AN ANALYSIS ON READING TASK IN ENGLISH TEXTBOOK ENTITLED "*BAHASA INGGRIS*" FOR TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL

An Undergraduate Thesis
Submitted as a Partial Fulfillment of the Requirement
for S-1 degree

By:

Agnes Yuni Septi Anggraini
NPM: 1811040268

Study Program : English Education

TARBIYAH AND TEACHER TRAINING FACULTY RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG 2023 M / 1445 H

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Advisor : Dewi Kurniawati, M.Pd.

Co-Advisor : Dr. Nur Syamsiah, M.Pd.

Study Program : English Education

TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG
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ABSTRACT

Textbooks are used prominently in various language studies. Most of today's language training would be difficult to conduct through without the extensive usage of commercial textbooks. As a result, learning how to utilize and adapt textbooks is an essential ability for any educator. The objective of the study was to find out the types of cognitive domains of Bloom's taxonomy of reading tasks and the most dominant cognitive levels of Bloom's taxonomy presented on the reading tasks of the English textbook entitled "Bahasa Inggris" For Tenth Grade Students of Senior High School.

This research used a descriptive qualitative approach. The instrument of this research was the researcher herself. The data collection technique process by finding the textbook reading the textbook, and listing the data. The data analysis stage is performed in three different processes data display, and conclusion drawing or verification.

The result of this research was Knowledge C1 was the most prominent cognitive domain found in the book with a total of 143 or a percentage of 76.2 %. Meanwhile, the second prominent cognitive domain is the C2 level – Comprehension, with the total of 26 or a percentage of 13.4 %. Further, the C3 level – Application is the third prominent cognitive domain found in the book with a total of 1 or 0.5 % followed by the C4 level – Analysis with a total of 9 or 4.7 %. In addition, C5 level – Synthesis and C6 level – Evaluation was the least prominent cognitive domain found in the book with a total of 5 and 5, percentage of 2.6% and 2.6 % respectively.

Key words: Bloom's taxonomy, Reading tasks, Textbook

DECLARATION

I Hereby state that this thesis entitled "An Analysis on Reading Task In English Textbook Entitled "*Bahasa Inggris*" For Tenth Grade Students of Senior High School is completely my own work. I fully awere that i have quoted some statements and theories farm various sources and they are properly acknowledged in the text.

Bandar Lampung, 27 July 2023
Declared by,

Agnes Yuni Septi Anggraini
NPM: 1811040268

iv

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN
LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let.Kol. H. EndroSuratminSukarame Bandar Lampung Telp. (0721)703260

APPROVAL

Title	:	**An Analysis on Reading Task in English Textbook Entitled *"Bahasa Inggris"* For Tenth Grade Students of Senior High School**
Student's Name	:	**Agnes Yuni Septi Anggraini**
Student's Number	:	**1811040268**
Study Program	:	**English Education**
Faculty	:	**Tarbiyah and Teacher Training**

APPROVED

To be tested and defended in examination session
At Tarbiyah and Teacher Training Faculty,
The State Islamic of University Raden Intan Lampung

Advisor,   Co-Advisor,

Dewi Kurniawati, M.Pd   **Dr. Nur Syamsiah, M.Pd**
NIP. 198006012006042047

The Chairperson of
English Education Study Program

Dr. Mohammad Muhassin, M.Hum
NIP. 197708182008011012

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN
LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let.Kol. H. EndroSuratminSukarame Bandar Lampung Telp. (0721)703260

ADMISSION

A thesis entitled: **"An Analysis on Reading Task In English Textbook Entitled *"Bahasa Inggris"* For Tenth Grade Students Of Senior High School". By: Agnes Yuni Septi Anggraini, NPM: 1811040268, Study Program: English Education,** was tested and defended in the examination session on : **Tuesday, June 27th 2023.**

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First Co-Examiner	: Dewi Kurniawati, M.Pd	(................)
Secondary Co-Examiner	: Dr. Nur Syamsiah, M.Pd	(................)

The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nirva Diana, M.Pd
NIP. 196408281988032002
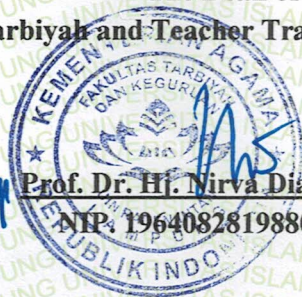
MOTTO

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فَاِنَّ مَعَ الْعُسْرِ يُسْرًا (٥)

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"For indeed, with hardship will be ease"[1]

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[1] Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris, (Depok: Al-Huda Kelompok Gema Insani), Al-Insyirah:5, p. 589

CURRICULUM VITAE

The writer name is Agnes Yuni Septi Anggraini. She was born on June 30 1999. In Gedung Wani Timur, West Lampung. Agnes is the last child of seven siblings, her parents' names are Mr. Suripto and Ms. Sunarmi. In her academic background, Agnes began her study at TK Aisiyah Bustanul Atfal Gedung Wani Timur and finished in 2005. Then she continued her study at SD N 2 Gedung Wani Timur and graduated in 2011. In the same year, she continued her study at Boarding School Gontor Fifth for Girls at Kediri and graduated in 2017. Then in 2018 she was accepted to be a student in the English Education Study Program of Teacher Training Faculty through UM-PTKIN at the State Islamic University of Raden Intan Lampung. She was an active student in the organization at English Education Major named ESA (English Student Association) from the first semester until the fourth semester.
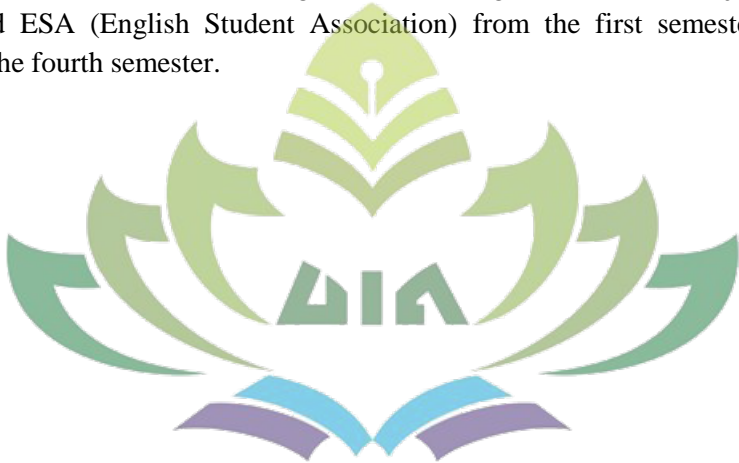
DEDICATION

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

1. Allah SWT who always loves and keeps me everywhere and every time
2. My beloved parents Mr. Suripto and Mrs. Sunarmi who always pray the best for my life, always showering me by love, and always supporting me for anyway in doing this thesis
3. My beloved brothers and sisters who always pray for and provide support in the process of writing this thesis .
4. My beloved Almamater UIN Raden Intan Lampung.

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This thesis entitled "An Analysis on Reading Task In English Textbook Entitled "*Bahasa Inggris*" For Tenth Grade Students of Senior High School is submitted as a compulsory fulfillment of the requirements for S-1 Degree of English Study Program at Tarbiyah and Teacher Training Faculty of State Islamic University Lampung. when finishing this thesis, the researcher has obtained so much help, aid, support, suggestion and many valuable things of countless people.

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Bandar Lampung,27th July 2023
The Researcher,

Agnes Yuni Septi Anggraini
NPM: 1811040268

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CHAPTER I
INTRODUCTION

A. Title Confirmation

As a first phase in gaining a comprehension in attempt to mitigate the process of writing this undergraduate thesis proposal, there should be an explanation of the rationale of this thesis proposal, as follows:

1. Analysis

   According to Darminto in Sam, analysis is the process of breaking down a subject into its component elements and studying each item individually as well as how they relate to one another in order to gain a proper knowledge and grasp of the overall meaning.[1] This study then will conduct an organized and specific examination on the reading tasks of English textbook of the tenth grade Senior High School based on Bloom's Taxonomy.

2. Cognitive domain

   The learning abilities in the cognitive domain are mostly concerned with mental (thinking) processes. A hierarchy of skills comprising information processing, understanding construction, knowledge application, problem solving, and research are all part of the cognitive learning processes.

3. Text book

   According to Graves, a textbook is a book that serves as both a standard source of knowledge for formal study of a subject and a teaching and learning tool.[2] This study will refer to the English textbook of the tenth grade Senior High School based on Bloom's Taxonomy.

4. Text book analysis

   According to Wong, textbook analysis is a thorough examination of textbooks that employs some type of systematic review

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[1] Sam, Abdullah. (2020). Definition of Analysis According to the Experts. Retrieved from https://notesread.com/definition-analysis-according-experts/ Accessed on June 25th 2022

[2] Graves, Kathleen. (2000). Designing Language Course; A Guide for Teachers. Boston, MA: Heinle & Heinle.

2

technique to identify the unique strengths and weaknesses of currently used textbooks.[3] This study then will review and assess in detail the the reading tasks of English textbook of the tenth grade Senior High School based on Bloom's Taxonomy.

5. Reading task.

According to Nunan, a task is a piece of classroom work that requires students to comprehend, manipulate, produce, or interact in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, with the goal of conveying meaning rather than manipulating form. The work should also have a sense of completion, since it should be able to stand on its own as a communication act with a beginning, middle, and end.[4]

6. English Text book "Bahasa Inggris"

This research will focus on the English textbook "Bahasa Inggris" for the tenth-grade students of Senior High School. This is an English textbook for the tenth-grade students of senior high. The book was published by The Ministry of Education and Culture in 2017. The book was written by Utami Widiati, Zuliati Rohmah, dan Furaidah and consisted of 225 pages.

B. Background of the Research

Textbooks are used prominently in various language studies. In other circumstances, they function as the framework for the majority of students' linguistic knowledge and application in the classroom. They may function as a framework for course material, skill levels, and types of language exercise that students interact in. In certain circumstances, the textbook serves essentially as a supplement to the teacher's instruction. Aside from teacher-provided knowledge, the textbook may be the students' major resource of linguistic engagement. Because they provide

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[3] Wong, Lawrence. (2011). Textbook Evaluation: A Framework for Evaluating the Fitness of the Hongkong New secondary School Curriculum. The ASIAN EFL Journal. http://dx.doi.org/10.13140/RG.2.2.22405.65769

[4] Nunan, David. (2004). Task-Based Language Teaching. United Kingdom: Cambridge University Press.

advice on how to construct and conduct lessons, as well as formats that teachers might use, textbooks can also serve as a form of teacher training for new instructors.

Most of today's language training would be difficult to conduct through without the extensive usage of commercial textbooks. As a result, learning how to utilize and adapt textbooks is an essential ability for any educator. Because it can impact not only what is conveyed but also how it is taught, the textbook is frequently the most important teaching tool. Regardless of the reality that television, computers, the internet, and other new media are coming up to printed communication resources, textbooks continue to be a valuable resource in schools and colleges. Supplementary books are among the most important instructional assistance, as they are used in both formal and informal educational settings, as well as in self-study scenarios.

The most crucial component of textbook use, according to Harmer, is for teachers to strive to involve students with the information they will be coping with. It also gives students a lot of opportunities to communicate in English in the classroom. It is a reference for learners to exercise and conduct activities such as pronunciation, vocabulary, grammar, listening, speaking, reading, and writing by presenting the content in a variety of ways.[5] In essence, a textbook is beneficial to teachers in implementing the curriculum since it is centered on the curriculum that is required, as well as offering direction and opportunities for learners to study. Further, Tomlinson in Dilla et.al state that a textbook is one of the instruments that teachers utilize to assist them in teaching their students. It is a teaching and learning resource that allows both teachers and students to rely on the teaching and learning process.[6]

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[5] Harmer, Jeremy (2007). How to Teach English. London & New York: Longman

[6] Dilla, Glory Septiani., Damayanti, Indah., Mutiara, Gita. (2017). The Content Analysis of Bahasa Inggris Text book for Senior High School Grade X Published by Kemendikbud 2014. Journal of English Education and Teaching. https://doi.org/10.33369/jeet.1.1.1-8

Further, Ayu and Indrawati also stated that The employment of English textbooks is well regarded by both teachers and students. It serves as a guide for teachers while delivering materials, as well as providing vital information through various explanations and exercises. It has an impact on the learners' attitudes and performance when it comes to the resources. It is a fact that if kids enjoy their textbook, they will participate enthusiastically in class.[7] According to Stara et al., textbooks have the most essential role in everyday education among individual educational materials, as they are used on average every second or third session. Teachers, students, textbooks, and the instructional setting are the main drivers in English foreign language classrooms. Textbooks are the most important component in teaching English as a foreign language (EFL) or a second language (ESL), because teachers use them as their major source of knowledge in the classroom.[8]

It is unarguable that textbook play a crucial role in teaching learning process. Many language courses rely heavily on ELT materials (textbooks), however according to Litz, there has been much controversy in recent years among ELT professionals about the importance of materials in teaching English as a Second/Foreign Language.[9] The possibilities and limitations of resources for 'leading' students through the learning process and curriculum, as well as the needs and preferences of teachers who use textbooks, have all been discussed. Other current concerns include textbook design and usability, methodological validity, the role of textbooks in innovation, the authenticity of materials in terms of linguistic representation, and the appropriateness of gender representation, subject matter, and cultural elements.

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[7] Ayu, Mutiara and Indrawati, Rita (2018). EFL Textbook Evaluation: The Analysis of Tasks Presented on Text Book. TEKNOSASTIK Journal. https://doi.org/10.33365/ts.v16i1.87

[8] Stara, Jana., Stary, Karel., Chval, Martin. (2017). The Role of Textbook in Primary Education. E-Pedagogium DOI: 10.5507/epd.2017.053

[9] Litz, David R.A. (2005). Textbook Evaluation and ELT Management: A South Korean Case Study. The ASIAN EFL Journal. https://doi.org/10.1080/2331186X.2020.1840958

Whether or whether textbooks have value, they must meet an acceptable standard or degree of quality and be appropriate for the learners for whom they are being utilized. As a result, it is critical that we develop and use a diverse set of relevant and culturally suitable criteria for evaluating the textbooks we use in our language schools.

Considering this matter, analysis of a textbook has become crucial. Teachers would be informed about the strengths and limitations of the textbook and will be active in their own professional growth, according to Mukundan in Papajani. He goes on to say that in this instance, instructors' knowledge will be boosted, as well as their ability to ask and investigate questions. Teachers can use textbook evaluation to get past impressionistic evaluations and gain systematic and contextual perspectives into the general nature of textbook material.[10] In addition, The motivations for material evaluation activities, according to Cunningsworth in Moazam and Jodai, are numerous and varied. A key and common motivation for evaluation is the desire to adopt new course books. Another reason is to identify specific strengths and weaknesses in currently used course materials so that the strong parts can be maximized while the weaker regions can be strengthened through adaptation or substitution of material from other books.[11]

English textbooks cover the four-language skill that should be mastered; listening, speaking, reading and writing. Each skill will cover the material and tasks that will lead to the expected learning objective. One of the features in the textbook that is significant to both teachers and students is the task. The exercises are used by the teacher to assist pupils in their unique English learning. Its goal is to make the initial learning process

[10] Papajani, Josilda. (2015). The Evaluation of the EFL Textbook Used in High Schools of Elbasan, Albania. European Journal of Language and Literature Studies. http://dx.doi.org/10.26417/ejls.v1i1.p7-15

[11] Moazam, ismail and Jodai, hojat. (2014). Textbook Evaluation: A Reflection on Total English (Intermediate). Journal of Theories and Practices in Language Studies. https://doi.org/10.4304/TPLS.4.11.2402-2409

easier for kids so that they can progress from ignorance to knowledge. It also links what students are studying now to what they have studied earlier. Students will participate actively in the classroom by completing the work since it gives them a great opportunity to speak in English in a classroom setting. It is clear that textbook exercises have an impact on students' capacity to utilize language, particularly for communicative purposes. Concerning the tasks presented on the book, they should facilitate, not only for the students to have activities in the classroom, but also facilitate the students to think, to analyze and to acquire what is learned. A task should be able to make sure that the student's cognitive domain develops, that the students' knowledge, comprehension, application, analysis, synthesis and evaluation domain are trained in order to achieve the objective of the lesson.

The cognitive domains are arranged in such a way from simple to complex and from concrete to abstract. According to Anderson, the cognitive domain attempts to advance a person's cognitive abilities and information acquisition. The six categories that make up the cognitive domain are knowledge, understanding, application, analysis, synthesis, and evaluation. Knowledge comprises the learner's capacity for information retention. The learner's capacity to comprehend the significance of what is already known is then evaluated by a comprehension test that follows.[12] The next step is application, which demonstrates the student's capacity to apply abstract information to a novel scenario. Analysis seeks to distinguish between facts and views. The synthesis category demonstrates the capacity to combine many parts or ideas into a solid pattern or structure that contributes to the creation of new meaning. The evaluation category demonstrates the capacity to assess the significance of concepts. An example of this is when a manager is able to find

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[12]Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., Wittrock, M.C. (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Pearson, Allyn & Bacon

and use the most economical production techniques in an effort to boost earnings while maintaining a significant competitive edge.

It is crucial that the tasks are also constructed based on this order, the order of taxonomy Bloom. Persaud states that Bloom's taxonomy is a learning, teaching, and educational attainment system in which each level is dependent on the previous one. It is frequently portrayed as a pyramid. Students are said to go up Bloom's taxonomy's pyramid, starting at the bottom and working their way up to get a greater understanding of a subject, with each level critical to the formation of the next.[13]Bloom's Taxonomy holds a crucial role in ELT particularly in learning tasks. Considering this matter, it has also become crucial to make sure that all the tasks presented in a textbook are based on the theory of Bloom's Taxonomy. As it is stated by Sobral that Bloom's taxonomy aids not only in the creation of highly explicit learning objectives and course materials in terms of language and specification, but also in the evaluation of those objectives.[14]Further Sobral claims that Bloom's taxonomy, in its various forms, is a powerful tool that aids in these activities and provides clear recommendations on the language to be used - which is useful for assessing both the level of colleagues as well as the level of accreditations and course assessments.

Observing, exploring, questioning, associating, and sharing are the five parts of the teaching learning process in the scientific approach. The scientific approaches are a type of teaching that was created with the same level of rigor as the best science. Learners created hypotheses for any event, conducted observations, and presented their findings to a classmate. This strategy indirectly improves students' critical thinking, encourages their curiosity, and even fosters positive attitudes toward science.

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[13] Persaud, Christine. (2021). Bloom's Taxonomy: The Ultimate Guide. Retrieved from Top Hat Blog. https://tophat.com/blog/blooms-taxonomy/progress. Accessed on February 2nd 2022.
[14] Sobra, Soni Rolland. (2021). Bloom's Taxonomy to Improve Teaching-Learning in Introduction to Programming. International Jounal of Information and Education Technology. http://dx.doi.org/10.5937/ZRFFP46-12094

It also has something to do with the ability to think in higher levels of abstraction. Despite this, the textbook's study of the prevailing level of high-order thinking capacity may increase students' critical thinking and assist them in surviving their English communication in the real world.

Considering the previous explanation regarding textbook, tasks and Bloom's taxonomy, it becomes crucial that the tasks, contained in a textbook to analyzed based on Bloom's taxonomy. Hence, this research conducted an analysis of the tasks, particularly the reading tasks in the English textbook entitled "*Bahasa Inggris"* For Tenth Grade Students of Senior High School. The analysis was conducted regarding the reading tasks contained in the book related to Bloom's taxonomy.

C. Focus and Sub Focus of the Research

This study focused on the analysis of the reading task presented on the English textbook entitled "Bahasa Inggris" For Tenth Grade Students of Senior High School in SMA Negeri 16 Bandar Lampung by Balitbang. In addition, the sub focus in this study analyzed of the cognitive domain of Bloom's taxonomy of the reading tasks presented on the textbook regarding the representation to the cognitive level of Bloom's taxonomy, the types of cognitive level of Bloom taxonomy of the reading task presented on the book and the most dominant cognitive levels of Bloom's taxonomy presented on the reading tasks of the book.

D. Research Question

In accordance to the description stated on the background, the formulation of the research question for this study as follow:

1. What are the types of cognitive levels of Bloom's taxonomy of the reading task presented in the English textbook "Bahasa Inggris" for senior high school tenth grade student?

2. What are the most dominant of cognitive levels of Bloom's taxonomy presented on the reading tasks of the English textbook entitled "Bahasa Inggris" For Tenth Grade Students of Senior High School?

E. Objectives of the Research

In accordance to the research question, the objective of the study was to find out:

1. The types of cognitive domain of Bloom's taxonomy of reading tasks presented on the English textbook entitled "Bahasa Inggris" For Tenth Grade Students of Senior High School.

2. the most dominant of cognitive levels of Bloom's taxonomy presented on the reading tasks of the English textbook entitled "Bahasa Inggris" For Tenth Grade Students of Senior High School

F. Significance of the Research

This study conducted with several objectives that are expected to have contribution for several aspects. The contributions are as follows:

1. Theoretical Contribution

   This study was expected to offer information and knowledge regarding reading the tasks of the English textbook entitled "Bahasa Inggris" For Tenth Grade Students of Senior High School in relation to the Bloom's Taxonomy

2. Practical Contribution

   a. For the Teachers

      The findings of this study were beneficial in providing information regarding the reading tasks on English textbook entitled "Bahasa Inggris" For Tenth Grade Students of Senior High School

   b. For the Students

      The findings of this study were beneficial in providing information regarding the reading tasks on English textbook entitled "Bahasa Inggris" For Tenth Grade Students of Senior High School

   c. For the Next Researchers

      The findings of this study were beneficial in providing information regarding the reading tasks on English textbook entitled "Bahasa Inggris" For Tenth Grade

Students of Senior High School as the references for the other researchers to conduct the deeper and more thorough research regarding the English language textbook.

G. Previous Studies

Several researches have been conducted to analyze the reading tasks on several different textbooks. The first research is the one conducted by Cucipto and Chayo in the year of 2019.[15] The purpose of this study was to use Bloom's revised taxonomy to examine the reading activities in "Bright 2," an English textbook for grade VIII junior high school students in Indonesia. To meet the research goal, a content analysis was performed. The findings suggest that the textbook includes the most reading activities, with 27 percent and 21 percent of the total 145 reading activities devoted to the cognitive processes of "analyze" and "apply." Meanwhile, the number of higher and lower cognitive processes in this textbook is balanced, with 49 percent higher order thinking skills and 51 percent lower order thinking skills. The number of higher thinking skills and lower thinking skills differs slightly because the majority of reading activities are found on the "analyze" aspect, which belongs to higher thinking skills, while the second most frequent reading activities are found on the "apply" aspect, which belongs to lower thinking skills. However, the "apply" and "analyze" parts are placed third and fourth in the taxonomy, respectively, indicating that the textbook prioritizes Bloom's revised taxonomy's middle cognitive thinking process, which is produced by the "apply" and "analyze" thinking processes.

The second research was the research conducted by Sitompul et.al in 2019.[16] The purpose of this study is to examine

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[15]Sucipto, Sucipto & Cahyo, Septian. (2019). A Content Analysis of the Reading Activities in "Bright 2"an English Textbook for Junior High School Students. English Language Teaching Educational Journal. http://dx.doi.org/10.12928/eltej.v2i1.918

[16] Sitompul, Anita., Sipayung, Kammer Tuahman., Sihite, Jubil. (2019). The Analysis of Reading Exercise in English Textbook Entitled Pathway to

the sorts of reading activities used by first-year students at SMA SWASTA METHODIST 7 Medan in their English textbook. The study employs a descriptive qualitative research design. Multiple choice, matching test, true or false reading, completion items, and short or lengthy answer questions are among the data used in this study. Multiple choice is 2 or 4.4 percent of the exercise in the Pathway To English textbook, matching is 16 or 35 percent of the exercise, true or false is 3 or 6.7 percent of the exercise, completion item is 10 or 22 percent, and short or long answer question is 14 or 31 percent. It signifies that the Pathway To English textbook is using the most common style of reading activity.

The next research was the research conducted by Fuyudloturromaniyyah in 2015.[17] The goal of this research is to see how closely the exercises in the textbook follow a scientific approach in their creation. Three chapters from the textbook were used as the main source of information. The texts were graded by two experienced English teachers using the Task Analysis Sheet (TAS). The findings revealed that the textbook was appealing in terms of physical appearance and sorts of activities since it is printed in full color and has photos, illustrations, numerous activities, songs, and games. However, because the five scientific learning activities were not properly divided, the activities did not fully use the scientific approach as required by Curriculum 2013.Questioning and communicating activities were found to be more prevalent (61 percent and 52 percent, respectively) than observing, collecting information, and associating activities (22 percent, 14 percent, and 19 percent). As a result of the findings, it is proposed that teachers should always be well prepared for curriculum changes, including learning approaches and texts, as

English for the Senior High School Grade X. E-Journal UHN. http://dx.doi.org/10.36655/jsp.v7i1.111

[17]Fuyudloturromaniyyah, Ni'mal. (2015). A Textbook Analysis : An In-Depth Analysis Of Activities in Scientific Approach Perspective in an EFL Textbook For Seventh Grade. Journal of English and Education. https://www.neliti.com/publications/192212/a-textbook-analysis-an-in-depth-analysis-of-activities-in-scientific-approachs-p#cite

time passes. As a result, once pupils discover that the government does not offer textbooks, they must be critical and innovative.

The first research was conducted to find out the cognitive domain of Bloom Taxonomy on the reading activities of "Bright 2" English text book. This research, similarly, will also conducted to find out the cognitive domain of Bloom Taxonomy on the reading tasts. However, the analysis will be on the different book, the English textbook "Bahasa Inggris" for the tenth grade students of Senior High School. In addition for the second previous research, the textbook analysis was conducted also to find out the extent of the activities contained in the textbook by employing the Task Analysis Sheet (TAS) adapted from Littlejohn. Further, the third previous research was conducted to find out the types of exercises found on the "Pathway to English" textbook.

This research focussed on the English textbook "Bahasa Inggris" for the tenth grade students of Senior High School. This is an English textbook for the tenth grade students of senior high. The book was published by The Ministry of Education and Culture in 2017. The book was written by Utami Widiati, Zuliati Rohmah, dan Furaidah and consisted of 225 pages. Several textbook analysis have been conducted regarding to this book. However, the analysis that focus on the reading tasks presented on this book has not yet been done. Therefor, this research will focus the analysis on the reading tasks presented on this book based on the Bloom's taxonomy.

H. Research Methodology

1. Research Design

This research used descriptive qualitative approach. According to Cresswell & Cresswell, the three fundamental goals of descriptive qualitative research are descriptions, explanations, and validation of findings. Following creative study, description emerges to organize the findings and link them to interpretations, which are then verified or validated. To give insights on central tendency, variance, and

correlation, this research design employs data collection and analytic approaches.[18] Descriptive research differs from other types of research in that it use summary and correlational statistics and focuses on specific types of research topics, procedures, and outcomes. As a result, the descriptive qualitative research design used in this study was designed to characterize the reading tasks in the English textbook "Bahasa Inggris" For Senior High School Students in relation to Bloom's Taxonomy.

2. Data Source

Primary and secondary data sources were used in this research. Primary data, according to Hox and Boeije, are data acquired for specific study problems using procedures that best fit the research problem. Secondary data, on the other hand, refers to any resources developed by other researchers that were open for reuse by the wider research community. The English textbook "Bahasa Inggris" for Senior High School tenth grade students served as the major data source for this study. Utami Widiati, Zuliati Rohmah, and Furaidah wrote the book. It was initially published in 2017 by the Indonesian Ministry of Education's Department of Curriculum and Research. Meanwhile, as the secondary data, this study took into account any articles and journals related to the topic.

The English textbook "Bahasa Inggris" for Senior High School tenth grade students was selected for this study since this book has been the main textbook used in high schools, particularly in Bandar Lampung. In addition, all the reading tasks contained in all chapters of the book became the main data source of the research.

3. Research Instrument

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[18] Creswell, J., & Creswell, J. (2018). *Research Design; Qualitative, Quantitative, and Mixed Methods.* California: Sage Publishing

All of the devices used in conducting research using a specific technique are referred to as research instruments. They also stressed that the human is used as a qualitative research tool, with data derived from words, photos, and statistics. It implies that the researcher was the study's instrument. Further, the researcher employed the specification table in analyzing the reading tasks presented in the book regarding their correspondence to Bloom's taxonomy. The following is the specification table:

Table 1.1

Cognitive Domain of Bloom's Taxonomy Specification

CHAPTER	TASK	NO	QUESTION	COGNITIVE DOMAIN					
				C1	C2	C3	C4	C5	C6

Through the employment of the table, all the reading tasks presented on the book will be collected and analyzed to which cognitive domain they belong to.

4. Technique of Data Collection

This was research project that focuses on documentation. Gay, Mills, and Airasian describe documentation research as recordings of historical events. A person's writings, paintings, and colossal works are all considered documentation.[19] As a result, the data collection technique will be as follows:

1) Find the Textbook

   The first step of the data collecting technique is finding the textbook. The textbook chosen for the study the English textbook entitled "Bahasa Inggris" for Senior High School tenth grade students.

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[19] Gay, L.R., Mills, Geoffrey E., Airasian, Peter. Educational Research: Competencies for Analysis and Applications. *New Jersey: Pearson Education.*

2) Read the Textbook

The next step was reading the manuscript. This step was done to get the thorough discovery of the analysis based on the Bloom's Taxonomy

3) List the data

Data listing was the final step. This step relates to the analysis of the textbook based on the Bloom's Taxonomy[20]

5. Research Procedure

In order to gain the best result of the study, the procedure of the study conducted in accordance to the research procedure, as follows:

1) Determining the Subject of the Research

The subject of the research in this study was analysis of English textbook entitled "Bahasa Inggris" for the tenth-grade students of Senior high School.

2) Collecting the Data

This was the process of taking notes and classification of the textbook analysis based on Bloom's Taxonomy

3) Analyzing the Data

It was the process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making.

4) Reporting the Data

It was the stage of reporting and summarizing the research findings as the last procedure of the study.

6. Data Analysis

In this study, the data analysis stage performed in three different processes asit is suggested by Miles and

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[20] Ibid.45.

Huberman.[21] The processes are data condensation, data display, and conclusion drawing or verification.

1) Data Reduction

The first stage in assessing the data in this study is to reduce the data. The process of selecting, concentrating, reducing, abstracting, and altering data in a written field note or transcript is known as data reduction. The data reduction was done by classifying and describing the data using Bloom's Taxonomy to categorize and describe the data.

2) Data Display

The data then shown in the second phase. In general, a display is a well-organized, condensed collection of data that allows for conclusion formulation and execution. The facts found in this phase will be exposed or exhibited, not merely broadly but precisely and explicitly. Some activities, tasks or pictures will be selected as the supporting evidence whether the reading tasks correspond to Bloom's Taxonomy

3) Conclusion Drawing

After completing data reduction and data display, the final phase in this research's data analysis is to make conclusions. Depending on the size of the corpus of field notes; the funding agency's coding storage and retrieval procedures, the final conclusion may not emerge until data collecting is completed, even when the study professes to be working inductively, it is frequently foreshadowed from the start. In this phase, conclusion drawn about the research's findings based on the research questions and theory employed.

7. The Trustworthiness of the Data

The data collected in a study must be reliable. This component of the research focuses on the reliability of data.

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[21] Miles, M. B., & Huberman, A. M. (2014). Qualitative Data Analysis: A Method Sourcebook. *Thousand Oaks, CA: Sage Publications*.

The data must have credibility, transferability, conformability, and dependability to obtain the trustworthiness of research.[22]

1) Credibility

   Credibility in qualitative research refers to the accuracy of the findings. Credibility or truth value refers to the degree to which the research has built trust in the findings based on the research methods, participants, and setting. Triangulation will be used to ensure that the data is reliable. Triangulation is a technique for gaining access to something else by relying on data validity. The data is utilized outside of the data for verification or as a comparison. Triangulation is a technique for deepening one's comprehension of a problem.

2) Transferability

   The ability of a qualitative researcher to demonstrate that the findings of a study may be transferred to similar situations, groups, or phenomena is referred to as transferability. Researchers can provide detailed explanations to show how a research study's conclusions can be applied to a variety of places, settings, and scenarios.

3) Conformability

   Conformability refers to the degree of objectivity in the research study's conclusions. This occurs when the conclusions are based on the replies of the participants rather than the researcher's potential bias or personal interests. Researchers can offer an audit trail that details each stage of the data analysis process and explains why certain conclusions were taken.

4) Dependability

   The degree to which the study might be replicated by other researchers and the results would be consistent is referred to as dependability. If someone else wants to repeat the study, they should be able to do so with

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[22]*Ibid.12.*

adequate information from the paper and come up with identical results. In order to prove dependability, researchers might conduct an inquiry audit (where an independent person reviews and examines the process).

In gaining validity and trustworthiness in this research, triangulation is conducted. Triangulation is a means of checking the integrity of the inferences on draws. The triangulation strategy is often wedded to the assumption that data from different sources or methods must necessarily converge or be aggregated to reveal the truth. Triangulation is a technique that utilizes data validity that exploits something else[23]. Miles and Huberman explain that triangulation had identified several types: Triangulation of data source, investigator triangulation, theory triangulation, and methodological triangulation. This part of the research points how the way data can get trustworthiness. To check the trustworthiness of the data, the researcher used investigator triangulation.

I. Systematic Discussion

In this study, the discussion is divided into several chapters. Each chapter discussed and elaborated on particular topics, as follows:

1. Chapter I

   This chapter presented the introduction, which consisted of title confirmation, the background of the research, focus and sub focus of the research, identification of the research, limitation of the research, research questions, the objectives of research, significant of research, scope of the research, relevance studies, research methodology, and systematic discussion.

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[23] Rebecca Campbell et al., "Assessing Triangulation Across Methodologies, Methods, and Stakeholder Groups: The Joys, Woes, and Politics of Interpreting Convergent and Divergent Data," *American Journal of Evaluation* 41, no. 1 (2020): 125–44, https://doi.org/10.1177/1098214018804195.

2. Chapter II

   This chapter contained a literature review of several theories and references that form the basis for supporting studies. In this study, chapter II presented the theories textbook, textbook analysis, role of textbook, the advantages and the disadvantages of using textbook, the Bloom's Taxonomy and reading Task
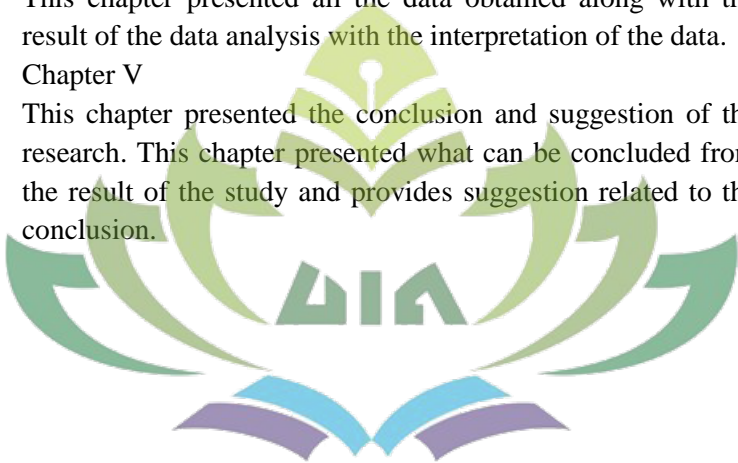
3. Chapter III

   This chapter presented the research object description. This chapter presented general description of the data and data collected in the study

4. Chapter IV

   This chapter presented research data and research findings. This chapter presented all the data obtained along with the result of the data analysis with the interpretation of the data.

5. Chapter V

   This chapter presented the conclusion and suggestion of the research. This chapter presented what can be concluded from the result of the study and provides suggestion related to the conclusion.

CHAPTER II
REVIEW OF LITERATURE

A. Definition of Textbook

A textbook is an instructional instrument that is used to help with the teaching and learning process. It's written to a set of guidelines, with the main points of the subject matter carefully picked and summarized. They are properly grouped according to the mental constitution and psychological demands of the students to make teaching easier. According to Graves, a textbook is a book that serves as both a standard source of knowledge for formal study of a subject and a teaching and learning tool.[1] The fact that a textbook is used in formal study distinguishes it from other books, according to this definition. It was chosen after a thorough investigation and analysis. It should also be considered as one of many resources available to teachers in order to design a successful class, as well a framework for direction and orientation. Furthermore, the textbook provides confidence and security to an inexperienced instructor who finds changing existing textbooks challenging, especially for specialized work-related courses.

Tomlinson claims that A textbook is a book that includes all of the materials needed for a language class. It is intended to condense as much information as possible into a single volume and to serve as the only book that students must utilize throughout the course. This type of book typically covers grammar, vocabulary, pronunciation, functions, as well as reading, writing, listening, and speaking abilities.[2] As we can see from the textbooks used in schools for English language learning, it is critical that those language skills and components be included in a textbook, as the English language learning curriculum has said regarding the acquisition of the language skills and components. Components

[1]Graves, Kathleen. (2000). Designing Language Course; A Guide for Teachers. Boston, MA: Heinle & Heinle.

[2]Tomlinson, Brian. (2011). Materials Development in Language Teaching. Edinbrugh, UK: Cambridge University Press.

that can be used in addition to the course's core materials are usually related to the development of reading, writing, listening, or speaking skills rather than the acquisition of linguistic items, but they also include dictionaries, grammar books, and workbooks.

Textbooks provide input into classroom instruction in the form of texts, activities, explanations, and so on, according to Hutchinson and Torres. A textbook is almost universally used in (English Language) classes. It demonstrates what will be done in class as much as feasible. It lets students and instructors to see how the lesson fits into the bigger picture, to save students' and teachers' work, and to give actual outsiders access to the classroom and possibly influence what happens there.[3]Because both the teacher and the students rely heavily on the textbook in the classroom, it is advisable to choose a textbook that meets the features of the school's specific situation. For example, a textbook that has a lot of information that can be accessed online through specific links might not be appropriate for use in schools in abandoned locations with weak or no internet access. Rather, that type of textbook will be most suited for usage in locations or cities where students and teachers have easy access to the internet.

Varverde also remarked in OKeeffe that textbooks are historical relics. Many stakeholders have the opportunity to explore and comprehend this aspect of schooling (or misunderstand).[4] In most schools, they are the physical instruments most intimately linked with teaching and learning. Textbooks are designed to translate abstract topics like curricular policy into actionable steps for instructors and students. They're supposed to operate as a link between curricular policymakers' goals and the instructors who offer instruction in classrooms. Depending on the features of different countries, educational systems, and classrooms, their exact mediating function may

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[3]Hutcinson, Tom & Torres, Eunice. (1994). Textbook As Agent of Change. ELT Journal.

[4] Okeffe, Lisa. (2013). A Framework to Textbook Analysis. International Review of Contemporary Journal.

change. Their importance cannot be overstated. As a result, the textbook has become the primary learning resource; without it, the teaching and learning process will be hampered, and the lesson's goal will not be met.

Furthermore, a textbook, as defined by Bojanic and Topalov, is a book that teaches a specific subject and is primarily used in schools and colleges to provide students with essential knowledge, language skills, and information about English-speaking countries, as well as to prepare them for interactions with people from other countries and cultures.[5]In foreign language schools, textbooks are without a doubt the most extensively used educational resources. As a result, it's vital that textbooks include key language and cultural elements and are suited to students' needs, cultural backgrounds, and level of linguistic ability.

From all of the preceding definitions, it can be stated that a textbook is an instructional tool that aids in the teaching and learning process. It is designed to condense as much information as possible into a single volume and to be the sole book students must use throughout the course. Components that can be utilized in addition to the course's main materials are usually related to the development of reading, writing, listening, or speaking abilities rather than the acquisition of linguistic things, however dictionaries, grammar books, and workbooks are other examples. A textbook is almost always used in (English Language) classes. A reading textbook might serve as the foundation for a course on reading skills, giving a selection of reading texts as well as activities for practicing abilities. Model compositions and a list of themes for pupils to write about might be found in a writing textbook. A grammar textbook might be used as a reference book, including examples and activities to help students improve their grammatical understanding. Students might read and debate portions from a spoken text. In a listening course, the primary

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[5] Radic-Bojanic, Biljana P., Topalov, Jagoda P. (2016). Textbook in the EFL Classroom: Defining Assessing and Analyzing. Zbornik RadovaFilozofskog Fakulteta U Pristini. http://dx.doi.org/10.5937/ZRFFP46-12094

listening input might be a listening text combined with audio cassettes or CDs. The textbook are supposed to operate as a bridge between curricular policymakers' goals and the instructor. A textbook, also known as a schoolbook, course book, work book, or topic book, is a published printed resource that contains exercises and references and serves as a source and guide for teachers and students. The textbook is by far the most commonly used printed educational material. Students may use the textbook as one of several methods to achieve a thorough mastery of the subject matter.

B. Role of Textbook in ELT

Teachers and others in charge of material selection must be able to make informed selections about textbooks and teaching materials with so many commercial textbooks and other forms of instructional resources to choose from. However, it can only be evaluated if everything in relation to its function is taken into account. In some cases, a book may be ideal because it perfectly suits the needs of the situation. It has the right amount of information for the curriculum, is easy to teach, can be used by new teachers with little preparation, and evenly covers grammar and the four skills. Textbooks are the primary teaching resource used by educators in Indonesia, where English is a second language. Teachers and students use textbooks as a source of information, motivation, and potential learning opportunities. Because students rarely have the opportunity to practice English outside of school, textbooks are often utilized by teachers to educate, assign assignments, assign homework, and administer assessments to students in Indonesia. As a result, it appears that the English textbook is the most important source of knowledge for students and the key source of content for both teachers and students.

Textbooks, according to Shanon, are still an important part of many school curricula throughout the world, providing instructors and students with formal knowledge of subjects as well as the expected values, attitudes, talents, and behaviors of experts in those disciplines. Textbooks are commodities, political objects,

and cultural representations, and they are the result of struggles and compromises over how and by whom they will be produced, how and by whom their contents will be chosen, how and to whom they will be distributed, and how teachers and students will use them.[6]Textbooks help students and teachers to control learning by presenting student decision-making opportunities in activities as presented by textbook authors. A textbook can be a teacher, a map, a resource, a trainer, an authoritative person, and an ideology all at the same time. As a result, the textbook may be a key source of cultural characteristics that must express the ideology inherent in the ESL context of a certain circle, in addition to providing linguistic and thematic material.

According to Richards, textbooks serve as more of a resource than a course book, as well as a trainer for a new instructor; they are an authority in the sense that they are dependable, respectable, and written by professionals. They are successful in meeting a variety of needs arising from classes and their wider context, supporting teachers and introducing new methodologies, providing necessary input into lessons, and serving as an exceptional tool for efficient and ongoing change, concluding that they are successful in meeting a variety of needs arising from classes and their wider context. They are useful instruments for self-direction in language instruction, as well as a source of simulation and ideas, a self-contained syllabus, and a considerable provision for inexperienced instructors.[7]Textbooks were supposed to minimize preparation time and give ready-made exercises and to determine the direction and content while defining how the lesson should be presented.

Graves regarded text book as the course's curriculum and route map.[8] Thematic/topic material and linguistic content are represented in ELT textbooks. Consistency, systematicity,

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[6]Shanon, P. (2010). Textbook Development and Selection. International Encyclopedia of Education.

[7] Richards, C.J. (1993). Beyond the Textbook: The Role of Commercial Materials in Language Teaching. RELC Journal.

[8] Ibid p.1

cohesiveness, continuance, and advancement are all provided by textbooks. Textbooks were thought to reduce preparation time and provide ready-to-use exercises, as well as to establish the direction and substance of the lesson while establishing how it should be taught. Textbooks are thought to play a function in social routinization. After the instructor, the next most important part is the vocabulary and sources for words, which serves as input for learners, replicating the source culture and cultural values, and being an international language. Textbooks are referred to as linguistic inputs in the classroom. Textbooks are widely cited as resources that allow students to revisit and consolidate their learning while saving time, offering direction to sessions, and giving teachers confidence and security. Furthermore, they facilitate the transition from intents to classroom activities, giving an immaculate framework in which learners and teachers are given progress and objectives, as well as an English model for students

Gebregeorgis emphasizes that textbooks are intended to transmit universal and community-specific values in addition to topic information.[9] Textbooks are teaching–learning tools that comprise a succession of texts and visuals that impart information, attitudes, and actions in order to achieve certain educational goals. Textbooks are important variables in making decisions and judgements, as well as being the primary sources of information for students, emphasizing that without the right textbook, the teaching-learning scenario is flawed. Textbooks are man-made resources with instructional aims in mind, with a focus on teaching language structure (grammar and vocabulary as the main part of learning English).

From all the explanation it can be concluded that instructors and others in charge of material selection must be able to make informed selections about textbooks and teaching materials with so many commercial textbooks and other forms of

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[9]Gebregeorgis, Mehari Yimulaw. (2016). Peace Values in Language Textbooks: The Case Ef English for Euthopia Students Book. Journal of Peace Education.

instructional resources to choose from. However, it can only be evaluated if everything in relation to its purpose is taken into account. Many school curricula throughout the world still use textbooks to provide instructors and students with formal knowledge of subjects as well as the expected values, attitudes, talents, and behaviors of experts in those fields. It is considered that textbooks play a role in social routinization. In the classroom, textbooks are referred to as linguistic inputs. Textbooks are key factors in forming decisions and judgments, as well as primary sources of knowledge for students, highlighting that the teaching-learning scenario is defective without the correct textbook.

C. The Advantages and the Disadvantages of Textbook in ELT

In the classroom, commercial textbooks have both benefits and drawbacks, depending on how they are used and the circumstances in which they are used. The following is a suggestion given by Richards.[10] Some of the most notable advantages are as follows:

1. They give a program framework and a curriculum
   Without textbooks, a program may lack a central core, and students may not get a properly designed and created curriculum.
2. They aid in the standardization of education.
   The usage of a textbook in a program helps guarantee that students in various classes are exposed to identical material and, as a result, are assessed in the same way.
3. They don't compromise on quality.
   Students are exposed to contents that have been tried and tested, are based on strong learning concepts, and are paced effectively when a well-developed textbook is utilized.
4. They offer a wide range of educational resources.
   Workbooks, CDs and cassettes, videos, CD ROMs, and extensive teaching manuals are frequently included with

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[10]Ibid p.12

textbooks, offering a rich and varied resource for teachers and students.

5. They're effective.
They save time for teachers, allowing them to focus on teaching rather than material preparation.

6. They have the ability to give useful language models and input.
Teachers whose primary language is not English and who may not be able to provide proper linguistic input on their own might benefit from textbooks.

7. They have the ability to train instructors.
If teachers have little or no prior teaching experience, a textbook and a teacher's handbook can be used to provide initial teacher training.

8. They have a pleasing appearance.
Commercial textbooks often have excellent design and production standards, making them appealing to both students and teachers.

There are, however, certain undesirable consequences that might occur. As an illustration:

1. They may contain inauthentic language
Textbooks may contain inauthentic language since texts, dialogs, and other content elements are typically produced specifically to integrate teaching points and are not indicative of genuine language use.

2. They have the potential to alter material.
Textbooks frequently give an idealistic perspective of the world or ignore real-world realities. To make textbooks acceptable in a variety of settings, contentious themes are ignored in favor of portraying an idealized white middle-class perspective of the world as the norm.

3. They may not represent the needs of pupils.
Because textbooks are frequently designed for worldwide markets, they may need to be adapted to suit the interests and requirements of students.

4. They have the ability to de-skill instructors.

If instructors employ textbooks as their primary source of instruction, delegating significant instructional decisions to the textbook and teacher's manual, the teacher's role might be reduced to that of a technician whose primary duty is to convey information produced by others.

5. They are pricey.

In many regions of the world, commercial textbooks may be a financial hardship for students.

Both the benefits and limitations of textbook usages must be taken into account, and restorative movement should be obtained if the textbooks used in a program are found to have negative repercussion, such as adapting or supplementing books or providing appropriate guidance and support for teachers on how to use them appropriately.

D. Definition of Textbook Analysis

An outstanding textbook benefits both the instructor and the learner. It serves as a teacher's lesson plan. The language learning textbook has several chapters. The various types and levels of linguistic proficiency were explored in each chapter. It helped both the teacher and the student focus on the topic being taught or studied. Textbooks can give teachers not just fundamental ideas for generating appropriate activities for each topic, but they can also give students a preview of what to expect in the next learning session and serve as a reference for practices. Thus, before selecting to use a textbook as a key source of learning, it is critical to undertake thorough analysis and evaluation of it. According to Sheldon in Mukundan et al., we need to examine textbooks for two reasons.[11]First, the evaluation will aid the instructor or author of the program in making textbook selection decisions. In addition, analyzing the benefits and defects of a textbook will educate the instructor with the book's

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[11] Mukundan, Zayakaran., Nimehchisalem, Vahid. (2011). Developing an English Language Textbook Evaluation Checklist. Contemporary Issues in Education Research Journal.

anticipated shortcomings and virtues. As a result, teachers will be able to make appropriate content revisions in their future lessons.

According to Gholami et al, analyzing and evaluating materials becomes a required operation in order to select an effective and appropriate textbook based on set standards and criteria. The revision of textbooks benefits teacher development and professional growth, as well as student achievement and performance in educational programs, as well as instructors' awareness of specific requirements.[12]It will be recompensed by having decided a textbook that perfectly suits all of the established criteria formed by teachers, as well as assisting educators in defining the specific strengths and flaws in textbooks already in use, after a thorough investigation of textbooks using some sort of sustained review process.

According to Wong, textbook analysis is a thorough examination of textbooks that employs some type of systematic review technique to identify the unique strengths and weaknesses of currently used textbooks.[13]It comprises assessing the value or (possible value) of a collection of learning resources based on assessments of the materials' influence on the people who use them. The overview can help you get a quick sense of the textbook's design and structure, including how appealing the cover is, what extra resources are offered, and how the textbook is organized.

McGrath claims that a textbook can be evaluated at three different stages: before, during, and after use.[14]Each phase of the evaluation process is crucial in and of itself. Pre-use assessments can aid textbook selection by giving a sense of the textbook's potential pedagogical utility. By "assessing" a textbook during the pre-use stage, we will apply impressionistic analytic approaches to

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[12]Gholami, Reza., Noordin, Nooreen., Rafik-Ghalea, Shameem. (2017). A Thorough Scrutiny of ELT Textbook Evaluation: A Review Inquiry.

[13] Wong, Lawrence. (2011). Textbook Evaluation: A Framework for Evaluating the Fitness of the Hongkong New secondary School Curriculum. The ASIAN EFL Journal.

[14] McGrath, Ian. (2002)Material Evaluation and design for Language Teaching. Edinburgh: Edinburgh University Press Ltd.

establish an evaluation on how effectively the textbook will work in class. It is a highly quick and useful method for textbook selection when done by experienced teachers. While-in-use assessments can help determine whether or not a textbook is appropriate while using it or by watching how it is used. We'll also try to figure out if a book has succeeded by "grading" a textbook. Finally, post-use evaluations can help determine the short- and long-term effects of continued textbook use. Further, Mcgrath proposed that there are three methods that can be employed in conducted the textbook analysis, as follows:

1. The impressionistic Method

   The impressionistic method is used to get a broad perspective of the materials. A typical assessment is scanning through the book, looking at the publisher's description, the content section, and the organization, themes, layout, and images. It is also helpful to get a sense of the book by examining typical aspects such as the organization of a unit or a lesson, as well as more specialized qualities such as the handling of certain language parts.

2. The Checklist Method

   A checklist, in its most technical definition, is a sequence of objects that is resorted to for comparing, identifying, or validation. Once their availability has been verified, the items are checked off or marked. The checklist method has at most four benefits: (1) it is methodical, guaranteeing that all of the key factors are taken into account. (2) cost-effective, allowing a large amount of data to be captured in a short period of time. (3) a user-friendly structure that allows for simple comparison of rival sets of materials (4) explicit, offering all categories that everyone engaged in the evaluation understands.

3. The In-depth Method

   The in-depth method looks beyond what publishers and authors profess to look at, such as the type of language definition, underlying assumptions about learning or principles on which the materials are premised, or, in a

general context, whether the materials appear apparent to strictly adhere to the claims crafted for them.

An excellent textbook serves both the teacher and the student, according to the explanation. The evaluation's findings will assist the instructor or program designer in making textbook selection judgments. After a thorough investigation of textbooks using some sort of sustained review process, it will be recompensed by having chosen a textbook that perfectly meets all of the established criteria formed by teachers, as well as assisting educators in defining the specific strengths and flaws in textbooks already in use.

E. Reading Tasks

One of the features in the textbook that is significant to both teachers and students is the task. The exercises are used by the teacher to assist pupils in their unique English learning. Its goal is to make the initial learning process easier for kids so that they can progress from ignorance to knowledge. It also links what pupils are studying now to what they have studied earlier. Students will participate actively in the classroom by completing the work since it gives them a great opportunity to speak in English in a classroom setting. It is clear that textbook exercises have an impact on students' capacity to utilize language, particularly for communicative purposes. According to Nunan, a task is a piece of classroom work that requires students to comprehend, manipulate, produce, or interact in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, with the goal of conveying meaning rather than manipulating form. The work should also have a sense of completion, since it should be able to stand on its own as a communication act with a beginning, middle, and end.[15]

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[15]Nunan, David. (2004). Task-Based Language Teaching. United Kingdom: Cambridge University Press.

Long in Nunan describes task as a piece of work done for oneself or for others, either for free or for a fee. Painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, driving a car, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a check, finding a street destination, and assisting someone across a road are all examples of tasks. In other words, by 'task,' people mean the countless activities they perform in their daily lives, at work, at leisure, and everywhere in between.[16] Meanwhile, Breen in Nunan defines tasks as any structured language learning assignment with a specific goal, acceptable content, a defined working procedure, and a range of consequences for individuals who complete the job. As a result, 'task' is understood to refer to a variety of work plans with the ultimate goal of supporting language learning – ranging from simple and fast exercises to more complicated and lengthy activities like group problem-solving, simulations, and decision-making.[17]

According to Willis and Willis, a task appears to be one of the most successful techniques for getting kids into a purposeful reading context. The task gives pupils a context in which to read, allowing them to concentrate solely on the meaning of the text. Task can also help kids enhance their language abilities because it is a meaning-focused activity. Based on these considerations, it can be stated that the assignment can assist students in better understanding text by providing context to read, similar to reading in a real-world setting, and it can also improve students' language abilities by focusing on meaning.[18] Further, Willis and Willis claim that there are some characteristics that a task should have:

1. The concept of engagement should be present in the task. To put it another way, the task should have piqued the students'

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[16] Ibid

[17] Ibid

[18] Willis, Dave and Willis, Jane. (2007). Doing Task-Based Teaching. Oxford: Oxford University Press.

interest. The importance of engagement cannot be overstated. Students are unlikely to focus on the task's meaning or consequence if they are not engaged or interested. It goes against the task's essence, whereas meaning is paramount. When students are fully engaged in the task, they are more likely to utilize communicative language.

2. The task should allow students to concentrate primarily on meaning, followed by form. An action that is preceded by the introduction of linguistic forms is less task-like. Because mastery of communicative target vocabulary is required for task completion, students will benefit from an introduction to topic-related vocabulary. A gap should also be introduced to encourage pupils to employ target language, concentration, and meaning.

3. A task can also be defined as an activity with a goal. In this case, the end result should be communicative or non-linguistic. It means that the students should be required to use the target language as communicatively as feasible as a result of the project. It is less communicative to ask pupils to compose or recall a sentence to give to their partners.

4. The task should be related to a real-world action or process of language use. To put it another way, the assignment should be authentic, i.e., it should mirror how people speak and act in real-life situations.

One of the most significant components of enhancing students' thinking is through tasks included in textbooks. Higher-order cognitive processes are very crucial for students to acquire. It is also critical that textbooks, which serve as a framework for activities aimed at developing students' thinking, include activities that promote and encourage higher-order thinking processes rather than simply transmitting facts and information. Bull and Andre in Assaly and Igbaria claim that tasks direct thought processes with the following goals in:[19]

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[19] Assaly, Ibtihal and Igbaria, Abdul Kareem. (2014). A Content Analysis of the reading and Listening Activities in the EFL Text Book of Master Class. Science PG: Education Journal.

1. Recalling content that has been previously taught.
2. To better organize and benefit from new content, use understanding, application, analysis, and synthesis.
3. Evaluation - Using mental processes to make a connection between old and new learning material.

The role of tasks in directing pupils' thinking is critical. They are also useful for evaluating students' comprehension of the content and determining what levels of thinking they're employing during the learning process.

F. Cognitive Domain

The three types of learning domains are emotive, cognitive, and psychomotor (knowledge and skills) (attitudes). The Taxonomy of Learning Domains, which was developed by a team of researchers lead by alongside Benjamin Bloom in 1956. Between 1956 and 1972, the domains of learning were first developed and described. Some references mistakenly credit Benjamin Bloom with creating all of the domains. Although Bloom contributed to the descriptions of both the cognitive and the affective domains, he was the first author on the former. The learning abilities in the cognitive domain are mostly concerned with mental (thinking) processes. A hierarchy of skills comprising information processing, understanding construction, knowledge application, problem solving, and research are all part of the cognitive learning processes. Cognitive complexity can be broken down into six levels: knowledge, understanding, application, analysis, synthesis, and evaluation. The cognitive domain includes skill clusters that categorize the learning abilities most essential to each process in a thorough, succinct, and complementing list.

In order to understand the pre-requisite skills for learning and how these abilities must be modified to master more difficult aspects of discipline-specific concept inventory, teachers and students must comprehend the hierarchy of processes and skills within the cognitive domain. In teaching or learning new material, developing learning abilities should never be taken for

granted. The introduction of lower-level process-related skills in foundation courses should be followed by their development in intermediate-level training. It is important to carefully consider the skills needed for higher-level procedures presented in upper-division courses and reinforced there. An approach for adding richness to course activities and enhancing lifetime learning skills is to methodically draw on essential learning abilities from various cognitive domain process regions and clusters. This module, like the Social Domain, intends to serve as a reminder that, regardless of one's level of learning skill development, enhanced cognitive domain performance is always achievable.
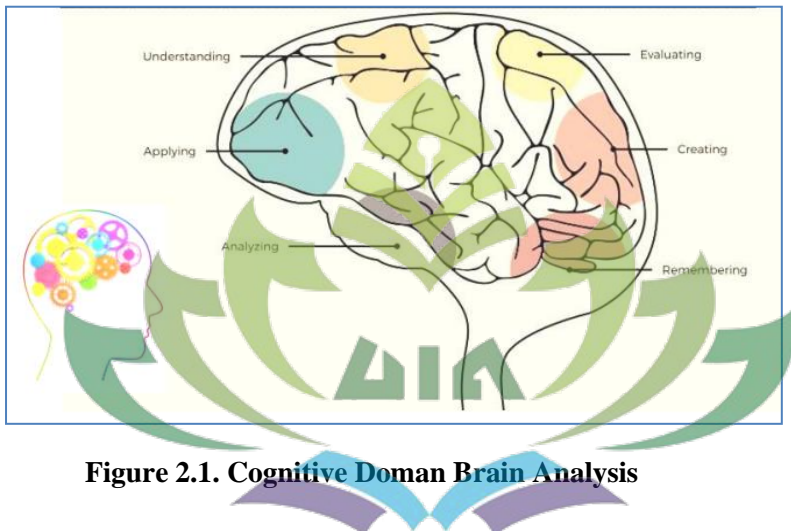

Figure 2.1. Cognitive Doman Brain Analysis

The cognitive domain includes learning and the improvement of cognitive abilities. This comprises the ability to recall or recognize particular facts, logical sequences, and conceptual frameworks that support the growth of intellectual capacities and talents. Cognitive traits can be thought of as traits that demonstrate how the human mind functions. The term "cognitive qualities" refers to a broad variety of mental abilities, including language, thinking, and procedural skills as well as memory and recall. Higher order cognitive skills like problem solving, hypothesis testing, decision making, appraising, and self-reflection fall under a different category from lower order

cognitive skills like recalling and listing. In other words, the features of cognition include the the following: abstract, quantitative, and verbal reasoning short-term memory, and reasoning. Verbal judgment is the skill of reasoning using verbally formulated notions. It seeks to assessing the capacity for constructive thought rather than at basic fluency or language knowledge. This emphasizes the requirement that pupils who plan to read history must have vocal reasoning abilities to aid in their understanding of the topic history, given its amorphous nature.

In order to address problems in the actual world, quantitative reasoning must be used. It calls for reasoning based on mathematical relations and qualities, with little need for computing and a lot of use of numbers, operations, and patterns. The first step in the quantitative thinking cycle is quantification, which is the act of recognizing items, their characteristics, and assigning measures in order to comprehend it in numerical terms. Students can also make inferences from the raw data by using statistical tables and quantitative reasoning while being aware of larger historical circumstances.

The capacity to evaluate data and make inferences using abstract reasoning solve issues at a complex, mental level. Abstract, the capacity to reason is crucial because it allows pupils to apply what they discover in intricate ways. Considering that history is a since history is an abstract subject, it's crucial for students to gain the capacity for abstract thought in order to understand the subject. Bloom's taxonomy offers another perspective on cognitive abilities. Lower-level abilities are correlated with knowledge and synthesis is linked to higher level skills like understanding and assessment. Generally speaking, cognitive traits have to involves the development of the capacity for thought and understanding of problems.

G. Taxonomy Bloom

The educational objectives taxonomy is a classification system for assertions about what we expect or intend pupils to learn as a result of instruction. The framework was designed to

make it easier for professors from different universities to share test questions and establish banks of items that all measure the same educational goal. The proposal was proposed by Benjamin S. Bloom, then Associate Director of the University of Chicago Board of Tests, in the hopes of reducing the time spent preparing annual comprehensive examinations. There are various types of education. Benjamin Bloom led a group of colleges to identify three spheres of educational activities:[20]

1. Cognitive

   Knowledge and the development of intellectual talents are part of the cognitive domain. This includes recalling or recognizing certain facts, procedural patterns, and concepts that aid in the development of cognitive abilities and skills. Starting with the simplest action and progressing to the most complicated, there are six broad categories that are mentioned in order below. The levels of difficulty can be compared to the categories. That is to say, the first one must be mastered before moving on to the next.

2. Affective

   The affective domain encompasses our emotional responses to things like feelings, values, appreciation, enthusiasms, motivations, and attitudes. From the simplest to the most sophisticated, the five primary categories are presented.

3. Manual or physical

   Physical movement, coordination, and the utilization of motor-skill areas are all part of the psychomotor domain. Practice is required to develop these talents, which are quantified in terms of speed, precision, distance, procedures, or strategies used in execution. From the simplest to the most sophisticated, the seven primary categories are listed:

   The original Taxonomy gave detailed definitions for each of the cognitive domain's six primary areas. Knowledge,

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[20] Sónia Rolland Sobral, "Bloom's Taxonomy to Improve Teaching-Learning in Introduction to Programming," *International Journal of Information and Education Technology* 11, no. 3 (2021): 148–153.

comprehension, application, analysis, synthesis, and evaluation were the categories. Each of them was divided into subcategories, with the exception of application. The complete description of Bloom's Taxonomy can be seen in the following figure
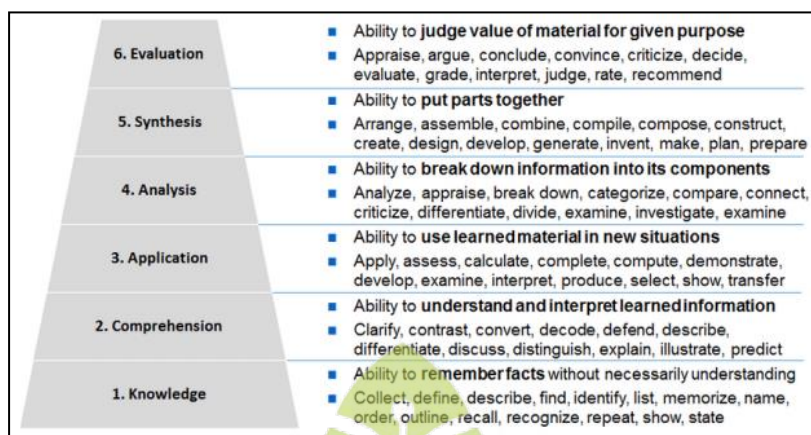

Figure 2.2 Bloom's Taxonomy

The cognitive domain involves the development of our mental skills and the acquisition of knowledge. The six categories under this domain are:

1. Knowledge

   Knowledge is the ability to recall data and/or information. Example: A child recites the English alphabet.

2. Comprehension:

   Comprehension is the ability to understand the meaning of what is known. Example: A teacher explains a theory in his own words.

3. Application

   Application is the ability to utilize an abstraction or to use knowledge in a new situation. Example: A nurse intern applies what she learned in her Psychology class when she talks to patients.

4. Analysis:

Analysis is the ability to differentiate facts and opinions. Example: A lawyer was able to win over a case after recognizing logical fallacies in the reasoning of the offender.

5. Synthesis:
   Synthesis is the ability to integrate different elements or concepts in order to form a sound pattern or structure so a new meaning can be established. Examples: A therapist combines yoga, biofeedback and support group therapy in creating a care plan for his patient.

6. Evaluation:
   Evaluation is the ability to come up with judgments about the importance of concepts. Examples: A businessman selects the most efficient way of selling products.

Indicators of Cognitive Domain in Taxonomy Bloom

Bloom‟s taxonomy of learning objectives is used to define how well a skill or competency is learned or mastered. A fuller description indicator of Bloom‟s taxonomy is given in the following pages but a brief summary of the activities associated with each level is given below:

1. At *Knowledge* Level of Learning a student can define terms. Knowledge is the foundational cognitive skill and refers to the retention of specific, discrete pieces of information like facts and definitions or methodology, such as the sequence of events in a step-by-step process. Knowledge can be assessed by straightforward means, for example, multiple choice or short-answer questions that require the retrieval or recognition of information, for example, "Name five sources of drug information." Health professionals must have command of vast amounts of knowledge such as protocols, interactions, and medical terminology that are committed to memory, but simple recall of facts does not provide evidence of comprehension, which is the next higher level in Bloom's taxonomy.

2. At *Comprehension* Level of Learning a student can work assigned problems and can example what they did. Learners show comprehension of the meaning of the information that they encounter by paraphrasing it in their own words, classifying items in groups, comparing and contrasting items with other similar entities, or explaining a principle to others.

For example, librarians might probe a learner's understanding of information sources by asking the learner to compare and contrast the information found in those sources. Comprehension requires more cognitive processing than simply remembering information, and learning objectives that address comprehension will help learners begin to incorporate knowledge into their existing cognitive schemas by which they understand the world.

3. At the *Application* Level of Learning a student recognizes what methods to use and then use the methods to solve problems. This allows learners to use knowledge, skills, or techniques in new situations through application, the third level of Bloom's taxonomy.

4. At *Analysis* Level of Learning a student can explain why the solution process works. Moving to higher levels of the taxonomy, we next see learning objectives relating to analysis. Here is where the skills that we commonly think of as critical thinking enter. Distinguishing between fact and opinion and identifying the claims upon which an argument is built require analysis, as does breaking down an information need into its component parts in order to identify the most appropriate search terms.

5. At *Synthesis* Level of Learning a student can combine the part of a process in new and useful ways. Following analysis is the level of synthesis, which entails creating a novel product in a specific situation. An example of an evidence-based medicine–related task requiring synthesis is formulating a well-built clinical question after analyzing a clinician's information gaps.

6. At *Evaluation* Level of Learning a student can create a variety of ways to solve the problem and then, based on established criteria, select the solution method best suited for the problem. Finally, the pinnacle of Bloom's taxonomy is evaluation, which is also important to critical thinking. When instructors reflect on a teaching session and use learner feedback and assessment results to judge the value of the session, they engage in evaluation. Critically appraising the validity of a clinical study and judging the relevance of its results for

application to a specific patient also require evaluative skills.[21]

Teachers and learners need to understand the hierarchy of processes and skills within the cognitive domain so they appreciate prerequisite skills for learning as well as the way these skills need to be transformed to master more complicated elements of discipline-specific concept inventories. Development of learning skills should never be taken for granted in teaching or learning new content. Skills associated with lower-level processes should be introduced in foundation courses and elevated in intermediate-level coursework. Skills associated with higher-level processes should be thoughtfully introduced and reinforced in upper-division courses. Methodically invoking key learning skills from different process areas and clusters across the cognitive domain also provides a method for infusing richness in course activities while strengthening lifelong learning skills. Like the Social Domain, this module serves to remind us that improved cognitive domain performance is always possible, no matter what one's state of learning skill development.

Cognitive domain is easy to measure compared with other two domains. And also, the assessment of the cognitive domain will have an impact on other domains. Now, most of the higher education providers insisted their examiners to set question paper to achieve a minimum of 25% of cognitive levels C5 and C6. A student who is able to answer the higher (C5 and C6) cognitive level questions, indirectly shows that the particular student can achieve the affective and psychomotor domains. Table 6 shows the level of cognitive mentioned in each question.

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[21] Enamul Hoque, "Three Domains of Learning: Cognitive, Affective, and Psychomotor," *Journal of EFL Education and Research* 2, no. 2 (2016): 2–8, https://doi.org/https://dx.doi.org/10.33365/ts.v16i1.87.

Table 2.1
Setting of questions using different cognitive levels

Questions	Examples	Bloom's Taxonomy level					
		C1	C2	C3	C4	C5	C6
1	Explain the concepts of open loop and closed loop system		✓				
2	Defi ne rise time, peak time and maximum peak overshoot	✓					
3	Derive the transfer function of fi eld controlled DC motor			✓			

| 4 | Sketch the rootlocus for the system and determine the value of K when damping ratio is 0.5 | | | | | | ✓ | |
| 5 | Design PID controller for the system using bode plot method | | | | | | ✓ | |

Table 2.2

Template for the assessment of cognitive domain

Assessment for cognitive domain				
Level	**Domain**	**Description**	**Achieved**	**Not achieved**
1	Remember	Explain the concepts of open loop and closed loop system		
2	Understand	Define rise time, peak time and maximum peak overshoot		
3	Apply	Derive the transfer function of fi eld controlled DC motor		

4	Analyze	Sketch the root locus for the system and determine the value of K when damping ratio is 0.5		
5	Synthesis	Design PID controller for the system using bode plot method		
6	Evaluation	Justify your answer for the proposed design		

The template in Table 2.1 explains how to set questions involving different cognitive levels. Based on Table 2.1 values, the achievement of cognitive levels of each student can be measured using the template in Table 2.2. After evaluation, the percentage of cognitive level achieved by individual student can be measured. The improvement can be done based on the feedback from co-lecturers, modification in teaching methodology, etc. It is the responsibility of the lecturer for each course to maintain a detailed course syllabus, which carefully delineates both the content and learning domains addressed by the course[22]. The syllabus should also contain course objectives, instructional techniques, and evaluation methods.

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[22] Elanchezian Chinnavan Gowrishankar Kasilingam, Mritha ramalingam, "Assessment of Learning Domains to Improve Student's Learning in Higher Education," *Journal of Young Pharmacists* 6, no. 4 (2014): 31–32.

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