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Evaluation of Exercises Compatibility Between Revised Bloom's Taxonomy and 2013 Curriculum Reflected in English Textbook

Susandari ✉, **Warsono, Abdurrachman Faridi**

Universitas Negeri Semarang, Indonesia

Article Info

Abstract

This study was aimed to evaluate the English textbook which focused on exercises provided, entitled Bahasa Inggris Kelas X (2017). This research used descriptive evaluative study in which all exercises were analyzed toward Revised Bloom's Taxonomy as well as 2013 Curriculum in order to see its compatibility. Besides, it also examined the compatibility of 2013 Curriculum toward Revised Bloom's taxonomy.The results of the study shows that (1) the exercises found in Bahasa Inggris textbook were compatible toward Revised Bloom's Taxonomy. Besides, the knowledge dimensions (factual, conceptual, procedural and metacognitive) were manifested in the exercises. (2) With regard to the compatibility of the exercises toward 2013 Curriculum, the exercises found in Bahasa Inggris textbook were compatible. The exercises were designed according to the Core Competence and Basic Competence mentioned in 2013 Curriculum as they were divided according to the chapter/topic they belong to. (3) In regard to the compatibility of 2013 Curriculum toward Revised Bloom's Taxonomy, the Core Competence and Basic Competence in 2013 Curriculum were well designed in line with the Revised Bloom's Taxonomy. It was reflected in all basic competences that were hierachically put based on the taxonomy started from the lowest into the highest level. Furthermore, the learning activities found in 2013 Curriculum were done in Higher Order Thinking Skills. (4) Although the activities designed in the exercises are following Revised Bloom's Taxonomy and Curriculum 2013, the material used were not too suitable with the need of vocational students in which they need more special need. The results of the study are expected to give a valuable contribution that the further study can extent the study to discuss about the quiz or test provided by school or institution to be examined toward the current curriculum and Bloom's revised tanonomy as well as the students' special needs in order to encourage the education practitioners to design good quiz or test for the students.

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⊠Correspondence Address:
Kelud Utara 3 Kampus Pascasarjana UNNES 34572
E-mail: susanbu33@gmail.com

INTRODUCTION

The educational system of Indonesia through responsible agency which takes care of the curriculum, BSNP (National Standardization Board of Education) has developed and implemented various curricula which adapt to the current needs of educational output. According to Republic of Indonesia Law No. 20 Year 2013, curriculum is a set of planning and organization of aim, content, and learning materials as guidance in learning activity in order to achieve a particular educational objective. Various curriculums that have been implemented are KBK (Competency-Based Curriculum), KTSP (School-Based Curriculum), and the current one, Curriculum of 2013. This curriculum is the development of the previous ones where the affective domain of education, the desired attitudes and characters expected of the learners are emphasized.

2013 Curriculum is the curriculum in which the students become the learning centre in the classroom. The use of skills in communication becomes the main priority for 2013 Curriculum.

In the process of teaching and learning process, such as English subject, there are some factors that affect the successful learning output. Not only the subject teacher who teaches the students in the classroom, but also the media used by the teacher in teaching and learning process affect the successful learning output. One of the important media in the teaching and learning process is the textbook as the material source and guidance in achieving the learning objectives formulated in syllabus. As stated by Cunningsworth (1995) that most of the teaching and learning objectives have already been provided in a set of materials and practices based on the needs of the students. Hence, the contents as well as the assessments contained in the textbook should be good and compatible toward the current curriculum and the standard evaluation. With regard to this, the Ministry of Education and Culture as the party who takes

care of this matter, has published the textbooks regularly and distributed in order to keep the update curriculum and students' needs. They do update and revise the contents of the books as the part of textbook evaluation to make the compatible book toward the real field.

In evaluating a textbook, Bloom's taxonomy is the well-known tool to evaluate the standards of textbook contents in educational setting (Nasstrom, 2009). In addition, Amer (2006) stated that this taxonomy helps the teachers, administrators, professionals, and researchers to examine the curricular and evaluation problems accurately. The current Bloom's taxonomy is Revised Bloom's Taxonomy (Anderson and Krathwohl, 2001). It has two dimensions: knowledge and cognitive dimensions. The knowledge dimension focuses on the content types of knowledge which are categorized into four categories: factual knowledge, conceptual knowledge, procedural knowledge and metacognitive knowledge. On the other hand, the dimension of cognitive processes focuses on how the knowledge is used which are categorized into remembering, understanding, applying, analysing, evaluating and creating In the implementation of the 2013 Curriculum, the textbooks published by the Indonesian Ministry of Education and Culture must be used by the teachers in teaching and learning process. It consists of materials for the students which are followed by the exercises to evaluate the students' learning results. It belongs to formal assessment in which the exercises given to the students are designed to tap into a storehouse of skills and knowledge (Brown, 2004). Based on the observation on the textbook, especially on the level of Xth grade of Senior High School and Vocational High School, it is mentioned that the book still needs to be improved. Based on this case, the analysis should be done to examine whether the formal assessment in the form of exercises in the textbook have already covered all Revised Bloom's Taxonomy of cognitive process and

knowledge dimensions as well as the compatibility of the cognitive process and the knowledge dimensions toward 2013 Curriculum and rubric assessment issued by BSNP.

METHOD

The design of this study was descriptive evaluative study. The aim of this study was to assess the compatibility of exercises as reflected in English textbook X^{th} grade entitled *Bahasa Inggris* published by The Ministry of Education and Culture in 2017 for SMA/SMK/MA/MAK toward the standard requirements of the textbook based on Revised Bloom's Taxonomy and 2013 Curriculum as the current curriculum which is implemented in Indonesia. In brief, the design of the research is presented as follows:
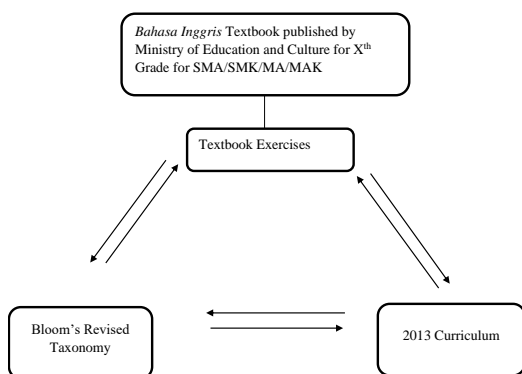

Figure 1. Research Design

RESULTS AND DISCUSSIONS

Results

There have been some findings to answer the research questions. This part is related to the analysis of exercises provided in Bahasa Inggris textbook for X grade students published by Ministry of Education and Culture of Indonesia in 2017. This book adopted 2013 curriculum as the base curriculum to design the teaching and learning process in the classroom. According to the author team of this book (2017) this book uses textual approach both spoken and written English as the mean of instruction and providing the materials for the students. By understanding the social function of the text, structure of the text and also linguistic features based on

Content Standard in 2013 Curriculum, the students are expected to express their ideas, both in a form of spoken and written in which it follows the rhetorical processes. Besides, content and learning experience on each chapter in the textbook commonly is arranged based on the suitable process following the basic principle of foreign language learning, namely, presentation, practice, and production.

Kinds of text provided in the textbook are made based on the basic competence stated in 2013 Curriculum for X grade students. It includes short functional texts; essays in a form of recount, narrative, and descriptive; as well as transactional texts which represent various speech acts. Various of texts are provided through topics related to natural and social phenomena occurred in Indonesia. It functions to improve important character such as caring to it as well as the attitude toward it about how to respect others and show positive social attitude. In addition, there are also some chapters discuss about global theme in order to improve and expand students' knowledge.

This book also encourages the students to study in a group in various forms to let them interact to each other, so it builds their communication skills and teamwork skills. Furthermore, the students exercise themselves to participate in expressing their ideas and thought related to the texts they are studying, which then eventually can improve their confidence to express their ideas. This textbook also explains the minimal efforts should be done by the students to achieve expected competence. In other words, the students are encouraged to find other learning sources around them. The role of teacher in improving and following the students learning process is very important because teacher is expected to enrich the content of the book with creativity in a form of different activities and relevant to social environment phenomena in which the context is known by the students.

Compatibility of Textbook Exercises toward Revised Bloom's Taxonomy

In order to analyse the assessment, Revised Bloom's Taxonomy is used to analyse the developing standards, teaching and assessment by placing standards into categories in taxonomy as well as structure of the standard can be visualized. According to (Anderson and Krathwohl 2001) Revised Bloom's Taxonomy has two dimensions, one knowledge dimension and one cognitive process dimension. The knowledge dimension focuses on content as types of knowledge. The categories in this dimension are factual knowledge, conceptual knowledge, procedure knowledge and metacognitive knowledge. The dimension of cognitive processes focuses on how the knowledge is used. The categories in this dimension are remember, understand, apply, analyse, evaluate and create. The underlying continuum in this dimension is cognitive complexity, ranging from low-cognitive complexity in remember to high-cognitive complexity in create.

Based on the analysis of the compatibility of the exercises toward standards category in Bloom's taxonomy, there have been some categories represented by the exercises in the textbook. Here the following table represented the analysis of exercises toward Revised Bloom's Taxonomy:

Table 1. Analysis of Exercises toward Revised Bloom's Taxonomy

	Remembering		Understanding							Applying		Analysing			Evaluating		Creating		
	Recognizing	Recalling	Interpreting	Comparing	Exemplifying	Classifying	Summarizing	Inferring	Explaining	Executing	Implementing	Differentiating	Organizing	Attributing	Checking	Critiquing	Generating	Planning	Producing
Factual Knowledge	2	2	-	1	-	-	1	-	-	3	1	1	1	1	-	-	-	-	-
Conceptual Knowledge	1	16	-	-	-	1	-	-	-	11	4	3	8	1	-	-	-	-	-
Procedural Knowledge	-	1	-	-	-	-	-	-	-	4	10	-	1	1	2	-	-	2	-
Metacognitive Knowledge	14	-	-	-	1	-	-	2	-	1	14	4	27	11	12	15	12	19	21

Based on the Table 1, it could be seen that most of the exercises are in the level of metacognitive knowledge dimension and create cognitive process. It could be concluded that most of the exercises are in the top level of both cognitive process and knowledge dimension. From the findings, it could be also seen that most of the exercises were on the level of metacognitive knowledge dimension.

Compatibility of Textbook Exercises toward 2013 Curriculum

The current curriculum used is 2013 curriculum where the affective domain, the desired attitudes and character expected of the learners are emphasized.

Bahasa Inggris textbook was a textbook officially published by the Ministry of Education and Culture of Indonesia. This book was distributed to all schools based on its level, especially state school. Besides, it can also be downloaded online from official website of Ministry of Education and Culture. Hence, the materials and exercises provided in the textbook must be well planned by the experts.

On the other hand, curriculum 2013 for SMA/SMK/MA (Senior High School) level consists of core competence and basic competence that have to be possessed by the students at the end of learning process. There are four core competences in each level of education.

With regard to the learning activities as reflected from core competence and basic competence, there are five activities to implement the core and basic competence, namely: observing, questioning, exploring, associating, and communicating. Furthermore, each one of basic competence consists of five learning activities.

While, basic competence is the description of the core competence that is more practical to be reached. Moreover, the basic competences which are reflected in the textbook are taken from the core competence 3 and 4 (CC3 and CC4). The CC 3 and CC4 are two basic competence which cannot be separated to one another. The CC 3 consists of analysing the

materials provided in the textbook, while CC 4 consists of creating / producing the materials provided in the textbook following CC 3. Hence, CC 3 always follows CC 4 as unity. They have strong relationship with Revised Bloom's Taxonomy knowledge dimension. As stated in CC 3, it consists of three knowledge dimensions that the students must possess, CC 4 covers the metacognitive knowledge dimension which is knowledge of thinking in general and in particular.

In order to analyse the compatibility of the exercises toward 2013 Curriculum, the exercises from all chapters were examined based on basic competence provided in the curriculum. There were several aspects used as the supporting tools in analysing this compatibility, such as: social function, text structure, language feature, topic-related activities and skill focus. This following table showed the analysis of compatibility between textbook exercises and curriculum 2013.

Table 2. Compatibility of exercise toward Curriculum 2013

No	Description of exercise	Frequency	%
1	Compatible exercise	232	100
2	Uncompatinle exercise	0	0
	Total	232	100

Based on Table 2, it could be seen that the book is perfect. The exercises inside the book really measure the students' competency that matched with the basic competence from curriculum 2013. The basic competences are well followed as the guidance. The exercise applied the five activities in the syllabus where the students have to observe the materials, questioning the material they learned, exploring, associating, negotiating, and commnicating. Each chapter in the textbook has those kind of activities addressed for the students.

Compatibility of 2013 Curriculum toward Revised Bloom's Taxonomy

The appropriate tool to evaluate curriculum is by means of Revised Bloom's Taxonomy. It is a guideline to measure the appropriateness on how accurate the designed curriculum is able to measure students' output. According to Chung, 1994; Lewy dan Bathory (1994); Postlethwaite, (1994) the taxonomy of Revised Bloom's Taxonomy is a basic framework to categorize the objectives of education, design the texts, and curriculum arround the world. Furthermore, the basic comptences for X grade of SMK were analysed according to Revised Bloom's Taxonomy. The Core Competence 3 and 4 were analysed which were elaborated in a form of Basic Competence. In total, there were 64 Basic Competences which consists 32 Basic Competence from Core Competence 3 and 32 Basic Competence for 32 Basic Competence from Core Competence 4. Here was the finding related to the analysis toward Revised Bloom's Taxonomy.

Table 3. Analysis of Basic Competence toward Revised Bloom's Taxonomy

	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Factual Knowledge		3.11		3.1 3.2 3.3 3.4		
Conceptual Knowledge				3.5 3.6 3.7 4.8		
Procedural Knowledge				4.9 3.8 4.11 3.9 4.13 4.15 4.16		
Metacognitive Knowledge						4.1 4.2 4.3 4.4 4.5 4.6 4.10 4.12 4.14

Based on Table 3, it could be seen that the Core Competence 3 was elaborated into 10 Basic Competences, meanwhile, the Core Competence 4 was expanded into 15 Basic Competences. It indicated that the curriculum designed for X grade of SMK was dominated by the practical learning than theoretical learning. The table 4.6 also showed that some of Basic Competence 4 could be found outside of metacognitive knowledge dimension. It indicated that not all Basic Competence 4 belonged to metacognitive knowledge dimension. It was not doubtful that all Basic Competence 3 were in the field of factual, conceptual and procedural knowledge dimension, because at first, it was already stated that the Core Competence 3 covered those three knowledge dimensions. Moreover, table 4.6 showed that there were only 3 kinds of findings with regard to the analysis of 2013 Curriculum toward Revised Bloom's Taxonomy.

Discussion

A textbook is a book used in a school / other institution that consists of information needed for students. According to Murcia (2001: 415) content, teaching, and learning activities which influence much of every learning process in the classroom are supported in the textbooks. Furthermore, textbook has important roles both for teacher and students in the teaching learning process. A textbook entitled *Bahasa Inggris* was official book released by the Ministry of Education and Culture of Indonesia in 2017. In fact, this book could be downloaded from official website of Ministry of Education and Culture. This book has adopted 2013 Curriculum as the basic framework in designing the contents. The purpose of designing this book was to develop students' communicating attitude, knowledge and skills through learning experience in the form of various active communication activities. With regard to the learning objective from 2013 Curriculum, this book provided learning contents and experiences to support the students to reach four Core Competence.

In 2013 Curriculum, there are four Core Competence that must be reached by the students at the end of learning process as stated in Permendikbud No. 59 Year 2014. According to *Bahasa Inggris* textbook, the CC1 was attached in the content of the textbook implicitly to make the students realize about themselves as God's creature to do good things toward the nature and others. With regard to CC2, the learning materials and experiences were provided in a form of independent activity, activity in pairs, and group discussion which aimed to develop students' social skills. While, to reach CC3 and CC4, the classroom activities were carried out in an integrated manner through listening, reading, speaking and writing which have been developed based on scientific approach. Hence, CC3 and CC4 were used to develop the student's competence and skills in the form of exercises addressed for the students. Hence,

Based on the analysis of exercises toward the Revised Bloom's Taxonomy, there were some points that could be mentioned: (1) the activities in exercises provided by the textbook were compatible toward the Revised Bloom's Taxonomy as it was reflected on the analysis that showed that the exercises were arranged hierarchically. In fact, most of the exercises in the beginning of each chapter started with remembering, understanding and applying. Thus, further exercises continued the activity by analysing, evaluating and creating. Hence, the exercises went from the simple activity to the complex one. Moreover, this pattern of exercises was found for the rest of the chapter; (2) the knowledge dimensions were all found reflected in the exercises as four knowledge dimensions, such as: factual, conceptual, procedural and metacognitive knowledge dimensions; (3) most of the exercises in the textbook belonged to Higher Order Thinking Skills (HOTS) as it was represented by the cognitive process level that were dominated by analysing, evaluating and creating. Hence, the exercises provided in *Bahasa Inggris* textbook were compatible toward Revised Bloom's Taxonomy since this book was addressed for the X grade of SMA/SMK/MA.

With regard to the analysis of exercises and the 2013 Curriculum, there were some points that could be drawn: (1) the exercises in *Bahasa Inggris* textbook were designed based on the Core Competence and Basic Competence mentioned in 2013 Curriculum. In fact, all exercises were made based on the basic competence in which every topic of chapter has already been determined; (2) the exercises also showed the compatibility toward 2013 Curriculum in regard to the social function, text structures and linguistic features mentioned in 2013 Curriculum. They were well implemented in all exercises; (3) the exercises found in the *Bahasa Inggris* textbook were in line with the activities designed in 2013 Curriculum, namely: observing, questioning, exploring, associating, and communicating. Furthermore, the exercises enabled the students to unconsciously do the learning activities in 2013 Curriculum. Hence, the design of the exercises has already been compatible toward 2013 Curriculum.

With regard to the compatibility analysis of 2013 Curriculum toward Revised Bloom's Taxonomy, there were some points that could be concluded: (1) the basic competences in 2013 Curriculum for X grade of SMA/SMK/MA were well designed in line with Revised Bloom's Taxonomy. In fact, almost all basic competence was at the Higher Order Thinking Skills which were appropriately addressed for those who were at that level. There was only one at the level of Lower Order Thinking Skills. Furthermore, the cognitive process of analysing and creating were dominated in this analysis; (2) with regard to knowledge dimension, all knowledge dimension was covered by the basic competences mentioned in 2013 Curriculum. In fact, the factual, conceptual and procedural knowledge were combined, while metacognitive stand alone as different knowledge dimension. This is in line as stated in Core Competence 3 (CC3) that students have to be able to do something toward factual, conceptual and procedural knowledge dimension; (3) the activities in 2013 Curriculum were compatible toward the cognitive process in Revised Bloom's Taxonomy. In fact, the

learning activities in 2013 Curriculum employ 5 learning steps, namely: observing, questioning, exploring, associating, and communicating. It goes from the simple activity into complex activity as remembering, understanding, applying, analysing, evaluating and creating. Hence, 2013 Curriculum was compatible toward Revised Bloom's Taxonomy.

In addition, special for this research, as the novelty that differentiate this study from the previous study, the imlementation of the requirements of the Curriculum 2013 Revision Version of 2017 was also discussed. Firstly, Curriculum 2013 Revision Version of 2017 did not only focus the students development on the cognitive aspect but also on the aspects of students' affective and psychomotoric.

In the aspect of affective , the exercises were developed mostly in the form of group exercises so that they encouraged the students to have the ability of receiving, responding, valuing, organization, and characterizing. However, in individual exercises, the affective aspect had been also developed. By receiving, the students were situated to show their attention and appreciation to others. By responding, the students were expected to be active and motivated in doing exercise based on the instruction. Then, after that, the students would be able to differenciate which was correct or incorrect, proper or inproper, and good or bad, then, they applied them in form of manner, like deciding to accept or refuse others' opinion or keeping their opinion theirselves. This stage was called valuing.

In doing group discussion of the exercises, the students would certainly found the different opinion happened in their groups both internally and externally. However, the exercises in this textbook had very good way to bring the students ' ability of organizing their idea through the process of sharing as the fulfillment of orgaization level in affective domain. The last level of the affective domain was characterizing. Through the process of doing exercises, the students tried to maintain their intrapersonal and interpersonal or social relationships among

others. They showed their confidence and independence while doing individual exercise.

Next, in term of psychomotor aspect, there were some efforts done by the textbook writer, from the levels of perception, readiness, guided response, mechanism, complex overt response, adaptation, and creativity. Generally, in the beginning of the exercise, the students were situated to build perception to the activity, being ready to get involved to the exercise, then, followed step by step the instruction of the exercise. In this book, the writer used three former levels of stage in the beginning of the exercises. Meanwhile, the next two levels, that were adaptation and creativity were applied in the end of the exercises since in needed more complexity. In adaptation, the students started to be able to modify and use some variation of language use in English language learning. At last, ini creativity level, the students would be able to make use of some expressions or language structure in building communication.

As a result, when the exercises of the textbook had fulfilled the requirements of the implementation of all three domains (cognitive, affective, psychomotor), it meant that the exercises had led the the students to have the 21st century skills, that we usually called "4C's competencies". By applying Revised Bloom's Taxonomy of cognitive domain , the exercise activities automatically encouraged the students to reach High Order Thinking Skills and the students' ability in thinking critically, like what had been requested by the 21st century skills. By applying all stages in affective domain development proposed by Dave and psychomotor domain development by Simpson, the students were brought to the ability of communication, collaboration, and creativity.

Furthermore, the insertion of character education was also important in the implementation of Curriculum 2013 Revision of 2017. There were 18 character values to be developed. There were some character values that were always inserted in the process of doing exercises, like characters of hard-working, like to read, and responsibility. In doing exercises, especially in English Language Teaching (ELT)

students were certainly developing the characters of like to read and the teacher absolutely taught about the values of hard-working and responsibility, unless the students would not finish the exercises well.

To sum up, this textbook was sufficient enough as the supplement of teaching and learning activities. However, the teachers could not only rely on the exercises which was presented in the textbook but they needed to make some adaptation or modification of the exercises to develop students character and literacy. This textbook was used by both the students of senior high school and vocational high school. Both had the different characteristics and needs. Moreover, in the end 2018, the Ministry of Education and Culture of Indonesia had released new regulation about Standard of National Education (SNP) of vocational high school. It had many differences with SNP of senior high school. Therefore, it is concluded that in the future, the exercises of the textbook, even this textbook itself should have some revision.

CONCLUSION

The exercises found in *Bahasa Inggris* textbook were compatible toward Revised Bloom's Taxonomy. It was reflected in the way the exercises were arranged hierarchically following the cognitive process in the taxonomy. Besides, the knowledge dimensions (factual, conceptual, procedural and metacognitive) were manifested in the exercises. Moreover, most of the exercises belonged to Higher Order Thinking Skills (HOTS) following the simple cognitive process level into complex cognitive process level as it was suitable to be addressed for X grade.

With regard to the compatibility of the exercises toward 2013 Curriculum, the exercises found in *Bahasa Inggris* textbook were compatible. The exercises were designed according to the Core Competence and Basic Competence mentioned in 2013 Curriculum as they were divided according to the chapter/topic they belong. Moreover, the social function, text

structure and linguistic features were also well managed in the exercises. Furthermore, the exercises found in *Bahasa Inggris* textbook were designed compatible toward the activities written in the 2013 Curriculum. The exercises instructed the students to indirectly follow the activities in 2013 Curriculum, namely: observing, questioning, exploring, associating and communicating.

In regard to the compatibility of 2013 Curriculum toward Revised Bloom's Taxonomy, the 2013 Curriculum addressed for X grade students of SMA/SMK/MA was compatible. The Core Competence and Basic Competence in 2013 Curriculum were well designed in line with the Revised Bloom's Taxonomy. It was reflected in all basic competences were hierarchically put based on the taxonomy started from the lowest into the highest. Besides, all knowledge dimensions in Revised Bloom's Taxonomy were mentioned in the Core Competence 3 and Core Competence 4 in 2013 Curriculum. Furthermore, the learning activities found in 2013 Curriculum were done in Higher Order Thinking Skills which goes from observing, questioning, exploring, analysing and communicating. It was following the cognitive process found in Revised Bloom's Taxonomy. Hence, *Bahasa Inggris* textbook is appropriate book to be used.

However, with regard to the special need of vocational students, the material in the textbook needs to be revised. The author should choose some materials that are closer to the vocational world in order to fullfil the need of vocational students.

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