy (7 studies), character education in EFL (2 studies), the implementation of HOTS in learning activities (6 studies), the study about the development of students' 4C skills (2 studies), the development of three domains of learning (3 studies), textbook evaluation of three domains (1 study), textbook evaluation on exercise, task and assessment (8 studies), and the development of students' learning domains in assessment (1 study).

In the evaluation of the textbook in general, Mu'men (1992) conducted a study focusing on evaluation of EFL textbook PETRA for the seventh and eighth grades in government schools in Jordan. The analysis was covering all aspects of the textbook. The result showed that the textbook was suitable to be used in the classroom because it has met the characteristics of good book. Rynanta& Ruslan

(2012) conducted a study on the content of the textbook entitled *English in Mind Starter* published by Cambridge University Press. The result showed that by considering 8 aspects of the textbook namely the availability of materials based on Standard of Content 2006, methodology, language skills, topics, design and layout, organization, language appropriacy, and cultural aspects, the textbook was categorized as good. Another study talked about its content in general, like what had been conducted by Anshar (2014). She conducted a study of book evaluation which focused in evaluating English Electronic Books for Junior High School in Indonesia. This study was carried out by analytical framework, namely: Textbook Evaluation Checklist (Skierso 1991; Cunningsworth 1984), Focuses on physical Appearance, Content, and Supporting Aids of the textbook (Skierso 1991; Scott and Ytreberg, 1990; Grant, 1987; McGrath, 2002; Cunningsworth, 1984; Harmer, 2001; Woodward, 2001; Pinter, 2006). The result showed that several aspects for both English Electronic Books (BSE) “Textbook 1 (T1)” and “Textbook 2 (T2)” fit the criteria of English textbooks in terms of physical appearance and content of the textbooks. However, there are also some aspects which need to be improved such as the supporting aids for the teacher in supporting the listening activities.

Anjaneyulu (2014) conducted a study of analysing English language textbooks in secondary state schools for EFL learners. The result showed that the overall organisation of the textbook and the themes included were satisfactory; the authors’ intention to use real-like situations and explore all four language skills in an integrated way was apparent and elements of differentiation of instruction were also in the textbook. However, many problematic areas were detected as to the



practicality of the book, its contents, use of authentic language, integration of the four skills, the nature of the tasks, autonomy of learning and assessment practices. Then, Rindawati, et al. (2015) conducted a research by focusing on the explicit and implicit nature of the English textbook “Bahasa Inggris: When English Rings the Bell” by the material analysis proposed by Littlejohn (2011). The result concluded that the purpose of writing the English textbook is to develop learners’ communicative competence by focusing on the meaning and building learners’ positive attitude. Besides, the learners need to be active to develop their competence and the teachers need to facilitate and to monitor tasks completions. Another researcher of textbook content evaluation, Nasim (2015) conducted a research about case study of Prospect 1 textbook based on an evaluative checklist. He found that the book is too simple and boring for the students who have studied English beforehand.

Kim (2015) conducted a study on the teachers’ opinion on the evaluation of ELT teachers’ book. The result showed that there should be greater emphasis on gauging preferences of certain groups of teachers in specific EFL contexts for the development of teachers’ book. In 2016, Nimasari conducted research about textbook evaluation in broader area. From the research it was found that the textbook has strengths in aspect of methodology, presentation, design, and learner’s factors, but it has weakness in the aspects of content coverage. Moreover, Rosyida (2016) conducted a study focused on the teachers’ perception toward the use of English textbook. By carrying out the questionnaire, semi-structured interview, and non-participant observation as the instruments to gather

data, the results showed that the teachers believed that they had to consider some considerations to check what was actually contained in the textbook. Their perceptions were influenced by some factors such as experience, needs, situation, students' interest, students' ability, workshop/training, and references.

Moreover, there are also some researchers who conducted research on textbook evaluation focus on something that is close to discourse analysis, they are: Rohmatillah (2015); Ana Sugiati & Dwi Rukmini (2017); Pahlevi and Warsono (2018); and Rukmini (2009). Rukmini (2009) was talking about model written texts in the recommended Senior High School English textbooks. The study discussed the compatibility of the textbooks with the cultural and situational contexts. The result showed that there are 93,43% texts presented in the textbooks tend to be compatible with two contexts (cultural and situational). Rohmatillah (2015) conducted a study focused on the readability of texts in the English textbook at grade X Senior High School. Based on the result of calculating the readability level only five texts from sixteen texts are relevant to the students of Senior High School. Besides, a study about textbook problem was also done by Ana Sugiati & Dwi Rukmini (2017). It focused on the application of formulaic expressions in the conversation texts of Senior High School English textbooks. The result of the research was that the application of the formulaic expressions in the conversation was not fully done. Another study was done by Pahlevi and Warsono (2018). They conducted research entitled *The Ideational Meaning of Text and Image Relation in Bahasa Inggris for Tenth Graders*. The result of the research is that the textbook is a good book as the tool or media in English

classroom because the texts and visual images presented elaborate and complete each others to make the students get information easily.

In some cases, there were also some studies related textbook evaluation emphasized particular skills of English. Al-Alkraa (2007) did a study on the analysis of an EFL textbook used in Iraq. He concluded that the textbook was categorized good in term of grammar and vocabulary. However, the vocabulary presentation still needs to be improved. Then, there were also some textbook research focused on particular English skill. Most of these researchers, Alemi & Sadehvandi (2012); Wen-Cheng, Chien-Hung & Chung-Chieh (2011); Gholaminia Tabari (2013); Aliakbari & Gheitasi (2014); Rezaee, Kouhpaenejad & Mohammadi (2013); and Rahimi & Hassani (2012) studied the textbooks based on the language skills presented in it. They agreed that the language skills provided in the textbooks affected the way the students' attitude. Al-Ghazo&Smadi (2013) conducted a study focused on the English reading text's authenticity entitled Action Park Eleven in Jordan. The result showed that reading texts had a high degree of authenticity. There was a strong match between reading specific outcomes and the reading text authenticity. Such focus on authentic reading texts highlighted the significance of the reading skill in building the communicative competence of the Jordanian students at the secondary stage.

The research about textbook evaluation that focused on the particular skill was also done by Purwandani et al. (2014). They conducted a study focused on examining the compatibility of authentic reading materials in students with the criteria of authenticity in the Pathway to English 2 published by Erlangga. The

instrument used was the combination of criteria authenticity checklist proposed by McGrath (2002) and the criteria of good reading materials proposed by Arias (2007). The result showed that the authentic reading materials were compatible with the criteria of authenticity which indicates that the contents of the texts were appropriate to use as the teaching materials. Meanwhile, Kanina (2016) conducted a study in evaluating the reading materials on the English in Focus in seventh grade students published by National Department of Education in Indonesia in 2008 as well as the teachers' perception about the textbook. The instruments used were good reading material criteria checklist by Patel and Jain (2008) and interview. The result showed that reading materials in the textbook fulfil the criteria of good reading materials. Besides, the teachers' perception about the book is sufficiently good. Then, with regard to particular skill, some problems were found from the research done by Fatima (2015). From the research which focused on the English textbook for grade 7 and 8, she concluded that there were some problematic areas need to be improved in terms of four skills and culture representation. There was also another problem found in the textbook used by the students in term of English skills. Naseem (2015) found that from the research on Punjab textbook for 9th class in Pakistan, there were found some problematic areas related to integration of skills, nature of activities and some general features of the textbook.

With regard to the development of education, some researchers around the world have conducted the study on the curriculum applied in the textbooks used by the students. Chaisongkram (2011) conducted a study which focused on the

analysis of the textbook in the aspect of compatibility toward the educational programme proposed by the Thai Minister of Education, the learners and the suitability of the textbook. The result showed that the textbook is compatible toward the educational programme proposed by the Thai Ministry of Education. Alduais (2012) conducted a study entitled *Analysis of ESP Syllabus: Analyzing the Book Basic English for Computing as a Sample and Testing its Suitability for ESP Learners in Public and Private Yemeni and Saudi Arabian Universities*. The result showed a problem that the book and its testing does not suit the level of ESP learners in its universities due to misuse and wrong interpretation of the term ESP in Yemen among English teachers. The evaluation of the textbook which was done in term of curriculum is certainly based on the need analysis, like what was done by Rashidi and Kehtarfard (2014). They had research on the need analysis of school English textbook used by Iranian third-grade high school students. In this case, the aspects include the criteria, concerns and priorities which are carried out by Al Madany (2009), Hashim (2003), Litz (2001), Wan-jane & YuChih Doris (2009). From the study, they agreed that need analysis was seen as the important aspect which affects the development and evaluation of the textbook. In Indonesia itself, due to the dynamic change of curriculum, Hanifa (2018) conducted a study focused on the analysis and evaluation of two different English textbooks addressed to Junior High Schools grade VI in Indonesia, KTSP and Curriculum 2013 textbooks. It could be concluded from the research that both textbooks were quite satisfactory as they were very affordable, contain interesting lay out, attractive designs and clear instructions, correspond to current ELT methodology,

cover all language skills and comprise a wide range of topics which were familiar and culturally appropriate for learners. However, both textbooks had weakness. The KTSP textbook did not have add-ons and extra materials; meanwhile the Curriculum 2013 textbook was weak in providing authentic listening materials.

Talking about curriculum in Indonesia, nowadays, the curriculum applied nationally is Curriculum 2013. This phenomenon invites much attention from the education researchers to conduct the study of it. Sihpratiwi (2014) conducted a study analysing the reading exercises found in the English textbook *Pathway to English for X grade senior high school* toward the 2013 curriculum. The result showed that the reading exercises were compatible with the standard competences of 2013 curriculum. Fuyudlorochmaniyyah (2015) found that from her analysis on the EFL textbook for seventh grader, the activities presented did not fully apply scientific approach as demanded by Curriculum 2013 since the five scientific activities were not evenly distributed. Meanwhile, Rizky Akbar (2016) through his research on the selected eleventh grade English textbooks stated that the textbooks are appropriate in terms of content based on BSNP framework. Rumahlatu et. al. (2016) conducted a study which focused on the readiness and implementation of curriculum of 2013 in the level of elementary, junior high and senior high school in the West Part of Seram District, Maluku Province, Indonesia. It showed that the students and the teachers in west part of Seram district regency are ready to implement the curriculum of 2013. While there are some factors that inhibit the implementation of curriculum of 2013 namely lack of handbooks for teachers and students, the mental readiness of teachers and students

which are not yet optimally prepared, and the dissemination that has not reached all schools.

In another discussion, Azhar (2017) did an analysis of an Indonesia's 2013 Curriculum for primary level and he could find that the textbooks tend to position learners not as the agents of their learning, yet more as passive recipients of what is predetermined for them. Pratama & Rohmatillah (2017) conducted a study which focused on the compatibility of the textbook of eleventh grade entitled *Pathway to English* toward the 2013 curriculum. The result showed that the learning materials were successfully included and developed supported materials which interpreted about social function formed cooperating tasks, text structures were available and language features were developed based on suitable aspects although there are some weaknesses on the particular aspects of the textbook.

Furthermore, related to the implementation of Curriculum 2013, some theories are occupied. One of the theories used is the theory of cognitive development by Bloom that is usually called Revised Bloom's Taxonomy. Before Indonesia implemented Curriculum 2013, there were some studies about Revised Bloom's Taxonomy. Bumen (2007) conducted a study focused on the effects of the original compared with the Revised Bloom's Taxonomy in lesson planning skills. The result showed that there are several improvements in curricular development by the application of the Revised Bloom's Taxonomy in global education arena. The revised version could be accepted as a turning point in developing the metacognitive skills, emphasizing the reflective teaching, and providing internal consistency of instructional planning. Further, Nasstrom (2009)

conducted a study which tried to discuss the standards with Revised Bloom's Taxonomy by comparing the teachers and assessment experts. The result indicated that the Revised Bloom's Taxonomy was an acceptable tool in educational standard. Rupani & Muhamamad (2011) evaluated the teaching and learning processes that were included curricula and professional teaching on Bloom's Taxonomy. From the evaluation, they found that the existing teaching was teacher centred. Moreover, the teachers only touched knowledge and comprehension levels of Bloom's cognitive domain. The other two affective and psychomotor domains were ignored in both curricula and professional teaching. Nayef (2013) studied the taxonomies by comparing the Bloom's Taxonomy, Lorin Anderson's Taxonomy, and Wilson's Taxonomy. The result showed that Bloom's Taxonomy was more suitable as an analysis tool to educational objective domain. Related to the issue, Askaripour (2014) conducted research on textbook evaluation of New Version (2nd edition) of "Top Notch English Series". This study evaluated the new version of Top Notch Series (2009) in term of learning objectives in Revised Bloom's Taxonomy to see which levels of BRT were more emphasized in the textbooks. The finding showed that LOTS were the most prevalent learning levels in these book series. It was also found that Top Notch series could not make learners critical thinkers.

Ari (2014) conducted a study focused on the distribution of the text questions found in the textbooks according to Revised Bloom's Taxonomy. The result showed that almost 90% of questions were found to be in the category of remembers and understands. The low number of questions in other categories may



prove to be insufficient in developing the cognitive skills. Kurniawati & Fitriati (2017) with the research entitled Evaluation of Teachers' Questions to Uncover Students' Cognitive Domain of English Subject Matter in Classroom Interaction found out that the teachers posed all of the types of cognitive level of questions for various ways.

Another research about Revised Bloom's Taxonomy was also done by Nikhoma (2017). The research revealed that with the use of case-based learning activities, knowledge application creates a positive impact on higher order thinking. It seems that those two studies which talked about Revised Bloom's Taxonomy did not show significant problems. However, Parsaei (2017) found a problem about the application of Revised Bloom's Taxonomy. Based on his research, critical learning was not emphasized as strongly as lower level of learning in English textbooks for ESP.

In 2017, Curriculum 2013 in Indonesia had some revision and it is called Curriculum 2013 Revision Version of 2017. Due to the revision, there are some changes made. The changes are that teachers in this curriculum must insert the character education and students' literacy in the process of learning and assessing. Moreover, the learning and assessment in Curriculum 2013 Revision Version of 2017 emphasize students' High Order Thinking Skill and students' 4C skills. Then, the learning does not only focus on the students' cognitive aspect, but also affective and psychomotoric aspects. Therefore, there are many researchers start to pay attention about it.

The study about the insertion of the students' character education was done by Iswara (2013). Through the narrative text found in the electronics textbook used for Senior High School students grade XI entitled *Developing English Competencies*, she concluded that based on character education aspects mandated by the Ministry of National Education, the character developed most through the text were in perseverance, responsibility, and compassion. Then, Nova (2017) conducted research to investigate the implementation of character education and the obstacles faced in inserting character education into EFL teaching and learning process. From the study, he could conclude that the EFL teachers had inserted character education in classroom with various frequencies. They had also inserted character values with different focuses.

Although Indonesia requires HOTS in its curriculum in around 2016-2017, it had actually been implemented in other education system from overseas for long time ago. Riazi & Mosalanejad (2010) investigated the types of learning objectives in Iranian high school and pre-university English textbooks. The result of the study indicates that in all grades lower-order cognitive skills were more prevalent than high order ones. Seif (2012) conducted a study focused on the evaluating the HOTS in reading exercises of English textbook used by the 8 grade students in Palestine. The result of the study suggested that the publisher of the book should modify the reading exercises by providing them with more enrichment material that includes HOTS. Setiyawati (2016) researched on HOTS and LOTS from the English textbook. The result showed that the percentage of HOTS in the textbook was higher than LOTS.

Then, Hisham (2017) conducted a study focused on the issue of HOTS among teachers in Malaysia. The result of the study showed that there were four elements of Higher Order Thinking Skills that reached data saturation point which are critical thinking, creative thinking, decision making, and problem solving. Margana & Agus (2017) conducted research on the need of HOTS to lead English language proficiency. The researchers involved English teachers and students as the respondents to administer the data. Based on the result of the research, the development of English textbooks oriented to HOTS was positively responded by respondents as the English textbooks triggered students of Vocational High Schools to establish their higher order thinking skills which led to students' creativity. In 2018, Pratama & Retnawati through the journal described the urgency of HOTS content analysis in Mathematics textbook. They finally found that the more HOTS content in a textbook, the greater the probability of HOTS to be trained and taught to the students.

The learning process which requires HOTS is actually done to be one of the strategy to prepare students' skills in facing the 21th century, in which the students should have some skills, namely creative, communicative, collaborative, critical thinking skill. Gilroy reviewed the curriculum applied in Zayed University's Academic Bridge Program. The review was due to the need for a component where 21st century skills were developed alongside language skills. The study resulted the project based approach was the suitable approach to implement in English language learning since it could create students' critical thinking. Sipayung et al (2018) conducted research to determine the effect of

collaborative inquiry learning model in improving the skills of 4C. The conclusion was that this model was more suitable applied to improve students' skills in learning physics.

Therefore, in our new curriculum, the learning objectives do not only emphasize on the students' cognitive development, but also in students' affective and psychomotor development. Rupani & Muhamamad (2011) evaluated the teaching and learning process that was included curricula and professional teaching on Bloom's Taxonomy. From the evaluation, they found that the existing teaching was teacher centred. Moreover, the teachers only touched knowledge and comprehension levels of Bloom's cognitive domain. The other two affective and psychomotor domains were ignored in both curricula and professional teaching. Handayani et al (2018) conducted a study on cognitive, affective, and psychomotor domain on English lesson plan in School Based Curriculum. By observing teachers' activity in the classroom, it was found that the cognitive domain placed the highest attention from the teacher. Meanwhile affective and psychomotor domain was less attentive. Another study about those three domains was done by Adi & Puji (2019). They studied the relevance of the materials with the cognitive and psychomotor domains in the 2013 Curriculum competence in English Rings a Bell textbook for grade eight of Junior High School. The finding stated that the materials were relevant with the 2013 Curriculum, in term of cognitive domain, but in terms of psychomotor domain, it lacked relevant.

To cover those phenomena, the assessment, exercises, and tasks given to the students are ideally adapted to the challenge. However, there are not many researchers have concerned the study about it. Most studies focus only on assessment, exercises, and tasks in general, like what had done by Musarokah & Bharati (2012). They analyzed the reading and writing section of test items in 2009/2010 English National Final Examination (UAN) for Junior High School students. The research showed that the test items of package A in reading and writing section of English National Final Examination 2009/2010 were in line with the Standard of Graduate Competence (SKL). Then, as the result of the implementation of the Curriculum 2013 in Indonesia, the authentic assessment is developed. Rukmini & Saputri (2016) described the implementation of authentic assessment to measure students' English productive skills based on 2013 Curriculum. The result of the study revealed that English teachers of the school have implemented the assessment to measure students' English productive skills. However, the implementation had not been conducted properly yet. Moreover, the analysis of the aspect of assessment in the textbook was also done by Ebadi & Hasan (2016). They conducted a study focused on the analysis of tasks in EFL textbook. By using Nunan (1999) taxonomy of tasks types, the result showed that the linguistic as well as the creative tasks were the most frequent and affective, interpersonal, and cognitive tasks, respectively, were the least common pedagogical tasks presented in the textbook. Rasha (2016) evaluated the appropriateness and the effectiveness of Task-Based Learning presented in the textbook "English for Palestine-Ninth Grade". The finding showed that some

tasks in the textbook were not interesting, complex, not graded appropriately, irrelevant and culture-specific, and did not suit students' age, desires.

With regard to the authentic assessment, Mutmainah (2017) conducted a study focusing on the teacher's perceptions and practices of authentic assessment in the revised 2013 curriculum. The result showed that the teachers' perceptions of authentic assessment were in line with the curriculum document. problems in applying the authentic assessment. In term of speaking assessment, Jannah & Hartono (2018) did a study about speaking assessment conducted by the teachers and the result showed that the speaking assessment that was conducted by the teachers did not fulfil the standard of speaking assessment in Curriculum 2013. Meanwhile, in term of the application of Revised Bloom's Taxonomy in English teaching and learning in the curriculum applied in Indonesia, Arvianto & Faridi (2016) conducted a study about the compatibility of the reading exercises presented in the English textbook with Revised Bloom's Taxonomy and Curriculum 2013. The study showed that the knowledge dimension offered in the textbook is not varied and the reading exercises are less compatible with the 2013 Curriculum. In 2018, Ayu conducted study on EFL textbook evaluation. She analyzed tasks presented in English textbook. The study focused on the tasks distribution (simple to complex) in English textbook entitled Bahasa Inggris SMA/MA/SMK/MAK kelas X semester 1. The result showed that the textbook had a good distribution of tasks across chapters and the whole book.

The study that concerns on the assessment, exercises, and tasks related to the current need of education is still rare. Nwachukwu & Ogudo (2014)

investigated the quality assurance in teachers' assessment practices in cognitive, affective, and psychomotor domain of learning in Nigerian secondary schools. The result showed that the teachers were not assessing the students comprehensively in all three domains of learning. They resorted to the assessment of cognitive domain alone and paid less attention to affective and psychomotor domain. Meanwhile, in term of the textbook analysis, it is also still rare. Hashemnezhad & Parvis (2011) conducted research on the evaluation of English Grammar of EAP course book, focused on the learning domains. They found that within cognitive domain, only first stages were emphasized and the last stages of synthesis and evaluation were neglected. Besides, based on the finding, it was concluded that cognitive domain was more privileged than affective and psychomotor domains.

The previous studies mentioned in early sub-chapter, there is still a gap which needs to be explored. The analysis of Revised Bloom's Taxonomy has been explored regarding to the quality of the assessment of the textbook whether it really measures the target. Furthermore, the analysis of 2013 Curriculum also has been done by some researchers with regard to the authentic assessment as guidance to measure the students. However, there haven't been any study yet concerning the exercises provided by a textbook officially published by the government. Hence, this gap needs to be explored.

Based on the previous studies that have been conducted by the previous researchers, I would like to analyze the compatibility of the exercises presented in

the textbook toward Revised Bloom's Taxonomy and Curriculum 2013. However, this research is different from previous studies because:

- 2.1.1 This research would not only investigate how the cognitive aspect were developed and applied through the textbook exercise based on 2013 Curriculum, but also affective and psychomotor aspects.
- 2.1.2 This research would also investigate how the textbook adapt Curriculum 2013 Revision 2017 in the application of character education, students' literacy, HOTS based assessment, and students' 4Cs.
- 2.1.3 This research would also analyze the weakness of the textbook related to Curriculum 2013 and Revised Bloom's Taxonomy as well as its solution to cover the weakness.

## **2.2 Review of Theoretical Studies**

The review of theoretical studies explains the theoretical bases in conducting the study such as:

### **2.2.1 Assessment**

In the teaching and learning process, the notion of assessment is the important aspect to be prepared. Among educational practitioners, sometimes they are misunderstood toward the term of assessment and test. According to Brown (2004: 3) defines a test as a method of measuring a person's ability, knowledge, or performance in a given domain. However, assessment is an ongoing process of measuring students' achievement that encompasses a much wider area. Whenever students respond to questions, offer a comment, or try to perform something, the teacher makes an assessment of students' performance subconsciously. Hence,



tests are subset of assessment. Here is the diagram representing the relationship between assessment and test in teaching process.

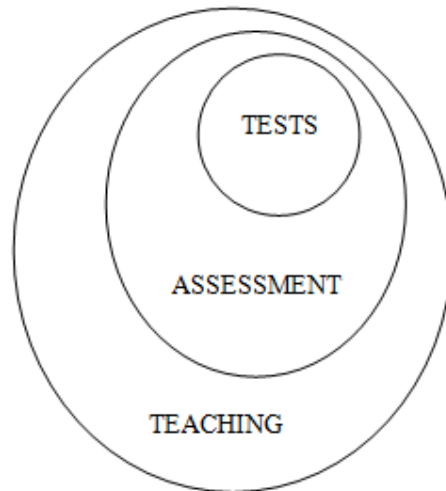


Figure 2.1. Tests, assessment and teaching

### 2.2.2 Formal Assessment

There are several kinds of assessment in the process of teaching and learning process. According to Brown (2004) formal assessment is a kind of assessment which is given to the students in the form of exercises provided in the textbook. Moreover, the formal assessments are given periodically to the students as their growth in learning the materials which is different to the notion of test. Although, some experts make similar between formal assessment and test, there is a clear difference among these terms when it deals with the time constraints. For example, systematic observation of students' oral performance is a kind of formal assessment, but it is hardly called a test which is limited to specific time and gathers limited pieces of information (Brown, 2004).

According to Harris & McCann (1994), a test is a kind of formal assessment which functions to:

- a. Understand whether a student is ready to go to next level,
- b. Know about problematic areas,
- c. Figure out what the students have learnt, and
- d. Compare the students.

### **2.2.3 Exercise**

According to Brown (2004) exercise is one of the forms of formal assessment. Exercises are systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement. Exercises are the instruments for the teacher and students to ensure what they have learned each of the chapter from textbook. Exercise in the textbook is considered as one of teaching medium. The goal of the media is to improve students' skills, knowledge, and behavior. A good textbook is the book that provides opportunity for students to improve their skills by doing exercises (Azizah: 2010).

Harris (1969: 102) states that test directions should be brief, simple to understand, and free from possible ambiguities. They should be accompanied by sufficient examples to ensure that slow learner or least skilled examinee understands the problems type. The purpose of the direction is to make students understand what have to do as well as exercises. An exercise can be told good if the exercise is completed by clear directions and it has examples. The presence of examples is because it gives the students further information about the exercises.

## **2.2.4 Textbook**

### **2.2.4.1 The Use of Textbook**

Textbook is one of the learning sources used both by teacher and students which consists of exercises and teaching materials. According to Anshary and Babaii (2002) a textbook is seen as a framework which regulates and times the programs. Therefore, there are ready-used learning materials and evaluation within the textbook. According to Tomlinson (2001) textbook is the most convenient form of presenting materials, it helps to achieve consistency and continuation, it gives learners a sense of system, cohesion and progress and it helps prepare and learners revise.

The use of textbook is useful for teaching and learning practitioners. As stated by Garinger (2001) textbook is one of the most effective and readily available ways to relieve some of the pressures put on teachers, lessons preparation time, provides ready-made activities and finally provides concrete samples of classroom progress through which external stakeholders can be satisfied.

### **2.2.4.2 The Role of Textbook**

An English textbook has an important role in English as Foreign Language (Pahlevi & Warsono: 2018). According to Chandran (2003) textbook helps teachers to provide the teaching materials in the classroom. Furthermore, textbook acts as the guideline for the teachers in running the teaching and learning process.

This is in line with Cunningsworth (1984: 7) that textbook has several functions, such as:

- a. A resource of presentation material
- b. A source of activities for practice and communicative interaction
- c. A reference book (grammar, vocabulary, pronunciation)
- d. A syllabus
- e. A resource for self-directed learning or self- access
- f. A support for less experienced teachers.

#### **2.2.4.3 Types of Textbook**

Textbook has several kinds of categories. According to Neville (1987) there are two categories of the textbook with regard to the language teaching and learning:

- a. Traditional Textbook

This traditional textbook treats student to learn language as a system. Through the system, they can use language for various purposes based on the needs. The traditional textbook has some characteristics, such as: emphasizing the forms and patterns more than communicative functions of the language, focusing on reading and writing activities rather than other skills, making use of great deal with L1, emphasizing to the importance of accuracy, attractive to use and highly examination-oriented.

- b. Communicative textbook

The communicative textbook tries to create opportunities as many as possible to the students to use the language in the classroom as a sort of “halfway house” before using it in real life. There are some characteristics of this

textbook, such as: emphasizing the communicative functions of the language, reflecting the students' needs and interests, emphasizing skills in language use, having good balance portions of the skills, having specific aims, reflecting the authentic language use, encouraging the students to work in a group and emphasizing on the fluency.

#### **2.2.4.4 Textbook Evaluation**

The need of textbook evaluation is demanded as it is always stated on the acknowledgement part of the book. According to Cunningsworth (1995) and Ellis (1997) textbook evaluation helps the teachers move beyond impressionistic assessments and it further facilitates them to acquire useful, accurate, systematic and contextual insights into the overall nature of textbook materials. Furthermore, the content of the textbook, its strengths and weaknesses are known by the teachers which makes them to adapt the curriculum and students' needs.

Therefore, textbook needs to be analysed due to some reasons listed by Graves (2000). The analysis contains the irrelevance or inappropriacy of content with the students, exclusion of important items, imbalanced variety task-types, unmotivating or outdated activities and unrealistic proposed timetables. Hence, a textbook need to be evaluated in order to make the textbook up-to date toward the students' learning needs.

### **2.2.4.5 Criteria of Textbook Evaluation**

A textbook need to be evaluated in order to find out to what extent it can really be worth to be used by the teacher and students. There are some criteria for textbook evaluation proposed by Cunningsworth (1995):

1. They should correspond the learners' needs. They should match the aims and objectives of the language learning program.
2. They should reflect the uses (present or future) that learners will make of the language. Textbook should be chosen that will help equip students to use language effectively for their own purposes.
3. They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method".
4. They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

## **2.2.5 Curriculum**

### **2.2.5.1 Theory of Curriculum**

Curriculum is used in the process of teaching and learning acts as compulsory role. Richards (2002) defined curriculum as an overall plan for course or program.

As a plan, curriculum must be designed well by the teacher to achieve the learning goals. According to George (2004) a curriculum has different meaning when it is seen holistically. It is a content, standard or objectives that holds students accountable which is described as a set of instructional strategies that teacher

could use. Yet the curriculum itself has several concepts when it is seen in deeper understanding. They are:

1. Scope and sequence, the depiction of curriculum as a matrix of objectives assigned to successive grade levels (i.e. Sequence) and grouped according to a common theme (i.e. Scope).
2. Syllabus, the plan for an entire course, which is typically, includes the rationale, topics, resources and evaluation.
3. Content outline, a list of topics covered organized in outline form.
4. Standards, a list of knowledge and skills required by all students upon completion.
5. Textbook instructional materials used as the guide for classroom instruction.
6. Course of the study, a series of course that the students must complete.
7. Planned experiences, all experience students have that are planned by the school, whether academic, athletic, emotional, or social.

With regard to the purposes of educational system in Indonesia which is stated in the Law No. 20 Year 2003, it has correlation toward the definition of curriculum above. It is stated that curriculum is seen as set of plans within that include purposes, contents and teaching materials in achieving the objective of educational institution.

### **2.2.5.2 Development of Curriculum**

Curriculum becomes the important part in education. Richards (2002) defined curriculum as an overall plan for course or program. As a plan, curriculum must be designed well by the teacher to achieve the learning goals. Therefore, in line with the needs and situation change, the curriculum changes. According to Richards (2001) the process of curriculum focuses on the need analysis, situational analysis, planning learning outcomes, course organization, selecting and presenting teaching materials, providing for effective and evaluation. Furthermore, curriculum development is not just only a concept, but also it is also the goal-oriented process in carrying out the action. This is in line with Wiles (2009) through the development process and culminate the fruitful learning experiences for the students, the curriculum constitutes a set of desired goals and values learning objectives.

The history of curriculum in Indonesia is often changed together with the alteration of Education Minister, so the quality of education in Indonesia has not met the clear and steady quality standard. The national education in Indonesia has been changing in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 and 2013 (Wiranto, 2014, p. 2). The changes are a logical consequence of political system, social, cultural, economic, science and technology. According to Panduan Pemberlajaran Curriculum of 2013 (2017: 2), there are some points as a curriculum development framework. This following framework enables the learning process to be up-to-date to the global needs:



1. Aesthetic Expression, students will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.
2. Citizenship, students will be able to assess social, cultural, economic and environmental interdependence in a local and global context.
3. Communication, students will be able to think, learn and communicate effectively by using listening, viewing, speaking, reading and writing modes of language, and mathematical and scientific concepts and symbols.
4. Problem Solving, students will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.
5. Personal Development, students will be able to continue to learn and to pursue an active, healthy lifestyle.
6. Spiritual and Moral Development, students will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.
7. Technological Competence, students will be able to use variety technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

## **2.2.6 2013 Curriculum**

### **2.2.6.1 The Notion of 2013 Curriculum**

2013 curriculum is the recent curriculum implemented in the education of Indonesia. It was born as the response for the various criticisms of the previous

curriculum (KTSP). 2013 Curriculum is competency and character-based curriculum. Based on the Ministry of Culture and Education Regulation No. 59 Year 2014 stated that 2013 Curriculum is one of the government's efforts to resolve the various problems being faced by the world of education today. The theme of 2013 Curriculum is generating Indonesian people which are: productive, creative, innovative, affective; through the strengthening of attitudes, skills, and knowledge which are integrated. Based on the theme, the implementation of 2013 curriculum is expected to produce a productive, creative, and innovative human.

The implementation of 2013 Curriculum has some impacts toward the teaching and learning behaviour as it is expected from the government. This curriculum has fulfilled three main components of education, namely: knowledge, skill, and attitude. Knowledge is built in the teaching and learning process in the classroom. While, skill is achieved from the students' practical lesson, and attitude is reflected by embedding the religious values in the subject lessons.

#### **2.2.6.2 The Purposes of 2013Curriculum**

In implementing the curriculum of 2013, there are some purposes which are aimed to be achieved in the end of the teaching and learning process based on the Ministry of Culture and Education Regulation No. 59 Year 2014.

1. Successful learner

The learners with enthusiasm and motivation for learning, determination to reach high standards of achievement, and openness to new thinking or ideas.

2. Confident individual

The individual can relate to others and manage themselves, pursue to healthy and active lifestyle; can be self-aware; develop communicate their own beliefs and view of the world; assess risk and take informed decision; achieve success and different areas of activity.

3. Responsible individual

The students can develop knowledge and understanding; they make informed choice and decisions; evaluate environmental, scientific, and technological issues.

4. Effective contributor

The student can communicate in different ways in different settings, work in partnership and teams; take the initiative and lead, apply critical thinking in new contexts, create and develop, solve problems.

### **2.2.6.3 The Characteristics of 2013 Curriculum**

2013 Curriculum has some characteristics which are different with other previous curriculums. According to the Ministry of Culture and Education Regulation No. 59 Year 2014, the characteristics of the curriculum of 2013 can be seen as follows:

1. The content of the curriculum is competency that stated into main competence of lesson material and is arranged more detail in basic competence.
2. Main competence is categorical description about competence that must be learning by students for school grade, class and subject.

3. Basic competence is a competence that learned by the student for a subject in particular class.
4. Emphasizing competence of attitude, cognitive skill, psychomotor skill, and knowledge for education unit and subject are showed by the member of basic competence subject.
5. Main competence become competence organizatory factor not as a generalization concept, topic or something from approaching “Disciplinary-based curriculum” or “content based curriculum”.
6. Basic-competence that is developed base on the accumulative principle, reinforce and reach with other subject.
7. Learning process is based on the effort to master the competence in satisfaction level with focus on the content of competence characteristic in which knowledge is the mastery content.
8. The measurement of the learning process covers all of the competence aspect, formative and the result is followed by remedial learning to ensure the competency materiel in satisfaction level (the minimum criteria of the score minimum cane the satisfaction level).

#### **2.2.6.4 Assessment in 2013 Curriculum**

In the implementation of 2013 Curriculum, the assessment is done by the teacher in the classroom in a form of assessment report, such as students' assessment record, description of students' attitudes and their skill in carrying out the practical lesson in the classroom throughout the teaching and learning process as it was suggested by the the Ministry of Culture and Education Regulation No.59 Year 2014. The result of the learning process of the students are represented in these following assessment aspects:

1. The value in learning and description of the students' achievement in their result was mainly, skill, knowledge, and attitude.
2. Description of the students' attitude to show the competences of spiritual and social assessments.
3. The assessments form was made by teacher that reported to the parents for home class teacher.

Furthermore, there are some procedures in applying those kinds of assessments in the classroom. The assessment is done continuously by the teaching throughout the teaching and learning process. There are some steps in carrying out 2013 Curriculum assessment.

1. Preparation phase, examination of the students competence, the syllabus make design teaching learning process related to assessment criteria, development of indicators; choosing appropriate assessment techniques and indicators; develop instruments and scoring guidelines.

2. Implementation phase, implementation of the assessment in the teaching learning process start with the search. A search is performed using techniques asked to explore experience in accordance to the conditions and level of students' ability.
3. Analytical phase, the result of assessment as made by the teacher is further analyzed to determine progress and learning difficulties. The result returned to the learners with an inverse (feedback) in the form of comment that reinforcement.
4. Report phase, report of the assessment result of knowledge and skill competency is done by the teacher shaped values and description of the competence achievement. A competence assessment of students is the results of the report of spiritual and social attitudes in the form of description of attitudes. The report is result of the assessment made by the teacher to show the result.
5. The students' ability and their attitude in teaching learning process.

#### **2.2.6.5 Authentic Assessment in 2013 Curriculum**

The assessment used in the implementation of curriculum of 2013 is authentic assesment as it is proposed in the Regulation of Culture and Education No. 66 Year 2013 since the approach used in the teaching and learning process is scientific approach. Authentic assessment has strong relevance towad the implementation of this approach in fulfilling the needs of 2013 Curriculum. Bridges (1995) stated that there are six principles of authentic assessment:

1. Authentic assessment is continuous, informing every aspect of instruction and curriculum building. As they engage in authentic assessment, teachers discover and learn what to teach as well as how and when to teach them.
2. Authentic assessment is an integral part of the curriculum. Children are assessed while they are involved with classroom learning experiences, not just before or after a unit through pre or post tests.
3. Authentic assessment focuses on students' strengths. Teachers assess what students can do, what they know, and how they can use what they know to learn.
4. Authentic assessment is developmentally and culturally appropriate.
5. Authentic assessment recognizes that the most important evaluation is self evaluation. Students and teachers need to understand why they are doing what they are doing so that they may have some sense of own success and growth.
6. Authentic assessment invites active collaboration between teachers, students and parents work together to reflect and assess learning.

Furthermore, in doing assessment, the teachers should also consider the 8 SNP's (National Standard of Education), including content standard (Ministry Regulation No 21 Year 2016). Based on this regulation, assessment should be suitable with the national education in term of attitude, knowledge, and skill domains. Therefore, this rule regulates to determine the assessment criteria. Those three domains have different criteria. Attitude assessment is derived from the activities of *accepting, doing, appreciation, and applying*. Knowledge is assessed by the steps of *remembering, understanding, applying, analyzing, evaluating, and*

*creating*. Meanwhile, skill domain is developed by the processes of *observing*, *questioning*, *trying*, *associating*, *presenting*, and *creating*.

### **2.2.7 Bloom's Taxonomy**

In examining the content as well as the assessment instruments, Bloom's taxonomy is the best instrument as it is used in educational background. This taxonomy consists of some domains of learning which are suitable as the learning and teaching guidance. It is most often used in the design of educational process, training process and learning process.

#### **2.2.7.1 History of Bloom's Taxonomy**

This Bloom's Taxonomy was invented by Dr. Benjamin Bloom with his team of educational psychologist. They tried to promote higher forms of thinking in education, such as analysing and evaluating concepts, processes, procedures and principles, rather than just remembering facts. The team then identified three domains of educational activities or learning (Bloom, et al. 1956):

1. The cognitive – knowledge based domain, consists of six levels
2. The affective – attitudinal based domain, consists of five levels, and
3. The psychomotor – skills based domain, consisting of six levels.

Eventually, they worked on the cognitive domain which then becomes "Bloom's Taxonomy. It focused on the cognitive domain of learning. However, the taxonomy which is referred to the university examiners has been transformed into a basic reference for all educators worldwide. According to (Anderson & Sosniak,



1994: 1) Bloom's taxonomy is used by curriculum planners, administrators, researchers, and classroom teachers at all levels.

### 2.2.7.2 Level of Bloom's Taxonomy

The notion of taxonomy can be meant classification which help to understand the terms following it. Bloom's taxonomy is a multi-tiered model of the thinking complexity that is broken down into six cognitive levels. These levels have been drawn as a stairway from the lowest level into the highest level to be used as encouragement for the students. The cognitive domains discussed in the Bloom's Taxonomy are knowledge and the development of intellectual skills (Bloom, et al., 1956). There are six main categories depicted in the figure of Bloom's Taxonomy which can be seen as follows:

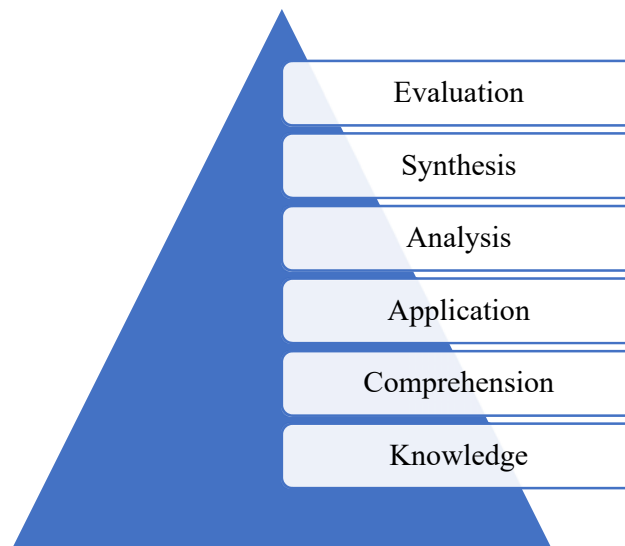


Figure 2.2. Bloom's Taxonomy

Here are the explanation of these main categories of the Bloom's Taxonomy according to (Bloom, et al. 1956):

1. Knowledge

“it involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting.”

2. Comprehension

“it refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.”

3. Application

It refers to the “use of abstractions in particular and concrete situations.”

4. Analysis

It represents the “breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit.”

5. Synthesis

It involves the “putting together of elements and parts so as to form a whole.”

6. Evaluation

It engenders “judgments about the value of material and methods for given purposes.”

From that figure, the lowest three levels of learning are: knowledge, comprehension, and application; while, the highest three levels are: analysis,

synthesis, and evaluation. According to UW Teaching Academy, 2003) “the taxonomy is hierarchial; [in that] each level is subsumed by the higher levels. In other words, a student functioning at the ‘application’ level has also mastered the material at the knowledge and comprehension levels.”

### 2.2.7.3 Revised Bloom’s Taxonomy

After some decades passed, some former students of Dr. Benjamin Bloom decided to revise the Bloom’s taxonomy in order to keep the taxonomy ud-to-date toward the needs of 21st century students and teachers. Led by Anderson (2001) there were some changes made by the new team which then be published in a book entitled *A Taxonomy for Teaching, Learning, and Assessment*. The changes made by the new team was shifting the terms which are considered stated into more dynamic terms. The figures can be seen as follows:

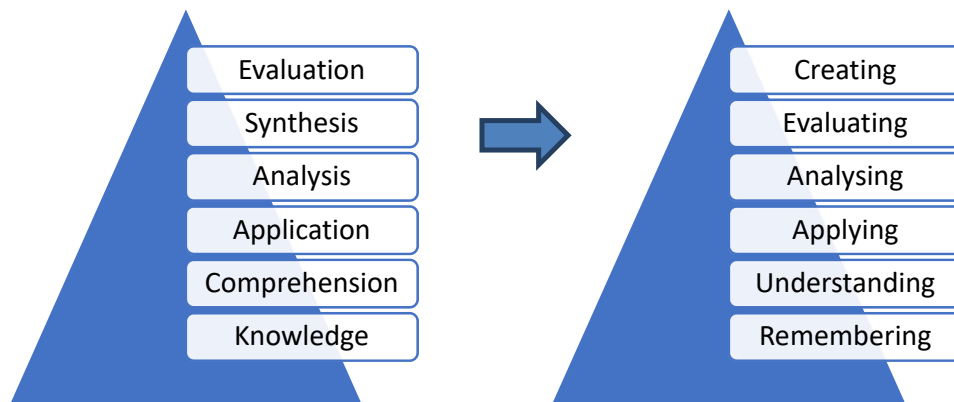


Figure 2.3. Revised Bloom’s Taxonomy

The new terms also be defined as this following table (Anderson & Krathworth, 2001: 67 – 68):

Caterogy	Description	Keywords
Remembering	Recall or retrieve previous learned information.	defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states
Understanding	Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates
Applying	Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.	applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses
Analysing	Separates material or concepts into component parts so that its organizational structure may	analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates,

Category	Description	Keywords
	be understood. Distinguishes between facts and inferences.	discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates
Evaluating	Make judgments about the value of ideas or materials.	appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports
Creating	Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes

Table 2.1. Revised Bloom's Taxonomy Map

Moreover, the changes also be made into the structure and the emphasis of the Bloom's Taxonomy. The structure of Revised Bloom's taxonomy takes the form of two-dimensional table. The first dimension is identifying the "knowledge to be

learned”, while another dimension is identifying the cognitive process “or the process used to learned”. It is in line with the Regulation of Education Ministry No 21 Year 2016 about Content Standard that knowledge dimensions are classified into *factual*, *conceptual*, *procedural*, and *metacognitive*. These are the following description of the knowledge dimensions:

1. Factual Knowledge

Knowledge that is basic to specific disciplines. This dimension refers to essential facts, terminology, details or elements students must know or be familiar with in order to understand a discipline or solve a problem in it.

2. Conceptual Knowledge

Knowledge of classifications, principles, generalizations, theories, models, or structures pertinent to a particular disciplinary area.

3. Procedural Knowledge

Information or knowledge that helps students to do something specific to a discipline, subject, or area of study. It also refers to methods of inquiry, very specific or finite skills, algorithms, techniques, and particular methodologies.

4. Metacognitive Knowledge

the awareness of one’s own cognition and particular cognitive processes. It is strategic or reflective knowledge about how to go about solving problems, cognitive tasks, to include contextual and conditional knowledge and knowledge of self.

Furthermore, there is an intersection between the knowledge and cognitive process categories as represented in this following matrix:

<b>The Knowledge Dimension</b>	<b>The Cognitive Process Dimension</b>					
	<i>Remember</i>	<i>Understand</i>	<i>Apply</i>	<i>Analyze</i>	<i>Evaluate</i>	<i>Create</i>
<i>Factual</i>	List	Summarize	Classify	Order	Rank	Combine
<i>Conceptual</i>	Describe	Interpret	Experiment	Explain	Assess	Plan
<i>Procedural</i>	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
<i>Metacognitive</i>	Appropriate use	Execute	Construct	Achieve	Action	Actualize

Table 2.2. Dimension of Revised Bloom's Taxonomy

While, the change of emphasis in Revised Bloom's Taxonomy was done in the application of the taxonomy itself. The Revised Bloom's Taxonomy is intended to be used in broader audiences. The Emphasis is put upon its use as "more authentic tools for curriculum planning, instructional delivery and assessment" (oz-TeacherNet, 2001).

#### 2.2.7.4 High Order Thinking Skill

The 2013 Curriculum requires the human resource ability who is high qualified. Therefore, in the process of education, the ability to have high thinking skill is also required. This kind of skill is now developed into High Order Thinking Skill (HOTS). Brookhart (2010) defined HOTS as the process of education that includes transfer, critical thinking, and problem solving. This phenomena is in line with Anderson & Krathwohl's Taxonomy (2010). They defined the cognitive level into two levels, namely Lower Order Thinking Skill (LOTS) and High Order Thinking Skill (HOTS). LOTS is in the level of *remembering* (C1), *understanding*

(C2), *applying* (C3). Meanwhile, HOTS is in the level of *analyzing* (C4), *evaluating* (C5), and *creating* (C6). They are arranged below in increasing order, from lower order to higher order. This is the following scheme of the HOTS.

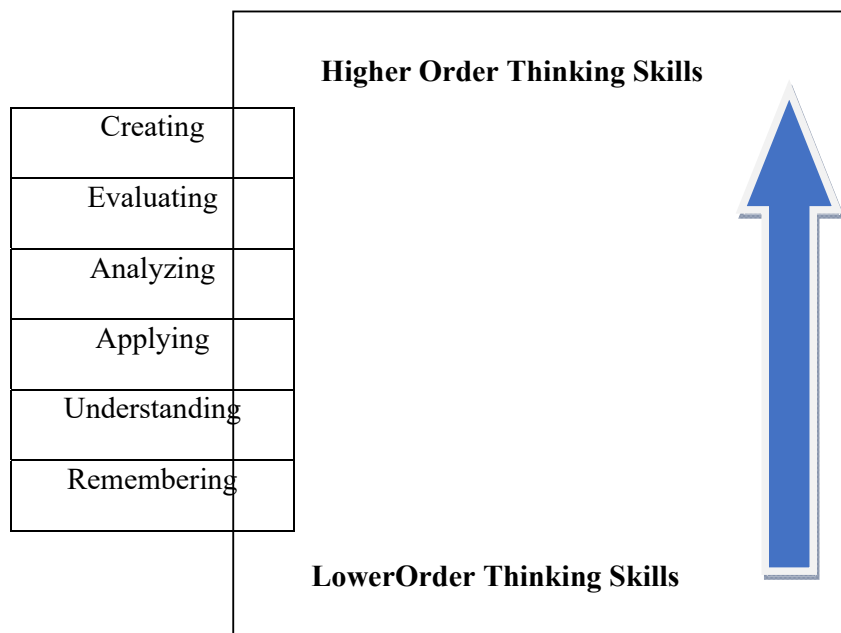


Figure 2.4. Relation between Bloom's Revised Taxonomy and HOTS

### 2.2.8 Bahasa Inggris Textbook

Bahasa Inggris textbook is one of the textbooks published by the Ministry of Education and Culture of Indonesia for the level of SMA/MA/SMK/MAK in accordance with the implementation of 2013 Curriculum. This books are addressed for students. This books are made and assessed by various parties under coordination of Ministry of Education and Culture. The writers of this book are Utami Widiati, Zuliati Rohmah, and Furadah. While for the assessors, they are: Helena I.R. Agustien, Emi Emilia, and Raden Safrina. The publisher of the books is Curriculum and Book Centre of Ministry of Education. This book was officially



published in 2017 as the first step of 2013 Curriculum implementation. The author of this book sincerely accept the critics and suggestion from the users as well as teachers for improvement of the book just in case.

#### **2.2.8.1 Bahasa Inggris Textbook for X<sup>th</sup> Grade**

*Bahasa Inggris* textbook for X<sup>th</sup> Grade is a student book addressed for X<sup>th</sup> Grade in English subject. The objective of this book is building attitude, knowledge and communication skill through various learning experiences in the form of various active English communication activities, both receptively and productively. This book is expected to be able to realize the implementation of 2013 Curriculum in English classroom because of its contents which cover four core competence from 2013 Curriculum.

#### **2.2.8.2 Contents of the Book**

The content of this book is followed the basic competence in 2013 Curriculum for X<sup>th</sup> Grade which include short-functional text; essay in: recount, narrative, and descriptivetext; interactional texts which reflect various expression. Those texts are provided through themes related to natural phenomena and social of Indonesia as well as global theme to deepen student's knowledge. Besides, the contents of the book are arranged based on the development of student's learning level.

This book supports the group discussion learning method, in order to make students to interact one another and build their communication and working skills in team. Besides, students will be able to practice and participate inexpressing

their ideas based on the text types which are being studied. Furthermore, students are encouraged to use other source in learning as the reference in their study.

### **2.2.8.3 Content Mapping of the Book**

This book has been arranged based on the syllabus of 2013 Curriculum for X<sup>th</sup> grade. It helps the user of this book to briefly understand what they are going to learn through this book. It consists of KD (Basic Competence), Social Function, Text Structure, Language Features, Topic Related-Activities, and Skill Focus. This following table shows the content mapping of the book.

Chapter	KD	Social Function	Text Structure	Language Feature	Topic-Related Activities	Skill Focus
1 Talking about Self	3.1 4.1	Introducing and mentioning identity to develop interactional communication with others	Transactional text: Opening; exchange (talking about identity); closing	- Vocabulary: name, family relationship, jobs, friends. - Grammar: Pronouns	- Introducing oneself, parents, friends - Writing an e-mail	Listening, Reading Speaking Writing
2 Congratulating and Complimenting Others	3.2 4.2	Congratulating and complimenting to develop interactional communication with others	Transactional text: Opening; exchange (congratulating and complimenting); closing	- Vocabulary: words related to adjectives and the topic, congratulating and complementing expressions - Grammar: simple past, present perfect, present perfect continuous; singular-plural	- Using different ways of developing interaction with teachers, friends, family members, especially, by congratulating and complimenting others	Reading Speaking Writing
3 Expressing Intentions	3.3 4.3	Telling and asking about intentions of doing something to develop interactional communication with others	Transactional text: Opening; exchange (talking about intentions); closing	- Vocabulary: names of recreational facilities, holiday and school activities. - Grammar: would like, be going to	- Talking about intentions of doing weekend/holiday/school activities and school projects	Speaking Reading writing
4 Which One is Your Best Get-away?	3.4 4.4.1 4.4.2	Describing or presenting information about a particular place and a historical building	Descriptive text (identification, description)	- Vocabulary: words related to ecotourism destinations and historical building - Grammar: noun phrases (structure of modification)	- Understanding descriptions of ecotourism destinations and historical building and describing them.	Speaking Reading writing

5 Let's Visit Niagara Falls	3.4 4.4.1 4.4.2	Describing or presenting information about a particular place	Descriptive text (iden- tification, descrip- tion)	- Vocabulary: words related to recreational places - Grammar: adjectives and adverbs (quite, very, extremely); verbs to describe; passive voice	- Understanding descriptions of recreational places and describing them	Reading Speaking Writing
6 Giving Announce- ment	3.5 4.5.1 4.5.2	Giving in- formation to public	Opening; contents of announce- ment; closing	- Vocabulary: topic- related words - Derivatives: nouns from verbs	- Understanding and giving announcements	Listening Reading Speaking Writing
7 My Idol	3.7 4.7.1 4.7.2	Retelling a series of past events, usually in the order they occurred	Recount text (Open- ing; events; closing)	- Vocabulary: words related to meeting an idol - Grammar: simple past (was/were); adjectives	- Recounting an ex- perience of meeting an idol/favorite singer	Reading Speaking Writing
8 The Battle of Surabaya	3.7 4.7.1 4.7.2	Retelling a series of past events, usually in the order they occurred	Recount text (Open- ing; events; closing)	- Vocabulary: words related to past events - Grammar: Simple past (was/were)	- Recounting a his- torical event, The Battle of Surabaya	Reading Speaking Writing
9 B.J. Ha- bibie	3.7 4.7.1 4.7.2	Retelling a series of past events, usually in the order they occurred	Recount text (Open- ing; events; closing)	- Vocabulary: topic- related words - Grammar: simple past; adverbs (three years later, in May 1963, on 21 May, immediately, initially)	- Retelling about past events related to the life of prominent figures, e.g., B.J. Habibie	Reading Speaking Writing
10 Cut Nyak Dien	3.7 4.7.1 4.7.2	Retelling a series of past events, usually in the order they occurred	Recount text (Open- ing; events; closing)	- Vocabulary: topic- related words - Grammar: simple past; adverbial clauses; adverbial phrases;	- Retelling about past events related to the life of prominent figures, e.g., Cut Nyak Dhien	Reading Speaking Writing

				adverbs (finally, some time later, two years later, on November 1908)		
11 Issumboshi	3.8 4.8	Entertaining, introducing moral values, and appreciating cultural values (folktales)	Narrative text (orientation, complication, resolution)	- Vocabulary: topic-related words - Grammar: reported speech (indirect speech) vs direct speech	- Telling about folktales (e.g., Issumboshi) to entertain	Listening Reading Speaking Writing
12 Malin Kundang	3.8 4.8	Entertaining, introducing moral values, and appreciating cultural values (folktales)	Narrative text (orientation, complication, resolution)	- Vocabulary related to character and characterization as well as settings. - Grammar: simple past; adverb of time (clauses)	- Telling about folktales (e.g., Malin Kundang) to entertain	Listening Reading Speaking Writing
13 The Wright Brothers	3.6 4.6	Talking about past events to develop interactional communication with others	Opening; exchange (talking about past events); closing	- Vocabulary: words related to Wright's experiences - Grammar: simple past and present perfect	- Talking about the life of The Wright Brothers	Reading Speaking Writing
14 Strong Wind	3.8 4.8	Entertaining, introducing moral values, and appreciating cultural values	Narrative text (orientation, complication, resolution)	- Vocabulary: words related to characters and characterization as well as settings. - Grammar: simple past; past continuous; adverbs (e.g., once, one day, ever since that day)	- Telling about folktales (e.g., Strong Wind) to entertain	Listening Reading Speaking Writing
15 You've Got a Friend	3.9 4.9	Entertaining, introducing moral values, and appreciating cultural values through songs	Structure of songs	- Vocabulary: words related to friendship - Grammar: adverb clauses (if, when)	- Discussing the moral and cultural values of songs, e.g., You've Got a Friend	Reading Writing Speaking

Table 2.3. Content Mapping of Bahasa Inggris Textbook

### **2.3 Theoretical Framework**

The evaluation of a textbook must be done regularly in order to meet the up-to-date needs and information. It includes many aspects that can be evaluated, such as the formal assessment in the textbook as presented in the form of exercises.

The suitable instrument for evaluating the formal assessment in the textbook are the Revised Bloom's Taxonomy as well as the current curriculum used that is 2013 Curriculum. It helps to determine the compatibility of the formal assessment of the textbook toward the Revised Bloom's Taxonomy and the 2013 Curriculum.

In conclusion, the framework of the compatibility in brief is stated as follows:

- a. Revised Bloom's Taxonomy helps the teachers translate the standards of achievement they hope to achieve in the learning process and it provides some perspective to guide curriculum decision.
- b. Revised Bloom's Taxonomy becomes the reference or guidance of 2013 Curriculum, especially in the assessment standard. The assessment should cover all the cognitive level of Revised Bloom's Taxonomy.
- c. The textbook used as media of the teaching and learning process should reflect 2013 Curriculum and Revised Bloom's Taxonomy.
- d. Therefore, there should be the compatibility of the textbook, 2013 Curriculum, and Revised Bloom's Taxonomy.

Therefore, the framework of the study could be seen in this following scheme:

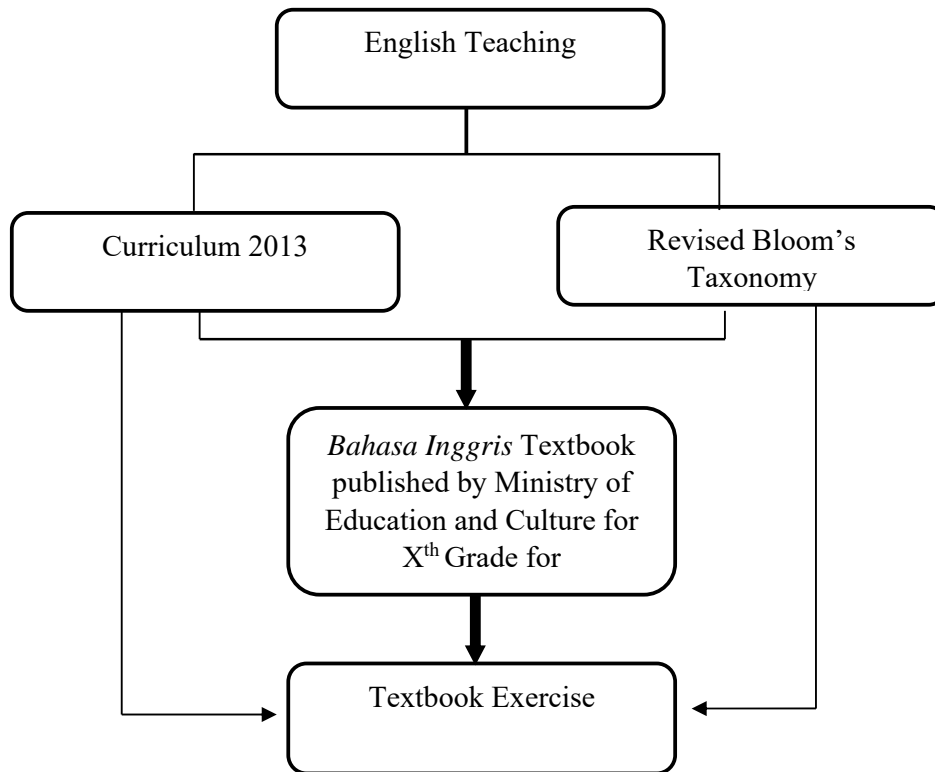


Figure 2.5. Framework of the Study

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the conclusion and the suggestion are provided. The conclusion consists of the summary from the findings. Meanwhile, the suggestion is provided to encourage the next researcher to conduct the further study.

#### 5.1 Conclusion

There is some conclusion that can be drawn based on the research findings.

1. The exercises found in *Bahasa Inggris* textbook were compatible toward Revised Bloom's Taxonomy. It was reflected in the way the exercises were arranged hierarchically following the cognitive process in the taxonomy. Besides, the knowledge dimensions (factual, conceptual, procedural and metacognitive) were manifested in the exercises. Moreover, most of the exercises belonged to Higher Order Thinking Skills (HOTS) following the simple cognitive process level into complex cognitive process level as it was suitable to be addressed for X grade.
2. With regard to the compatibility of the exercises toward 2013 Curriculum, the exercises found in *Bahasa Inggris* textbook were compatible. The exercises were designed according to the Core Competence and Basic Competence mentioned in 2013 Curriculum as they were divided according to the chapter/topic they belong. Moreover, the social function, text structure and linguistic features were also well managed in the exercises. Furthermore, the exercises found in *Bahasa Inggris* textbook



were designed compatible toward the activities written in the 2013 Curriculum. The exercises instructed the students to indirectly follow the activities in 2013 Curriculum, namely: observing, questioning, exploring, associating and communicating.

3. In regard to the compatibility of 2013 Curriculum toward Revised Bloom's Taxonomy, the 2013 Curriculum addressed for X grade students of SMA/SMK/MA was compatible. The Core Competence and Basic Competence in 2013 Curriculum were well designed in line with the Revised Bloom's Taxonomy. It was reflected in all basic competences were hierarchically put based on the taxonomy started from the lowest into the highest. Besides, all knowledge dimensions in Revised Bloom's Taxonomy were mentioned in the Core Competence 3 and Core Competence 4 in 2013 Curriculum. Furthermore, the learning activities found in 2013 Curriculum were done in Higher Order Thinking Skills which goes from observing, questioning, exploring, analysing and communicating. It was following the cognitive process found in Revised Bloom's Taxonomy. Hence, *Bahasa Inggris* textbook is appropriate book to be used by X grader students.
4. The exercises presented in the textbook is compatible to Revised Bloom's Taxonomy as well as Curriculum 2013. The Curriculum 2013 applied in exercises were compatible to Revised Bloom's Taxonomy. Therefore, in term of those aspects, this textbook is categorized as good. However, to make the exercise smoother, little addition is needed. In addition, in term

of covering the students' needs, the content of the textbook needs some revision since the needs of Senior High School and Vocational High School students are different.

Special for this research, there are some additional conclusion that can be drawn:

1. As the requirement of the Curriculum 2013, the exercises presented in the textbook did not only emphasize on the students' cognitive development, but also affective and psychomotor.
2. As the requirement of the Curriculum 2013 Revision Version of 2017, the all learning process should insert character education and students literacy. However, not all characters and literacies were developed through the process of doing exercises.

## **5.2 Suggestion**

Exercise in the textbook is not just instructions to do something, rather than it is made based on high consideration to design it by means of curriculum and Revised Bloom's Taxonomy. The result of the current study showed that the exercises provided in Bahasa Inggris textbook were compatible toward Revised Bloom's Taxonomy as well as 2013 Curriculum. The 2013 Curriculum also showed its compatibility toward Revised Bloom's Taxonomy. It is suggested for the book maker that in designing good exercise, the exercise must be able to reflect the learning objectives as stated in the curriculum and use appropriate level of Revised Bloom's Taxonomy to reach the learning objectives. It is also

suggested that the English teachers should improve or maintain their good quality in teaching English, since good textbook is not enough without good teacher also.

Besides, in term of character education and students literacy that should be inserted in the Curriculum 2013, the textbook writers and the teachers need to make some adaptation, modification, or revision about the activity of exercises so that it will fulfill all requirements of Curriculum 2013 and through the use of exercises, the students character values and literacy can be achieved.

Through the analysis of compatibility between exercises, 2013 Curriculum and Revised Bloom's Taxonomy, I hope that the further study can extent the study to discuss about the quiz or test provided by school or institution to be examined toward the current curriculum as well as Bloom's revised taxonomy in order to encourage them to design good quiz or test for the students.

At last, this textbook is used by both the students of senior high school and vocational high school. Both had the different characteristics and needs. Moreover, in 2018, the Ministry of Education and Culture of Indonesia had released new regulation about Standard of National Education (SNP) of vocational high school. It had many differences with SNP of senior high school. Therefore, I suggest to the further study to discuss those issues.

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