

**ANALYSIS OF READING QUESTIONS IN ENGLISH FOR HEALTH COURSE BOOK
BASED ON REVISED BLOOM'S TAXONOMY THEORY**

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ABSTRACT

The objectives of this research are to investigate the types of questions based on Revised Taxonomy Bloom used in reading task on English for health coursebooks and to investigate the dominant type of questions based on Revised Taxonomy Bloom used in reading task on English for health coursebooks. This study used descriptive study which tried to portrait the use of Taxonomy Blooms revise used in English coursebook for nursing students. This research used an English coursebook for nursery students entitled "English for Health" by Eka Susilowati and Agustin Widiani. The instrument of observation was checklist. The observation checklist contains six components of cognitive process of Revised Bloom's Taxonomy. The researcher gave mark (√) in the columns of the checklist if the task is using the component of cognitive process of Revised Bloom's Taxonomy. The finding showed that there were four components of cognitive domain were found in English for Health students textbooks, they were remembering, understanding, applying, and analyzing. There were 76 questions related to remembering component, then 14 questions belong to understanding component. Moreover, the rest two questions were included into one question for applying component and one for analyzing component. However, there was no question which belong to evaluating and creating component of cognitive domain in book. To conclude the "English for Health course book contained four components of cognitive domain, they were remembering, understanding, applying, and analyzing.

Keywords : *Reading Questions, English for Health, Revised Bloom's Taxonomy*

A. INTRODUCTION

English is an international language and its importance causes people to use it around of the world. It is just not to learnt at general school but also for English specific purposes. ESP is a term that refers to teaching or studying. English for a particular career (like a law medicine) or for business in general (international lecturer training organization). There is specific reason for which English is learned. Robinson has defined it as teaching of English to the learners who have specific goals and purposes (Robinson, 2013). So English for specific purpose has specific subject, there is a reason or function why some one choose to learn English based on their study or job. At the basis of ESP comes the concept of teaching, they focus on students need's in a specific context.

Reading task is important to be presented following a reading text in a course book to help students develop their competences in comprehending the text. The reading task evaluated is only reading exercises in the course books. The reading exercises presented in the course book should guide the students to be able to critically comprehend

a text as suggested by the English syllabus of Nursery Academic. The students who achieved the indicators were considered succeed to achieve the basic competence in learning English.

However, there are some criteria of a good coursebook that an instructor should consider. According to Harmer (1983:219) a good coursebook often contain lively and interesting material; it provides a sensible progression of language items, clearly showing what has to be learnt and in some cases, summarizing what has been studied so that students can revise grammatical and functional points that they have been concentrating. Those criteria are useful to produce qualified students who can achieve the target in teaching plan.

Cortazzi and Jin (1999) refer to a course book as a teacher, a map, a resource, a trainer and an authority. As a teacher, a course book gives students relevant information about grammar and vocabulary, as well as English speaking countries and their cultures. As a map, it shows an outline of linguistic and cultural elements as a structured programme and it guides students and teachers to follow the steps taken in previous lessons. A course book is viewed as a resource as it contains a set of materials and activities available to the teacher from which one can choose. It can also be a trainer for novice teachers who need valuable instructions, support and guidance. As an authority, a course book is seen as valid, reliable, written by experts and authorized by important publishers or ministries of education.

The majority of teachers feel secure using a course book as a basis for their lesson plans. They consider it convenient to have a text-book as a teaching aid since the texts and tasks provide a sense of security about what should be taught in class. Course book and instructional materials should aim at raising novice teachers' awareness of pedagogical issues. Less experienced teachers can use the course book as a framework of reference as they slowly become more attentive to individual student needs. With time they can introduce more variety in the materials they use and the techniques they employ. According to Eisner(1987), not only does a course book define a considerable amount of the content, arrangement and aims of the curriculum, but it also influences the way in which certain topics are presented. Bloom's Taxonomy can be used in educational objective to select a criterion of good task in a coursebook. Bloom's Taxonomy is a framework, which has some categories. These categories are one of basic principles in the taxonomy itself (Anderson, Krathwohl, 2001). Original Bloom's taxonomy only contains a dimension, but in the new revision of the taxonomy contains two dimensions. Those two are cognitive domain and knowledge domain. Interrelation between those two dimensions is called the Table of Taxonomy (Anderson and Krathwohl,2001). The original Blooms' Taxonomy consists of six levels of thinking, includes knowledge, comprehension, application, analysis, synthesis and evaluation. In the Revised Blooms' Taxonomy also consists of six levels of thinking but knowledge changes into remembering, comprehension changes into understanding, synthesis changes into evaluating, evaluation changes into creating. Therefore, this research will analyze the reading task on on "English for Health" coursebook.. The researcher chooses this book since "English for Health" coursebook is used by some English lecture in POLTEKES Bengkulu, FKES UMB, and Tri Mandiri Sakti in teaching English. The information is found from the POLTEKES, FKES UMB, and Tri Mandiri Sakti students.

ESP is a term that refers to teaching or studying English for a particular career (like a law medicine) or for business in general (international lecturer training organization). There is specific reason for which English is learned. Robinson has defined it as teaching of English to the learners who have specific goals and purposes (Robinson, 2013). So English for specific purpose has specific subject, there is a reason or function why some one choose to learn English based on their study or job. At the basis of ESP comes the concept of teaching, they focus on students need"s in a specific context. According to Oxford Advanced Learner"s Dictionary, a course book is defined as "a book that teaches a particular subject and that is used especially in schools and colleges" (OALD, 2000). In accordance with the given definition, EFL course book aim at providing learners with necessary knowledge, language skills and information about English speaking countries and preparing them for interaction with people from foreign countries and of different cultural backgrounds. Course book usually combine contemporary and traditional approaches to language teaching. They incorporate concepts such as „learner development“, a „task-based methodology“, and „cross-curricular themes“ while providing a grammar framework and a thorough practice of vocabulary, grammatical structures and functions (Hutchinson & Gault, 2009).

Reading is an extremely complex activity. It is involving combination of linguistics and cognitive abilities. Relating linguistic abilities, reading involves the recognition of letters, words, phrases, and clauses. It also needs some aspects of language competences such as vocabulary, structure, spelling, and pronunciation. Anderson a former students of Bloom"s, led a new assembly which met for the purpose of up dating the taxonomy, hoping to add relevance for 21st century students an teachers. Published in 2001, the revision includes several seemingly minor yet actually quite significant changes The changes appear in three broad categories: emphasis,terminology, and stucture. There are some previous studies which related to this research, first a study from Noprika (2006) who had conducted research, which aimed to find out the Reading Tasks in English Textbooks for Junior High School Published by Erlangga by Using Cognitive Domain of Bloom"s Taxonomy.

B. RESEARCH METHODOLOGY

This study used descriptive study which tried to potrait the use of Taxonomy Blooms revise used in English coursebook for nursing students. This research used an English coursebook for nursery students entitled "English for Health" by Eka Susilowati and Agustin Widiani. The instrument of observation was checklist. The observation checklist contains six components of cognitive process of Revised Bloom"s Taxonomy. The researcher gave mark (√) in the columns of the checklist if the task is using the component of cognitive process of Revised Bloom"s Taxonomy.

The obsevation checklist data was used as a main data to give narrative explanation teachers practice of using Taxonomy Blooms" revised in reading skills. It also give a detailed classroom interaction that was reported in the observation checklist. Then percentage and range score scale are used to process the data employ. The percentage formula is proposed by Hertzberq (1993).

F

$$P = \frac{F}{N} \times 100\%$$

Note:

P : Percentage of the type of questions

F : Frequency of the type of questions

N : The number of questions **FINDING AND DISCUSSION**

➤ **Finding**

The researcher used observation checklist to analyze the component of cognitive domain based on revised Bloom's Taxonomy of English coursebooks for Health students. The result of the observation checklist from the text book which was rated by the researcher (rater 1) and co-researcher (rater 2) was as follows.

**Component of Cognitive Domain
of Reading Task(Rater 1 and
Rater 2)**

| Component of Cognitive Domain | Total | |
|-------------------------------|-----------|-----------|
| | Rater 1 | Rater 2 |
| Remembering | 41 | 42 |
| Understanding | 26 | 25 |
| Applying | 2 | 2 |
| Analyzing | 1 | 1 |
| Evaluating | - | - |
| Creating | - | - |
| Total per stages | 70 | 70 |

Regarding to the table 1, it can be seen that there were two raters in tabulating the observation result. The result of tabulating from two raters was almost similar for all coursebooks. In the book, rater 1 found that there were 41 questions included into remembering component, but rater 2 found that there were 42 questions for remembering component. Rater 1 determined that there were 26 questions for understanding component and rater 2 found that there were 25 questions related to understanding component. Moreover, both raters found that there were 1 question belongs to applying and analyzing component. Since the result of two raters was different, the researcher and co-researcher did discussion to conclude the final result of the observation. This coursebook consists of 14 units which included 70 reading questions. Moreover, the chart of analysis result of reading questions based on Revised Bloom's Taxonomy in coursebook will be displayed below.

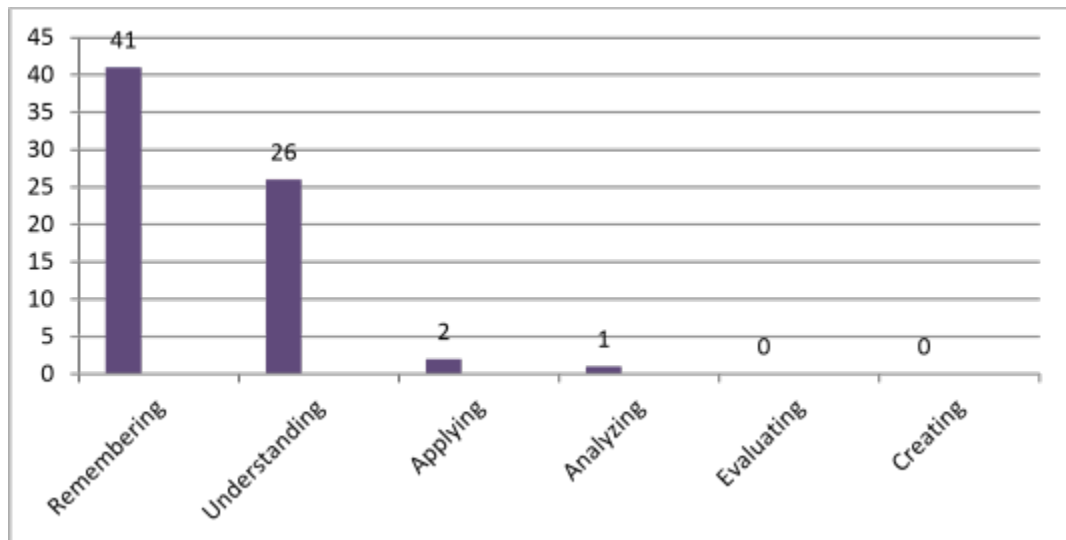


Chart. Component of Cognitive Domain found in Coursebook

Chart 1 revealed that there were 41 questions related to remembering component, then 26 questions belong to understanding component. Moreover, the rest two questions were included into one question for applying component and one for analyzing component. However, there was no question which belong to evaluating and creating component of cognitive domain in book. The examples of using the component of cognitive domain in coursebook will be showed as follow.

➤ Discussion

The finding showed that there were four components of cognitive domain were found in English for Health students textbooks, they were remembering, understanding, applying, and analyzing. There were 76 questions related to remembering component, then 14 questions belong to understanding component. Moreover, the rest two questions were included into one question for applying component and one for analyzing component. However, there was no question which belong to evaluating and creating component of cognitive domain in book.

This research aimed to find out the components of cognitive domain were found in English for Health students textbooks. The finding shows that there were four components of cognitive domain were found in English for Health students textbooks, they were remembering, understanding, applying, and analyzing. There were 41 questions related to remembering component, then 26 questions belong to understanding component. Moreover, the rest two questions were included into one question for applying component and one for analyzing component. However, there was no question which belong to evaluating and creating component of cognitive domain in book. The result is not similar to prediction since not all components of cognitive domain found in the textbook.

Furthermore, the finding of this research confirmed some theories from experts. As the finding of this research revealed that the dominant component of cognitive domain found in the coursebook for Health students was remembering. Remembering process is the lowest level of

cognitive process in education taxonomy. Remembering process is retrieving knowledge that is needed from long-term memory (Anderson and Krathwohl, 2001). The knowledge can be in form of factual knowledge, conceptual knowledge, procedural knowledge, metacognitive, or combination among of those knowledge. The learning condition can be different or same as the situation when the knowledge is taught. Remembering process is very important for meaningful learning and solving some problems that have similarities with the other problems. According to

Anderson and Krathwohl (2001), remembering process is divided into two categories. The categories are: (1) Recognizing, Retrieving the information which are needed from long term memory and then comparing with the new information; (2) Recalling, Adopting information which is needed from long term memory as required by assessment.

Good textbooks enable the students to receive, process and retain information through "multiple intelligences". Textbooks should take into account that students differ in affective factors. Good textbooks should accommodate different attitudinal and motivational background as much as possible. The questions used in English for Health students coursebooks are included into four components of cognitive domain which can encourage students' intellectual.

Moreover, Pohl (2000) explained Bloom's Revised Taxonomy 2001 in each level of question as follows. Remembering is the first stage of the thinking process. It occurs when the students describe, make lists, tell, and name aspects of the topic. Understanding level shows that the students understand what they have read. It occurs when they retell, infer, interpret, explain, predict, and outline knowledge. Applying is the stage of making use of knowledge in a new situation. It occurs when the students demonstrate, implement, carry out, or describe a similar situation. Analyzing is the process of breaking information into small parts. It happens when the students organize information and determine relationship between their previous knowledge and newly gained knowledge. Evaluating is to develop reason to support decision.

On the other hand, the category of remembering facilitates students to achieve rote learning through retention that means they will remember all knowledge they have engaged with but they are not supposed to use it. Remembering knowledge is essential for meaningful learning when the knowledge is used to do tasks that are more complex. For instance, knowledge of correct spelling of English words is necessary when the students are given an essay-writing task. In other words, when meaningful learning is the goal, remembering is a means to achieve the goal rather than the goal itself (Mayer, 2002). Overemphasizing reading questions on remembering will not help students to be creative and to be critical thinking students.

There were 13 categories that could be found in the reading questions; third, the category that dominated the reading questions was Remember Factual Knowledge. It was similar to this research finding which found that remembering as the dominant component of cognitive domain.

➤ CONCLUSION

Based on the result, there were two conclusions of this research: The components of cognitive domain found in English for Health students textbooks were remembering, understanding, applying, and analyzing. The dominant component of cognitive domain found in the coursebook for Health students was remembering.

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