EVALUATION ON THE EXERCISES IN *INTENSIVE ENGLISH COURSE BOOK 1* BASED ON REVISED BLOOM'S TAXONOMY

THESIS

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This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in English Study Program, State Islamic Institute of Kediri.

Kediri, May 25th 2019

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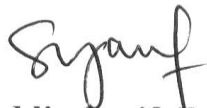
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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntutan yang telah diberikan dalam sidang Munaqosah yang dilaksanakan pada tanggal 26 Juni 2019, kami dapat menerima dan menyetujui hasil perbaikannya.

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MOTTO

<div dir="rtl">

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١)

</div>

Proclaim! (or Read!) In the name of thy Lord and Cherisher Who created

Al-Quran Surah 96. Al-Alaq, Ayah 1

DEDICATIONS

Bismillahirrohamanirrahim

I dedicate this thesis to:

1. The rector of IAIN Kediri, Dr. Nur Chamid, M. M, The dean of faculty of education, Dr. Ali Anwar, M.Ag, and the head of the English language education department, Dr. Ary Setya Budi Ningrum

2. The thesis writing advisors, H. Burhanuddin Syaifulloh, M.Ed and Bahruddin, S.S., M.Pd

3. My mother, my father, my sister and my brother

4. All of my friends at IAIN Kediri

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I am responsible for any imperfection in this writing.

The writer

ABSTRACT

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Key words: exercises, *Intensive English course book 1*, Revised Bloom's Taxonomy

Over various topic of studies, the study to focus on textbook evaluation is become an important topic. As Litz (2005) argues that textbook evaluation is a plan of action in which a positive result can be achieved as well as a form of professional empowerment and improvement.

This study is intended to evaluate cognitive process dimension and knowledge dimension according to revised Bloom's taxonomy (2001). A total of 171 exercises were collected as the data samples from '*Intensive English course book 1*'. This study is categorized as qualitative method. As the instrument of the evaluation, first is the researcher's involvement and the second is using the coding scheme that was developed by Anderson, Krathwohl, et al., 2001.

The findings showed that the six types of level of cognitive process dimension (remember, understand, apply, analyze, evaluate, and create) were all can be found in the exercises. However, four types of level of knowledge dimension (factual, conceptual, procedural, and metacognitive) according to revised Bloom's taxonomy were only metacognitive is not discussed in this book.

Other finding revealed that the cognitive process dimension level "understand" followed with knowledge dimension in factual, conceptual, and procedural (A2, B2, and C2) was the most dominant code with a frequency 75. So, the indicative result demonstrated that it was inadequate for the student to response the complex cognitive process. Therefore, the researcher proposed some suggestion to be considered.

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CHAPTER 1

INTRODUCTION

This part is arranged for the background of the study, statements of the problem, objectives of the study, scope and limitation of the study, and definition of the key terms.

A. The background of the study

Manage to the textbook evaluation is cannot be eliminate from the activity of educational development. The reason behind that statement may lie in that textbook is still consistent in the teaching and learning process, and to this condition it does make sense that textbook and its role in the classroom is a unit of cooperative system. Related to that, the class has more time to deal with the project regarding the discussion of the material that was possessed by many textbooks.

McGrath's study (as cited in Syed Kazim Shah et al., 2014) shows that textbook is important for it is a complete set. Both the necessity of students and teacher is encouraging for paying attention to the material. Moreover, Williams (1983) argues that textbook is a tool, so teacher is not only understood how to operate it, but also must study about how work it is. To wit, teachers must give a consideration for the effectiveness of the textbook. In addition to the advantages of textbooks to learners, a good textbook that maintaining its aim of the learning is brought into the activities in the textbook, can make them learn to solve any

problem within fix for them. Besides, it is a way of communicating with the learner about how far they can participate in the material.

Furthermore, when textbook evaluation specifically asked for evaluate English textbooks. In this occasion, it is simply true that textbook evaluation is applied for all subjects and not limit by the name of the subjects. So, from that criterion, the English textbook evaluation means as the activity of seeing into some certain point in the textbook about the content including exercises, questions, and the appropriateness of the English curriculum existing or it also can be the learning objectives, with these under the relevant theory.

The English textbook that comes for the second (or foreign) language learners and their natural environment where the first language is mostly used whether oral or written, automatically, English textbook is the supporter to learners to be a successful learns new language. Muchlis (2015) argues that English textbook becomes essential for EFL classroom because it is media for teachers to teach learner with the English course material. More importantly, Rashidi and Bahrami's study (as cited in Askaripour, 2014) said that the students and lectures use textbook as the great guidance in the teaching and learning and it was claim as a universal's thought.

The English language learners use English textbooks to refer to any idea of what they are learning. In the textbook, they can see the explanation and description for what they are needed for learning English and they all busy with any exercises that has given.

In addition, the usefulness of textbook is described to some expert as the main success factor from other categories in learning language, for example David Williams (1983) believes that the English textbook can simplify awkward ideas, under one consequence that there is no problem with the language used in the explanation. It is also noticeable that textbook become direct earliest strategy for many years. One of stronger reason about the importance of textbook comes from Sheldon's study (as cited in Litz, 2005) that learners perceive the rule of textbook as a style of regular valuable information for a specific skill than teacher as generated or in-house material.

Due to that, we should have a right theory in conducting textbook evaluation. A theory accepted by many researchers and sharing into the part of important work and the result is needed for better generation textbook. According that, a theory of Bloom's taxonomy is used and believes as a valid discovery and the great thinker to represent the cognitive process dimension and the knowledge dimension, as well as the original taxonomy, RBT (Revised Bloom's Taxonomy) starts to appear for not make a total change but as the result of understand and as a complement.

Razmjoo and Kazempourfard (2012) reasoned that this treatment for the textbook is an effort to achieve what the education goals. The Bloom's taxonomy or revised Bloom's taxonomy, those are the solution to clear the student's need in the classroom.

There is series of study behind Bloom's Taxonomy or Revised Bloom's taxonomy theory to prepare the prior on purpose of the study, some research had views for using the same theory.

In 2014, Shah, et al. elected to open the potential of the cognitive domain level that proposed by Anderson and Krathwohl or using the category of Revised Bloom's Taxonomy to the English language textbook of Jordan. And the examination point was the lower order thinking skill was superior in numbers. Four years before, Gordani was lead to analyze English textbook used at Iranian Guidance School. The answer goes into the three lower level of Bloom's Taxonomy. The textbook that supported in those researches are specialized to the English subject. But, an initiative made by Derico, Guimba, and Alico (2018) to carry out the six categories of Revised Bloom's Taxonomy into science textbook, with the title of their research is *Learning Competencies of Two Science Textbooks for Grades 9: A Comparative Content Analysis based on Revised Bloom's taxonomy of Cognitive Domain*. Completely as a repeating, the lower categories on Revised Bloom's taxonomy out as the dominance result in finding of analyze the Science textbook.

As the comparison, the researcher intends to conduct textbook analysis using Revised Bloom's Taxonomy to the English textbook that specially designed for equipping freshman who is concerned to an English major. More precisely, the decision to expect the English textbook that is known as *"Intensive English course book 1"* because this book is very meaningful and it is recently stay in the

first meeting to conducting the activity of teaching and learning process in at State Islamic Institute of Kediri. Also this book has to cover all aspects of English language into one specific organization. More positively, *"Intensive English course book 1"* is being the photographic skills and this demand to care about the individual assessment for English learner. Into this statement, having the valued references to the learner significantly is in the head of the research project education environment.

Then, for the purpose of the focus evaluation to this textbook, the researcher has observed that there is a typical process in introducing English with its elements for the newcomer and varied abilities towards English language throughout the exercises. The daily preparation in the exercises seems very helpful for the author organize it very well. It is step by step and gives obvious information about what student must do. Consequently, with all of these potentials in the textbook, of course there is something else need to be care since it is worth to decide which is must have put inside and outside from the textbook and more importantly the effects of the presentation of the textbook to the students. Checking the specific part of the English textbook has the purpose to aware the suit applicative formulation. In short, textbook evaluation needs to be conducted to raise the consciousness that happens among the learners about the lesson.

In this occasion, the researcher will understand the exercises in the English textbook so as to identify what types of cognitive process dimension and

knowledge dimension level of revised Bloom's taxonomy having in this English textbook. Exercises have been chosen because they were mainly sources of *Intensive English course book1*. Besides that, according to Anderson, Krathwohl, et al., 2001 the taxonomy table is also can be used to classify the instructional and learning activities used to achieve the objectives.

Finally, the researcher decides to release the title for this research is "Evaluation on the exercises in *Intensive English course book1*based on Revised Bloom's Taxonomy."

B. Statements of the problem

1. What types of levels of cognitive process dimension and knowledge dimension according to Revised Bloom's taxonomy found in the exercise of *Intensive English course book1*?

2. Which area of Revised Bloom's taxonomy that frequently occur in the exercise of *Intensive English course book1*?

C. The objective of the study

1. This study is trying to locate the types of levels of cognitive process dimension and knowledge dimension according to Revised Bloom's taxonomy found in the exercise of *Intensive English course book1*

2. To find the area of Revised Bloom's taxonomy that frequently occur in the exercise of *Intensive English course book1*.

D. The significance of the study

In Revised Bloom's Taxonomy, the cognitive process is defined into six divisions or named remember, understand, apply, analyze, evaluate and create. The six divisions are arranged as responsive items to questioning or educational goal.

In this study, the cognitive process dimension that will be classify with the systematic Revised Bloom's Taxonomy is the exercises of the English textbook belongs to department of English language education at State Islamic Institute of Kediri.

The concern to appear the level of cognitive process dimension and knowledge dimension of revised Bloom's taxonomy in the English textbook is cannot be missed because there is prospect of success to learning English language, so it is important to make an effort for better learners from different language or across language for satisfy with this basic supported media. Mcdonough and Shaw's study (as cited in Sahragard, Rahimi, and Zaremoayeddi, 2008) say that EFL teachers must be familiar with textbook evaluation, since it is a part of a professional activity and everyday many teachers use textbook in the class.

Especially, in the realm of education development, this study must be familiar among the students who are taking the education program of any specific department. From this point, when they have a deliberate action into the

activity of teaching and learning process earlier. Of course, they have an experience to maximize the material they will present.

E. The Scope and Limitation of the Study

The idea of this research is evaluative research. The researcher will judge a suitable area of two dimensional frameworks that are knowledge and cognitive process of Revised Bloom's Taxonomy. Revised Bloom's taxonomy of cognitive process dimension consists of six levels ranging from; remember, understand, apply, analyze, evaluate, and create. On the other hand, the knowledge process dimension includes; factual, conceptual, procedural, and metacognitive. This is a measurement tool to codify every exercise in the English textbook of English department at State Islamic Institute of Kediri.

The book that will be evaluated is used for the half of the first semester. There are two editions that released in 2018 for freshman of English department. They are *Intensive English course book 1*for the first half semester and *Intensive English course book 2* for the rest of the first semester. The researcher took one of edition book and evaluate the exercise in *Intensive English course book 1*.The amount of the exercises in the text book will be codified into the criteria of Revised Bloom's taxonomy.

F. Definition of the key terms

1. **Revised Bloom's Taxonomy**

   Revised Bloom's taxonomy is a part of the global trend theory to classify the specific meaning of information in a writing context by using the taxonomy table that represent two dimensional table (the knowledge dimension and cognitive process dimension).

2. **Intensive English Course Book 1**

   Intensive English Course Book 1 is an English book from state Islamic institute of Kediri for equipping freshmen in department of English language education.

3. **Exercises**

   The term exercise is explained as a shape of intended asking point by realizing a statement to make someone does something appropriately.

CHAPTER II

LITERATURE REVIEW AND PREVIOUS STUDY

This section is particularly formed for the literature review and previous study. Three main terms categories of this study will be fully clarify in the literature review. Those important terms are; textbook evaluation, *Intensive English course book 1,* and Revised Bloom's Taxonomy. In previous study, some related studies from various researchers will be discussed.

A. Literature Review

1. Textbook Evaluation

Textbook evaluation is a center of attention for practical constituent in dominant of widespread education statement. Some participants of this activity let to have assumption in the high use that recommended in every classroom spaces to this meaning be the textbook as the purpose of evaluation plan. This transformation can be simply influence with the positive result for the attempt and contribution at last. The critical performance about textbook normally set to the final requisite condition of learning for students and teachers. The formation criteria in making judgment about the textbook, understand to become respond of agreement to study its pattern of the textbook as reviewing the element of textbook evaluation.

In addition, researcher can develop material evaluation in three different types. 'Predictive' or 'Pre-use' evaluation, 'in-use evaluation', and the 'retrospective' or 'post-use' (reflective) evaluation that state in Cunningsworth and Ellis' study (as

cited in Litz, 2005). Up to this point, we can stand there position of textbook that very closed to the teaching and learning situation.

Textbook generally in a discipline category like; the learning objectives, lessons, images, graphs, activities, exercises, and questions. Some experts have developed a set of ideas in the field of ELT textbook design and analysis. In this occasion, Williams (1983), Sheldon (1988), Brown (1995), Cunningsworth (1995) and Harmer (1996) (as cited in Litz, 2005) all agree that there are some items suggested in textbook evaluation state in the two sides from all the parts of textbooks. First are the basic criteria from textbooks which are the looks of the textbooks such as layout, organizational, and logistical characteristics. The second category that is composed the assessment of the textbook evaluation is a textbook's methodology, aims, and approaches and the appropriateness of the materials in the learning environments for teacher and students as well as the school curriculum system.

Furthermore, in textbook evaluation of course we need to understand what aspects must be fair. It cannot be judicious valuable without give attention that breaks by professional expert to backup this project. The Bloom's taxonomy or the revised version is an enormous category adapted by many researchers to evaluate textbook in variety of some specific point in the textbook. There are six categories introduces as a framework to codify the quality of supplying words that reflects different values to the learners about their cognitive process.

Many researchers have embodied Bloom's taxonomy theory and Revised Bloom's taxonomy as the basic category in analyze textbook. One of these is

Gholamreza Zareian (2015) et al applied Bloom's theory to evaluate question in two ESP Course books.

In another study, come from Mehdi Riazi and Narjes Mosalanejad (2010) evaluate the high school and pre university English textbook in Iran. S. A. Razmjoo and E. Kazempourfard (2012) they compared the level of Revised Bloom's taxonomy (2001) in the four interchange series Course books (2005).

Also Syed Kazim Shah (2014) et al seeks the main categories and the less attention categories from Bloom's taxonomy (1956) that locates in the English book for Academic Purposes.

In 2017, Pornpimon Tangsakul, Wachiraporn Kijpoonphol, Nguyen Duy Linh, and Lugsamee Nuamthanom Kimura have used Revised Bloom's taxonomy with aims to analyze and compare the levels of reading comprehension questions concerned in reading parts of Team Up in English 1-3 and Grade 9 English O-NET Tests academic years 2013-2016.

Ebadi and Mozafari (2016) assessed the educational objectives in a textbook using Revised Bloom's taxonomy. They interested to getting know the level of Revised Bloom's taxonomy in two TPSOL (teaching Persian to Speakers of Other Languages) textbook as the main sources of the data that comprises of young and adult student.

For many statements that deal with Revised Bloom's taxonomy or Bloom's taxonomy, it signs that more situations tends to the textbook evaluation. Accordingly,

textbook evaluation cannot be left and it is essential getting renewed by the latest evaluation.

2. **Intensive English course book 1**

The textbook that used in this study is for college's student in the first semester, entitled *Intensive English Course Book 1*. This book has a significance exercise which are the warmer part name as *getting started* locate in the first structure of each chapter. It is the beginning activity before stepping into more varied activity in the textbook.

This is important that point of grammar be fundamentally construct to its element of English suggested in this textbook. As the main point of discussion, the book has a style to put the theory of grammar into some activity such as reading in structure and practical writing by invites the learners into instruction "let's write correctly" in a way to simply standing into productive skill without leaving the rule of the lesson about grammar. There are six numbers of lessons with 129 pages. The six numbers of lessons, each brings different material about grammar. It is a critical thinking that requires the learners to look at the English structure. For each English skill implemented, the several exercises are available.

In the *Intensive English course book 1*, we can find the label exercises to each page in order to supplying the English learners by the short instructional model to grasp the main point of the work assignments. For that concept, it can break the setting point of the features from the exercises and grade them in six collective level

proposed by Anderson, Krathwohl, et al., 2001 or the Revision of Bloom's taxonomy that consist of remember, understand, apply, analyze, evaluate and create.

3. **RBT (Revised Bloom's Taxonomy)**

Bloom and his team initiate the six level of educational objective because one matter in their head about the doubtful statement that "*some teachers believe their students should "really understand", others desire their students to "internalize knowledge", and still others want their students to "grasp the core or essence" or "comprehend". Do they all mean the same thing?"*

From this problem Benjamin Bloom with his team invent the taxonomy to classify the statement above for educational objectives and arrange the three domains of human learning, namely cognitive domain in the area of head with the aim to know, affective domain about the emotion, and psychomotor, how human use the physical to response movement. All of these domains have some sub domains according to difficulty level.

In the cognitive domain, there are six levels of cognitive domains (*Knowledge, Comprehension, Application, Analysis, Synthesis,* and *Evaluation*). Then 45 years later, it adapted by Anderson, Krathwohl, et al., 2001 or we know it as revised Bloom's taxonomy and transformed into six action verbs (*Remember, Understand, Apply, Analyze, Evaluate,* and *Create*) and with the knowledge dimension, namely *factual, conceptual, procedural,* and *metacognitive*.

Anderson, Krathwohl, et al., 2001 simplify cognitive dimension and knowledge dimension in two dimensional table or termed as a taxonomy table. It is very helpful, when a classifier want to explore the area of cognitive process dimension and knowledge dimension in specific purposes.

The revision of Bloom's taxonomy is the next influence standard of a scale of the cognitive domain to the meaning of six level of Bloom's taxonomy (1956). The six categories of the new Bloom's taxonomy are different in some point from the original version. First, the noun words used in six level of Bloom's taxonomy (1956) has beeen converted to active verbs in revised Bloom's taxonomy. If the first invention of framework to the cognitive domain (1956) as presented in six level, and stop as a noun. The new version otherwise had the verb form as six level of the cognitive domain and with the noun as the knowledge dimension. It can be explain that using verb to position the noun as in the original Bloom's taxonomy is because in the thinking process, it calls the action.

The three of six level of terminology in Bloom's taxonomy has changed in revised Bloom's taxonomy.The level knowledge, comprehension, and synthesis in Bloom's taxonomy (1956) were renamed respectively to remember, understand, and create as seen in figure revised Bloom's taxonomy. The top position of level evaluation in Bloom's taxonomy (1956) was replaced to level create in revised Bloom's taxonomy.

Bloom's taxonomy (1956)   **Revised Bloom's taxonomy (2001)**
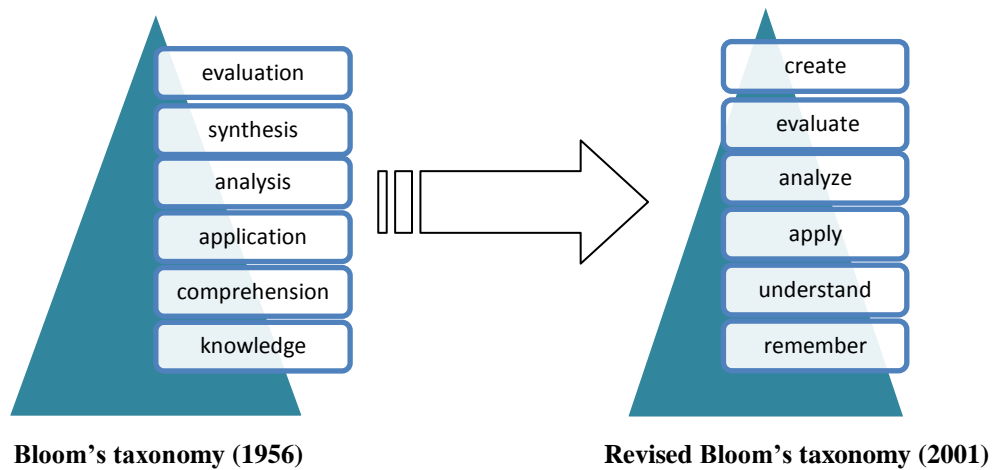
According to Krathwohl (2002) about the definition per each level, he defined the level 'remember' is retrieving relevant knowledge from long-term memory. Understand is determining the meaning of instructional messages, including oral, written, and graphic communication. Apply is carrying out or using a procedure in a given situation. Analyze is breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose. Evaluate is making judgments based on criteria and standards. And level create is putting elements together to form a novel, coherent whole or make an original product.

The six level of Revised Bloom's taxonomy is broken down into two indicators level of thinking skill that is higher order thinking skill and lower order thinking skill. Those two areas of thinking skill become separate to differentiate the contrast thinking.

Anderson, Krathwohl, et al., 2001 argues that higher order thinking skill is completed in level (analyze, evaluate, and create) of cognitive process dimension, whereas the lower order thinking skills is in the level (Remember, Understand, and Applying) of cognitive process dimension.

Higher order thinking skill indicates the complex category and lower order thinking skill as the simple thinking. As Krathwohl, 2002 point out that the categories of six level of cognitive process dimension were ordered from simple to complex and from concrete to abstract. However, lower order thinking skill and higher order thinking skill cannot exist independently when assessing students. According to Tikhonova and Kudinova (2015) higher order thinking skill (HOTS) and lower order thinking skill (LOTS) are related to each other. Lemov' study (as cited in Tikhonova and Kudinova, 2015) states that "... foundational skills like memorizing multiplication tables enable higher order thinking and deeper insight because they free students from having to use up their cognitive processing capacity in more basic calculations. …The more proficient you are at "lower-order" skills, the more proficient you can become at higher order skills". So the proportion between higher order thinking skill (HOTS) and lower order thinking skill (LOTS) must be delivered together appropriately or can achieve sophisticated thinking. Tikhonova and Kudinova (2015) define sophisticated thinking as a balanced combination of well-developed lower order and higher order thinking skills. This means that it needs to give attention to the criteria of lower order thinking skill and develop the criteria of higher order thinking skill.

Table 1: The Coding Scheme Based on Revised Bloom's Taxonomy

The knowledge dimension	The Cognitive Process Dimension					
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. create
A.Factual knowledge	A1	A2	A3	A4	A5	A6
B.Conceptual Kowledge	B1	B2	B3	B4	B5	B6
C.Procedural Knowledge	C1	C2	C3	C4	C5	C6
D.Metacognitive Knowledge	D1	D2	D3	D4	D5	D6

The revised Bloom's taxonomy basically has two main dimensional process. They are knowledge dimension and cognitive process dimension. The table picturing them in two main title took place in horizontal position and under the knowledge dimension have four subcategories and there are code name spread in the table refers to the six cells of revised Bloom's taxonomy and relate to the four knowledge dimension.

The revised Bloom's Taxonomy call the cognitive process dimension as follows A1 (remember the factual knowledge), B1 (remember the conceptual knowledge), C1 (remember the procedural knowledge), D1 (remember the metacognitive knowledge). A2 (understand the factual knowledge), B2 (understand the conceptual knowledge), C2 (understand the procedural knowledge), D2 (understand the metacognitive knowledge), A3 (applying the factual knowledge), B3 (applying the conceptual knowledge), C3 (applying the

procedural knowledge), D3 (applying the metacognitive knowledge). These categorize is as the lower order thinking skill. Whereas, start from A4 (analyze the factual knowledge), B4 (analyze the conceptual knowledge), C4 (analyze the procedural knowledge), D4 (analyze the metacognitive knowledge), A5 (evaluate the factual knowledge), B5 (evaluate the conceptual knowledge), C5 (evaluate the procedural knowledge), D5 (evaluate the metacognitive knowledge), A6 (creating the factual knowledge), B6 (creating the conceptual knowledge), C6 (creating the procedural knowledge), and D6 (creating the metacognitive knowledge).

The four subcategories in the knowledge dimension are explained as follows; Factual Knowledge is the basic element that student must know to be acquainted with a discipline or solve problems in it. The conceptual knowledge is the interrelationships among the basic elements within a larger structure that enable them to function together. Procedural knowledge is how to do something; methods of inquiry, and criteria for using skills, algorithms, techniques and methods. Metacognitive knowledge is knowledge of cognition in general as well as awareness and knowledge of one's own cognition (Krathwohl, 2002).

There is some substance subcategories ancillary in identifying the knowledge dimension of Revised Bloom's taxonomy. In the factual knowledge, if it includes *terminology, symbols, specific details, and specific elements* then it is in the area of factual knowledge. The conceptual knowledge consists of *classification, categories, principles, generalizations, theories, models*. *Skills, algorithm, techniques, methods, criteria for judgment* are the part of procedural

knowledge. And the last knowledge dimension is metacognitive have the subcategories divided into *strategies for learning, knowledge about cognitive task, and self –knowledge* (Krathwohl, 2002).

B. Previous study

Many studies have been conducted to examine in which level of different field and purposes using revised Bloom's taxonomy. Like Razmjoo and Kazempourfard's study in 2012 to evaluate the level of exercise in *Interchange Course books*. Mizbani and Chalak released two separate studies in 2017.First, their first study tried to analyze the types of level of revised Bloom's taxonomy in listening and speaking activities of the textbook *Prospect 3*.Then the second one is about reading and writing activities in *Prospect 3*.

From studies that have mentioned, the researcher is motivated to perform evaluation study in the exercises of *Intensive English course book 1*. To know the exact details of how Razmjoo and Kazempourfard's study in 2012, and Mizbani and chalak's study in 2017, brief information will explain below.

Razmjoo and Kazempourfard (2012) had conducted research to evaluate Interchange series (2005). The research design of this study is a mixed method model. In this type of research, the descriptive analysis about the codification result is presented as the qualitative part. For the quantitative part, the statistical techniques using inter-coder and intra-coder reliability and Chi-square test was run to test the codified data. It found that A1 (remember factual knowledge) was the most frequent code among the four course books of Interchange series with a

percentage of 31, 02%. Then follows with C2 (applying the conceptual knowledge) with a percentage of 17, 61%. Based on the results of the study, the findings is indicated as Lower Order Thinking Skills (LOTS), the three low levels in Revised Bloom's taxonomy, were the most prevalent learning levels in these books.

Mizbani and chalak (2017) evaluate the activities of listening and speaking includes in Iranian EFL Textbook *Prospect 3*in terms of revised Bloom's taxonomy. This study is categorized as qualitative and quantitative types of research or a mixed method. The statistical application of inter-coder and intra-coder reliability and Chi-square test were calculate the present codified data. The analysis result in listening activities shows that A1 (remember the factual knowledge) have the highest frequent code with a percentage 60%. However, in the speaking activities, C3 (applying the conceptual knowledge) was the most frequent codification. The activities of listening and speaking in textbook *Prospect 3* were categorized in the lower levels of cognitive process.

The second study of Mizbani and Chalak (2017) tried to investigate other two English skill (reading and writing) activities in the student book (SB) and workbook (WB) of *Prospect 3*.The design of the study was not different with the previous research. This research was a descriptive and mixed method research with equal qualified process of analysis.

The most frequent code for reading activities was A1 or Remember the Factual Knowledge with the frequency of 25. A1 or Remember the Factual

Knowledge is also the most concern cognitive process dimension in writing activities.

Overall, the findings showed that the reading and writing activities included in the textbook are not developing high levels of thinking processes among the students of the third grade of Junior High School.

Accordingly, the findings of previous study are relates to lower order thinking skill rather than the higher order thinking skill.

CHAPTER III

RESEARCH METHOD

In the chapter three contains of the research design, data source, instrument, data collection, and data analysis

A. Research Design

This research represents the reports of study in the specific descriptive analysis. Therefore, the present study was a qualitative method model. Strauss and Corbin's study (as cited in Baškarada, 2014) state that qualitative type of research is seeing into the nature of the research problem and understand it, also exclude the uses of statistical techniques. However, the total data from codifying is collected into accurate percent data to know the frequencies and percentages per each level. So it can be easily monitored the exact occurrence.

In addition, the researcher provides the details of analysis exercises from the English textbooks depend on Revised Bloom's taxonomy. This is functioned to know the process of categorization in which level of its exercises should be place and promotes.

B. Data Source

All items of exercises as the source data in this research are gathered from an English textbook. This textbook is intended for students who are specially taking English program at State Islamic Institute of Kediri in their first year. The newest edition of the book is accessible to students in 2018 titled *Intensive English course book 1*.

C. Instrument

1. The researcher

The researcher is a key part of this research. It is because the researcher develops a direct argumentative point based on the supported theory to produce any answers to the problem. This research open to logical interpretation from the basic knowledge of the theory of Revised Bloom's taxonomy as the final rule to deal with this type of research. So, the researcher's participations will format the main new concepts of cognitive domain classification in the textbook.

2. The Coding Scheme of Revised Bloom's taxonomy

The details of which level of cognitive area for each exercise in the *Intensive English course book1* will be totally decided by the procedure of Revised Bloom's taxonomy to obtain the result of textbook evaluation and as a conducted of this principle strategy that have put a hierarchy scale of cognitive process at the argument of six levels entitling to this theory.

The six coded level of Revised Bloom's taxonomy has been rates to; remember, understand, apply, analyze, evaluate, apply. Like the original of

Bloom's taxonomy, from one dimension to other dimension, its categories cater a wide distinction about the cognitive process. Summarizing from the simplest category or level *remember*, to the top complex category or level *create*.

More significantly, the revision is not only design the cognitive process dimension for classification. But also the knowledge process includes factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge.

So, in combination of cognitive process dimension and knowledge process dimension from the revision of Bloom's taxonomy is two dimensional framework that researcher will codify.

D. Data Collection

The subjects of this research were on the exercises from one of the English textbook or name *Intensive English course book 1*. The process of getting the data is summarized into these certain points; 1. The researcher separates the group of exercise by having time to read the content of the textbook and understand the detail feature of the textbook before taken as the subjects for this research, 2. The exercise will then intensively classify into six level (remember, understand, apply, analyze, evaluate, and create) using the coding scheme that proposed by Anderson, Krathwohl, et al., 2001.

In addition, that in the new version of Bloom's taxonomy, it is not only the cognitive process that will be discussed. But, there is also knowledge dimension includes factual, conceptual, procedural, and metacognitive. The

researcher will also classify the exercise with the relevant knowledge dimension 3.The researcher consults the result of codifying to the experts. 4. The final codified data analysis then calculates to grasp a specific distinction along the varieties of the cognitive domain.

E. Data Analysis

Before the result of the study has proven to the categories from the levels of Bloom's new taxonomy, the researcher categorizes the suitable level for every exercises in the book based on the new version of Bloom's taxonomy. Revised Bloom's taxonomy of cognitive process dimension was implemented as an instrument of data collection. The data was evaluated manually by the researcher. The determination of each exercise might contain various levels.

First, Harrison, Dikken, Peer (2017) state that in the process of evaluation, keywords play an important role in predicting the correct class. In this case, the instructional statement contains in the exercise is in the imperative form. The verb that is used is then studied to detect the level of six cognitive areas with refers to collection verbs addressing to each level. But, before that we need to understand the definitions for each of the six levels in the cognitive domain because not the entire action verb in the exercises is in the list. It is supported by Harrison, Dikken, Peer (2017), they agree that a classifier can

perform better if not only keywords are taken into account when classifying but also the context of keywords.

Actually there is no obvious regulation about one specific revised Bloom's Taxonomy Action verbs that can be used to analyze the level. Various table of action verb can be found from different sources and theorist. For example the Table A until C below will show any action verbs that can be indicative keywords of six different levels of revised Bloom's taxonomy.

Table 2 Corresponding Action Verbs

New Bloom's Taxonomic and Explanotary Question	Corresponding Action Verbs
Remember : can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understand: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Analyze: can the student distinguish between the parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Evaluate: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write

Table 3 Verbs associated of Revised Bloom's taxonomy

Level	Verbs associated
Remember	Select, List, Name, Define, Describe, Memorize, Label, Identify, Locate, Recite, State, Recognize
Understand	Match, Restate, Paraphrase, Rewrite, Give Examples, Express, Illustrate, Explain, Defend, Distinguish, Summarize, Interrelate, Interpret, Extend
Apply	Organize, Generalize, Dramatize, Prepare, Produce, Choose, Sketch, Apply, Solve, Draw, Show, Paint
Analyze	Compare, Analyze, Classify, Point Out, Distinguish, Categorize, Differentiate, Subdivide, Infer, Survey, Select, Prioritize
Evaluate	Judge, Relate, Weight, Criticize, Support, Evaluate, Consider, Critique, Recommend, Summarize, Appraise, Compare
Create	Compose, Originate, Hypothesize, Develop, Design, Combine, Construct, Produce, Plan, Create, Invent, Organize

Table 4 Revised Bloom's Taxonomy Process Vebs

Level of taxonomy	Process verbs
Remember	Choose, Cite, Define, Describe, Give, Example, Group, Know, Label, List, Listen, Locate, Match, Memorize, Name, Quote, Recall, Recite, Record, Repeat, Select, Underline
Understand	Ask, Calculate, Convert, Describe, Discuss, Explain Give, Examples, Identify, Locate, Observe, Recognize Report, Research, Retell, Review, Summarize, Tell
Apply	Adapt, Apply, Calculate, Change, Compute, Demonstrate, Dramatize, Draw, Experiment, Illustrate List, Make, Manipulate, Practice, Produce, Sequence Show, Solve, Teach, Use
Analyze	Calculate, Categorize, Classify, Compare, Contrast, Diagram, Differentiate, Discover, Distinguish, Examine, Experiment, Group, Interpret, Investigate, Order, Organize, Question, Relate, Research, Sequence, Solve, Survey
Evaluate	Argue, Assess, Choose, Compare, Conclude, Criticize, Debate, Decide, Defend, Determine, Evaluate, Justify, Prioritize, Rate, Recommend, Support, Tell, Why, Value
Create	Act, Arrange, Assemble, Combine, Compose, Construct, Create, Design, Develop, Devise, Generate, Improve, Infer, Invent, Imagine, Plan, Predict, Prepare, Revise Show, Write

Corresponding action words, verbs associated, and process verb in table A until C respectively means as collection of verbs or key words that can be an indicators to decide the proper level. As displays in table A until C, there have no same arrangement or certain keyword belong to one of six level of revised Bloom's taxonomy.

Harrison, Dikken, Peer (2017) argues that when predicting the level of revised Bloom's taxonomy certain keywords probably can be the right representation of a certain level. In fact, the main problem is the keyword can be found more than one in each list per each level of Bloom's taxonomy. Such us, the word 'select' can belong to multiple level; which is in the level 'understand' and 'evaluate' as shown in table A, then in the level 'remember' and 'analyze' as shown in table B. In table C, however the words 'select' own in level 'remember'. Another example is the words 'choose' branches at level 'remember' and 'evaluate'. The words 'list' has two position in level 'remember and apply' as demonstrate in table C, whereas the words 'list' indicate to level remember according to table A and B.

As mentioned before, the solution to face this problem is first, looking the definitions of the level and make sure that is connect to the key words. Second, understand the context of the keywords.

The collection of verbs from Anderson, L. W., & Krathwohl, D. R. (2001) preferred by the researcher rather than used many sources with the aim of evaluation process and more concern in one limited table verb list.

The next procedure is the researcher must find the aspects of knowledge dimension by first apprehend the explanation with its subcategories. The next point is matching to the coding scheme table. After getting the codified data and already checked by the experts, the value of counted data then presents.