AN ANALYSIS OF LISTENING AND SPEAKING TASKS IN "FORWARD" TEXTBOOK BASED ON COGNITIVE DOMAIN OF REVISED BLOOM'S TAXONOMY

An Undergraduated Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By

Ria Yatus Sholikah

NPM. 1611040241

TARBIYAH AND TEACHER TRAINING FACULTY

RADEN INTAN STATE ISLAMIC UNIVERSITY

LAMPUNG

2021

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ABSTRACT

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Revised Bloom's taxonomy of educational objectives is a framework for classifying statements about what the students are expected to learn as a result of instruction. One of the frameworks in Revised Bloom's Taxonomy used for detecting the level of thinking in the textbook is cognitive domain. This research was conducted based on the phenomenon of the lack of cognitive processes in the textbook. Thus, this research discussed an analysis of listening and speaking tasks based on cognitive domain of Revised Bloom's taxonomy. The objective of the research was to describe the categories of cognitive domains, the dominant categories of cognitive domains, and the level of order thinking skills found in the listening and speaking tasks of "Forward" textbook.

This research was a qualitative research. The data were analyzed using data condensation, data display and conclusion drawing/verification. Resource of data that was taken by the writer was listening and speaking tasks in "Forward" textbook for Vocational High School grade XI published by Erlangga. In collecting the data, the writer used documentation techniques to obtain data and information in the textbook.

The result confirmed that first, the categories of cognitive domains found in the listening tasks were remembering, understanding, applying, analyzing, and evaluating. There was no creating category in listening tasks. Second, the categories of cognitive domains found in the speaking tasks were remembering, understanding, analyzing, evaluating, and creating. There was no applying category in speaking tasks. Third, the listening tasks placed emphasis on the lower order thinking skill. There were so few higher order thinking skills in listening tasks. Meanwhile, speaking tasks placed emphasis on the higher order thinking skills. It was also found that most of the types of listening and speaking tasks proposed by Brown were realized in the textbook. However, only one type of speaking tasks was not realized, that was imitative task. Thus, it could be said that the types of listening and speaking tasks were good enough in terms of variation of tasks proposed by Brown.

Keywords: *listening and speaking tasks, Revised Bloom's taxonomy, textbook*

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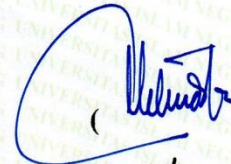### FAKULTAS TARBIYAH DAN KEGURUAN

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ADMISSION

A thesis entitled: **AN ANALYSIS OF LISTENING AND SPEAKING TASKS IN "FORWARD" TEXTBOOK BASED ON COGNITIVE DOMAIN OF REVISED BLOOM'S TAXONOMY** by: **RIAYATUS SHOLIKAH**, NPM: **1611040241**, Study Program: **English Education** was tested and defended in the examination session held on: Thursday, October 22th, 2020.

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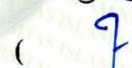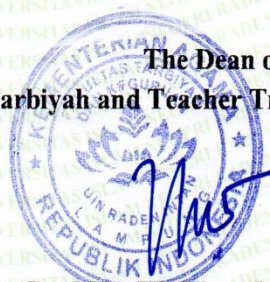|			
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DECLARATION

I hereby state that this thesis entitled "An Analysis of Listening and Speaking Tasks in "Forward" Textbook Based on Cognitive Domain of Revised Bloom's Taxonomy" is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in this thesis.

Bandar Lampung, 22 Oktober 2020
Declared by,

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MOTTO

بِبِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

كَمَا أَرْسَلْنَا فِيكُمْ رَسُولًا مِنْكُمْ يَتْلُو عَلَيْكُمْ آيَاتِنَا وَيُزَكِّيكُمْ وَيُعَلِّمُكُمُ الْكِتَابَ وَالْحِكْمَةَ

وَيُعَلِّمُكُمْ مَا لَمْ تَكُونُوا تَعْلَمُون

In the Name of Allah, the Most Gracious, the Most Merciful

As (We have perfected Our favor to you) We have sent you the Prophet among you who

read Our verses to you and cleanse you and teach you the Book and Al-Hikmah (As

Sunnah), and teach you what you have not known. (Q.S. Al-Baqarah: 151)

DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.

2. My beloved parents, Mr. Harmawi and Mrs. Mutiah, who always love me and keep on praying for my life and success. Thanks for all the motivation. I love you forever.

3. My beloved sister, Ayu Nur Jannah who loves, care, support and cheer me up until the completion of this thesis. Then, my beloved grandfather and grandmother, who love me so much. I do love you.

4. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who made me grow up and have contributed much for my self-development.

CURRICULUM VITAE

The name of the writer is Ria Yatus Sholikah. She is called by Ria. She was born on December 6, 1996. She is the first girl of Harmawi and Mutiah. She has one sister, her name is Ayu Nur Jannah.

She accomplished her formal education at Kindergarten at Tunas Harapan and finished 2001. Then, the writer entered Elementary School at SDN 01 DWT Jaya, Banjar Agung, Tulang Bawang and finished in 2007. After that, she continued her school at Junior High School at MTS Al-Iman, Tulang Bawang and Senior High School at Walisongo Islamic School, North Lampung, from 2011 and finished in 2014. In 2015, she took her informal education in Pare, Kediri, and finished in 2016. After that, she continued her study at Raden Intan State Islamic University, Lampung until 2020. In the collage, she was active in UKM Bahasa since in the third semester until eighth semester.

The Writer

Ria Yatus Sholikah
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ACKNOWLEDGMENT

First of all, Praises be to Allah the almighty, the Most Merciful, the Most Merciful, the Most Beneficent for His blessing and mercy given to the writer during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This undergraduated thesis entitled "An Analysis of Listening and Speaking Tasks in "Forward" Textbook Based on Cognitive Domain of Revised Bloom's Taxonomy" is presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing is to fulfill student's partial fulfillment of the requirement to obtain S1-degree.

Then, the writer would like to thank for the following people for their ideas, time, and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung with all staff, who give the writer opportunity to study until the end of this thesis compostition.

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Finally, none or nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, 2020
The writer,

Ria Yatus Sholikah
NPM. 1611040241

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In achieving the successful English learning, the teacher has to teach the four language skills namely listening, speaking, writing, and reading. Those are the basic skills which are taught to and learnt by students. These four skills are often divided into two types. Receptive skill is a term used for for reading and listening, skills where meaning is extracted from the discourse. Productive skill is a term for speaking and writing, skills where students actually have to produce language themselves.[1]

Listening is one of receptive skills which has a very important role in learning English because listening is the language of modality which is mostly used in every conversation or activity. Listening is not only a skill part in language performance, but is also a critical means of acquiring a new language.[2] Listening can be defined as receiving the sounds of speech through words and sentences. In the teaching and learning process, before students are able to respond to the teacher, they should listen first in order to get the information and the concept. It means that listening is the key in understanding the concept, knowledge, or information which are spoken by speakers.

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[1] Jeremy Harmer, *The Practice of English Language Teaching* (4th Ed) (New York: Pearson Longman, 2007), p. 265

[2] Ronald Carter and David Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Languages* (Cambridge: Cambridge University Press, 2001), p. 7

On the other hand, it is important to have the ability to speak skillfully since it is developed and learned in child life that is produced by listening skill.[3] Richards and Renandya raise the idea that most of world's language learners study English in order to develop ability in speaking.[4] Johnson and Morrow defines speaking as an task involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.[5] Thus, speaking is commonly used as a well develop tool in communicating and sharing ideas between speakers and listeners.

Listening is as active as speaking, and in some ways, they are commonly related to each other. As Widdowson says that speaking and listening are related to language expressed through the aural media, while reading and writing are related to language expressed through the visual media. Speaking and listening are said to be the basic skills since the aim of the language course is language for communication.[6] Yet, the lack of listening in linguistic will bring poor speaking skill because speaking and listening usually arise simultaneously. So, employing a combination of listening and speaking skill in a significant condition to reproduce ideas, opinions, and feelings are extremely beneficial.

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[3] Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2018), p. 3

[4] Jack C Richards and Willy A Renandya, *Methodology in Language Teaching. An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 201

[5] K.E. Johnson, K., Morrow, *Communication in The Classroom: Handbooks for Teachers' Series*, (London: Longman, 1981), p. 70.

[6] H. G. Widdowson, *Teaching Language as Communication* (London: Oxford University Press, 1978), p. 60

Listening and speaking skill at school has a close connection to the curriculum. The educational system in Indonesia has realised the recent one, Curriculum of 2013. In the new curriculum, the teacher's roles changes from a person that conveys knowledge to students become a facilitator that gives occasions for students to learn in a more responsible and stimulating way. At the same time, the core competency of curriculum 2013 in cognitive domain demands students to understand, apply, and analyze the knowledge (factual, conceptual, and procedural). The new curriculum is aimed to develop students' thinking to a point at which they can learn independently and responsibly. Thus, the curriculum is believed best as a planned set of tasks to support a spesific educational goal.[7]

To complete the educational objectives in the teaching-learning process, the instructional materials are also used by the teachers in both the previous or new curriculum. materials can be presented in the form of textbooks, videos, DVDs, emails, YouTube, dictionaries, workbooks, exercises, newspapers, photographs, instructions, tasks, etc.[8] They could also be newspapers, food packages, photographs, instructions given by a teacher, tasks written on cards or discussions between students. In other words, they can be anything that is deliberately used to increase the students' knowledge and experience of the language.

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[7] National Council of Educational Research and Training, *Curriculum, Syllabus and Textbooks* (New Delhi: Publication Departemen, 2006), p. 10.
[8] Brian Tomlison, *Material Development in Language Teaching* (Cambridge: Cambridge University Press, 1998), p. 2.

In the context of English Language Teaching (ELT), textbook serves as one of the instructional materials that is frequently used as the main material in the classroom. Its function has a significant role in the teaching-learning process. It gives great influences on planning, teaching, and learning in the classroom. According to Tomlinson, teachers can minimize their role with textbooks to achieve the objective of teaching English.[9] By using the textbook as the source of ideas and questions, teachers can keep a lot of time in designing the learning tasks in the classroom for the students.

Tasks provided in textbooks are one of extremely important factors to deepen the students' understanding. Harmer states that the most important aspect of textbook use is for teachers to try to engage students with the tasks they are going to be dealing with.[10] Moreover, it also provides the students with great opportunity to communicate English not only in the classroom but also in the home. Therefore, the tasks in the textbook must be arranged for thinking skills and thinking ways together with knowledge.

Nonetheless, the tasks provided in the textbook also couldnot be separated from the problem. As Richards said that textbook may not reflect the students' need. Based on the previous research, it was found that many textbooks were less or not appropriate for teachers and students to be used because they were categorized as the low level of cognitive domain. As a result, the textbook could not guide the students for high levels of educational objectives stated in the 2013 curriculum. To sum up, this research addressed a

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[9] *Ibid*, p. 298
[10] Jeremy Harmer, *The Practice of English Language Teaching* (3rd Ed) (Cambridge: Longman, 2001), p. 182

major problem that was the lack of cognitive processes in the textbook. For that reason, the writer conducted the analysis of the tasks in the textbook.

Analysis of tasks is considered a highly influental process that can bring the strong and weak things of tasks, as well as explaining to what extent they support to enhance thinking among students, or encourage the students' ability to analyze, evaluate, and create. Thus, the tasks are an essential tools to access students' understanding of the learning material. Therefore, it is necessary to analyze the content of the textbook whether it provides questions of high levels of thinking based on Revised Bloom's taxonomy.

The Bloom's taxonomy concept was developed in 1956 by Benjamin Bloom, an education psychologist. This concept classifies the level of three educational objectives by which tasks are categorized: cognitive, affective, and psychomotor.[11] Cognitive domain deals with the human knowledge, intellectual skill, and thinking ability. It is human competence in processing something that they are learning in the brain. The second is the affective domain that deals with feelings, attitudes, interests, values, and emotions towards the learning. It is about how the learners emotionally stand in the learning process. And the third, psychomotor domain is related to physical movement and behavior toward the learning. Psychomotor is about learning something by doing.

The most commonly taught and assessed educational objectives are those in the cognitive domain. Cognitive domain is one of the frameworks

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[11] Benjamin S. Bloom, *Taxonomy of Educational Objectives Handbook I: Cognitive Domain* (London: Longsman, 1956), p. 7.

used for detecting the level of thinking of the content of the textbook. A good textbook should have cognitive skill aspect to guide the students in teaching learning process. The cognitive domain guides the students to have more knowledge and active in the classroom. Besides that, cognitive involves intellectual tasks, problem solving, and critical thinking. It is why the writer in this research focused on the cognitive domain.

Bloom divided six thinking skills in cognitive domain ranging from low to high level. The lower-order skills contain: remembering, understanding, and applying, while the higher-order skills cover: analyzing, evaluating, and creating.[12] Basically, the Revised Bloom's Taxonomy is a more reliable tool for curriculum planning, instructional delivery, and assessment. Therefore, it should be noted that curriculum and educational process are in charge of developing students' abilities and thinking habits. It can be attained if the textbooks are enhanced with critical thinking tasks to push the students to think; otherwise, they will be low achievers that only focus on lower-order thinking skills (LOTS).

There were various types of tasks found in the students' English textbook. Furthermore, the listening and speaking tasks embedded in the textbook were important to build students' ability to think deeply. Hence, to build students' abilities, teachers should provide the various tasks to students. The variation should also involve the higher levels of thinking skills.

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[12] Michael Orey, *Emerging Perspectives on Learning, Teaching and Technology*, (Switzerland: Jacobs Foundation, 2010), p. 42.

There were three relevant researches in order to help writing this research. First, the descriptive research was conducted by Ulum entitled "A Descriptive Content Analysis of the Extent of Bloom's Taxonomy in the Reading Comprehension Questions of the Course Book Q: Skills for Success 4 Reading and Writing." He used descriptive content analysis as the research method. The result of the research implied that this course book lacked the higher level cognitive skills involved in Bloom's Taxonomy.[13] The similarity between the previous research and this research was on the theory and the research design. The difference was the previous research analyzed reading questions only, while this research analyzed listening and speaking tasks.

The second was Nana's thesis entitled "Analysis of English Workbook for SMP/MTsN by Using Revised Bloom Taxonomy". Her research aimed to know the appropriateness of the content of the workbook with the cognitive dimension of Revised Bloom Taxonomy and to know the dominant cognitive dimension of the Revised Bloom Taxonomy in the textbook.[14] The result of the study showed that there were only 4.7% of tasks were dealing with high-order thinking. This study implied to schools and teachers to be selective in choosing the appropriate workbooks for the student. The similarity of Nana's research and this research was on the theory that we used. The difference was the subject, subject in Nana's research was a workbook while this research was listening and speaking tasks.

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[13] O G. Ulum, "A Descriptive Content Analysis of the Extent of Bloom's Taxonomy in the Reading Comprehension Questions of the Course Book Q: Skills for Success 4 Reading and Writing," *The Qualitative Report*, Vol. 21 (9), no. 1674–1683, 2016.

[14] Nana Pratiwi, *Analysis of English Workbook for SMP/MTS by Using Revised Bloom Taxonomy*, (Jakarta: UIN Syarif Hidayatullah, 2015)

The third research was conducted by Saifan Sodiq, with the title "The Reading Task Quality in a Textbook Entitled Bahasa Inggris for Grade X of Senior High School Based on the Cognitive Analysis of Revised Bloom's Taxonomy." This research intended at analyzing the reading task to examine in which level of lower or higher of the learning objectives related to Bloom's Revised Taxonomy it would be classified. The finding showed that the reading tasks of textbook provides more Lower Order Thinking Skill (LOTS) levels.[15] The similarity between the previous research and this research was on the theory. The difference was on the objective of the research and the skill analyzed. This research not only found out the level of order thinking, but also it analyzed the appropriateness for the learning target of curriculum 2013.

In this research, the writer focused on analysis of the listening and speaking activities in "Forward" textbook for Vocational School students grade XI for two reasons. The first reason was, listening and speaking tasks usually have various kinds of task used in every chapter and happen simultaneously. The second reason was, this textbook was published by a great well-known publisher in Indonesia, Erlangga, and used in several schools in Bandar Lampung. Therefore, the title of this research was "An Analysis of Listening and Speaking Tasks in "Forward" Textbook Based on Cognitive Domain of Revised Bloom's Taxonomy."

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[15] Saifan Shodiq, *The Reading Task Quality in a Textbook Entitled Bahasa Inggris for Grade X of Senior High School Based on the Cognitive Analysis of Revised Bloom's Taxonomy* (Jawa Timur: Jember University, 2018)

B. Identification of the Problem

Based on the aforementioned background, the statements of the problems were:

1. Many tasks contained in the textbook were classified as the low level of cognitive domain.

2. The tasks could not train the students for high levels of learning objectives.

C. Limitation of the Problem

The writer limited the problems as follows:

1. The writer analyzed a textbook entitled "Forward" for Vocational School Students grade XI published by a great well-known publisher, Erlangga, that used largely by many teachers for teaching English. Many schools used the books published by Erlangga made the writer interested in analyzing it as the research object.

2. There are four skills contained in the textbook. However, this research only focused on the listening and speaking skill since tasks on listening and speaking skill can help students take part in discussions, presentation and share opinions. Another reason was that many researcher already analyzed about the role of tasks of other skills, but not listening and speaking skill. Nowadays, people analyzed tasks on reading and writing. Therefore; besides tasks on reading, and writing skills; tasks on listening and speaking skill also helped students in improving their ability.

3. In taxonomy, there is level of three educational objectives: cognitive, affective, and psychomotor. Since cognitive domain involved knowledge and development of intellectual abilities and skill, the writer analyzed the listening and speaking tasks in the cognitive domain of Revised Bloom's Taxonomy Theory.

By limiting the research in the areas mentioned above, it made the research deeper and more focus.

D. Formulation of the Problem

The writer proposed some following questions:

1. How many categories of cognitive domains were found in the listening tasks of "Forward" Textbook for Vocational High School grade XI published by Erlangga based on revised Bloom's taxonomy?

2. How many categories of cognitive domains were found in the speaking tasks of "Forward" Textbook for Vocational High School grade XI published by Erlangga based on revised Bloom's taxonomy?

3. What categories of cognitive domains were dominant in the listening and speaking tasks of "Forward" Textbook for Vocational High School grade XI published by Erlangga based on revised Bloom's taxonomy?

4. What level of order thinking skills was found in the listening and speaking tasks of "Forward" Textbook for Vocational High School grade XI published by Erlangga?

5. What types of listening and speaking activities were employed in "Forward" Textbook for Vocational High School grade XI published by Erlangga based on Brown's theory?

E. Objectives of the Research

The objectives of this research were:

1. To describe the categories of cognitive domains in the listening and speaking tasks of "Forward" Textbook for Vocational High School grade XI published by Erlangga based on revised Bloom's taxonomy.

2. To describe the dominant of cognitive domains in the listening and speaking tasks of "Forward" Textbook for Vocational High School grade XI published by Erlangga based on revised Bloom's taxonomy.

3. To describe the level order of thinking skills in the listening and speaking tasks of "Forward" Textbook for Vocational High School grade XI published by Erlangga.

4. To describe the type of listening and speaking activities of "Forward" Textbook for Vocational High School grade XI published by Erlangga based on Brown's theory.

F. Significance of the Research

The findings of the research were to give much significance, especially to the theoretical and practical elements.

1. Theoretically

The result of the research provided beneficial and referential contributions in delivering general knowledge of the way to analyze English instructional materials.

2. Practically

a. For writer, this study could improve and give her a new experience. It was beneficial for developing her knowledge and skill in analyzing English textbooks.

b. For the book writers, the result of the research might be useful to consider them in designing the qualified book for the student.

c. For the English teachers, the result of the research could provide information for the English teachers regarding the quality of listening and speaking tasks in the textbook. They must select applicable the materials of teaching learning that equal with order thinking skill as stated in the cognitive domain.

d. For the other researchers, the finding of the present study could be used as a reference for future researchers to conduct further studies on textbook analysis.

G. Scope of the Research

The writer formulated the scope of the research as follows:

1. Subject of the Research

   The subject of the research was the listening and speaking tasks.

2. Object of the Research

   The object of the research was the English textbook entitled "Forward" for Vocational School Students grade XI published by Erlangga.

3. Place of the Research

   The place of the research was at Raden Intan State Islamic University Lampung.

4. Time of the Research

   The time of the research was in the academic year 2020-2021.

CHAPTER II

REVIEW OF LITERATURE

A. Listening

1. Definition of Listening

Learning English as a foreign language cannot be separated from its four skills; listening, speaking, reading, and writing. As a means of communication, this subject requires us to master its oral language, which are listening and speaking as well as its written language, which are reading and writing. All skills have their own difficulties to master. One significant skill for students to develop, that will help them attain the higher order thinking skills, is the ability to listen.

Many definitions of listening can be found from a variety of references. According to Richards, listening is the traditional way of thinking that makes the listener understand the spoken discourse.[1] Listening means not only receiving sounds, but also identifying the certain information such as gist, main idea, supporting points, and even conclusion which can show the students' comprehension toward the given input.[2] By collecting information from the speaker, listening also can promote critical thinking and successful communication.

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[1] Jack C. Richards, *Teaching Listening and Speaking* (New York: Cambridge University Press, 2008), p. 3

[2] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Fransisco: Longman, 2004), p. 120

Listening skill can be meant as a key to receive messages effectively.[3] It is the ability to pay attention or to hear something. In listening task, the brain does not automatically translate the words into the message they convey. Basically listening is determining the meaning and the message of the sounds or words. It is the active process that involves much more than labeling sounds or words.

From those definitions, it can be concluded that listening skill is the active process that is done in order to get information offered by the speaker. By listening, people can develop their knowledge about any kind of information, adding new vocabularies, and so on.

2. Types of Listening Tasks

There are some types of listening tasks. Brown identifies the four types of listening tasks. Those are:

a. Intensive Listening

The focus of learning is on phonology, syntax, and lexis. The students pay attention to what is said and the teacher gives feedback on accuracy. Intensive listening refers to listening closely for the perception of the component (phonemes, words, intonation, discourse marker, etc.) of a larger stretch of language. The tasks can be recognizing the phonological and morphological elements, and paraphrase recognition.

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[3] Babita Tyagi, "Listening: An Important Skill and Its Various Aspects," *The Criterion An International Journal in English*, (academia.edu, 2013)

1) Recognizing the phonological and morphological elements

    This type of listening tasks assesses the students' ability to correctly recognize or identify the elements of phonemes and morphemes usually found in the English language.

    Phonemic pair, consonants

Test-takers hear:	He's from California.
Test-takers read:	(a) He's from California. (b) She's from California.

    Phonemic pair, vowels

Test-takers hear:	Is he living?
Test-takers read:	(a) Is he leaving? (b) Is he living?

    Morphological pair, -ed ending

Test-takers hear:	I missed you very much.
Test-takers read:	(a) I missed you very much. (b) I miss you very much.

2) Paraphrase recognition

    This form of listening tasks assesses the students' ability to paraphrase the short sentences or dialog that they hear.

    Sentence paraphrase

Test-takers hear:	Hellow, my name's Keiko. I come from Japan.
Test-takers read:	(a) Keiko is comfortable in Japan. (b) Keiko wants to come to Japan. (c) Keiko is Japanese. (d) Keiko likes Japan.

```
Dialogue paraphrase

Test-takers hear:        Man:    Hi, Maria, my name's George.
                       Woman:    Nice to meet you, George. Are you American?
                         Man:    No, I'm Canadian.

Test-takers read:                (a) George lives in the United States.
                                 (b) George is American.
                                 (c) George comes from Canada.
                                 (d) Maria is Canadian.
```

b. Responsive Listening

Responsive listening focuses on student response to the input. There are many ways for student to express an opinion or point of view rather than provide facts based on what was heard. Responsive listening provides the stimulus questions. Then, the students are asked to respond to the appropriate answer. The answer can be cloze-ended or open-ended response.

1) Cloze-ended response

This type of tasks requires the students to answer the questions by selecting from a limited number of options, usually multiple-choice, 'yes' or 'no', or a rating scale (e.g. from strongly agree to strongly disagree).

```
Test-takers hear:        How much time did you take to do your homework?

Test-takers read:        (a) In about an hour.
                         (b) About an hour.
                         (c) About $10.
                         (d) Yes, I did.
```

2) Open-ended response

This type of listening tasks asks the students to answer by using vocabulary stored in their lexicon.

Open-ended response to a question

Test-takers hear:	How much time did you take to do your homework?
Test-takers write or speak:	_____.

c. Selective Listening

Selective listening refers to listening with the planned purpose in mind to gather specific information to perform a task. The learning focus on selective listening is main ideas. The student attempts to comprehend information in a context of the long stretch of spoken language (listen for directions, events, facts). Assignment tasks in selective listening such as:

1) Listening Cloze

This type of listening tasks requires the students to identify key vocabulary from within a brief monologue.

Listening cloze

Test-takers hear:

Ladies and gentlemen, I now have some connecting gate information for those of you making connections to other flights out of San Francisco.

Flight *seven-oh-six* to Portland will depart from gate *seventy-three* at *nine-thirty* P.M.
Flight *ten-forty-five* to Reno will depart at *nine-fifty* P.M. from gate *seventeen*.
Flight *four-forty* to Monterey will depart at *nine-thirty-five* P.M. from gate *sixty*.
And flight *sixteen-oh-three* to Sacramento will depart from gate *nineteen* at *ten-fifteen* P.M.

Test-takers write the missing words or phrases in the blanks.

2) Information transfer

This type requires the students to listen carefully to details while writing them down into a chart; it makes an authentic environment from which students can practically learn English.

Test-takers see:	a photograph of a woman in a laboratory setting, with no glasses on, squinting through a microscope with her right eye, and with her left eye closed.
Test-takers hear:	(a) She's speaking into a microphone. (b) She's putting on her glasses. (c) She has both eyes open. (d) She's using a microscope.

d. Extensive Listening

Extensive listening refers to listening continuously, staying in the target language, and managing large amounts of listening input. The student listens to longer extracts and derives a comprehensive message or purpose. The design of extensive listening can be:

1) Dictation

This form of listening tasks requires the students to identify phonemic differences within a normal conversation.

First reading (natural speed, no pauses, test-takers listen for gist):

The state of California has many geographical areas. On the western side is the Pacific Ocean with its beaches and sea life. The central part of the state is a large fertile valley. The southeast has a hot desert, and north and west have beautiful mountains and forests. Southern California is a large urban area populated by millions of people.

Second reading (slowed speed, pause at each // break, test-takers write):

The state of California // has many geographical areas. // On the western side // is the Pacific Ocean // with its beaches and sea life. // The central part of the state // is a large fertile valley. // The southeast has a hot desert, // and north and west // have beautiful mountains and forests. // Southern California // is a large urban area // populated by millions of people.

Third reading (natural speed, test-takers check their work).

2) Communicative Stimulus-Response Task

This task asks the students to gather the data or information they just listened to and relate it in answering the questions.

> Directions: Now you will hear a conversation between Lynn and her doctor. You will hear the conversation two times. After you hear the conversation the second time, choose the correct answer for questions 11–15 below. Mark your answers on the answer sheet provided.
>
> Doctor: Good morning, Lynn. What's the problem?
> Lynn: Well, you see, I have a terrible headache, my nose is running, and I'm really dizzy.
> Doctor: Okay. Anything else?
> Lynn: I've been coughing, I think I have a fever, and my stomach aches.
> Doctor: I see. When did this start?
> Lynn: Well, let's see, I went to the lake last weekend, and after I returned home I started sneezing.
> Doctor: Hmm. You must have the flu. You should get lots of rest, drink hot beverages, and stay warm. Do you follow me?
> Lynn: Well, uh, yeah, but . . . shouldn't I take some medicine?
> Doctor: Sleep and rest are as good as medicine when you have the flu.
> Lynn: Okay, thanks, Dr. Brown.
>
> *Test-takers read:*
>
> **11.** What is Lynn's problem?
>   (A) She feels horrible.
>   (B) She ran too fast at the lake.
>   (C) She's been drinking too many hot beverages.

3) Authentic Listening Task

It provides real-world context of listening performance. In this task, there are some possible tasks can be done for the students, such as note taking, editing, interpretation, or retelling the recording that the students hear.[4]

a) Note taking

In this listening task, the students listen to several types of lectures and try to write down what they believe is important about the lecture. Then, the teacher assesses them based on rubric/criteria developed by the teacher.

b) Editing

This listening task involves the student receiving the materials of reading text. The students give a review about the material and then listen to a recording of someone who reads aloud the same

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[4] *Ibid*, p. 120

material. Then, the student marks the hard copy to identify the differences between the reading and what the recording is saying.

c) Retelling

This task requires the student to listen some form of conversation. After listening the talks, the student is asked to summarize or retell what they have heard.

d) Interpretation

This task requires the students to listen some input. Then, the students are asked to infer the meaning of what they heard. The input can be a poem, song, news report, etc.

From the explanation above, it can be concluded that listening has many kinds of tasks from different sources of teaching materials. Brown states there are some types of listening tasks such as; (1) intensive listening; (2) responsive listening; (3) selective listening; (4) extensive listening.

B. Speaking

1. Definition of Speaking

Some experts are defining the meaning of speaking. To start with, Brown defines speaking as a productive skill that can be observed directly and empirically, the observations are always colored by the accuracy and

effectiveness of the test-takers listening skill.[5] To be able to communicate, both speakers and listeners need to be present during the task.

Harmer explains that speaking ability is the ability to speak fluently assumed not only knowledge of language features, but also the ability to process the information and language 'on the spot'.[6] It involves the ability to process meaning through verbal and non-verbal language. It occurs in the real situations and has little time for detailed planning. For that reason, fluency is needed to achieve the aim of the conversation.

Speaking is also explained in Al-Qur'an, Surah Ar-Rahman 3-4:

$$ خَلَقَ ٱلْإِنْسَٰنَ ۝ عَلَّمَهُ ٱلْبَيَا نَ ۝ $$

The meaning:
Created man, (and) taught him eloquence.[7]

Based on the meaning of the verses of the Qur'an above says that Allah SWT who created man and taught the humans are good at talking. In education, it guides the teachers in delivering the learning materials as clear as possible. Of course, the teachers need to speak clearly in order to make the students understand well about the materials given.

Another expert, McDonough and Shaw say that speaking is the ability to communicate something in order to accomplish a specific goal, involving expressing of ideas, negotiating, or by solving certain problems and in some

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[5] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, 2004), p. 140

[6] Jeremy Harmer, *the Practice of English Language Teaching* (3rd Ed) (Cambridge: Longman, 2001), p. 269

[7] Zamrud, *Al-Qur'an dan Terjemahnya* (Solo: Tiga Serangkai, 2014), p. 531

general cases is to keep friendships or social relations.[8] It is the task to produce words or sentences orally. Through speaking, people have the opportunity to communicate each other directly or indirectly. It can be fairly sure that people are doing so for positive reasons. Their reasons can be that they want to say something or they have the same purposes.

From the explanation above, it is concluded that speaking is the ability to express ideas and feelings orally. It is commonly used as a way to relate any information between speaker and listener in order to accomplish their needs.

2. Types of speaking tasks

There are many kinds of speaking tasks. According to Brown, speaking has five categories which are similar to listening. Those five basic types of speaking are:

a. Imitative Speaking

This type of speaking tasks requires the students to imitate, a word, phrase or a sentence. In imitative, pronunciation and repetition of words, phrases or sentence is the things that are very interested to help the learners be more comprehensible. The aim is to focus on some particular element of language form without the effort to understand the meaning.

Here is the example of word repetition task:

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[8] Jo McDonough, Christopher Shaw, *Materials and Methods* in ELT (4th Ed) "a teacher's guide" (Oxford: Blackwell, Ltd, 2003), p. 157

b. Intensive Speaking

This type asks the students to produce stretches of language. It is designed to practice either phonological or grammatical aspect of language. Intensive speaking can be started alone or it can be part of pair work task, where students discuss a particular form of language. The examples of intensive speaking are directed response task, reading aloud, completion of dialogues, picture-cued tasks, and translation.

1) Directed response task

In this task, the teacher makes a certain grammatical form or a sentence transformation.

2) Reading aloud

This task is simply implemented by selecting a passage that combined test specifications and by recording the output of student.

Read-aloud stimulus, paragraph length

> Despite the decrease in size—and, some would say, quality—of our cultural world, there still remain strong differences between the usual British and American writing styles. The question is, how do you get your message across? English prose conveys its most novel ideas as if they were timeless truths, while American writing exaggerates; if you believe half of what is said, that's enough. The former uses understatement; the latter, overstatement. There are also disadvantages to each characteristic approach. Readers who are used to being screamed at may not listen when someone chooses to whisper politely. At the same time, the individual who is used to a quiet manner may reject a series of loud imperatives.

3) Completion of dialogues

This task requires the students to read dialogue in which one speaker's lines have been ommited. The students are asked to read the dialogue then think of its main idea and suitable lines to fill in the blanks.

Test-takers read (and then hear):

In a department store:

Salesperson:	May I help you?
Customer:	_____.
Salesperson:	Okay, what size do you wear?
Customer:	_____.
Salesperson:	Hmmm. How about this green sweater here?
Customer:	_____.
Salesperson:	Oh. Well, if you don't like green, what color would you like?
Customer:	_____.
Salesperson:	How about this one?
Customer:	_____.
Salesperson:	Great!
Customer:	_____.
Salesperson:	It's on sale today for $39.95.
Customer:	_____.
Salesperson:	Sure, we take Visa, MasterCard, and American Express.
Customer:	_____.

Test-takers respond with appropriate lines.

4) Picture-cued tasks

It refers to the use of pictures or sequence of pictures. In this task, the teacher provides some pictures with some clues, and then the students point to the picture to give the answer or teacher point to the picture and then students mention the answer orally.
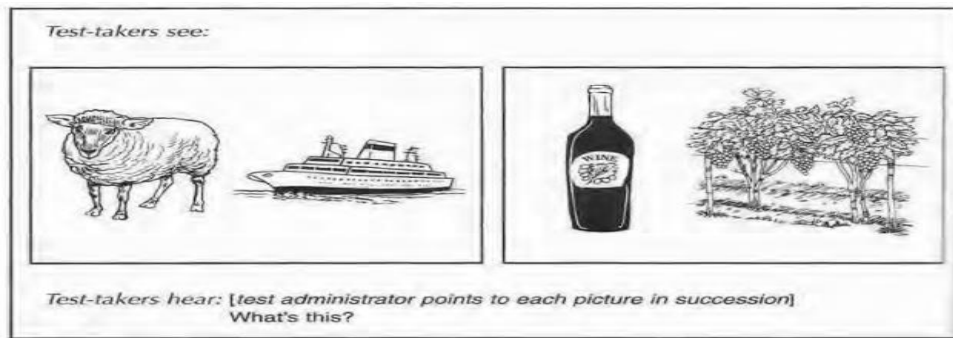
5) Translation

Translation methods are definitely outdated in this era of a direct approach to making a communicative classroom. As an assessment procedure, the benefits of translation are on its control of the student's output, that means scoring is more clearly identified.

c. Responsive Speaking

Responsive involves interaction and test comprehension, but at the rather limited level of shorts conversations, standard greetings and small talk, simple requests, and comments. Question and answer, giving instruction or directions and paraphrasing can be categorized as responsive speaking tasks.

1) Question and answer

It refers to a short interview.
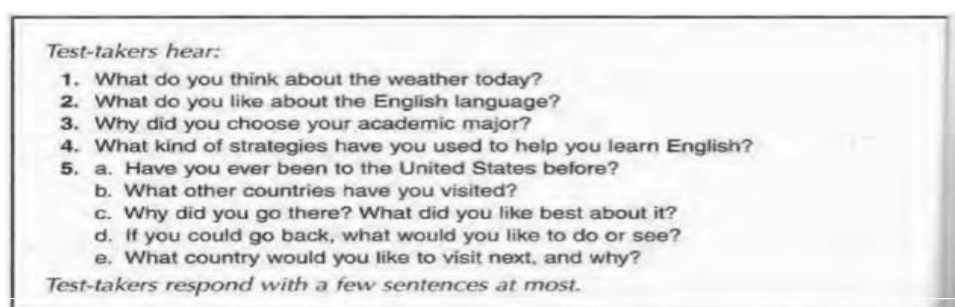
2) Giving instruction or directions

In this task, the teacher poses the problem and then the students respond it.

> *Test-takers hear:*
> - Describe how to make a typical dish from your country.
> - What's a good recipe for making _____?
> - How do you access email on a PC computer?
> - How would I make a typical costume for a _____ celebration in your country?
> - How do you program telephone numbers into a cell (mobile) phone?
> - How do I get from _____ to _____ in your city?
>
> *Test-takers respond with appropriate instructions/directions.*

3) Paraphrasing

In this task, the students read or hear the text or story and then paraphrase

it by using their own words.

> *Test-takers hear:* Paraphrase the following little story in your own words.
>
> My weekend in the mountains was fabulous. The first day we backpacked into the mountains and climbed about 2,000 feet. The hike was strenuous but exhilarating. By sunset we found these beautiful alpine lakes and made camp there. The sunset was amazingly beautiful. The next two days we just kicked back and did little day hikes, some rock climbing, bird watching, swimming, and fishing. The hike out on the next day was really easy—all downhill—and the scenery was incredible.
>
> *Test-takers respond with two or three sentences.*

d. Interactive Speaking

In interactive speaking, the length and complexity of the interaction
occasionally include many exchanges or many participants. The interactive
speaking task is described as a task that produces interactions in either
transactional language or interpersonal exchanges. The tasks can be
interviews, role plays, discussions and conversations, and games can be
assigned as interactive tasks.

1) Interviews

It refers to the oral conversation in which the teacher and the students sit down face to face to do question and answer. It is done to get the fast students' spoken sample to verify the course placement.

1. Warm-up:
How are you?
What's your name?
What country are you from? What [city, town]?
Let me tell you about this interview.

2. Level check:
How long have you been in this [country, city]?
Tell me about your family.

2) Role plays

This technique is like a mini drama in which the students act out to perform some characters in a particular story.

3) Discussions and conversations

As informal techniques to assess students, they are in a level of authenticity and spontaneity that order assessment techniques may not present, but as a formal techniques, these tasks are difficult to be specified and scored.

Pair work: Complete the mini-dialogues below using the conversation starters and closers and appropriate strategies to keep the conversation going. Here are some possible answers.

Somsy:	Hello Susan. How are you?
Susan:	Fine thanks. I haven't seen you for a while, Somsy.
Somsy:	I've been busy recently.
Susan:	I see. What have you been doing?
Somsy:	I've been running training workshops in the provinces.
Susan:	Oh, that sounds interesting.
Somsy:	And how's it going, Susan?
Susan:	Well, I've been busy at work lately, too.
Somsy:	Oh, have you?
Susan:	Yes. I've been running a workshop on Women in Education.
Somsy:	Excuse me, Susan, I must be going. I'll call you soon.
Susan:	Ok, nice to see you.
Somphanh:	Hello, Jackie, how's work?
Jackie:	Work's fine, thanks. How are things, Somphanh?
Somphanh:	Everything is fine, thanks. I've got a new job.
Jackie:	Oh really? Who do you work with?
Somphanh:	UNDP.
Jackie:	Sounds interesting.
Somphanh:	Well, excuse me, Jackie. I've got to go now. Nice to see you again.
Jackie:	OK. Bye for now. I'll be in touch.

4) Games

Among informal techniques, games are the tasks that directly involve the production of language. Here is an example of a game:

1. "Tinkertoy" game: A Tinkertoy (or Lego block) structure is built behind a screen. One or two learners are allowed to view the structure. In successive stages of construction, the learners tell "runners" (who can't observe the structure) how to re-create the structure. The runners then tell "builders" behind another screen how to build the structure. The builders may question or confirm as they proceed, but only through the two degrees of separation. Object: re-create the structure as accurately as possible.

e. Extensive Speaking

Extensive tasks are termed as monologue tasks include speeches, oral presentations, picture-cued storytelling, and retelling a story (news event).[9]

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[9] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, 2004), p. 141-142

1) Speeches

2) Oral presentations

In this case, the students are ordered to arrange a particular paper or assignment and then present the materials in front of the class.

3) Picture-cued storytelling

The students are given the sequences of the picture story and then create a story based on the pictures.
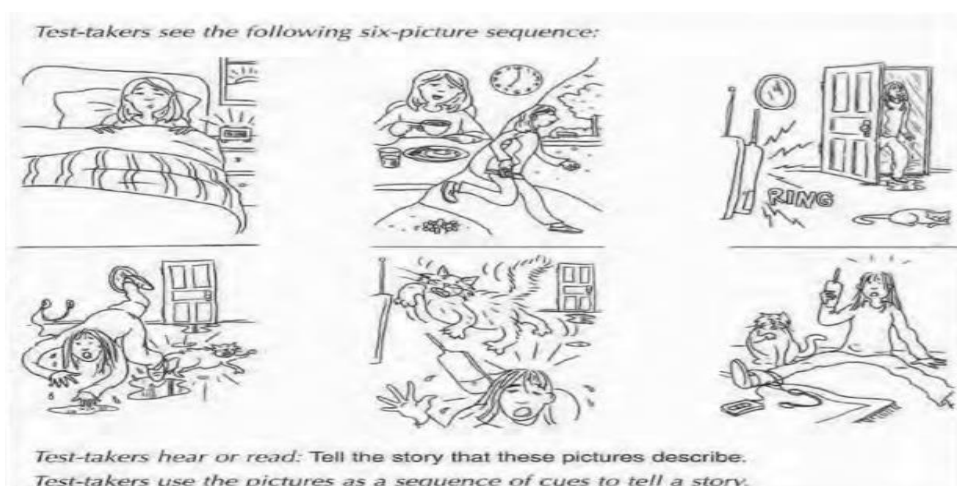
4) Retelling a story, news event

In this case, the students hear the story and then retell the story orally.

In conclusion, speaking has many kinds of tasks. Brown proposed five basic types of speaking, such as: (1) imitative speaking; (2) intensive

speaking; (3) responsive speaking; (4) interactive speaking (5) extensive speaking. Each kind of speaking types has difference speaking tasks. For example, in intensive speaking, the type of speaking tasks like completion of dialogues and responsive speaking like giving instruction or directions.

C. Textbook

1. Definition of Textbook

The most common elements found in the classroom around the world are a teacher, student, and textbook. The success or failure of teaching English does not only depend on students and teachers, but also the use of teaching materials, teaching methods, learning aids, and other facilities. In line Richards says that much language program in the world could not happen without the existence of commercial materials.[10] In that sense, a textbook might be so crucial that it can determine the success or failure of an ELT course.[11] It is an effective media to gain wider knowledge.

The term of textbook has some meaning, Brown defines a textbook as teacher guidance that can help the teacher to prepare what will be taught for students.[12] Textbook takes an essential role in EFL teaching learning process because it can provide ready-made material for both teachers and students. The contents of textbooks make teachers easier to arrange the teaching

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[10] Jack C. Richards, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2001), p. 251

[11] Wing Lawrence, *Textbook Evaluation: A Framework for Evaluating the Fitness of the Hongkong New Secondary School (NSS) Curriculum* (Department of English City University of Hongkong: Hongkong, 2011), p. 9

[12] H. Douglas Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy* (2nd ed) (New York: Longman, 2001), p. 137

materials. They do not spend a lot of time organizing it, because they only need to choose materials and tasks that suit the students' needs.

There are many different kinds of English textbooks designed for the student of all levels ages. Richards explains the reasons why English teachers have to use a textbook in the classroom because the textbook is a book that generally serves as a basis for a lot of the language input received by students and the language practice that occurs in the classroom.[13] It is the main and the source of teaching material for the ongoing teaching and learning process. In addition, the textbook is an effective resource for self-directed learning and for a source of ideas and tasks, the material's presentation, and a students' reference source, a syllabus, and support for a less experienced teacher that may lack confidence.[14] It is simply the source of teaching material because it helps the teacher in presenting the material and helps students to practice and do the tasks.

Based on the definitions above, it can be concluded that textbook is a media used to be the guideline for both teacher and students in supporting the teaching-learning process. It eases teachers and students in conducting teaching-learning tasks as well as attaining the educational purposes.

2. Textbook Analysis

There are many commercial textbooks from many publishers. The teacher must be more careful in choosing the textbook. Analyzing the

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[13] *Ibid*, p. 251
[14] Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Macmillan Publishers Ltd, 1995), p. 7

textbook involves the finding of whether what you were looking for was there. According to Krippendorff, "Textbook analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they used."[15] It is widely applied to identify the specific characteristics of the materials to be analyzed.

The importance of analyzing a textbook is to find out whether the materials' arrangement is in accordance with the goals of a given English language curriculum.[16] According to Hutchinson and Waters, textbook evaluation is a process in matching needs to available solutions.[17] Such a book should match three conditions. It should suit the needs, interest, and abilities of students. It should suit the teacher. Lastly, the textbook must meet the needs of learning objectives.

As Wahab stated, there are some reasons of textbook evaluation. The first reason is the need to adopt new textbook. Another reason is to find the strengths and weaknesses contained in the textbook. Furthermore, evaluation is generally agreed as an integral part of the teaching and learning process. It is used as one of the basic components of any curriculum because it plays a significant role in deciding what students learn. The last reason for analyzing

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[15] *Ibid*, p. 18

[16] David Williams, "Developing Criteria for Textbok Evalation". *ELT Journal*, 37(3), 251-255, 1983, p. 254

[17] Tom Hutchinson, Alan Waters, *English for Specific Purposes* (A learning centered Approach) (London: Cambridge University Press, 1986), p. 97.

the textbook is that it can be very advantageous in the teachers' advancement and professional growth.[18]

In summary, it is very worthy for us to analyze textbooks to ensure that ELT textbooks can effectively facilitate the achievement of our teaching objectives. The wrong choice of textbooks is likely to have a negative impact on teaching and learning.

3. **Standardized of a Good Textbook**

A textbook is one of the central media of teaching and learning tasks so it must have good quality. To find out how textbooks are categorized in good quality, this research provides several criteria of standardized of a good textbook from experts. First, Cunningsworth made the criteria to arrange the textbook, they are:

a. Textbook must correspond to the needs of students

The content of the textbook should be in accordance with the objectives of the program of language learning. It reflects the students' need for both the language content and communicative abilities.

b. Textbook should contain (present or future) that students will make of the language.

Textbook should engage the students' interests and challenge the intellectual. It should provide learning stimulation that can help students

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[18] Montasser M.A Wahab, "Developing an English Language Textbook Evaluative Checklist". *IOSR Journal of Research & Method in Education (IOSR-JRME).* Vol 1, Issue 3. 2013, p. 56

to use language effectively for their purposes. Therefore, the contents should encourage students to discuss with their friends.

c. Textbooks help students to learn in a number of ways.

A textbook must have a clear role as a support for teaching learning; it facilitates between the students and the target language.[19]

Greene and Petty also states the criteria of a good textbook. There are:

a. The textbook must be interested and attractive to the students. So, they will be interested in using a textbook for learning.

b. The textbook must motivate the learners to use.

c. The content of textbook must be illustrative the learners.

d. The textbook should consider the linguistic aspect. So, it will suit with the student's ability.

e. The content of textbook must be related to the other branch of science.

f. The textbook should stimulate the personal task of the students.

g. The contents of textbook must be clear to avoid the students to be confused in using a textbook

h. The textbook must have a clear point of view. So, the students will feel at ease when using it.

i. Textbooks must give balance and emphasize the values of the learners

j. Textbooks must be able to respect the differences of each learner.[20]

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[19] Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Macmillan Publishers Ltd, 1995), p. 5
[20] Greene, Petty in Alin Latifah, *an Evaluation of Textbook "Passport to the World 2" Used by Eighth Grade of Students* (Universitas Muhammadiyah Surakarta, 2019), p. 2

From the explanation above, the writer concludes that the standardized of a good textbook is needed to find out the good materials that are closely related to the objectives of the teaching and learning process and students' needs. A good textbook must help and facilitate students to learn and practice the target language they are learning. Therefore, it is very vital to know about the quality of the textbook used.

4. **The Role of Textbook in English Language Teaching**

Textbook plays a principal role in English language teaching in the classroom. Cunningsworth mentioned some roles of textbook in ELT. Textbook can serve as:

  a. A resource for presentation material (spoken and written)

  b. A source for tasks for learner practice and communicative interaction

  c. A reference source for learners on grammar, vocabulary, pronunciation, etc.

  d. A source of simulation and ideas for classroom language tasks.

  e. A syllabus (where they reflect learning objectives which have already been determined)

  f. A resource for self-directed learning or self-access work.

  g. A support for less experienced teachers who have yet to gain confidence.[21]

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[21] Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Macmillan Publishers Ltd, 1995), p. 7

In addition, Hutchinson and Torres see the role of the textbook as a possible agent of change. It can be attained when a number of conditions are met.

a. The textbook will be a a vehicle for training the teacher and students.

b. The textbook should provide support and help with the management of classroom, thus freeing the teacher to handle new content and procedures.

c. The textbook will be an agent of change if it offers the teacher with a clear picture of what the change will look like and clear practical guidance on how to apply it in the classroom.

d. In a school, a textbook can develop in collegial support and shared responsibility for and commitment to the change.[22]

From the illustrations above, it can be concluded that in general role of textbooks is highly crucial for teaching learning process. The essence of textbook is mostly as a guide for both teacher and students in several ways. Textbooks help the teacher in delivering the material and make students easier to understand the material provided. Because textbooks play some significant roles as mentioned above, they become effective materials to use in the classroom.

5. Advantages and Disadvantages of Using Textbook in ELT

The use of textbooks in English language teaching has both advantages and disadvantages. Richards has highpointed several advantages of using textbook in ELT as follows:

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[22] Hutchinson, Torres in Jack C Richards, Renandya Willy A.. *Methodology in Language Teaching: An anthology of current Practice* (New York: Cambridge University Press, 2002), p. 83

a. Textbook provides lesson plans and syllabus for a program

Textbook not only acts as a teaching-learning material, but also it can be a syllabus. The material on the textbook is developed based on the syllabus in the curriculum, therefore it makes easier for teachers to arrange lesson plans, and also as a guide in class.

b. Textbook helps standardize instruction

Usually, teachers in Indonesia teach several classes at the same level. All their students receive similar explanations, so they can test their students in the similar way. As a result, textbooks can be standardized instructions.

c. Maintaining quality is the main priority

A quality control process must be passed before publishing the textbook. All materials are presented based on the principles of learning that have been tested.

d. Textbook provides various learning resources

Some textbooks are often accompanied by workbooks, CDs and cassettes, videos, and CD-ROMs, etc. By providing rich and varied resources, students will not be bored learning English in the classroom.

e. Textbook is efficient

Textbooks can save the teacher's time. It is because the teacher does not spend a lot of time making materials. They just need to choose what materials and tasks to teach their students in a certain meeting. It allows teachers to set more time for teaching rather than producing materials.

f. Textbook provides an effective language model and input

Textbook is able to support the teachers whose first language is not English and who may not be able to produce an effective language model and input accurate language input.

g. Textbook can train teacher

If the teacher has limited experience in teaching, the teacher may always study a textbook before they teach their students. Therefore, textbooks can help teachers practice their teaching abilities.

h. It is visually appealing

Textbook usually has high design and production standards and are therefore attractive to teachers and students. [23]

Cunningsworth also states the numbers of advantages. They are:

a. There is a common framework provided by the coursebook

b. Less experienced teachers can use the textbook as heavily as they need to

c. There is scope for replacing weaker parts of the standard coursebook with other books or using own material.

d. There is scope for teachers to develop as they become less dependent on the book and gain in confidence to experiment with alternative materials.

e. More variety of classroom tasks and teaching technique are possible

f. A more flexible response to individual students' needs is possible. [24]

However, there are also disadvantages. Richards provides some examples of the disadvantages of using a textbook.

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[23] Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge University Press, 2001), p. 254-255.
[24] *Ibid*, p. 10

a. They may contain in authentic language.

Textbooks occasionally offer in authentic language because texts, dialogs, and other parts of content tend to be particularly written to integrate teaching points and are often not descriptive of real language use.

b. They may distort content.

Textbooks offer an ideal view of the words or fail to represent a real issue. Some controversial topics are avoided to make textbooks acceptable.

c. They may not reflect students' needs.

Since the textbook is published for global markets they often do not reflect the interests and needs of students and later may need adaptation.

d. They can deskill teachers.

The role of the teacher can be reduced to the role of the technician if the teacher uses the textbook as the main source of teaching and leaving the textbook and the teacher's manual to make their main instructional decisions.

e. They are expensive.

A commercial textbook signifies a financial burden for students in many parts of the world.[25]

From the explanations mentioned above, the use of textbook in teaching has both the advantages and disadvantages. It can be said that textbook helps the teacher in giving materials needed by the students because it provides a set of tasks that can measure the students' understanding. However, it may

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[25] *Ibid*, p. 255-256

present the disadvantages. In order to minimize the disadvantages of the textbook, the teachers can adapt or add other materials to support the use of the textbooks so that they become much more suitable for students.

D. Content Analysis

1. Definition of Content Analysis

Content analysis has been around for decades and has been implemented in various fields of study. As stated by Cole, content analysis is a method for analyzing the messages of written, verbal or visual communication.[26] Content analysis is a method that can be used to analyze all forms of communication, such as on newspapers, books, movies and so on. By using the content analysis method, it can be obtained an understanding of the contents of communication messages that are encoded by the mass media, or from other sources objectively, systematically, and relevant.

However, as there might too much information contained in a message, it is important to understand this method in a more specific meaning. According to Cohen et al, content analysis is "the process of summarizing and reporting written data – the main contents of data and their messages".[27] It can be concluded that content analysis is a method that is particularly useful to analyze message in certain materials in the form of written or recorded.

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[26] Cole in Elo, S, and Kyngas, H. The Qualitative Content Analysis Process. *Journal of Advanced Nursing*, 2007, Vol. 107-115, No.62, p. 107

[27] Cohen et.al. *Research Methods in Education* (6th Ed.) (New York: Routledge, 2007), p. 475

2. Steps in a Content Analysis

Content analysis is a method that can be used to analyze the documents which is appropriate with the phenomenon. Borg and Gall opine that there are six steps in planning a content analysis study:[28]

a. Specifying research questions or objectives

Most content analysis in education is aimed at producing descriptive information. To achieve the objectives of the research, the research question is needed to guide the research.

b. Selecting a sample of documents to analyze

For content analysis, it is necessary to have documents that connect with the phenomenon and interest the writer. In most content analysis in educational research, the relationship between the writer's objective and the content to be studied is clear and direct.

c. Developing a category-coding procedure

The essence of a content analysis is the coding of the document's messages into categories. Each category should represent a discrete variable that is relevant to the objective of the research. The researchers can employ a coding system that has been used in previous research or develop their own categories.

d. Conducting the content analysis

A typical content analysis consists of making a frequency count of the occurrence of each coding category in each document in the sample. The

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[28] Borg and Gall, *Educational Research* (7th Ed) (United States of America: Pearson Education, 2003), p. 279-280

frequency count can be presented in the result section of the research report.

e. Interpreting the result

The last stage of a content analysis is to interpret the meaning of the results. The interpretive process depends on the objectives of the study and its theoretical or conceptual framework.

E. Bloom's Taxonomy

1. Original Bloom's Taxonomy

In 1948, Bloom and the other psychologist of University of Chicago did a research about classroom activities, from this research they found three domains such as: cognitive domain (thinking ability), affective domain (value), and psychomotor domain (value). Finally, Bloom's taxonomy was published in 1956.[29]

According to Munzenmaier and Rubin, Bloom's taxonomy is the level of knowledge acquisition.[30] It is a hierarchical structure that is used to identify the thinking skills levels from low to high level. Certainly, lower level must be met first to reach higher levels. Taxonomy is derived from Greek language, those are *tassein* and *nomos*. *Tassein* means classify and *nomos* means rule. So, taxonomy means a classification of basic principles or rules.

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[29] Cecelia Munzenmaier, Nancy Rubin, *Bloom's Taxonomy: What's Old Is New Again* (Santa Rosa: The eLearning Guild, 2013), p. 20
[30] *Ibid*

The term is then used by Bloom in the process of teaching and learning. Krathwohl claims that "the taxonomy of educational objectives is a framework for classifying statements about what we expect or intend students to learn as a result of instruction".[31] In education, this taxonomy has been very important for the past 50 years. It has a big impact on how people think of the goals of education and the practice of teaching.

In the concept of framework, Bloom divides educational objectives into three domains of thinking behaviors, namely: cognitive domain, affective domain, and psychomotor domain. The cognitive domain relates to learning objectives oriented with intellectual or thinking ability, the affective domain refers to the emotional and value domain. It relates to the students' attitude. And psychomotor domain relates to the use of motorized creativity. It is related to the student's skill. Cognitive domain is dominant in Bloom's Taxonomy because the other domains such as affective and psychomotor domain are not completely done.

The cognitive domain in the original taxonomy is divided into six categories; knowledge, comprehension, application, analysis, synthesis, and evaluation.[32] Those can be seen in the following table.

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[31] David Krathwohl, "A Revision of Bloom's Taxonomy". *Theory into Practice*, Vol. 41 Nu. 4 (Auntumn, 2002), p. 212.
[32] *Ibid*, p. 214.

Table 2.1
Cognitive Domain in the Original Taxonomy[33]

No	Cognitive domain	Definition	Task
1	Knowledge	Recall subject matter	List, define, label, and match.
2	Comprehension	Know information that has been communicated, but cannot apply in other situations	Explain, rewrite, paraphrase, summarize, and give examples.
3	Application	Apply information to different situations and learning tasks	Compute, use, demonstrate, solve, predict, and discover.
4	Analysis	Separate data into its component parts: these parts are differentiated and related based on their relationship	Differentiate, discriminate, relate, diagram, and distinguish.
5	Synthesis	Combines learned elements to create a new whole; working into pieces and elements, arranging so as to create new forms, patterns, or structures.	Create, compose, produce, and develop.
6	Evaluation	Make judgments on the value of materials and methods for giving purposes.	Justify, compare, contrast, evaluate, and interpret.

2. Revised Bloom's Taxonomy

In 1990's, Bloom's Taxonomy has been revised by Anderson, Krathwohl and some colleagues. Like the previous group, they also worked hard in pursuit of learning, spending six years to complete their work. In

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[33] Josue Lopez, M. Whittington, "Higher Order Thinking in a College Course: A Case Study." *Proceedings of the Annual NACTA Conference*, Lincoln, Nebraska, 2001, p. 24

2001, they published the result of the revision by the name of Revised Bloom's Taxonomy.[34] Several sources are available that detail the revisions and reasons for the changes.

There are two reasons for revising the original taxonomy. First, it aims to refocus educators' attention on the value of the original Bloom's taxonomy in developing accountability programs, aligning curriculums, and designing assessments. Rohwer states that: "The original Bloom's taxonomy is seen not only as a historical document but also as a pioneer of incredible work in his age. It is believed that there are still many essential ideas in the original Bloom's taxonomy related to modern educators who still face educational problems."[35] Therefore, the original Bloom's taxonomy is considered valuable to be revised.

The second reason, there is need to update the original based on new understanding of learning and new methods of instruction in the framework of the educational objective category.[36] The world society has changed since 1956, and the change influenced the way of thinking and educational practices. The rapid evolution of knowledge supports the need to revise the taxonomy.

The original Bloom's taxonomy is different from the revised Bloom's Taxonomy. The major difference between these two versions is that the cognitive domain the original Bloom's taxonomy only has one dimension. The revised Bloom's taxonomy develops the original Bloom's taxonomy by

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[34] *Ibid,* p. 211.
[35] *Ibid*, p. xxi
[36] *Ibid*, p. 17

adding a two-dimensional framework, that is, knowledge dimension and cognitive process dimension. We can see the difference in the table below.

Table 2.2
The Comparison of Original Taxonomy and Revised Taxonomy[37]

The Original Bloom's Taxonomy	The Revised Bloom's Taxonomy	
Structure of the original Bloom's taxonomy	Structure of the knowledge dimension	Structure of the cognitive process dimension

1. Knowledge
  1.1 Knowledge of specifics
  1.2 Knowledge of ways and means of dealing with specifics
  1.3 Knowledge of universals and abstractions in a field
 	
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation
	1. Factual Knowledge
	2. Procedural Knowledge
	3. Conceptual Knowledge
	4. Metacognitive Knowledge
		1. Remember
		2. Understand
		3. Apply
		4. Analyze
		5. Evaluate
		6. Create

From the table above, the knowledge category in original Bloom's taxonomy only breaks into three main categories, but in the new revision it has four categories in new knowledge dimension. They include factual

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[37]*Ibid*, p. 213-215

knowledge, conceptual procedural, procedural knowledge, and metacognitive knowledge.[38]

a. Factual Knowledge

This acquires the students to get acquainted with a discipline or solve problems in it. It includes symbols, signs, the person's name and history.

b. Conceptual Knowledge

This category acquires the students to learn ideas, generalizations, and/or theories. Furthermore, the conceptual knowledge refers to the interrelationship among basic elements in a greater structure and enables them to work together.

c. Procedural knowledge

This category requires students to demonstrate ways or procedures to do something specific.

d. Metacognitive Knowledge

This knowledge is the awareness of one's own cognition and particular cognitive processes. It requires the students to be aware of and comprehend what they know. Metacognition comprises knowledge of one's thinking processes, self regulation and monitoring what one is doing, why one is doing it and how one is doing whether helps to solve the problems (or not).

The cognitive dimension is very similar to the original Bloom's taxonomy. There are only a few significant changes. In the revised version,

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[38] *Ibid*, p. 212.

three categories were renamed and changed from the noun form in to verb form.[39] For example, the lowest level of the original, knowledge was renamed and became remembering. It is believed that the verb form is more precise in the way they are used in purpose.

Besides, the revision also interchanged the last two categories; synthesis and evaluation, which into evaluate and create. Those two categories are changed because it is considered that the student needs to able to critique and check an idea before they produce and generate some results. The following figure shows the changes:

Figure 2.1
Changes of Original to Revised Framework

Source: https://thesecondprinciple.com/essential-teaching-skills/blooms-taxonomy-revised/
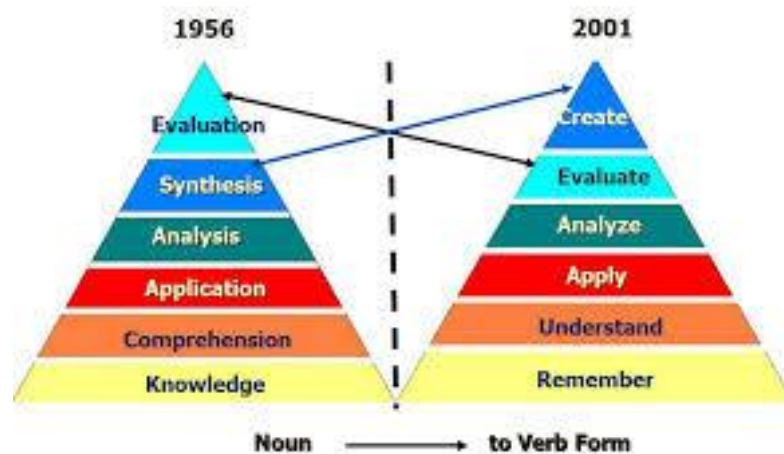
F. Cognitive Domain of Revised Bloom's Taxonomy

The most key parts in cognitive process are retention and transferring. Retention is the ability to remember the materials for a certain period in much

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[39] *Ibid*

the same way it was presented during the presentation.[40] In retention, the teacher only needs students to remember the lesson as one of cognitive process. The others five cognitive processes such as understanding, applying, analyzing, evaluating, and creating can be used to transfer the learning materials.

Mayer and Wittrock state that: "Transfer is the ability to solve new problems, answer new questions, or facilitate learning new materials by using the knowledge that was learned before". In short, according to Bransford, the purposes of retention are requiring the students to remember what they have learned, and transferring requires the students not only to remember, but also to understand and use what they have learned.[41] In conclusion, the retention focuses on the past and transfer focuses on the future.

The revised Taxonomy includes six cognitive process categories-one most closely related to retention (Remember) and the other five increasingly related to transfer (Understand, Apply, Analyze, Evaluate, and Create).[42] These cognitive levels are classified into two levels thinking. The first three levels are called lower order thinking and the second three levels are called higher order thinking.[43] The lower level includes: remember, understand, and apply. The higher level includes: analyze, evaluate, and create.

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[40] Richard E. Mayer, "Rote Versus Meaningful Learning". *Theory Into Practice*, 2002, 41 (4), p. 226

[41]*Ibid*

[42]*Ibid*, p. 228

[43] Michael Orey, *Emerging Perspectives on Learning, Teaching, and Technology* (Zurich, Switzerland: Jacobs Foundation, 2010), p. 42

Cognitive domain is familiar with the teachers' knowledge because it is the most commonly taught and assessed for accomplishing the educational objectives. The cognitive domain of Revised Bloom's Taxonomy can be seen in the table below:

Table 2.3
Structure of the Cognitive Process Dimension of the Revised Taxonomy[44]

Structure of the Cognitive Process Dimension of the Revised Taxonomy
1. Remember
1.1 Recognizing
1.2 Recalling
2. Understand
2.2 Interpreting
2.3 Exemplifying
2.4 Classifying
2.5 Summarizing
2.6 Inferring
2.7 Comparing
2.8 Explaining
3. Apply
3.1 Executing
3.2 Implementing
4. Analyze
4.1 Differentiating
4.2 Organizing
4.3 Attributing
5. Evaluate
5.1 Checking

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[44] Lorin W. Anderson and Krathwohl (Eds.), *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Longman, 2001), p. 67-68

5.2 Critiquing
6. Create
6.1 Generating
6.2 Planning
6.3 Producing

G. Lower Order Thinking Skills (LOTS)

Lower order thinking skills are remembering, understanding and applying. Usually questions at the lower levels are suitable for evaluating students' preparation and comprehension, diagnosing students' strengths and weaknesses, and reviewing and/or summarizing content.

1. Remembering

The revised Taxonomy is based on a broader vision of learning that includes not only gaining knowledge, but also using knowledge in a new situation. When the purpose of teaching is to encourage retention of material presented in the same form as taught, the relevant process category is remembering. The process of remembering signifies the lowest level of cognitive process in taxonomy. Remembering process is the ability of retrieving, recognizing or recalling relevant knowledge from long-term memory. This domain can be accessed by using multiple choice tests, ask students to recount facts, and ask definition. The two associated cognitive processes are recognizing and recalling.

Recognizing (also called identifying) involves locating the information from long term memory and then comparing with the new information. For

example, an objective could be "Identify the major exports of various South American countries." A corresponding test item would be "Which of these is a major export of Colombia? (a) banana, (b) coffee, (c) silk, (d) tea.

Recalling (also called retrieving) involves adopting relevant knowledge from long-term memory as required by the assessment. In literature, an objective could be "Recall the poets who authored various poems." A corresponding test question would be "Who wrote The Charge of the Light Brigade?".

2. Understanding

Understanding means constructing meaning of instructional messages, including oral, written, and graphic communications. This domain may involve the use of self-regulation behavior which is the best example by repeating the problem using students' own words, modifying the information to something more meaningful. Students understand if they build connections between the new knowledge to be acheived and their prior knowledge. More specifically, the incoming knowledge is integrated with existing schemas and cognitive frameworks.

Anderson and Krathwohl separate this category into some sub-categories; (1) Interpreting, converting the information from one form to another such as paraphrasing, or changing words into pictures or inverse of it; (2) Exemplifying, finding a specific example about a concept or principle from the sources to make it more detail and easy to understand; (3) Classifying, categorizing an example into the general classification of concept

or principle; (4) Summarizing, representing the whole information to the more specific without eliminating the basic information; (5) Inferring, drawing a logical conclusion from presented information; (6) Comparing, detecting similarities and differences between two or more objects or information; (7) Explaining, making a causal relationship model into a system and can be generated from theory or experience result.

3. Applying

Applying refers to the ability of carrying out or using a procedure in a particular situation and it is related to procedural knowledge. The problem is an assessment in which the procedure for solving it is still unidentified by students so, they should find the procedure to solve problems. Anderson and Krathwohl separate this category into some sub-categories; (1) Executing, applying a procedure to a familiar task; (2) Implementing, applying one or more procedures to solve an unfamiliar task.

H. Higher Order Thinking Skills (HOTS)

Three up levels in the cognitive domain of Bloom's revised taxonomy are named higher order thinking skills (HOTS). HOTS are also called "critical" or "strategic" thinking, it can be described as the ability to use information to solve problems, analyze arguments, negotiate issues or make predictions.[45] In addition, Lopez and Whittington, "HOTS occurs when a

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[45] A S Keshta, Ayat Seif "Evaluating the Higher Order Thinking Skills in Reading of English for Palestina Grade Eight", *Asian journal of Education and e-Learning*. 1(1): 47-69, 2013, p. 51

person takes a new information and information stored in memory and interrelates and or rearranges and extends this information to achieve a purpose or find possible answers in perplexing situation."[46] HOT skills are including analyzing, evaluating, and creating. The explanation as follows:

1. **Analyzing**

Analyzing means breaking down the material into its constituent parts and determining how the parts relate to another and to an overall structure. It involves skill to differentiate between the specific part and general concept. It is the skill where students are able to break the materials into its smaller parts. General concept must be comprehended before separating and relating the parts. There are 3 subcategories included into this category, they are; (1) Differentiating, separating relevant or significant parts of a structure; (2) Organizing, determining how elements fit or function within the structure; (3) Attributing, determining the point of view, opinions, values, or objectives behind the communication.

2. **Evaluating**

Evaluating process involves making a judgement based on certain criteria or standard. They may determine their own criteria or let others determine it. The standard or criteria can be qualitative (i.e., is this good enough?) or quantitative (i.e., is this a sufficient amount?). The criteria often used are quality, effectiveness, efficiency, and consistency. This domain may involve the ability to judge the material's value include statement, report, etc.

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[46] *Ibid*, p. 22

for specific purposes. Evaluating also cover; (1) Checking, testing internal mistake in operation or product; (2) Criticizing, evaluating the product based on external criteria or standard.

3. Creating

This process is the highest level among other categories. Brookhart states that: "Creating means reorganizing existing things to make something new."[47] Students are expected to create a unique product from their creative thinking. The process of creating usually requires high creativity and relating to the other cognitive processes. Even though the process is creative, but, it is limited to the specific situation of learning. This category is divided into 3 sub-categories; (1) Generating, inventing alternative hypothesis based on criteria; (2) Planning, devising a method for accomplishing some task; (3) Producing, creating a product that satisfies the description.

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[47] Susan M. Brookhart, *How to Assess Higher-Order Thinking Skills in Your Classroom* (Portland: ASCD, 2010) p. 55