Conformity between learning objectives, learning activities, and assessment in Indonesian genre-text-based approach textbook

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Article Info

Abstract

The study aims to assess conformity between learning objectives. learning activities, and assessments in English for Nusantara Kelas VIII Textbook published by the Ministry of Education, Culture, Research, and Technology in 2022 as part of Kurikulum Merdeka. The ground theory used in the analysis of the textbook are constructive alignment by Biggs and Bloom's taxonomy. This study uses a qualitative content analysis. This study investigates the learning objectives of reading skill in the textbook, connected with the learning activities, and how well the assessment measures it. The findings reveal that most of the reading activities showed strong alignment with the stated learning objectives and assessment tasks. The learning activities are well-designed and aligned with the alignment elements, Bloom's action verbs, and the curriculum's genre-based competences. However, the misalignment was noted, such as that the instructions of learning activities with the learning objectives stated. This study highlights the importance of the proper textbook design, curriculum literacy, and teacher instruction to guarantee more effective language instruction. This study supports the use of Constructive Alignment theory and action verbs of Bloom's taxonomy in English Language Education. This study contributes to expanding the literature of research that supports outcome-based learning. This study shows the developments in aligning English textbook material in Indonesia.

INTRODUCTION

English language textbook has an essential role in the teaching learning in Indonesian schools, particularly junior high school. Without textbook, students may not obtain a curriculum that has been designed and created methodically, and the course could lack an interconnected core (McCarthy & Carter, 2006). There are less errors and misconception during the learning since the textbook helps the student more focused in their studies. In a program, the usage of textbook guaranteed that students in different classes are provided with same material and can be assessed equally (McCarthy & Carter, 2006). Textbook should contained systematic alignment in Learning Outcomes (LO) and Teaching Learning Activities (TLAs). The core idea of whole system is that educational modules is outlined learning activities and the assessment adjusted with learning outcomes, the skill that students should master. However, questions remain regarding whether these resources enhance students' consistency in learning. This inconsistency raises a question whether the offered instructional activities and intended learning objectives are aligned. In Indonesia, mostly the English textbook that has been used widely following GBA approach (Santosa et al., 2022). The objective of this research is to evaluate whether the activities of two nationally-recognized English textbooks satisfy the GBA (Genre-Based Approach) and the three aspects of national curriculum, involving knowledge, skills, and attitudes. The data of the research rely on the learning-teaching activities in the two English textbooks used in Class VII, VIII, and IX of Junior High Schools in Indonesia. The study analyze the alignment of Learning Objectives (LO), Learning Activities (LA), and Assessment in English Textbook for Nusantara: Kelas VIII, using Constructive Alignment and Bloom's Taxonomy (action verbs). Since the textbook has been created based on the curriculum design, using it in the practical classroom will provide the learning objectives more clearly for both teachers and students (Sucipto & Cahyo, 2019). However, it excludes grammatical explanation and focuses on a single textbook, not representing other Indonesian schools. The study lacks empirical data on practical classroom applications and subjectivity in qualitative interpretation.

In construct the textbook and design the learning into the textbook as a guide, should use the appropriate approach. By connecting and integrating all aspects of the module using Constructive Alignment (CA), it resulted positively in the students' results (Sharma & Joshi, 2022). The constructive alignment in the practical could enhance learning quality because it is more student-centered and involves more interaction (Hailikari et al., 2022; Hamad & Seyyedi, 2024; Larkin & Richardson, 2013; Leber et al., 2018; Soleimani & Jafarigohar, 2022; Stamov Roßnagel et al., 2020; Tri, 2023)

Hailikari (2022) conducted experimental research that included lectures, practical work, reading, and a written exam. Larkin & Richardson (2013). On the other hand, Hamdoun (2023) analyzes the effect of CA by the conceptual research and previous studies conducted before. Those are studies that focus on the perspective of the researcher or the teacher and not students'. Leber et al., (2018) sought the students' perceptions after the experimental groups he conducted. Students felt more motivated when they knew what they should do and the connection between LO, LA, and A (Tri, 2023). Not just a practical classroom, in flipped learning, students felt motivated and could achieve better results in the end (Soleimani & Jafarigohar, 2022).

CA can be applied at every level of education (Leber et al., 2018; Loughlin et al., 2021; Soleimani & Jafarigohar, 2022; Tri, 2023). At Soran University with the participants are English Language students (Hamad & Seyyedi, 2024). Engineering education at the Hong Kong University (Chan & Lee, 2021). Action-based master's program in management at the University of Gothenburg (Remneland Wikhamn, 2017). Moreover, in the mathematics methodology module (Spangenberg, 2025).

According to Leber et al. (2017) studied the effects of alignment and misalignment of constructive alignment (CA). The experimental group was treated the same, but with the misalignment assessment for group 1 and the alignment between the LO, TLAs, and Assessment for group 2, making a big difference as group 1 is less motivated than the other group. The study found that effective feedback and AT alignment were linked to higher usefulness ratings, lower temporal demands and frustration, and lower mental demands and frustration. It also revealed that CA perceptions significantly predict student motivation, influencing motivation through enjoyment and usefulness.

However, despite the success of the application, some researchers have found weaknesses in applying CA in higher education. Loughlin et al. (2021) critique the common application of CA in higher education. They argue that the shift has resulted in a weak application of CA, where

compliance is prioritized over actual improvements in student learning. The authors highlighted CA's importance in improving the reflective method of teaching that involves meaningful learning experiences and urge a return to its fundamental principle. This study is relevant to the current study, which aims to evaluate whether educational materials, such as textbooks, reflect the authentic principles of constructive alignment.

The challenges of implementation of CA in the classroom activities are complex internally including poor teacher understanding of CA (Hamad & Seyyedi, 2024) and externally, such as, limited faculty training and difficulties in assessing teamwork, institutional restrictions, and poor assessment design (Chan & Lee, 2021; Hamad & Seyyedi, 2024).

In a different field, but still in education, Chan & Lee (2021) conducted a study in the engineering field and found that some syllabi included intended learning objectives and holistic competences, but were ignored alignment with the Teaching Learning Activities (TLAs) and Assessment Tasks (ATs). Authors also address the alignment challenges, including limited faculty training and difficulties in assessing teamwork, empathy, and communication competencies. The study emphasized the importance of systemic support and deliberate integration in curriculum design, particularly in English language education, to ensure constructive alignment.

Hamad & Seyyedi (2024) conducted a study at Soran University that followed English language students. Their study utilized a mixed-methods approach to gather data. The study implemented several instruments, such as questionnaires, focus groups, semi-structured interviews, and observations. Fourteen students participated in a focus group to evaluate the university's curriculum. The findings indicate that some teachers applied constructive alignment in the classroom. However, there are also misalignments caused by institutional restrictions, lack of teacher training, and poor assessment design.

In constructing Learning Objectives, usually using Bloom's taxonomy to determine the cognitive levels students should master. Additionally, there is a close link between Constructive Alignment and Bloom's taxonomy. There are four factors for a successful implementation, such as constructing accessible and achievable iLOs, providing a good learning environment, and relating the materials to real-world situations (Jaiswal, 2019). Bloom's is important to aligning learning objectives with cognitive levels to facilitate effective teaching and assessment in specialized disciplines (Alshurafat et al., 2024). The learning objectives were distributed across Bloom's cognitive levels, emphasizing both lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS). This structured approach to learning objectives ensures a comprehensive educational experience, promoting critical thinking and practical application (Khoy, 2025; Stevani & Tarigan, 2022; West, 2023). It also helps teachers' confidence in engaging students in HOTS (Nurmatova & Altun, 2023).

Khoy (2025) found that the textbook that used Bloom's taxonomy focused more focus to the LOTS than the HOTS. The findings underscore the importance of aligning educational content with Bloom's Taxonomy to foster comprehensive cognitive development.

While the other researchers are more into LOTS and HOTS, Stevani & Tarigan (2022) held a study to analyze three English textbooks to evaluate the reading comprehension based on action verbs according to Bloom's. They analyzed three textbooks which published by Cengage Learning, Cambridge, and Pearson Longman. They found that the usage of action verbs by Bloom's could be represented in the English Textbook as reading comprehension questions. The study used mixed methods. The study highlighted that how important the importance of alignment-based Bloom's taxonomy in reading activities, which is related to the current study.

West (2023) explores how integrating Bloom's Taxonomy and authentic learning principles within teacher education can enhance preservice teachers' pedagogical content knowledge (PCK) in teaching reading. Utilizing an interpretivist paradigm and qualitative research design, data were collected from 20 second-year preservice teachers through open-ended reflection questionnaires and document reviews. The study found that Bloom's Taxonomy can serve as a metacognitive framework, promoting deeper engagement with content and fostering higher-order thinking skills. By aligning learning objectives with cognitive levels, preservice teachers were better prepared to apply theoretical knowledge in real-world teaching contexts. This approach underscores the importance of aligning intended learning outcomes, teaching activities, and assessments to develop comprehensive pedagogical skills.

The researcher identified a gap in the previous studies reviewed in relation to the current study. There are several gaps that lie in the subject, sampling data techniques, research location,

participants, and research model. According to previous studies, there is limited researches that discuss conformity, LO, LA, and Assessment in English textbooks. Moreover, most studies focus on the implementation of CA in practical classroom activities (Hailikari et al., 2022; Hamad & Seyyedi, 2024; Larkin & Richardson, 2013; Leber et al., 2018; Sharma & Joshi, 2022; Soleimani & Jafarigohar, 2022; Stamov Roßnagel et al., 2020; Tri, 2023), Bloom's Taxonomy in the textbooks (Alshurafat et al., 2024; Jaiswal, 2019; Khoy, 2025; Nurmatova & Altun, 2023; West, 2023), and practically. There are limited studies that combine these theories to analyse English textbooks, especially in Indonesia. In addition, most of the previous studies have focused on the effect of implementing CA and Bloom's in curricula and practically in the classroom, while this study focuses on how CA and Bloom's are implemented in the English textbook. The study aims to evaluate whether the Learning Objectives (LOs) in English for Nusantara Kelas VIII Textbook align with Learning Activities (LA). Additionally, to evaluate the Learning Objectives (LOs) in English for the Nusantara Kelas VIII Textbook, align them with the Assessment.

METHODS

The study uses a qualitative descriptive research design. The qualitative approach is included to investigate the meaning, process, and comprehension attained from images or words rather than numbers (Bogdan & Biklen, 1998). To help gather the data categorized and analyzed the objective data, using the theory of Biggs (1996) and Bloom's taxonomy (1956). The data was analyzed and descriptively interpreted from the researcher's perspective. Since it enables a thorough analysis of the textbook's content, organization, and pedagogical orientation without modifying variables, the qualitative approach is suitable for this study. The study uses descriptive techniques to find patterns, themes, and categories related to the research focus to systematically interpret the data. A descriptive qualitative design was used, which enabled a detailed and systematic analysis of the data with the purpose of the study, to investigate the conformity of learning objectives, learning activities, and assessments in the textbook. The data source is from an English Textbook in Indonesia, English for Nusantara: Kelas VIII, published by the Ministry of Education, Culture, Research, and Technology in 2022 as part of Kurikulum Merdeka. The researcher chose this level class English textbook is, at this level, students start to be given some reading activities that lead to more complex ones for the next level. This level is when the fundamentals of reading skills should be shaped before the next level. So the researcher wants to analyze whether the textbook of this class level follows the Constructive Alignment and Action verbs of Bloom's taxonomy in their reading activities that link to the learning objectives. The textbook claimed to apply a Genre-Based Approach. It is widely used in Junior Secondary schools in Indonesia. The reason for choosing this book to study is the learning objectives (LO), learning activities (LA), and assessments (A) within the English Textbook in Indonesia, where English as a Foreign Language is crucial, so the study will analyze the effectiveness of implementing the principles in instructional planning that are important in ELT in Indonesia. However, this study cannot be a final conclusion about the other English textbooks in Indonesia.

The data were collected through a document analysis approach, which is frequently used in analysis research of written materials relevant to the research objectives, and was used to gather the data for this investigation. The data is collected for whole chapters, but is limited to the learning objectives, learning activities, and assessments that require reading skills. The researcher chose reading skills of the activities in this textbook is because the textbook is claimed as a textbook that applies the Genre-Text-Based Approach, which the suitable activities that applies is reading activities. The researcher used the two theoretical frameworks to analyze and assess the textbook after gathering the necessary information through a qualitative content analysis. The researcher analyzes the following table of alignment in Table 1 and the action verbs by Bloom's.

Table 1. Table of Alignment

Elements	Purpose	To be called alignment if…
Learning Objectives	State what students should do	Stated clearly, also in line with Bloom's taxonomy
Learning Activities	Assist students in building knowledge and skills	Encourage students to participate in the activities that align with the objectives actively
Assessment Tasks	Assess if the student achieves the	Test the student after being

	goal	trained with the activities

In analyzing the learning objectives based on Bloom's taxonomy, the researcher used the taxonomy as a tool for analysis with the action verbs. In each cognitive level of Bloom's, there are some action verbs to measure which level of the learning objectives, learning activities, and assessment. Some action verbs are: Knowledge (identify, match, read, etc.), Comprehend (describe, discuss, explain, etc.), Application (apply, use, write, etc.), Analysis (analyze, categorize, illustrate, etc.), Synthesis (create, revise, comply, etc.), Evaluation (compare, evaluate, justify, etc.). The purpose of this analysis is to assess the depth and complexity of learning objectives in each unit. The next is Constructive Alignment to analyze whether the Learning Objectives (LOs) and the Learning Activities (LAs), Assessment (A) align with each other. The analysis focused on determining whether the task of learning activities in the textbook supported the students in accomplishing the intended learning objectives. The data were analyzed descriptively, and the results showed the pattern, strengths, and gaps found in the textbook. The findings will be presented descriptively to identify areas of alignment or misalignment and offer qualitative insights into instructional practice.

FINDINGS AND DISCUSSION

The analysis of conformity between learning objectives and learning activities, also conformity between learning objectives and assessment through constructive alignment and action verbs of Bloom's is shown in the table below:

Table 1. Analysis Table of Conformity

Chapter / Unit	Learning Objective (LO)	Learning Activities (LA)	Assessment Task	Bloom's Action Verbs	Conformity Status
1	Identify specific information about personal experiences	Match pictures with words; read Andre's story; write activities; answer comprehension questions	Read blog; answer comprehension questions; complete table of time connectives	Identify, Match, Read, Write, Answer, Complete	Aligned
2	Explain characters' actions, feelings, and behavior in an imaginative story	Read ending of The Ugly Duckling; true/false statements (Analyze); re-read story; use adjectives; highlight adjectives	Choose ending; create new ending; compare with other groups	Explain, Read, Analyze, Use, Highlight, Choose, Create, Compare	Aligned
3	Categorise actions based on a given situation	Read post; answer questions; write own tips; comment on a post	Read text; answer questions; respond to hypothetical situation	Categorise, Read, Answer, Write, Comment, Respond	Aligned
4	Identify main idea and detailed information on a series of past incidents or events	Match sea animals; read dialogue; complete table; tell picture content; circle picture; read rescue story; answer comprehension	Look at pictures; read campaign story; answer questions	Identify, Match, Read, Complete, Tell, Circle, Look, Answer	Misaligned
5	Identify sequences of main events in a story	Write soccer positions; look up words; guess story content; read parts 1–3; answer comprehension questions; rearrange events	Read story; answer comprehension questions; draw scene	Identify, Write, Look up, Guess, Read, Answer, Rearrange, Draw	Misaligned
6	Identify sequences of main events in a story	Read Mumtaz's story; answer comprehension questions	Read story; answer comprehension questions; draw scene	Identify, Read, Answer, Draw	Misaligned

The table 1 below provides the conformance of learning objectives, learning activities, and assessment in English for Nusantara: Kelas VIII. There are 1 six reading units are analyzed in the table using constructive alignment and action verbs of Bloom's framework. This synthesis provides a clearer picture of how well the textbooks combine stated objectives with the activities and assessments offered.

Based on Table 1 three chapters (Chapters 1-3) show strong alignment, where activities and assessments apply action verbs like identify, explain, categorize, analyze, use, and compare which signifies consistency as learning objectives stated. These verbs offer students the chance to practice the expected skills in both activities and assessments to ensure that students are practicing the same skills they are expected to have as the LOs.

Meanwhile, Chapters 4-6 present misalignment. The activities and assessments includes tasks like, circle, draw, or guess that go beyond or depart from the LOs, although the learning objectives state clearly with verbs "identify". Overall, the findings show that while the textbook exhibits constructive alignment in certain parts, its application is misaligned across units.

Based on the findings that the researcher analyzed, this section reveals the findings related to the first question, which is the conformity of Learning Objectives (LOs) and Learning Activities (LAs) and the second question, which is the conformity of Learning Objectives (LOs) and Assessment.

The chart below presents the findings of the alignment and misalignment of Learning Objectives (LOs) and Learning Activities (LAs), as well as the alignment and misalignment of Learning Objectives (LOs) and Assessment in the English textbook: English for Nusantara Kelas VIII.
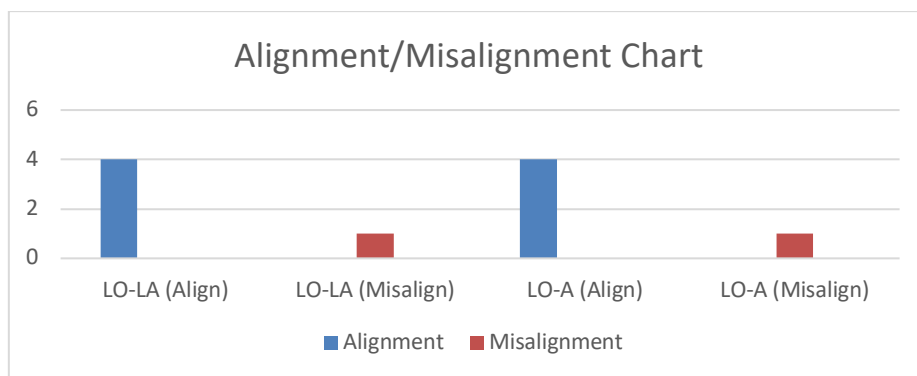

Figure 1. Analysis of Constructive Alignment

The findings reveal that most of the relations between LO-LA are aligned, as is the case with the relation between LO-A. There are misalignments in the textbook. The percentage of LO-LA that aligned is 80%, in the other hand LO-LA that misaligned is 20%. For LO-A that aligned the percentage shows in 80%, in contrast the misaligned one is 20%. It shows that the majority of reading activities in the English textbook are align. Although there are misalignment of reading activities.
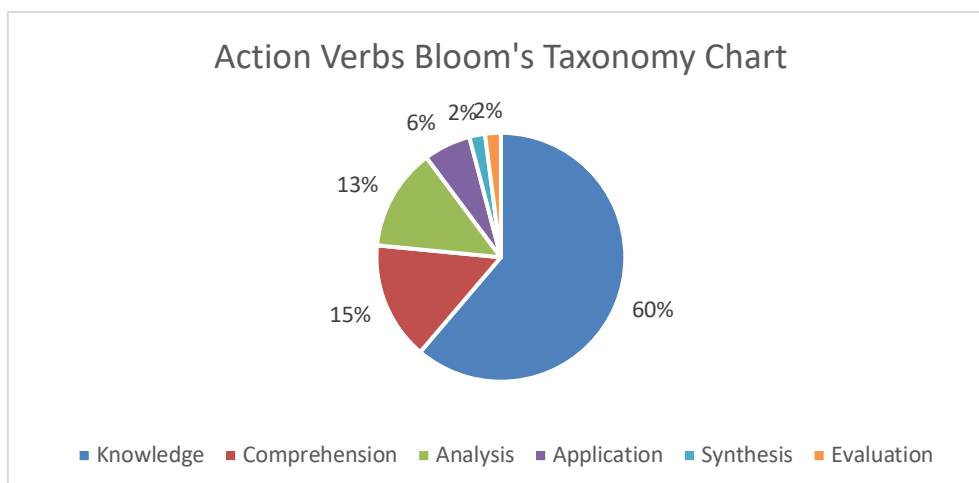
Figure 2. Distribution of Bloom's Action Verbs in Reading Activities

Figure 2 above compares which action verbs of Bloom's taxonomy are used in the reading activities of the English textbook in Indonesia, English for Nusantara: Kelas VIII. It reveals that the most usage of action verbs in Bloom's taxonomy is Knowledge level in the textbook, compared to the Comprehension level with 15%. The Analysis level reached 13%, compared to the Application percentage of just 6%. A similar percentage was reached by Synthesis and Evaluation levels, both reached 2%. Most verbs belong to the knowledge and comprehension levels and fall within the lower-order thinking categories, such as identify, match, read, and answer. In contrast, higher-order verbs like analyze, create, and evaluate are less common used. This unequal distribution suggests that the textbook has a strong emphasis on fundamental reading skills while giving students less chance to practice more higher-order thinking skills. In summary, the action verbs of Bloom's taxonomy used in the English textbook in Indonesia, English for Nusantara: Kelas VIII, are knowledge level rather than the other levels with half of the data found.

The synthesis of results shown in Table 1, supported by Figures 1, and 2, gives both a detailed and an overall view of the conformity in the textbook. The charts show the overall distribution of conformance and the predominance of action verbs used in the textbook, while the table indicates whether particular chapters are aligned or misaligned. To answer the research questions more systematically, the following subsections discuss two: the conformity between learning objectives and learning activities, and the conformity between learning objectives and assessments.

Conformity between Learning Objectives and Reading Activities
The analysis of reading activities in English for Nusantara Kelas VIII reveals that in some chapters, based on Table 1, three chapters (Chapters 1-3) show strong alignment. For example, the LO "identify specific information about personal experiences" in Chapter 1 is supported by activities such as matching pictures, writing supporting ideas, and answering the comprehension questions. The verbs used in these tasks (identify, match, read, write, and answer) are in line with Bloom's action verbs. These ensure that students learn the same skills with the same tasks.

Similarly, Chapter 2, the LO "explain characters' actions, feelings, and behavior in an imaginative story" is assisted by activities using verbs such as

(read, analyze, use, and highlight). These activities enable students to engage in comprehension and application, ensuring that the LOs are implemented successfully in practice.

In Chapter 3, the LO "Categorise actions based on a given situation" is also in line with their activities by using some action verbs like (read, answer, write, comment, respond) that aligned with the LO they stated.

However, misalignment is shown in the latter chapters (Chapters 4-6). For instance, Chapter 4 aims to "identify the main idea and detailed information on a series of past incidents or events", however, the activities have the student to circle pictures or answer the questions that are not fully explained. Similarly, Chapters 5-6, the activities beyond the action verb of the LO "identify". The activity ask the students to draw a soccer ball or provide a personal opinion. These tasks cause a disconnect between learning objective and learning activities in the classroom, and according to Bloom's taxonomy, they deviate into higher-order thinking without any clear scaffolding.

Conformity Between Learning Objectives and Reading Assessments

The analysis between LO and assessment shows a similar pattern. In the early units, the assessments are closely conform to the LOs. In Chapter 1, for instance, the LO is identify specific information about personal experiences followed by the assessment that asks the students to read Monita's blog, respond to comprehension questions, and finish a table with time connectives. The action verbs used in these tasks are (read, answer, and complete), which align perfectly with the LO. Likewise, in chapter 2, the tasks are to require students to select an ending, come up with a new ending of a story, and then compare it to others to evaluate them. The order of action verbs of Bloom's levels of application and evaluation, showing that students are evaluated on the same abilities they are trained to develop. These action verbs are connect with the LO, which explains the actions and emotions of characters depending on the ending the students would choose. Each ending gives different character development to the characters.

In contrast, assessment in the next chapters reveals notable misalignments. For example, Chapter 5, the LO is identify sequences of main events in a story, but the tasks included are such as drawing a scene based on the story. In Bloom's taxonomy, these activities are creative, but they reach beyond the action verb the LO stated, identify. Additionally, Chapter 6 has LO of identify sequences of events, but same case as the Chapter 5 has. The assessment includes drawing as its tasks that reach beyond the identification. These misalignments demonstrate a gap between the evaluation techniques and the LOs.

Discussion

According to the result of this study, there is both alignment and misalignment between learning objectives, learning activities, and assessments in the English textbook for Nusantara Kelas VIII. According to Biggs (2003) learning works effectively when these three elements are continuously connected. In this study, half of the chapters of the textbook presented alignment, especially chapters 1-3, where the learning activities and assessment closely matched with LOs. For instance, the learning objective to identify specific information about personal experiences was reinforced by matching and comprehension activities and assessed using similar tasks involving recognition and completion. Biggs theory that learning works more effectively when learning activities and assessments represent the learning objective accurately. Reading activities can be effective; students must finish tasks that range from literal comprehension to implicit and logical thinking (Nunan, 2003).

Nevertheless, the findings also reveal that the rest of the chapters (chapters 4-6) show misalignment. In these units, both activities and assessments often required the students to draw or circling pictures even though the objectives are to identify the sequence of main events. According to the action verbs of Bloom's, the verb "draw" is not suitable for tasks that the objectives are to identify. These inconsistencies will raise the possibility of an error between the actual tests and the objectives. The design of learning outcomes should be placed within the unit, using one or more learning outcomes must represent or whole content (Biggs, 1996). To evaluate the students' performance, the usage of verbs to indicate learning outcomes, learning activities, and assessment is important (Biggs & Tang, 2011). Additionally, the cognitive process is categorized into six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. In using Bloom's taxonomy, the researcher refers to action verbs. Action verbs are verbs that are used for writing outcomes statements that will be used to measure the required level of understanding and competence (Lawrence, 2023). The answer to the first research question was proved by the alignment table of each chapter of the book (See Table 1 and Figure 1) and by using Bloom's action verbs (See Table 1 and Figure 2) to analyze it. Based on the alignment table by Biggs (2003), most of the learning objectives are clearly stated at the beginning of each chapter of the textbook. Some of the learning activities begin with matching the picture and naming it. Constructive alignment involves teachers starting with students' existing knowledge to encourage comparison and processing of new and unknown information, facilitating quicker comprehension of new information (Hamdoun, 2023). The findings found that there is a misalignment (Figures 1&2) in the instructional question that does not include the picture that should be worked on by the students. It is because the videos that students should watch are collected in a QRscan. Teachers prefer using digital materials like movies, online documents, audio files, presentations, and videos rather than conventional papers or worksheets (Abalkheel, 2021). But the picture was not printed in the textbook, which is confusing. It is also because of the implementation of Kurikulum Merdeka.

According to Bloom's action verbs, the learning objectives are also stated with an action verb in each learning objective of the textbook. The reading objectives were described with an action verb to emphasize the cognitive activities that students had to accomplish (Stevani & Tarigan, 2022). The findings of the current study proved that each of the reading activities in the textbook used an action verb.

The results of the study to answer the second research question were also analyzed with the same two frameworks (Figures 1 & 2) that aim at the alignment of the learning objectives and the assessment. The findings mostly alignment with them. Reading Assessment should be authentic and connect to one or more objectives. But there is a misalignment (Figures 1 & 2) that the question of the assessment asks to draw the scene that was not related to the learning objective, which just asks to identify.

The research analysis of the alignment table has situations that make learning objectives, learning activities, and assessments aligned. Learning objectives (Stated clearly, also in line with Bloom's taxonomy), learning activities (Encourage students to participate in the activities that align with the objectives actively), and assessments (Test the student after being trained with the activities). These categories are applied to the current study analysis. The action verbs of Bloom's have seven levels.

The findings of the research were related to the study conducted by Sukying & Barrot (2024) that analyzed the alignment of the ELT textbook with the LAMC curriculum. The study found misalignment of the textbook content with the curriculum, especially in the learning activities. The current study also found misalignments in the learning activity and the assessment.

The findings of the research were related to the studies by Stevani & Tarigan (2022) and Abalkheel (2021). Stevani & Tarigan (2022) found the cognitive level of reading comprehension questions of three textbooks, and the percentages are, knowledge level (17%), comprehension (26%), application (16%), analysis (13%), synthesis (14%), evaluation (11%), creation (3%). They found a higher comprehension cognitive level within the three textbooks they analyzed. Abalkheel (2021) also analyzed three different textbooks for the junior high school level. The percentage of the cognitive level of reading questions is knowledge (58%), comprehension (15%), application (4,5%), analysis (6%), synthesis (12%), and evaluation (4,5%). The current study also found that most of the cognitive level of the reading activities section of the textbook uses verbs, knowledge, and comprehension. It reveals that the most usage of action verbs in Bloom's taxonomy is Knowledge level in the textbook, compared to the Comprehension level with 15%. The Analysis level reached 13%, compared to the Application percentage of just 6%. A similar percentage was reached by Synthesis and Evaluation levels, both reached 2%. In summary, the action verbs of Bloom's taxonomy used in the English textbook in Indonesia, English for Nusantara: Kelas VIII, are knowledge level rather than the other levels with half of the data found.

CONCLUSION

In this study, the reading activities in the English textbook, English for Nusantara Kelas VIII, were analyzed. The reason for choosing reading activities is the textbook as a source of the study, claimed that using the GBA approach, which also has a lot of reading activities. The findings showed that most learning objectives and learning activities align well with each other. Although there are minor misalignments that can be found in the textbook. Overall, the learning objectives were stated clearly. The learning activities (reading activities) are classified as learning activities that engage students to participate actively through pair and group projects. The assessment tasks are also well-developed and designed to test the students' understanding after learning activities.

According to the study, the textbook, especially in its reading sections, shows the intention to conform to the principle of constructive alignment. Reading activities are designated and promote the development of genre-based reading skills, and assessments are composed to assess the same skills that students have already practiced in learning activities. For example, when students are asked to identify the sequence of events in a narrative text, the book provided the text is divided in each part with the deeper questions, that indicate the students have understand each part of the narrative text then in the assessment there is a text and should answer the questions to assess that student in the same cognitive level. Mostly action verbs that are used in the reading section are knowledge level. This proves that using alignment and Bloom's action verbs makes learning more organized. It also proved that the usage of CA and Bloom's is effective in the English textbook. Moreover, it found that the misalignment can be detected that the instructions are not clear, for

example, the objectives require the students to identify, bur instead of using action verbs for both activities and the assessments, it reveals that the instructions are beyond the skills stated in the objectives, which may create confusion. However, the researcher recommends that teachers should give the clear explanation or include practice questions that replace out questions that don't align with the goals with ones that better assess reading proficiency. .

However, the researcher recommends this book to be used in school. The English textbook, English for Nusantara, was chosen because there are limited sources and the textbook is quite new, used in Indonesian junior high schools, and applies the Merdeka curriculum. The study that analyzes it are quite few, especially on this topic. The researcher emphasizes that the data was analyzed and descriptively interpreted from the researcher's perspective. At last, although the analysis employs a systematic approach, subjectivity may be present in the interpretation of qualitative elements.

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