CHAPTER II

LITERATURE REVIEW

In this literature review part, the researcher discusses the three-term of framework which are related to this study. Those are the discussion about textbook, questions and Bloom's Taxonomy.

A. Text book

There are a lot of discussion in educational setting which is related to textbook. Moreover, the most important framework tied to this study are about the definition of textbook and Intensive course book. Then, the explanation about these framework is described as follow:

1. The definition of textbook

    Textbooks, In Indonesia, emerge as one of the most essential tool for teaching and learning English. As asserted by Kazim, et al that textbooks are the main source of providing instructions to the teachers and students, so it is stated that textbooks are the backbone of every educational system.[18] Moreover, PP no.32 thn. 2013 pasal 1 ayat 22 and 23, stated that buku Panduan Guru adalah pedoman yang memuat strategi Pembelajaran, metode Pembelajaran, teknik Pembelajaran, dan penilaian untuk setiap mata pelajaran dan/atau tema Pembelajaran. Buku Teks Pelajaran adalah sumber Pembelajaran utama untuk mencapai Kompetensi Dasar dan Kompetensi Inti.[19]

---

[18]Ibid,.104.

[19] www.hukumonline.com (accessed on Friday, 20 Nopember 2015)

Considering the pivotal role of the textbook, it should be born in mind that teachers should pay more attention in selecting textbooks. As stated by Ghanem, Nik and Hairul that a good textbook should have a characteristic of cognitive development and creative thinking. Moreover, the activities given in the textbook are according to students' developmental level and the content is helpful in developing thinking skills in the students.[20]

2. Intensive course books

Intensive course is an integrated program which is constructed for freshmen in English Department of State College for Islamic Studies (STAIN) Kediri. It is aimed to give the same and better basic foundation English for all of students who come from different background of education so that it can ease and facilitate them to face the next English course.

This course consists of both receptive and productive skill in English, so by having this course, the English freshmen learn all of the skills in English such as listening, reading, speaking and writing. In addition, the English components like grammar, pronounciation and vocabulary mastery also asserted in this program. As a result, the lecturers need a guidance in teaching the students so that all of students divided in many classes get the same material.

---

[20] Ghanem, Nik and Hairul Nizam Ismail. Analyzing Islamic Educational Textbook, 1.

The lecturers use private textbooks published by STAIN Kediri as the orientation in teaching the students in Intensive course program. There are three forms of Intensive course books which are divided into two categories. They are two kinds of handbook and a workbook. In addition, the handbooks are used intensively in daily learning in order that the new English students perceive success in basic language skills as well as language components.

B. Questions

Questions are one of the most regularly teaching strategies used by teachers, and it is also asserted in textbooks. This is because a good question will lead the students to stimulate the thinking skill and problem solving skill. In addition, It is the part of a textbook that openly interact with the student, and are directly posed to students.[21] The importances of textbook questions according to Jo & Bednarz are:

1. To improve students' understanding of content,

2. To assist students in identifying critical information in the textbook,

3. To help students to build strategies in processing given information,

4. To stimulate students' problem solving skills.[22]

Underhill stated that questions serve as means of organizing knowledge, or correlating the results of educative experience.[23] In addition, it is not

---

[21] Ibid., 2.

[22] Ghanem, Nik and Hairul Nizam Ismail. Analyzing Islamic Educational Textbook, 2.

[23] Nasser Freahat and Oqlah Smadi.(2014). Lower-order and Higher-order Reading Questions in Secondary and University Level EFL Textbooks in Jordan. *Theory and Practice in Language Studies,* 4(9), 1804.

deniable that questions give performance as an important instructional method for teaching English in the classroom. Thus, teachers should select the best textbooks which include the various kinds of questions so that it can develop students' creative thinking. Moreover, in terms of the types, basically, there are two types of questions in English, namely : objective and subjective test.

1. Objective test

Objective tests are test which consist of some short questions, each of them followed by a number of possible reponses. The students are only asked to give the mark or sign to the best answer and are not required to construct their own response. There are four types of objective test namely multiple choice, true-false, completion and matching. The explanation of each item is described as follow:

a. Multiple choice

Multiple choice consists of some responses, which is one is correct and the others are incorrect. The students are asked to give mark to the best answer for the question provided. Moreover, Hibberd stated that high level of cognitive skill can be implemented to measure deeper understanding if questions are imaginatively constructed.[24]

b. True-false

True-false consists of the statements and some of them are true and the others are false. The students are required to give the mark whether it is true or not.

---

[24] Hibberd. (1996). The mathematical assessment of students entering university engineering courses, *Studies in Educational Evaluation*, 22(4). 377.

c. Completion

Completion is a statement from which one or more key word has been eliminated. The students are asked to provide the statement or words that correctly complete the statement or answer of the questions.

d. Matching

Matching provides a column of items on the left hand side of page and a column of options or response on the right side. The students are asked to match the question to the best response which are separated.

2. Subjective test

Subjective test which is commonly called essay is the question that requires students to construct their own response, expressed in their own word. Moreover, most of students perceive essay test as assessing high order of cognitive level, need more strategies and motivates when preparing for their essay test than when preparing for objective test.[25]

C. Bloom's Taxonomy

Benjamin Bloom and some researchers have theorized a taxonomy of educational objectives that has been extremely influential in the research and practice of educational program.[26] This framework categorizes the aspect of educational objectives starting from the simple to complex, or from factual to conceptual. Moreover, Sunaryo said that bloom's taxonomy provides the way

---

[25] Watkins. (1982). Identifying the study process dimension of Australian university. *The Australian Journal of Education,* 80.

[26] Robert. E. Slavin, *Educational Psychology: fourth edition,* (United States of America: Library of Congress Cataloging –in- Publication Data, 1994), 494.

to categorize the classification of educational goals.[27] In line with Ibtahal and Kareem who also asserted that Bloom's taxonomy has several characteristics that make it the most commonly used taxonomy in the field of education:[28]

1. The taxonomy is educationally oriented and can be used to distinguish between groups of objectives that teachers use for writing curricula, study programs and lesson plans.

2. The levels are clearly and logically defined.

3. The taxonomy describes psychological phenomena.

4. The taxonomy discusses thinking processes ranging from the simple to complex with each level resting upon the previous one.

5. It is continuous, with each objective leads to the one following it.

6. It is comprehensive in that each behavioral objective can be categorized according to the taxonomy.

The six levels of what is commonly called Bloom's Taxonomy in terms of cognitive level are knowledge, comprehension, application, analysis, synthesis and evaluation. The evaluations of each item are described as follow:

1. Knowledge (recalling information)/ C1

Knowledge is the lowest level of learning outcomes in Bloom's hierarchy. It is defined as the ability in remembering previously learned. Moreover, the information is saved in the brain starting from specific facts into complete theories. As Wowo said that knowledge is the level that can

---

[27] Wowo Sunaryo Kuswana, *Taksonomi Kognitif*, (Bandung; PT Remaja Rosdakarya, 2012), 6.
[28] Ibtihal Assaly and Kareem Igbaria, Abdul. (2014). A content analysis of the reading and listening activities in the EFL textbook of master class. *Education Journal*, 3(2), 24.

be described in the situation of examination which focus on the process of recalling information from idea, material, or facts that have been learned.[29] The knowledge saved is gained when it is needed by recalling the information. For example, students can remember scientific approach, preposition, the formula in the conditional sentences and verb conjugation. The key words (verbs) of this level are: state, label, describe, define, arrange, select, reproduce, relate, recognise, memorise, list etc.

2. Comprehension (translating, interpreting, or extrapolating information) / C2

Comprehension level requires students to give an understanding about the information that they have learned as well as to use it. At this level the learners understand the meaning, interpret the instructions and state the problem in one's own words.[30] This level is higher than the first level (knowledge). The key words (verbs) are explain, reference, paraphrase, theorise, interpret, estimate, re-write, discuss, report, review, translate, illustrate, summarise, classify, critique, repeat, reiterate, example etc.

3. Application (using principles or abstractions to solve novel or real-life problems)/ C3

Application level requires students to use knowledge or principles to solve practical problems which are real and new. The ability is shown by the application of the formula to the problems that have not faced before or the application of a method to a new problem.[31] Moreover, this level is higher than two previous levels. The key words (verbs) to find this level in

---

[29] Wowo, *Taksonomi Kognitif*, 32.

[30] Syed Kazim Shah, *Textbook Evaluation*, 105.

[31] W.S. Winkel, *Psikologi Pengajaran*, (Jakarta: PT Grasindo, 1996), 246

the book are: use, role play, respond, react, perform, conduct, prepare, change, construct, implement, produce, solve, execute, manage, discover apply etc.

4. Analysis (breaking down complex information or ideas into simpler parts to understand how the parts relate or are organized)/ C4

   Analysis objective requires students to elaborate complex information into simpler parts so that the whole structure or organization can be understood well. In addition, at this level of cognitive level the students relate the materials and the basic concepts which are given in the book so the students may be able to improve their basic skills regarding report writing and presentation.[32] The key words (verbs) to find this level in the book are: analyze, divide, value, infer, extrapolate, plot, diagram, graph, relate, experiment, examine, test, measure, count, qualify, compare, catalogue, break down, etc

5. Synthesis (creation of something that did not exist before)/ C5

   Synthesis level requires students to create the information that they have learned into completely new product that did not exist before. Examples would include writing a composition, create a plan, writing a proposal of scientific research. Furthermore, this level is higher than analysis level because of the need to find new pattern or product. They key words (verbs) to find these levels of Bloom's taxonomy in the book are:

---

[32] Syed Kazim Shah, *Textbook Evaluation,* 105.

develop, modify, re-arrange, integrate, assemble, establish, propose, formulate, revise, organize, design, create, build, plan etc.

6. Evaluation (judging something against a given standard)/ C6

Evaluation level requires students to make a judgment based on some criterion or standard. Moreover, this level covered the ability to produce an opinion that have to be followed by the responsibility and argument based on certain criterion. In this level, the students are able to evaluate an idea or material subject.[33] Evaluation objective is the highest levels of Bloom's Taxonomy in terms of cognitive level, because it includes all of ability from the first to the fifth level.[34] For example, students might be asked to compare the strenghts and weakness of the implementation of debate technique in English classroom. The key words are: review, project-manage, argue, appraise, direct, investigate, report on, defend, present a case for, assess, justify etc.

At first, Bloom described these six levels of cognitive level which is arranged in the form of hierarchy from the low-order (knowledge, comprehension) to the high-order (application, analysis, synthesis, evaluation). Moreover, the high levels is built above the low-levels. In fact, teachers often neglect these levels and they only use this theori to examine different levels of cognitive level.[35] The cognitive levels of Bloom's taxonomy can be described as the table 2.1.

---

[33] Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran: Isu-Isu Metodis dan Paradigmatis*, (Yogyakarta: Pustaka Pelajar, 2014), 171.

[34] W.S. Winkel, *Psikologi Pengajaran*, (Jakarta: PT Grasindo, 1996), 247.

[35] John W. Santrock, *Psikologi Pendidikan, edisi kedua*, (Jakarta: Kencana, 2007), 467.

Table 2.1: The cognitive levels of Bloom's Taxonomy

Type of objective	Definition	The key words (verb)
Knowledge	recalling information	State, Label, Describe, Define, Arrange, Select, Reproduce, Relate, Recognise, Memorise, List, Mention, Make, Etc.
Comprehension	translating, interpreting, or extrapolating information	Explain, Reference, Paraphrase, Theorise, Interpret, Estimate, Re-write, Discuss, Report, Review, Translate, Illustrate, Summarise, Classify, Critique, Reword, Repeat, Example, Etc[36]
Application	Using principles or abstractions to solve novel or real-life problems	Use, Role play, Respond, React Perform conduct, Prepare, Change, Construct, Implement, Produce, Solve, Execute, Manage, Discover, Apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write, Etc.[37]
Analysis	breaking down complex information into simpler parts to understand	Analyze, Divide, Value, Infer, Extrapolate, Plot, Diagram, Graph, Relate, Experiment, Examine, Test, Measure, Count, Qualify, Compare, Catalogue, Break down, Etc.

---

[36] Syed Kazim Shah, *Textbook Evaluation*, 105.

[37] Mary J. Pickard, (2007), The New Bloom's Taxonomy: an Overview for Family and Consumer ciences, *Journal of Family and Consumer Sciences Education*, 25(1), 48.

	how the parts are organized	
Synthesis	creation of something that did not exist before	Develop, Modify, Integrate Re-arrange, Assemble, Establish, Revise, Organize, Design, Create, Build, Plan, Etc.
Evaluation	judging something against a given standard	Review, Project, Manage, Argue, Present a case for, Assess, Justify, Etc.[38]

---

[38] Syed Kazim Shah, *Textbook Evaluation*, 106.