



A COGNITIVE LEVEL OF LISTENING AND SPEAKING ACTIVITIES ON ENGLISH IN FOCUS TEXTBOOK BASED ON REVISED BLOOM'S TAXONOMY

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Abstract--This study intends to analyze the question instructions contained in the English in Focus textbook, up to which cognitive level is prioritized in this book, especially listening and speaking activities based on Revised Blooms' Taxonomy. To obtain these results, the contents of the textbook were coded for listening and speaking activities based on Blooms. This research design uses a qualitative descriptive method. The data of this study are all question instructions used in listening and speaking activities that contain Blooms' cognitive level. The data was then analyzed and the frequency and percentage of question instructions in listening and speaking activities at each different cognitive level were calculated. The data source of the research is the English in Focus textbook for grade 8 junior high school. The results of the study revealed that the majority of listening and speaking skills practices fall within the low-level category of cognitive domain taxonomy (Lower Order Thinking Skills-LOTS). Listening activities covered into LOTS (C1, C2, C3) more dominant, and HOTS (C5) covered 1.47%. Meanwhile, speaking activities that also covered LOTS (C1, C2, C3) only. There were no HOTS in speaking activities. Thus, the lower degree of cognitive domain specifically in the remembering (C1) level is more prevalent in the English in Focus textbook. Yet analyzing (C4) and evaluating (C5) has considered as the less frequent levels included in all English skills activities provided in the textbook.

keywords: Cognitive Level, Listening, Speaking, Bloom's Taxonomy

INTRODUCTION

The learning tools are indispensable in a teaching and learning process. Each of these learning tools has a very big role in the success of a teaching and learning process. Each learning device has a relationship that is interrelated with one another. Teaching materials relate to learning media, also related to student worksheets and their assessments. Likewise with text books. In a learning process, a textbook is needed as a reference source for students to deepen their understanding of a concept. This is in line with what Cunningsworth (1995) said that for example, identifies a textbook as a resource in presenting the materials and a source for learners to practice and do the activities. Textbooks can be used to find the necessary references. Ur (2009:184) states that a textbook provides a clear framework; teacher and learners know where they are studying and what is the next, so that there is a sense of structure and progress. Textbooks used in the classroom must comply with the national education curriculum.

The curriculum in Indonesia uses the 2013 curriculum, which discusses many types of texts. Of course, to understand these various types of texts, a good level of critical thinking is needed, which is certainly obtained from the frequent practice of questions, answering questions contained in textbooks. By understanding the question instructions given in the textbook they can give the right answer. In addition, to improve students' understanding, especially critical thinking, questions are needed that will hone their way of thinking, stimulate creative thinking and grow students' abilities and interests in learning, especially English.

The question instructions contained in the textbook are sometimes blur, and even raise questions again in the students. The sentences used are still blurry and this will make it difficult



for students to answer them. In addition, the question instructions used only for the type of questions that asked by a yes or no answer and did not ask for an answer that was supported by academic arguments. The question instructions contained in the textbook are instructions related to the 4 skills contained in English, but this study only analyzes listening and speaking skills.

Listening and speaking are receptive skills that are very important for a language learner. The instructions given in the form of questions are sometimes still unclear so that students find it difficult to process them. To make the most effective use of a textbook, however, teachers should decide which textbooks are appropriate for their needs. Thus, it realized that the need of analyzing a content of textbook is concerned to investigate whether the contents of textbook already supported students' learning or not, especially in the term of their cognitive process. Referring to the National Education Standards Agency (BSNP) related to the cognitive level, it states that for grade 8 in learning English they must "*understand and apply factual, conceptual, procedural and metacognitive knowledge at a simple specific level*", and of course it is related to the level of understanding (C2) and applying (C3) to Revised Bloom's Taxonomy theory. However, based on the observations that have been made on the English textbook, English on Focus, it was found that the data *Look again at the dialogue in Practice 6; While listening, complete the dialogue and then answer the following questions; Pay attention to the pictures and listen to the notes from the tape; Describe these things orally.*

Based on these data, it is known that listening and speaking skill activities are still at the cognitive level of remembering (C1) to describe and to listen. Meanwhile, BSNP said that for grade 8 they must be at the C2 and C3 levels. Almost all of the question instructions, assignments, practice questions, were given at the cognitive remembering level (C1). Therefore, deeper research is needed regarding the cognitive level contained in the English in Focus textbook for grade 8, especially for listening and speaking skills. Thus the researchers would like to analyze the cognitive levels of listening and speaking activities used on English in Focus textbook based on Revised Bloom's Taxonomy. This study focuses on English in Focus textbooks for grade 8 junior high school.

LITERATURE REVIEW

The Important Role of Textbook in the Classroom

In the process of classroom interaction, the role of textbooks is very important. Textbooks are needed to support the teaching and learning process in the classroom as the main reference for students. Textbooks are teaching media for teachers. Hutchinson and Torres (1994:323) suggest that textbooks act as agents for transition. Furthermore, Richard (2001:1) claims that textbook provides the basis for the content of a lesson, the balance of skill taught and the kind of language practice the students take part in. It means that textbook supply materials, test and activities for students who will help them in their study. Awasthi (2006:1) shows that textbooks are such teaching materials for teacher and learning materials for teacher and learning materials for students. It means that textbooks contribute to the creativity and innovation of teachers in developing their competencies. Shortly speaking it may be said that textbooks have a major role to play throughout coping with the content to be presented to learners in the teaching learning process. Cunningsworth (1995) addresses the role of materials in the teaching of languages in the textbook as the following:

- a. A source of inspiration and ideas for classroom activities;
- b. Help for less experienced teachers who have yet to gain confidence.
- c. Tool for presentation materials (spoken and written),
- d. Reference source for learners on grammar, vocabulary, pronunciation, and so on.
- e. Origin of learning practice and communicative interaction practices,
- f. A syllabus (where they represent learning goals that have already been identified).



Textbook Analysis

Many published textbooks do not necessarily meet the needs of teachers and students. Teachers must be able to sort and select textbooks that will be used in the teaching and learning process in the classroom. Cunningsworth (1995: 5) asserts that no book intended for the general market would be completely suitable for a specific community of learners. This means that it is very necessary to analyze a textbook that has been published and used so that it is hoped that in the future textbooks will appear that are in accordance with curriculum standards and in accordance with the needs of teachers and students.

Furthermore, based on the 2013 Minister of Education and Culture regulation, a textbook must meet the requirements, namely that the contents of the book can motivate students, enable learners to improve their life skills, allow learners to have their own experience, allow teachers to assess the achievement and method of the learner, the contents of the textbook include images, graphs, diagrams or tables to explain the meaning of textbooks, readiness, cooperative, make the learner participate actively in the classroom, encourage learners to inquire, find something by themselves through their brainstorming and textbook materials was interrelated with learners.

Concept Listening

Listening is a receptive skill as well as a basic skill that must be possessed by novice language learners. Someone who has good listening skills will certainly easily accept a new word that he hears for the first time. Brown (2001:247) stated that listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking. Listening is a complex skill, that is, when listening, the listener will certainly receive data that enters his memory and then interpret it at the linguistic level, such as semantics, syntax, phonology, lexis, discourse structure.

Concept of Speaking

Speaking is one of the most important language skills. It is the same productive skill as writing. Speaking skills are very necessary in daily communication. When someone wants to convey something, express his wishes, and transfer information, speaking skills are needed. This is in accordance with what Bahadorfar and Omodvar (2014) said, namely speaking is a crucial part of second language learning and teaching. Through speaking, a person can form and build ideas and ideas that are realized in the form of verbal and non-verbal language.

Of course this requires students to be able to master many vocabulary, grammar, pronunciation, stress, intonation, and others. Because there are many aspects that must be mastered by the students, they think that speaking is difficult. When they do speaking they have difficulty with their vocabularies and this causes them to be lazy, afraid, worried to continue their communication. Speaking has many benefits, such as explaining something, elaborating information, complaining about regulations, confirming explanations, exchanging information, and so on.

Revised Bloom's Taxonomy

Why was Bloom's Taxonomy revised? The purpose of Bloom's revised taxonomy is to look ahead to the needs and respond to the growing demands of the educational community, including how children develop and learn and how teachers prepare teaching materials, all of which have experienced significant developments compared to forty years ago. (Anderson et al., 2001). Main focus of Revised Bloom's Taxonomy intended on the power of its application to curriculum preparation, design, instructional, assessment and a combination of the three (Anderson et.al., 2001, p. 305). The modified taxonomy should enhance the original by introducing a two-dimensional structure. The two dimensions are the dimension of the cognitive



process and the dimension of knowledge. The word "knowledge" has been changed to "remember" as the word "knowledge" indicates the result of thinking rather than the method of thinking. The use of "synthesis" and "evaluation" terms has also been updated to "evaluate" and "create." These changes are also more fitting because they represent a better sequence of thinking classifications. The following is a figure of the revision made.

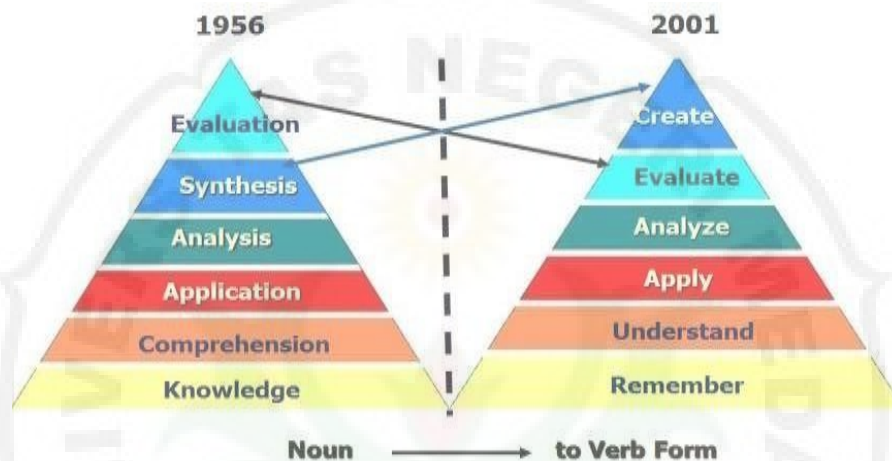


Figure 1. Revised Bloom Taxonomy Krathwohl and Anderson (2001)

The Cognitive Levels

Resnick (1987) emphasized that higher order thinking skills are complex thinking processes in describing material, making conclusions, building representations, analyzing, and building relationships involving the most basic mental activities. This skill is also used to basic various high-level processes according to Bloom's taxonomic level.

The cognitive level of Revised Blooms' taxonomy is divided into 2 parts, namely lower order thinking skills and higher order thinking skills. Analyzing, evaluating and creating are included into the top three levels applied in high-level thinking. On the other hand, remembering, understanding, and applying included into low-level thinking on the lowest stages of Revised Bloom's Taxonomy. This Revised Bloom Taxonomy is often used to formulate the educational goal that we have identified as C1 until C6.

RESEARCH METHOD

Research Design

The design of this study was carried out using a mixed method. Mixed-methods research as those studies which include at least one quantitative strand and one qualitative strand (Creswell and Clark, 2011). It included the process of conducting quantitative or qualitative research: posing a research question, collecting and analyzing data, and interpreting the results. Furthermore, Gay, Mills, & Airasian (2009) stated that the major characteristic of mixed-methods research is that it combines quantitative and qualitative approaches by including both quantitative and qualitative data in a single research study.

Meanwhile, data and data sources are very important elements in conducting research.. Zins (2007) explained that data is a symbol set that is quantified and/or qualified. The data must be accurate and relevant to the object being analyzed in a study. The data source in this study is the English in Focus textbook for grade 8 junior high school which consists of 6 chapters. The textbook written by Artono Wardiman, Masduki B. Jahur M. and Sukirman Djusma. This study only analyzes the activities contained in Listening and Speaking. Moreover, the data analysis



technique used refers to Blooms' cognitive level theory, according to the cognitive level found, whether remembering, understanding, applying, analyzing, evaluating, or creating.

Data Analysis and Discussion

Cognitive Levels of Listening and Speaking

In this data analysis, the results of the analysis that have been carried out regarding listening and speaking activities are elaborated in the English in Focus textbook based on the revised Bloom's Taxonomy. At the cognitive level at Blooms' level, there are six levels, ranging from easy to difficult, namely remembering, understanding, applying, analyzing, evaluating and creating. The data were codified and grouped according to the cognitive level found in listening and speaking activities to obtain the frequency and percentage. The following is the cognitive level data from listening and speaking activities based on the revised Blooms taxonomy.

Table 1. The Frequencies and Percentages of Cognitive Levels in Listening and Speaking Activities

Listening and Speaking Activities	Cognitive Levels of Revised Bloom's Taxonomy					
	Remembering (C1)	Understanding (C2)	Applying (C3)	Analyzing (C4)	Evaluating (C5)	Creating (C6)
	Frequencies and Percentages (%)					
Listening Activities	59 86.76	5 7.35	3 4.41	0 0.00	1 1.47	0 0.00
Speaking Activities	38 54.28	8 11.43	20 28.57	0 0.00	0 0.00	4 5.71

Based on the results of the analysis, listening and speaking activities contained in the English in Focus book for grade 8, it was found that there were 68 activities for listening and 70 activities for speaking, a total of 138 activities. Moreover, referring to the table above, the percentage of listening activities is higher than speaking activities. In both skills, it was also found that the cognitive level of remembering (C1) is more dominant than the other cognitive levels, with the percentage for remembering (C1) in listening activities amounting to 59 activities by 86.76%. Cognitive levels for understanding (C2), applying (C3) and evaluating (C5) were also found with evaluating occupying the lowest percentage, amounting to 1 by 1.47%. The second most cognitive level is understanding (C2), which is 5 activities by 7.35%. Meanwhile, cognitive level applying (C3) was found to have 3 activities by 4.41%. Cognitive levels of analyzing (C4) and creating (C6) were not found in listening activities in English in Focus textbooks for grade 8 junior high school.

Moreover, for speaking activities as shown in Table 1, the cognitive level with the most activities is at the cognitive level of remembering (C1), with 38 and 54.28% activities, respectively. The second most cognitive level was followed by applying (C3) with 20 frequencies and 27.5%. Next, followed by cognitive level of understanding (C2) with 8 frequencies and 11.43%. For cognitive level creating (C6) found as many as 4 frequencies by 5.71%. Other findings obtained are cognitive level equations at the analyzing and evaluating levels that are not found in speaking activities in the English in Focus textbook for grade 8.



Cognitive Levels of Listening Activities

The listening activities found in the English in Focus textbook for grade 8 are 68 activities. The eight activities are classified from the chapters contained in the English in Focus textbook. In chapter 1 there are 18 activities, chapter 2 has 12 activities, chapter 3 has 10 activities, chapter 4 has 9 activities, chapter 5 has 11 activities, and from chapter 6 the last chapter found 8 activities. Then, based on the analysis that has been done on the English in Focus textbook for junior high school, the data obtained that there are only 4 cognitive levels found, namely remembering (C1), understanding (C2), applying (C3) and the last one is evaluating (C5). The following are the listening activities data found in chart 1.

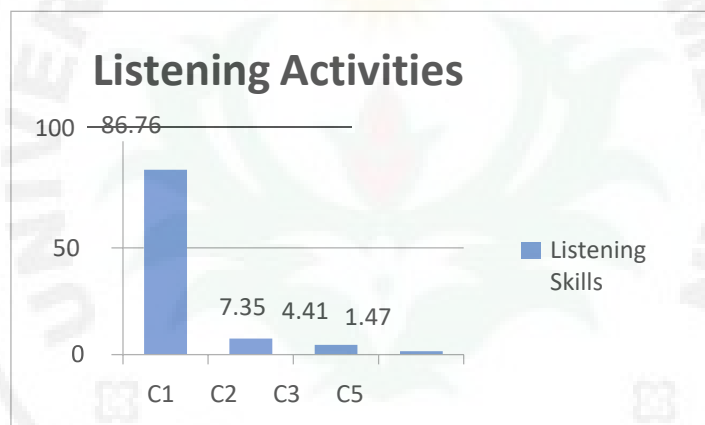


Chart 1. Listening Activities

Cognitive level of remembering (C1) is the highest level found in listening activities in the English in Focus textbook for grade 8 junior high school. Almost all of the chapters in the textbook were found to have this cognitive level of remembering. This level of remembering (C1) covers 87.67% of listening activities, C2 7.35%, C3 4.41% and C5 1.47%. In chapter 1 there are 15 activities, in chapter 2 there are 11 activities, chapter 3 got 9 activities, chapter 4 found 8 activities, chapter 5 there are 10 activities, and chapter 6 only 6 remembering activities. The cognitive level of remembering in My Favorite Animals and Plants is found in activities 1-11 and 13-15, 17 and 18 in the English in Focus textbook. The following is the analysis data on cognitive level remembering in chapter 1, **My Favorite Animals and Plants (MFAP)**.

Data 1/List/Rem/MFAP

- a. 1. *Do you have any plants at home?* 2. *If yes, what kind of plants do you have?*

In chapter 1 of the MFAP there are instructions for question number 1, *Do you have any plants at home?* And continued to the second question, that is *If yes, what kind of plants do you have?*. Solving this question requires the ability to recall what plants are found in students' homes. And the second question also requires the ability to remember the types of plants that students have. When referring to Bloom's cognitive level, the ability to recall is a C1 (remembering). Other data such as in data b.



- b. *Describe* your pet.
- c. *Listen to* your teacher reading the following dialogue.

Instructions for questions on the data b. *Describe your pet*. Students are instructed to describe their pets. Actually the topic discuss about descriptive text, animal. And the students are instructed to describe their own pet. In answering these questions, it is necessary to be able to describe a pet. Based on Bloom's cognitive level, the ability to describe an object is an indicator of remembering (C1). That also the same with data C. *Listen to your teacher reading the following dialogue*. The question instruction on data C is that students are instructed to listen to the teacher's reading in a dialogue. To respond to the question instructions, listening skills are needed. Based on the cognitive indicators of Bloom's taxonomy level, the ability to listen is a characteristic of the level of remembering (C1).

Data 2/List/Underst/MFAP

- a. *Listen to your teacher reading the following text carefully. Then, find the meanings of the underlined words in Indonesian. Use your dictionary if necessary.*

In the data question instruction a, the students were given orders to listen to the teacher read the text and the students were instructed to find the meaning of the underlined word in Indonesian. To fulfill these questions, the ability to translate is needed, and at Bloom's cognitive level, including understanding (C2).

Data 3/List/Apply/MFAP

- a. *Choose the appropriate words to complete these sentences.*

The data above in *English in Focus* is that students are asked to choose the right words to complete the sentences given. In this case, students' knowledge, especially their vocabulary, is required to be able to choose the right one according to the sentence given. And to respond to that question, a cognitive level is needed *to choose* and in Bloom's ability to choose is included in level applying (C3). There is only one data applying on the MFAP. Moreover, on the second chapter under the topic of **It's Time for Holidays** it was also found that there was a cognitive level of remembering and understanding. In chapter 2, it is found that there are 12 listening activities. The analysis is as follows.

Data 4/List/Unders/ITfH

- a. *Work with your partner. Check your answers in Practice 2 with the words/phrases in the box below..*
- b. *Listen to the dialogue from the tape in Practice 2. Practice once again. Then, check your answers.*
- c. *What is the difference between a hotel and a motel?*

In data 4.a. ... *Check your answers in Practice 2 with the words/phrases in the box below*. Ask students to have the ability to pair the answers given from Michael and Jennifer's dialogue with the shopkeeper with the words/phrases given in the box provided. This pairing/matching ability at the cognitive level of Blooms level is at C2 (understanding). Furthermore, in data b the students were asked to listen to the dialogue from the tape and asked to practice it, and after that, re-check the answers that have been made. To solve this question the students must have a repeating cognitive level that belongs to the C1 category. In contrast to data c, students were asked to distinguish between hotels and motels in the *It's time for holidays*. To be able to distinguish between hotels and motels, it is necessary to have a cognitive level of comparing two



things which at Bloom's level is in C4 (analyzing).

In chapter 3 under the topic of **Growing Up**, there are 10 listening activities which are shown in the following analysis.

Data 5/List/Apply/GU

The following data are included in the category of cognitive level applying (C3).

- a. *Listen to the questions from the tape about the text in Practice 6. Then give your answer by choosing a or*
- b. *b. In the chapter of **Growing Up** on data a, the students were asked to Listen to the questions from the tape about the text in Practice 6. Then give your answer by choosing a or*
- c. To respond to questions on data a, a cognitive level of choice is required. Referring to Bloom's cognitive level, the ability to choose is included in the C3.

Thus, it can be seen that data on listening activities that refer to the cognitive level of analyzing (C4) and Creating (C6) are not found in Revised Bloom's Taxonomy cognitive level theory (2001).

Furthermore, in chapter 6 with the topic of **Share Your Story** found 8 listening activities with data analysis as below.

Data 8/List/Rem/SYS

- a. *What do you say when your friend asks for information?*
- b. *Listen to some expressions from the tape. Then, classify each of it to the following table by writing the number of the expression.*

Instructions for questions on data a, *What do you say when your friend asks for information?* It is necessary to recall how the indicators of a person's cognitive level are when asked for information by others. Based on Bloom's taxonomic cognitive level indicators, the ability to recall is a characteristic of the remembering category (C1). Meanwhile, data b asks students *to listen to some expressions from the tape and then classify these expressions* in the table provided. To solve this question, it is necessary to be able to classify the found expressions into tables. Based on Bloom's cognitive level, the ability to classify belongs to C2.

2. Cognitive Levels of Speaking Activities

The total number of speaking activities in the English in Focus textbook is 70. The activities in this book cover all cognitive levels of Revised Blooms taxonomy except analyzing (C6) and evaluating (C5). There are 54.28% of activities at the cognitive level of remembering from all 100% of speaking activities. It followed by cognitive level understanding (C2) which only found 8 activities which divided from the amount of 1 activity for the chapter 3 and 6, next the chapter 4 got 4 activities and the last is chapter 5 with the total of 2 activities; that next indicated 11.43% from the whole speaking activities provided.

Meanwhile, cognitive level of Applying (C3) as the learning objectives then presented in 28.57% from the whole speaking activities given. Then, Creating (C6) can be seen as 5.71% from the 100% speaking activities included in the English in Focus. Therefore, it can be concluded that speaking activities were coming out in the same variety levels as the learning objectives from listening activities. The data is shown in the following chart.

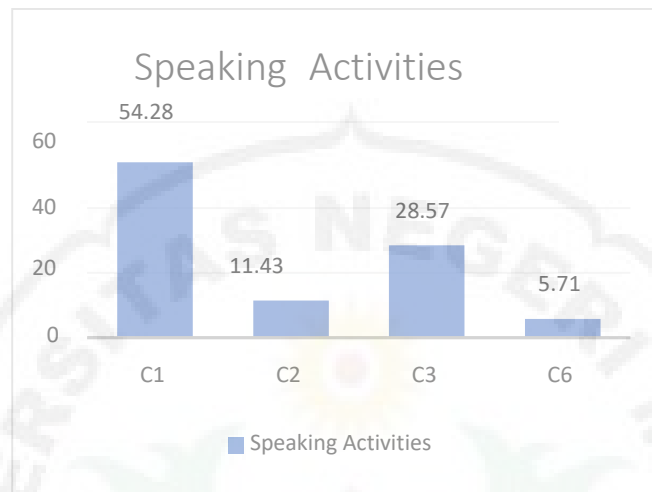


Chart 2. Speaking Activities

In chapter 1 under the topic My Favorite Animals and Plants found 12 speaking activities. The data analysis is as follows.

Data 9/Speak/Rem/MFAP

- a. *Go outside the classroom and find some animals or plants. Make descriptions about them. Then, read them in front of the class.*

Based on the data a there is an instruction to the students to go outside the classroom and find some animals or plants. Then after that, make descriptions about them. And read them in front of the class. Students are asked to describe animals or plants that are outside the classroom, starting from their physical performance, plant characteristics or characteristics found in animals. To complete the instructions for this question requires the ability to describe objects. The cognitive level in Blooms is included in C1.

In chapter 5 with the topic of Personal Experience, there are 10 speaking activities. The data analysis is as follows.

Data 13/Speak/Rem/PE

- a. *Look at the pictures and answer the following questions.*
- b. *Role play. Write your own story about bad experience. Retell it to your friend.*

To respond to questions on data a, a cognitive level of choice is required. Referring to Bloom's cognitive level, the ability to choose is included in the C3. In contrast to data b, the students were asked to role-play by writing down bad experiences they had experienced and retelling them to their friends. To solve these questions, the students must have the ability to act, write down their experiences and then tell them to their friends. Role playing ability refers to Bloom's cognitive level, including the C6.



FINDINGS AND DISCUSSION

The cognitive levels contained in the English in Focus book consist of Remembering (C1), Understanding (C2), Applying (C3), Analyzing (C4), Evaluating (C5) and Creating (C6). The cognitive remembering level is a level that appears very high compared to other cognitive levels in listening and speaking skills. Dominate up to more than 50%. The next dominant cognitive level is understanding and applying. In contrast, the cognitive level of evaluating only found one activity on listening skills. Likewise, creating C6 only found 2 activities. Related to this finding, Mizbani and Chalak (2017) also found that cognitive level remembering was more dominant in reading and writing skills. Likewise with Putri and Komariah (2018) in the English Textbook “When English Rings A Bell” which also found that the Remembering (C1) as the most frequent level covered in the whole activities contain in the textbook. It is actually portrayed that the common activities still included in the low order thinking skills (lots) as the learning objectives regarding to the Revised Bloom’s Taxonomy cognitive domain. Meanwhile, for the distribution of cognitive level distribution in listening and speaking activities, it goes to lower order thinking skills (LOTS) rather than higher order thinking skills (HOTS). Listening activities are more dominant at the cognitive level of remembering, understanding and applying. On the other hand, speaking activities are more dominant in remembering, understanding, and applying (LOTS) and there is also data on creating (HOTS). This finding shows that many listening and speaking activities contained in the English in Focus textbook are at the LOTS level. This implies that teachers must be careful in choosing the text that will be used in their classroom interactions. And also for textbook authors, it is better to know the cognitive levels used for each level of education according to the specified standards.

CONCLUSION

Thus, the lower degree of cognitive domain specifically in the Remembering (C1) level is more prevalent in the English in Focus textbook. Yet Analyzing (C4) and Evaluating (C5) has considered as the less frequent levels included in all English skills activities provided in the textbook. Secondly, the implementation of cognitive levels included in all English skills activities should be stated most of the activities found are included in the lower cognitive domain. Although, the writing activities still found most frequent in the higher order level domain. In referring to the theory of learning objectives stated by BSNP as for the eight graders; that it should be covered in the two lower levels namely Understanding (C2) and Applying (C3). However, the results found that mostly activities were included in the lowest level in cognitive domain namely Remembering (C1) and there were still activities given in higher level that actually might not meet the students’ ability in learning process.

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