The Analysis of Teaching Learning Activities in the *English for SMA/MA/SMK/MAK Year 11, Semester 2 Textbook* based on Bloom's Revised Taxonomy

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ABSTRACT

Putri Lestari Permana. 2017. The Analysis of Teaching Learning Activities in the *English for SMA/MA/SMK/MAK Year 11, Semester 2 Textbook* based on Bloom's Revised Taxonomy Jakarta. January 2017.

This research is aimed at analyzing the cognitive process and knowledge dimension of teaching learning activities (TLAs) in the English for EFST year 11, semester 2 textbook based on Bloom's Revised Taxonomy and the relevance with 2013 National curriculum. The instrument of this study is Bloom's Revised Taxonomy table. 124 TLAs in the aforementioned textbook were chosen as a source of the data. The methodology used the qualitative descriptive which viewed the TLAs represented in the cognitive levels and distributed in terms of low order and high order thinking skills. The TLAs of the textbook were codified based on a coding scheme of Bloom's Revised Taxonomy designed by Krathwohl (2002). Then, the data were analyzed and the distribution of occurrence of cognitive levels in all chapters were calculated. The result of this study revealed that 29.84% of distribution of understanding level were the highest frequent code of TLAs in the textbook while lower order thinking skills is more prevalent cognitive levels then higher order thinking in this textbook. Findings revealed that TLAs in the EFST do not fully promote development of students' critical thinking skills.

Keywords: Cognitive Domain, Bloom's Revised Taxonomy, Teaching Learning Activities (TLAs)

ABSTRAK

Putri Lestari Permana. 2017. The Analysis of Teaching Learning Activities in the *English for SMA/MA/SMK/MAK Year 11, Semester 2 Textbook* based on Bloom's Revised Taxonomy Jakarta. January 2017.

Penelitian ini bertujuan menganalisis tingkatan ranah kognitif dan pengetahuan pada kegiatan pembelajaran dalam buku bahasa inggris untuk SMA/MA/SMK/MAK tahun 11 semester 2 berdasarkan Revisi Taksonomi Bloom and relevansinya dengan kurikulum nasional 2013. Instrumen penelitian ini adalah table Revisi Taksonomi Bloom. 124 kegiatan pembelajaran di buku tersebut dipilih sebagai sumber data. Metodologi penelitian ini menggunakan metode deskripsi kualitatif yang melihat kegiatan pembelajaran direpresentasikan ke dalam tingkat ranah kognisi dan pendistribusian didalam tingkatan ranah kognisi rendah dan tingkatan ranah kognisi tinggi. Kegiatan pembelajaran dikodekan berdasarkan skema pengkodean Revisi Taksonomi Bloom yang dirancang oleh Krathwohl (2002). Selanjutunya, data dianalisis lalu frekuensi dan persentase kemunculan tingkat ranah kognitif di semua bab dikalkulasikan. Hasil penelitian menyatakan bahwa 29.84% distribusi dari tingkat pemahaman adalah kegiatan pembelajaran yang paling sering muncul di dalam buku, sedangkan tingkat ranah kognitif rendah adalah tingkatan ranah kognisi yang lebih banyak muncul di dalam buku tersebut. Penemuan menunjukkan bahwa kegiatan pembelajaran didalam buku bahasa inggris untuk SMA/MA/SMK/MAK tidak meningkatkan perkembangan keterampilan berfikir kritis siswa.

Kata Kunci: Ranah Kognitif, Revisi Taksonomi Bloom, Kegiatan Pembelajaran.

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CHAPTER I

INTRODUCTION

This chapter revealed background of the study, scope, research questions, purpose and significance of the study.

1.1 Background of the study

As a key component in EFL teaching learning programs, textbook provides "roadmap" for both teachers and students that guide them along the program (Hutchinson, 1987; Richard, 2001). It provided primary language input for students in the EFL classroom through different activities (Harmer, 2001; Hutchinson & Torres, 1994), even functions as substitute curriculum for most school district (Squires, 2005). Furthermore, textbook also serves as "agent of change". It provides model lessons for training teachers in implementing a curriculum, particularly in the case where a new curriculum has just been introduced (Hutchinson & Torres, 1994; Permendiknas No. 81A, 2013; Richard, 2001; Dat, 2008). In Southeast Asian countries, EFL teachers' target language and pedagogic competence are less satisfactory in the dissemination process of a new curricula (Dat, 2008). This condition becomes one of the reason why textbook is believed as universal element of EFL teaching learning.

Thus, the important roles designated to the textbook in language program and the fact that textbook evaluation, in Hutchinson (1987), is a matching process. The process is a matter of judging the alignment of something in particular purpose. Moreover, government encourage scholarships to evaluate textbook in order to get better quality of textbooks (Permendikbud No. 81A , 2013). Therefore, it is essential to evaluate the textbook to align the content of its activities with curriculum in learning program. This case is similar with the issues which addressed in textbook evaluation in terms of the alignment between intended learning outcomes, teaching learning activities and assessment tasks (Richard, 2001; Byrd, 2001). Since, TLAs is one of consideration in textbook which dealt with students' need, students' thinking process and syllabus requirements (Cunningsworth, 1995; Permendikbud No. 24 , 2016). It is essential to evaluate TLAs of the textbook (Richard, 2001; Byrd, 2001).

Further, Bloom's Taxonomy and more recently the Bloom's Revised Taxonomy (BRT) has gained considerable attention in evaluating EFL textbooks (Razmjoo & Kazempourfard, 2012; Roohani, Taheri, & Poorzangeneh, 2013). Moreover, BRT table is practical tool for classifying and aligning units of learning objectives, learning activities, and assessments (Krathwohl, 2002; Anderson L. W., 2002). Moreover, matching process is used BRT and a textbook.

However, few studies had been conducted by Razmjoo and Kazempourfard (2012), Hei, J. X. (2016), Syahar, A. (2016), offered the potential illustration of this framework in EFL contexts. They were reported that Lower Order Thinking Skills (LOTS), the three low levels in the Bloom's Revised Taxonomy, were the most

prevalent learning materials' levels in the textbooks rather than Higher Order Thinking Skills (HOTS). Moreover, the significance difference was also found among the textbooks in the different levels of learning objectives. The other result was the total absence of metacognitive knowledge. As a consequence, students have being familiar only with low-order thinking. Generally, those previous studies found that textbook could not make students as critical thinkers. As a result, some implications for textbook evaluation were recommended.

The present study, therefore, aimed at analyzing the cognitive and knowledge processes in the *English for SMA/MA/SMK/MAK* textbook's teaching learning activities by drawing on BRT in order to align with the goals of existing curriculum.

1.2 Scope of the study

This study focused on analyzing the Teaching/Learning Activities (TLA) presented in the chapters of *English for SMA/MA/SMK/MAK* textbook (EFST) which was published by the Center for Curriculum and Textbooks (CCT) of the Ministry of Education and Culture (MOEC) in support of the 2013 National Curriculum implementation.

1.3 Research Questions

The main research question of the study would be as follows:

1. *How are the levels of cognitive skills in BRT represented in the textbooks' teaching learning activities?*

To be more specific, the main research question was broken down into the following sub-questions:

1.1. *Which level of cognitive skills in BRT is more prevalent in the EFST TLAs?*

1.2. *How are the TLAs in EFST distributed in terms of lower-order and higher-order cognitive skills?*

1.4 Purpose of the study

This study aimed at establishing a profile of the TLAs in the *English for SMA/MA/SMK/MAK* textbook (EFST) in terms of the cognitive skills levels that covered both the process and knowledge dimensions describes in the BRT proposed by Krathwohl and Anderson (Krathwohl, 2002)

1.5 Significance of the study

Findings of this proposed study was believed to offer valuable information on the content of the EFST which was a compulsory series of EFL textbooks for use in all Indonesian secondary education. The study would be beneficial in the following ways:

1. It would contribute better insights to teachers on:

1.1 how to translate the 2013 Curriculum in to classroom TLAs, particularly on how cognitive skills level could be represented in the activities;

1.2 how to perform similar analysis was on their own lesson plans to ensure sound TLAs that promote effectiveness of their teaching;

2. It would offer valuable information regarding the extent to which *EFST* met its function to provide models for teachers on how to translate the 2013 Curriculum in to classroom TLAs.
3. The study could be expected to contribute to very little body of literature related to empirical pedagogic studies on EFL textbooks in Indonesian context

CHAPTER II

LITERATURE REVIEW

This chapter presented several theories and previous studies that relate to thinking study. There are some main focuses, such as, about 2013 National Curriculum, Textbook (Concept of textbook, role of textbook, and textbook evaluation), teaching learning activities, Bloom's Revised Taxonomy, previous study and conceptual framework.

2.1 2013 National Curriculum

Curriculum had been improved in Indonesia across time. The current curriculum developed by the government was called the 2013 curriculum, well-known as K-13. K-13 was the improvement of the previous curriculum that was KTSP or School-Based Curriculum (SBC). K-13 was in fact the extension of SBC in several components. K-13 emphasizes the complex outcomes of a learning process, i.e. knowledge, skills and attitudes to be applied by students (Permendiknas No. 81A, 2013). The main purpose of this curriculum was to shape the students who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization (KEMENDIKBUD, 2013). The competence characteristics of K-13 was based on Grades (Primary School: Integrated Thematic, Junior High School: Integrated Thematic -Science & Social Science- and Subjects, Senior High School: Thematic

and Subjects (Permendikbud No. 67; Permendikbud No. 68; Permendikbud No. 69; Permendikbud No. 70, 2013).

Conceptually, there was a significant change in this curriculum 2013. That was the graduates' standard competency or "*standar kompetensi lulusan (SKL)"* that related with all of the subjects (Lampiran Permendikbud No. 20 Tentang Standar Kompetensi Kelulusan, 2016). It means that the implementation of all subjects must refer to the standard. In the other side, the graduate standard competence itself was depending on the student's needs in the future that focusing on the balance soft skills and hard skills. Furthermore, the main competence was related with the basic competence that exists in every subject (Permendikbud No. 24 , 2016).

This curriculum uses authentic assessment to evaluate process and output from learning's outcomes. The mechanism contains quantitative evaluation of knowledge and qualitative descriptions of attitude and skill sufficiency (Permendikbud No 23 tentang Standar Penilaian, 2016)

2.2 Textbooks

2.2.1 The Concept of Textbook

Textbook as an instructional material, reflects standard source of information for teachers and students and influences the primary goal of the material in EFL classroom teaching-learning activities that provides the basis for the content of lessons, the balance of skills taught, and the kinds of language practice students take part in (Lawrence, 2011; Richard & Renandya, 2001;

Richard, 2001). Therefore, textbook includes working on language skills function like reading, listening, writing and speaking or deal with a single skill (Harmer, 2001; Richards & Schmidt, 2002). Textbooks are used in different ways in language programs (Richard J. C., 2001). For example, a reading textbook might be the basis for a course on reading skills, providing both a set of reading texts and exercises for skills practice. A writing textbook might provide model compositions and a list of topics for students to write about. A grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge. A speaking textbook might provide passages for students to read and discuss. A listening textbook together with audiocassettes or CDs might serve as the primary listening input in a listening course.

Realizing that no commercial textbook would ever be a perfect fit for language programs. There are two factors are involved in the development of commercial textbook, such as, those representing the interests of the author, and those representing the interests of the publisher (Richard, 2001). Concerning to the author, producing a text that teachers will find innovative, creative, relevant to their learners' needs, and that they would enjoy teaching from. Publishers generally recognize that a book must have qualities of excellence and certain levels that would distinguish it from its competitors.

2.2.2 The Role of Textbook

Textbooks are a key component in EFL and ESL classrooms (Richard, 2001). In some situations, textbook serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom.

Textbooks provide structure and syllabus that inform both students and teachers of content, strategy and procedures of the language program (Richard, 2001; Allwright, 1990; Cunningsworth, 1995; Byrd, 2001; Hutchinson & Torres, 1994; Sheldon, 1988; Ellis, 1997). For students, textbooks serve as providers of input into their learning both inside and outside the classroom during discussions in lessons, activities and exercises, and so on (Richard, 2001; Cunningsworth, 1995; Byrd, 2001). For teachers, textbooks serve primarily to supplement teachers' instruction (Cunningsworth, 1995; Richard, 2001). Furthermore, textbooks help maintaining standards and quality of instructions particularly in countries with EFL context (Dat, 2008; Richard, 2001).

In Indonesia, the existence of textbook as a fundamental part in learning activities was concerned with the significance of change in the implementation of 2013 National curriculum. In this curriculum, governments give a certification (Meirina, 2013) for textbook which was published by Ministry of Education and Culture that was used as a single alternative textbook in schools (Permendikbud No. 81A , 2013) Textbooks are expected to serve learning materials with appropriate contents and formats as a model lesson for teachers in field (Permendikbud No. 81A , 2013). Textbooks are used to increase its efficiency and effectiveness that appropriate with students' needs (Lampiran Permendikbud No. 65 , 2013). .In this position, the role of textbook becomes strategic to achieve the goals of the implementation of 2013 National Curriculum.

2.2.3 Textbook Evaluation

Textbooks evaluation was a matching process (Hutchinson, 1987; Byrd, 2001; Cunningsworth, 1995). The process was to judge the fitness of something for a particular purpose which principally a process of matching which values and assumption of the teaching/learning situation are matched to the values and assumptions of the available materials. The matching process has four stages. The first, define the criteria on which the evaluation will be based. The second, analyze the nature and underlying principles of the particular teaching/learning situation. The third, analyze the nature and underlying principles of the available materials and test the analysis in the classroom. The last, compare the findings of the two analyses.

Evaluation of textbooks could be done if the criteria was known. The ideal book was the one that fits with the need and the situation perfectly (Richard, 2001). The following criteria of textbook evaluation act as useful guides (Richard, 2001; Cunningsworth, 1995) in approaching any materials evaluation exercise. They include, first, textbooks should correspond to the students' need which match the aims and objectives of the language-learning programmed in the syllabus. Second, textbooks should contain the materials that reflect the use of language which help students to use language effectively in daily life. Third, textbooks should facilitate learning process in various ways which should have a variety of tasks and topics as powerful factors to boost the students' motivation and have a clear role as a support for learning that provides ready-made materials, texts, ideas for teaching, exercises

and tasks. Further, it was important to provide teachable language models and providing exercises and tasks supporting the students' learning.

2.3 Teaching Learning Activities

Activity refers to any kind of purposeful classroom procedure that involves students doing something that relates to the goals of the course and implies some sort of active performance of students (Richards & Rodgers, 2001; Brown, 2001). More specifically, a classroom activity refers to a reasonably unified set of student behaviors, limited in time, preceded by some direction from the teacher, with a particular objective. Activities include rolling plays, drilling, gaming, peer-editing, small-grouping, information-gapping exercise rolling-play, singing a song, playing a game, taking part in a debate, having a group discussion, peer-editing, are all different kinds of teaching learning activities.

Each learning activity should be aligned to the unit of intended learning outcomes as well as to the more specific learning outcomes of each chapter (Permendikbud No. 24 , 2016; Alleman & Brophy, 1991). Then, the intent of the activity was clear to both students and teachers. It was equally important that each activity was meaningful and ensures students' development and advancement through the unit.

Learning activities should contribute to the attainment of curricula goals. Good activities provide for the attainment of multiple goals, engage students in active forms of learning, develop values and critical thinking capacities, are built

around important content, and are well matched to the learners' need and abilities (Alleman & Brophy, 1991).

Moreover, learning activities involve students' thinking process in the classroom. This claim was proven by theory of Shrum (2010). Shrum stated that students' thinking process are focused on information that students has learned and focused on new information that students lead to new insights, creations, discoveries. This situation makes students to think in sequentially.

2.4 Cognitive Domain

2.4.1 Concept of Cognitive Domain

Cognitive domain was the most generally taught and assessed educational objectives (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956). The cognitive domain involves the development of mental skills and the acquisition of knowledge. Cognitive domain involves intellectual activities such as memorizing, interpreting, applying, problem solving, analyzing and thinking critically (Russel & Airasian, 2012). Generally named as Bloom's Taxonomy or the Cognitive Taxonomy that organized into six level, with each successive level representing a more complex type of cognitive processes.

Cognitive domain in the Bloom's Taxonomy was divided into six categories. Starting with the simplest and moving to the most complex. The six cognitive taxonomic processes are knowledge, comprehension, application, analysis, synthesis, and evaluation (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956). More recently, a former student of Bloom developed a revised version of the

cognitive taxonomy. The result of the revision was published in 2001 by the name of Bloom's Revised Taxonomy (Krathwohl, 2002; Anderson L. W., 2001).

The Revised Taxonomy reflects two dimension of learning that was cognitive processes and types of knowledge (Krathwohl, 2002). The first, it focuses on actions rather than skills (Anderson L. W., 2001). Three categories of the cognitive process were renamed, the order of two was interchanged, and those category names retained were changed to verb form to fit the way they are used in objectives. The first original terms *Knowledge* was renamed *Remember.* The second of the original terms *Comprehension* was renamed *Understand*, considering when teachers say about their work, they want the students to really understand. *Application, Analysis,* an*d Evaluation* were retained, but in their verb forms as *Apply, Analyze,* and *Evaluate*. *Synthesis* changed places with *Evaluation* and was renamed *Create* (Krathwohl, 2002). These changes are also more appropriate because they reflect better sequence of thinking classification.

The second, the Knowledge Dimension was the "knowing what". It contains four main categories that are the type of content learning targets referring to: a fact, a concept, a procedure, or a metacognition. The levels of knowledge include factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge (Russel & Airasian, 2012). Factual knowledge includes isolated bits of information, such as vocabulary definitions and knowledge about specific details. Conceptual knowledge consist of systems of information, such as classifications and categories. Procedural knowledge includes algorithms, heuristics or rules of thumb, techniques, and methods as well as knowledge about when to use these

procedures. Metacognitive knowledge refers to knowledge of thinking processes and information about how to manipulate these processes effectively.

Raths (2002) stated that the revised taxonomy is used to achieve learning target and to align learning objectives with learning activities and assessment. Only with proper alignment, is the efficacy of teachers' instruction likely to be optimized. Moreover, this taxonomy is also help teachers as their reference in developing unit of study.

2.4.2 The level of the Cognitive Domain of Bloom's Revised Taxonomy (BRT)

The Cognitive Process Dimension of the Revised Bloom's Taxonomy like the original version has six skills. They are, from simplest to most complex: remember, understand, apply, analyze, evaluate, and create (Russel & Airasian, 2012). The top three levels of cognitive processes are included in high order thinking. The three lowest levels of cognitive processes are included in low order thinking

In Bloom's Revised Taxonomy (Krathwohl, 2002), the first cognitive process was Remembering which consist of recognizing and recalling relevant information from long-term memory. The sub-skills of cognitive process are recalling and recognizing.

The second cognitive process was Understanding that was the ability to make your own meaning from educational material such as reading and teacher explanations. The sub-skills for thinking process include, such as, interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

Interpreting is a process of changing a form of illustration. Exemplifying is the process of finding an example or illustration of the concept or principle. Classifying is a process of determining something in a category. Summarizing is a process of creating a logical conclusion from the learned information. Comparing is a process of determining the relationship between the two ideas, two objects and so on. Explaining is a process of creating a causal-effects model of a system or series.

The third cognitive process was applying that refers to using a learned procedure either in a familiar or new situation. The sub-skills of thinking cognitive process are implementing and executing. Executing is an activity to implement a procedure on a familiar task. Implementing is an activity that applies a procedure on tasks that are not familiar.

Furthermore, the fourth cognitive process was analyzing which consist of breaking knowledge down into its parts and thinking about how the parts relate to its overall structure. Students analyze by differentiating, organizing, and attributing. Differentiating is activities undertaken by distinguishing part of the subject matter relevant from the irrelevant. Organizing is to determine how to organize pieces of important information that has been obtained. This process occurs when students build relationships systematic and coherent between the pieces. Attributing is a decisive purpose behind that have been obtained. This process occurs when students are able to determine the point of view, opinions, and values.

The next cognitive process was evaluating which was at the top of the original taxonomy, was the fifth of the six processes in the revised version. It includes checking and critiquing. Checking is a process of testing in a product. This

process occurs when students test whether a conclusion is aligned with the premises or not, whether the subject matter contained conflicting parts. Critiquing is a process of assessing a product based on the criteria. In this process, students observe a positive or negative side of a product and make a decision based on the features that are found. This is the main activity of the students to think critically.

The last cognitive process was creating. This was a process not included in the earlier taxonomy, was the highest component of the new version. This skill involves putting things together to make something new. To accomplish creating tasks, learners generate, plan, and produce (Krathwohl, 2002).

2.5 Previous Study

There were relevant studies about learning activities and Bloom's Revised Taxonomy that the researcher had read in order to help in writing this research proposal. The relevant studies had been conducted by Alvi Syahar (2016), Ali Roohani (2013), J. X. Hei (2016), and Aa Juhanda (2016). The first study was conducted by Alvi Syahar (2016) from State University of Jakarta which entitled "The Cognitive Levels of Reading Comprehension Tasks in English Textbook for Eleventh Graders". The study was aimed to analyze the cognitive levels of Bloom's Revised Taxonomy in reading comprehension tasks. Two hundred eighteen reading comprehension tasks presented in the English textbook were analyzed and compared based on Bloom's Revised Taxonomy. The results showed that the highest cognitive levels of reading comprehension tasks of the textbook was on the level of understanding with 57.34% and the lowest cognitive levels was on the level

of remembering with 4.59%. The study was still a preponderance of lower level questions in the studied book.

The second study was conducted by Ali Roohani et.al (2013) which entitled "Evaluating Four Corners Textbooks in Terms of Cognitive Process Using Bloom's Revised Taxonomy". This study was aimed to evaluate ELT textbooks (Four Corners, Book 2 and Four Corners, Book 3) drawing on Bloom's Revised Taxonomy (i.e., remembering, understanding, applying, analyzing, evaluating, and creating). The results revealed the prevalence of the processes of remembering and understanding in the textbooks. Also creating process constituted the lowest percentage of processes in both textbooks. Furthermore, the lower order categories were more frequently represented than the higher order ones. Similarly, learning objectives in the Interchange series was evaluated by Razmjoo and Kazempourfard (2012), using BRT. The findings revealed the prevalence of lower-order thinking skills including remembering, understanding, and applying in these books.

The third study was conducted by Hei, J. X. (2016) which entitled "Thinking skills in the 12th Grade English textbook in Timor Leste". This study was aimed to analyzed thinking skills in the 12th Grade English textbook in Timor Leste. The results of this study showed that the authors of the textbook emphasize questions on the lower level of cognitive process which was understanding more than the higher ones.

Another similar study was conducted by Aa Juhanda (2016) which entitled "*Analisis Soal Jenjang Kognitif Taksonomi Bloom Revisi pada Buku Sekolah Elektronik (BSE) Biologi SMA*". This study was aimed to analyzed the occurence

of the BRT of cognitive skills in high school Biology Electronic Book. The results showed that remembering level (46.60%) and understanding level (47.99%) were found high average occurence percentage for questions developing LOTS. For questions developing HOTS, analyzing level to creating level its average percentage occurence were low.

In conclusion, the result of the three previous studies above concluded that the low-order thinking skills of BRT were still dominant in the learning activities in some textbooks. Based on the previous studies, thinking *Skripsi* was intended to do research focused on analyzing *the levels of cognitive process in Bloom's Revised Taxonomy (BRT) in teaching learning activities (TLA) of the English for SMA/MA/SMK/MAK textbook published by Ministry of Education and Culture. Therefore, the title of this research was The Analysis of Teaching Learning Activities in the English for SMA/MA/SMK/MAK Year 11, Semester 2 Textbook based on Bloom's Revised Taxonomy*

2.6 Conceptual Framework

The conceptual framework of this study started from the idea that a textbook should align the curriculum used by the school. As Brown (2001) emphasizes the important of textbook that aligns with curriculum. He stated that a good textbook should be gained and supported by curriculum.

Curriculum alignment required a strong link between learning outcomes and assessments, between learning outcomes and learning activities and materials, and between assessments and learning activities and materials (Anderson L. W., 2002).

By using matching process, learning activities can be estimated using the Bloom's Revised Taxonomy Table (BRTT) that are based on curriculum units, not individual lesson, which using clues from included verbs and nouns to place in appropriate cell of Taxonomy table .

Bloom's Revised Taxonomy Table was a useful framework for estimating curriculum alignment in all subject matters. Bloom's Revised Taxonomy was a revision and a development of Bloom's original taxonomy (Anderson L. W., 2001). The cognitive process dimension's six levels include remembering, understanding, applying, analyzing, evaluating, and creating. The four types of knowledge in the knowledge dimension of the revised taxonomy are factual, conceptual, procedural, and metacognitive.

To conclude, in this study, the researcher was aimed at analyzing the teaching learning activities in the *English for SMA/MA/SMK/MAK Year 11, Semester 2* textbook based on BRT.

CHAPTER III

METHODOLODGY

This chapter discussed about the researcher methodology. It consisted of six parts, such as, research design, time and place of the study, data, data collection techniques and procedures, data collection instrument and data analysis procedure.

3.1 Research Design

The research design of this study was qualitative research, specifically using content analysis. Content analysis was a research method for evaluating materials, can be of educational files that were analyzed for the purpose of identifying specified characteristics of the material and discovering the level of difficulty of materials in textbooks (Ary, Jacobs, Sorensen, & Walker, 2013).

Using a coding scheme by Krathwohl (2002), five chapters were chosen from the *English for SMA/MA/SMK/MAK Year 11, Semester 2* textbook. The TLA of each chapter was analyzed in the levels of cognitive skills in BRT and distribute in terms of lower and higher order thinking skills.

3.2 Time and Place of the Study

This research was conducted on September 2016 'till January 2017, without being determined the exact place.

3.3 Data

The qualitative data was collected and used in thinking study. The data for this study was the level of cognitive skills in BRT which consist of 124 teaching learning activities from five chapters of *English for SMA/MA/SMK/MAK year 11, Semester 2* textbook. It was downloaded from Ministry of Education and Culture's website bse.kemendikbud.go.id and written by Mahrukh Bashir and published by Ministry of Education and Culture (2014). The main and most emphasized parts of the content of this book were following the same or similar pattern in each chapter. The textbook was widely used by all Indonesian secondary education.

3.4 Data Collection Techniques and Procedures

This data would be obtained through downloading the English Textbook published by Ministry of Education and Culture on website bse.mendikbud.go.id. After downloading the textbook, the researcher reviewed some literatures of experts in ELT methodology that intended to developing and validating the coding scheme of BRT table. Then, the researcher collected the data from five chapters that contain 124 TLAs in the English textbook. Further, the researcher coded the TLAs by referring to the six levels of cognitive dimension and four categories of knowledge dimension designed by Krathwohl (2002), whether each learning activity belonged to lower order thinking skills (LOTS) or higher order thinking skills (HOTS) and

belonged to factual knowledge, conceptual knowledge, procedural knowledge or metacognitive knowledge.

3.5 Data Collection Instrument

Data collection for the study carried out using the Bloom's Revised Taxonomy (BRT) table recommended by Krathwohl (2002). For technical reasons, a coding scheme had been developed based on the BRT; i.e. each task that has been codifies, was placed in appropriate cell of BRT table. It was a simple modification of coding the TLAs in the textbook. The instrument employed as guidance in identifying the level of cognitive process and knowledge dimensions of each task items found in the sample chapters of the book in question. The coding scheme was presented in Table 3.1.

Table 3.1. Coding scheme based on Bloom's Revised taxonomy (Krathwohl, 2002)

Knowledge Dimension	**Cognitive Process Dimension**					
	1 Remembering	**2 Understanding**	**3 Applying**	**4 Analyzing**	**5 Evaluating**	**6 Creating**
A. Factual Knowledge						
B. Conceptual Knowledge						
C. Procedural Knowledge						
D. Metacognitive Knowledge						

The cognitive dimension consisted of six levels from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels of evaluation and creation. The categories are labeled: 1) Remembering, 2) Understanding, 3) Applying, 4) Analyzing, 5) Evaluating and 6)

Creating. Moreover, the knowledge dimension comprised four types of knowledge: A) Factual knowledge, B) Conceptual knowledge, C) Procedural knowledge and 4) Metacognitive knowledge.

3.6 Data Analysis Procedure

This study was conducted by using some procedural steps that were arranged in an orderly way which consist of preparing the study, analyzing the textbook, and writing down the report (Ary, 2010) . The following steps involved the matching process in content analysis. The researcher adopted the way of matching process by Hutchinson (1987) as a method in order to analyze the alignment between curriculum and TLAs of the textbook (Anderson L. W., 2002).

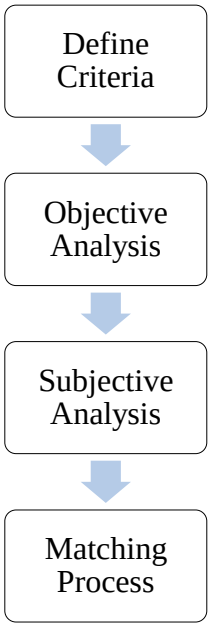


Figure 3 1 The stages of matching process (Hutchinson T. 1987)

3.6.1 The Criteria.

In this study, the phenomenon data investigated was the cognitive skills of TLAs. The cognitive skills of TLAs were formulated by BRT table. This study was focused on the alignment of the existing curriculum and TLAs in the textbook.

3.6.2 Objective Analysis

In this step, the researcher codified first the content of TLAs. Then, the TLAs were codified by referring to the six levels of cognitive domain formulated by BRT table to know the levels of cognitive skills of the TLAs. Finally, some qualitative descriptions were added to clarify the judgments (see Table 1.3 on appendix 1, p.73)

Furthermore, all the data were codified, then the frequencies and percentages of occurrence of each individual code were estimated by calculating the frequency of central tendency. The results calculated frequencies of different levels of cognitive process within and between each chapter based on BRT table to finding out whether it was dominant in the level of lower order thinking skill (LOTS) or higher order thinking skills (HOTS).

3.6.3 Subjective Analysis

In this step, the researcher reviewed several documents of curriculum, particularly 2013 National curriculum as the reference to the researcher in developing and evaluating the learning materials in the textbook. 2013 National Curriculum was referenced into Bloom's Revised Taxonomy.

3.6.4 Matching Process.

The last stage in this study was matching the coding data and the expected criteria of TLAs must be used based on 2013 National Curriculum which referenced to BRT. The purpose of this matching process was to view what extent the levels of cognitive process and the knowledge levels of Bloom's Revised Taxonomy in TLAs of the English textbook were distributed in terms of low and high order thinking.

In findings, the interpretations and explanations of the results were in narrative form (Ary, 2010). The results explained each part and procedure of the study and the findings in detail.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter attempted to answer the formulation of the problem mentioned in Chapter I. In order to answer the questions, the data gathered were analyzed in this chapter.

4.1 Data Description

The data of this study were 124 activities in 2nd semester of English for *SMA/SMK/MA/MAK* textbook, year 11. It was downloaded from Ministry of Education and Culture's website bse.kemendikbud.com. It was written by Mahrukh Bashir and was published by Ministry of Education and Culture. Thinking textbook was developed based on 2013 National Curriculum. This study covered 5 chapters. Each chapter consist of 9 activities and several sub-activities and sub-sub activities. The activities were pre-reading activity, reading activity, post-reading activity, personal journal writing, let's practice, active conversation, writing connection, let's create/contribute, and parent connection. Meanwhile, the activities in the textbook were sorted whether these activities are included in TLAs in the classroom or not (Shrum & Gilsan, 2010).

4.2 Finding

4.2.1 The Cognitive and Knowledge Levels of TLAs

RQ1.1: *Which level of cognitive skills in BRT was more prevalent in the EFST of TLAs?*

Table 4.1 Total Levels of Cognitive Skills of TLAs in BRT table

Knowledg Dimension	CognitiveProcess						Total (%)
	1. Remembering	2. Understanding	3. Applying	4. Analyzing	5. Evaluating	6. Creating	
A. Factual Knowledge	13.71%	7.26%	0.81%	0.00%	0.00%	0.00%	21.77%
B. Conceptual Knowledge	8.87%	29.84%	8.06%	3.23%	10.48%	6.45%	66.94%
C. Procedural Knowledge	0.81%	0.81%	0.81%	0.81%	0.00%	4.84%	8.06%
D. Metacognitive Knowledge	0.00%	0.00%	0.00%	0.00%	0.00%	3.23%	3.23%
Total (%)	23.39%	37.90%	9.68%	4.03%	10.48%	14.52%	100.00%

Table 4.1 showed the total level of cognitive skills of TLAs in the textbook. The data were analyzed in each chapter. Thinking study covers 5 chapters in semester 2. The data were 124 TLAs of the textbook. The data were codified using coding scheme by Krathwohl (2002).

Table 4.1 found that the total number of TLAs that were identified for the highest prevalent level was B2 (Understanding, Conceptual Knowledge) with the percentage of 29.84%. The activities that describe the cognitive level of remembering, A1 (Remembering, Factual Knowledge), was the second rank with 13.71% of distribution. The third rank was B5 (Evaluate, Conceptual Knowledge) with 10.48% of distribution. The fourth rank was B1 (Remembering, Conceptual Knowledge) with the percentage of 8.87%. Then, the lowest number of cognitive levels in thinking textbook were C1 (Remembering, Procedural Knowledge), C2 (Understanding, Procedural Knowledge), A3 (Applying, Factual Knowledge), C3 (Applying, Procedural Knowledge), and C4 (analyzing, Procedural Knowledge) with 0.81% of distribution.

The following explanations were the table analysis of EFST in each chapter as demonstrated in appendix 2. The table depicts the frequency and percentages of the distribution of different levels of Bloom's Revised Taxonomy in the English textbook. The findings in these tables were the results of the codification of TLAs of the English textbook based on Bloom's Revised Taxonomy.

Table 2.2 (see on appendix 2) showed the frequencies and percentages of TLAs' level of cognitive skills in chapter 6. As indicated in this table, the most frequent learning level was A1 (Remembering, Factual Knowledge) with the frequency of 47.83%. The next most frequent code was B2 (Understanding, Conceptual Knowledge) and B3 and (Applying, Conceptual Knowledge) with a percentage 13.04%. B6 (Creating, Conceptual Knowledge) and C6 (Creating, Procedural Knowledge) are also found with a percentage 8.70%. The lowest frequent code was B1 (Understanding, Conceptual Knowledge) and D6 (Creating, Metacognitive Knowledge) with a percentage 4.35%, while all cognitive levels of Analyzing and Evaluating are absent in the coded units.

Table 2.4 (see on appendix 2) showed the frequencies and percentages of TLA's levels of cognitive skills in chapter 7. As indicated in thinking tables, B2 (Understanding, Conceptual Knowledge) were found to have the highest frequency with 35.48% of distribution, while A1, B1, and B3 were the next most common code with the frequency of 12.90%. Furthermore, C3, B4, B5, B6 and D6 were the lowest codes with the frequency of 3.23%.

Table 2.6 (see on appendix 2) showed the frequencies and percentages of TLA's levels of cognitive skills in chapter 8. In thinking chapter, A1

(Remembering, Factual Knowledge), A2 (Understanding, Factual Knowledge), and B3 (Applying, Conceptual Knowledge) were the most frequent codes with the frequency of 15.38%. Further, B1, B2, C2, A3, B4, C6 and D6 were have to the lowest frequent codes with 7.69% of distribution while all cognitive levels of evaluating were absent in the coded units.

Table 2.8 (see on appendix 2) showed the frequencies and percentages of TLAs' levels of cognitive skills in chapter 9. The most prevalent was B2 (Understanding, Conceptual Knowledge) with 44.44% of distribution while the next common code was B5 (Evaluating, Conceptual Knowledge) with the frequency of 16.67%. The lowest frequent codes are B1 and B3 with 5.56% of distribution. Both factual knowledge and metacognitive knowledge were zero codes in thinking chapter.

Table 2.10 (see on appendix 2) showed the frequencies and percentages of TLAs' levels of cognitive skills in chapter 10. The highest frequent code was again B2 (Understanding, Conceptual Knowledge) with the frequency of 35.90% while the next common code was B5 (Evaluating, Conceptual Knowledge). The lowest frequent codes were C1 and D6 with 2.56% of distribution. In addition, the cognitive level of analyzing was totally absent in the coded data.

4.2.2 The Distribution of TLAs in terms of Lower Order and Higher Order Cognitive Skills

RQ 1.2: *How are the TLAs in EFST distributed in terms of lower-order and higher-order cognitive skills?*

Table 4 2 The Distribution of TLAs in Terms of Lower and Higher Order Thinking Skills

Knowledg Dimension	Cognitive Process						Total (%)
	Lower OrderThinking Skills (LOTS)			Higher Order Thinking Skills (HOTS)			
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create	
A. Factual Knowledge	13.71%	7.26%	0.81%	0.00%	0.00%	0.00%	21.77%
B. Conceptual Knowledge	8.87%	29.84%	8.06%	3.23%	10.48%	6.45%	66.94%
C. Procedural Knowledge	0.81%	0.81%	0.81%	0.81%	0.00%	4.84%	8.06%
D. Metacognitive Knowledge	0.00%	0.00%	0.00%	0.00%	0.00%	3.23%	3.23%
Total (%)	23.39%	37.90%	9.68%	4.03%	10.48%	14.52%	100.00%

As mentioned in chapter II “Remembering, Understanding, and Applying” were included to the three levels at the bottom of the taxonomy. Further, “Analyzing, Evaluating and Creating” are included to three levels at the top of taxonomy. Table 4.2 showed the distribution of the TLAs in terms of lower and higher order thinking. The first three column were indicated the distribution of TLAs in the Lower Order Thinking Skills (LOTS) and the last three column were indicated the distribution of TLAs in the Higher Order Thinking Skills (HOTS).

Table 4.2 also found that the most dominant frequent codes of the cognitive level in this textbook were indicated as Lower Order Thinking Skill (LOTS) while understanding level was the highest frequent code with 37.90% of distribution in all chapters. Continued with remembering level which was indicated as LOTS with the total frequency of 23.39%. Almost all levels in LOTS were had to the most

frequent code levels. Meanwhile, the cognitive level of creating was occurred as the next common code in HOTS with 14.52%. However, the lowest frequent code of TLAs was in HOTS that was analyzing level with the frequency of 4.03%.

This means that lower order thinking skills were the most frequent in the continuum of higher order thinking skills according to the Bloom's Revised Taxonomy table. This was indicative of the fact that the three levels at the bottom of the Bloom's Revised Taxonomy that were remembering, understanding, and applying were the most distribution of prevalent levels in thinking textbook.

4.3 Discussion

The purpose of this study was to ascertain the profile of the teaching learning activities (TLAs) in the EFST semester 2 year 11 based on the cognitive skill and knowledge level of Bloom's Revised Taxonomy.

As was shown in the findings, B2 (understanding, conceptual knowledge), the category level of lower order thinking skills in BRT had greatly contributed to predominance codes of TLAs in the textbook. Most activities that were included in this code, students were mainly focused on interpreting the perceived ideas based on the learned information, therefore, they were not be able to lead more complex cognitive process such as analyzing, evaluating and creating.

However, A1 (Remembering, Factual Knowledge) constituted the next majority code of the cognitive processes in the textbook. All TLAs in the textbook that associated with this code means that students are required to recall some factual knowledge of grammatical rules. Activities aligned under the remembering level in

the textbook include answering questions about the things in the given text, mentioning the terminology of the things and inquiring information about the students' personal life (e.g., favorite songs). This lower level had been paid a lot of heed in TLAs.

The results of this study revealed that the average of occurrence of cognitive skills' levels in TLAs of the textbook for remembering and understanding level were higher rather than the other level of cognitive skills. The high percentage of the occurrence of cognitive skill in TLAs can be said to be reasonable because before students were directed to have a high level of cognitive skills then it must be started from the lower level thinking skills first. The lower level of cognitive skills, remembering level, in the TLAs of the textbook were students' cognitive skill in memorizing.

Bloom (1956) argued that memorizing was lower level in thinking behaviors and this level should be mastered before achieved into the next level of cognitive skills. However, the results of this study showed that lower order thinking skills still dominated while in developing higher order thinking skills were not done yet.

Moreover, the current study established that the distribution of TLAs in the lower order of cognitive process within BRT were more frequently represented than those higher level ones in the textbook. This was indicative of the fact that the three levels at the bottom of the Bloom's Revised Taxonomy that are remembering, understanding, and applying were the most distribution of prevalent levels in

thinking textbook. This phenomena involved students to be slightly limited to Lower Order Thinking Skills. It made students who were not being critical thinkers.

A further result obtained from this study was the significant differences of cognitive levels in the distribution of TLAs in each chapter. The cognitive process and knowledge dimension of Bloom's Revised Taxonomy were indicated of the fact that were not used consistently in each chapter. As was shown in findings, the higher level of cognitive process of TLAs in chapter 6, chapter 7, and chapter 8 are addressed a little more than in chapter 9 and chapter 10. Also, the higher level cognitive processes are required a little more while doing activities in chapter 9 in the textbook.

This textbook also had a significant dimension of factual and conceptual knowledge content within it, for example, approximately 47 percent of the chapter 6. Of this 47 percent, much was in terms of remembering, for example in choosing the given words and inserting them in some given sentences. Chapter 7 had a lesser percentage of content within factual knowledge and it was predominantly conceptual knowledge in understanding level, for example in post reading activity and being able to rearrange the given text to create a meaningful report. Chapter 8 had same percentage in factual and conceptual knowledge in understanding level was the highest frequent code in this chapter, for example in completing the following conditional sentences and matching the clause with the correct second clause. The last two chapters also had a lesser percentage of content within conceptual knowledge in understanding level, for example in post reading activity

in both chapters that students expected to offer their understanding of the given text to answer the following questions about the text.

Another finding showed that preference of learning was only presented facts and knowledge then students memorized without linked the knowledge with their daily life. This situation caused that students were difficult in applying their knowledge in real life. It does not fully promote in developing students' thinking critically. Moreover, the study conducted by U. L. Ahmad (2015) revealed that in the English National Exam in Indonesia were still in the level of lower order thinking skills. In the area of Biology that was conducted by Juhanda (2016). Juhanda's study revealed in questions developing higher order thinking skills still had a lesser frequent code of cognitive skills' level. Therefore, the occurence of the BRT's cognitive level tasks in *Buku Sekolah Elektronik (BSE),* especially those developing higher order thinking skills need to be improved.

The results of the current study supported the previous findings obtained by Hei, J. X. (2016) and Razmjoo and Kazempourfard (2012) in that the lower-order cognitive skills are more prevalent in ELT textbook. The other previous finding was consistent with one of the results in Syahar's (2016) study which showed a significant different in each chapter of the English textbook of the levels of taxonomy. Moreover, to sum up, the findings were contrary with the regulation of Permendikbud No. 24 (2016) about hierarchy cumulative that process of thinking should be sequentially from remembering level to creating level.

CHAPTER V

CONCLUSION

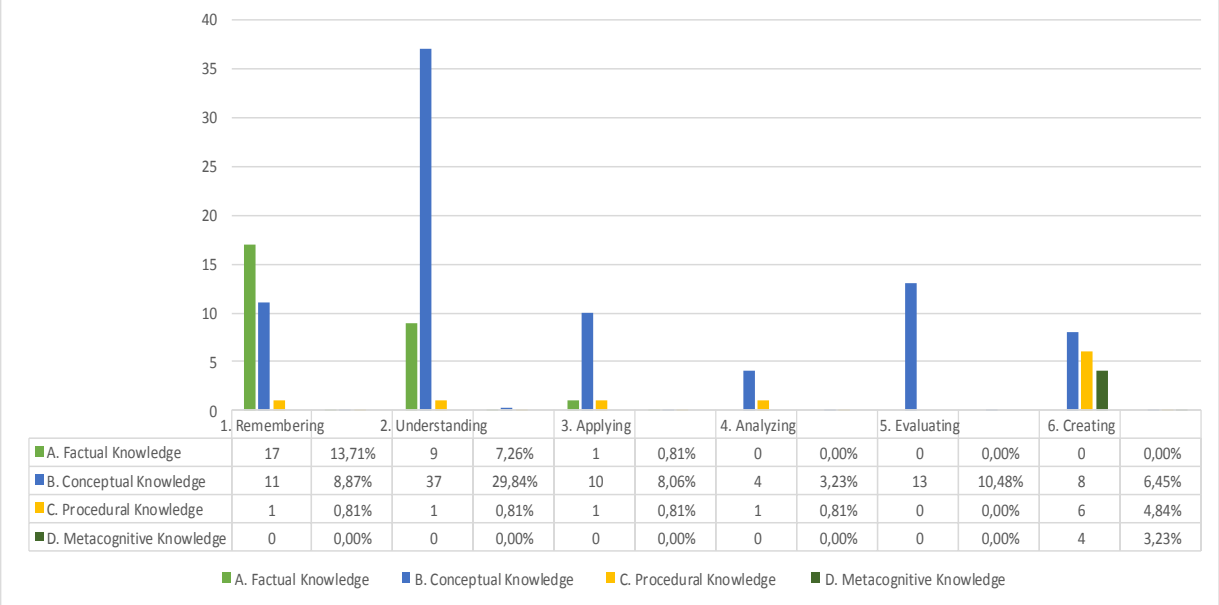
This chapter revealed conclusions from this research and provided some recommendations for everyone who was directly connected with the English textbooks: writers, publishers, teachers, and for other researchers.

5.1 Conclusion

This study discussed a content analysis for English of SMA/MA/SMK/MAK year 11, semester 2 textbook (EFST). Thus, this study had main objective that breaks down into two objectives. The main objective was *how the levels of cognitive skills in BRT are represented in the textbooks. To be more specific, the objectives of study were which level of cognitive skills in Bloom's Revised Taxonomy was more prevalent in the EFST TLAs and how the TLAs in EFST are distributed in terms of lower-order and higher-order cognitive skills. Based on the result obtained from the evaluation, the following conclusions were drawn.*

First, the analysis showed that the TLAs in all chapters had covered all levels of cognitive skill of Bloom's Revised Taxonomy. However, there was dominant level of the Bloom's Revised Taxonomy in each chapter. In all chapters, the dominant frequent code was B2 (understanding, conceptual knowledge) with 29.84% of distribution, the lower levels in Bloom's Revised Taxonomy, while

students were mainly focused on interpreting the perceived ideas based on the learned information. *Further, A1 (Remembering, Factual Knowledge) and B5 (Evaluating, Conceptual knowledge) were the next common frequent code in the TLAs. Figure 5.1 revealed this claim below:*



	1. Remembering		2. Understanding		3. Applying		4. Analyzing		5. Evaluating		6. Creating	
A. Factual Knowledge	17	13,71%	9	7,26%	1	0,81%	0	0,00%	0	0,00%	0	0,00%
B. Conceptual Knowledge	11	8,87%	37	29,84%	10	8,06%	4	3,23%	13	10,48%	8	6,45%
C. Procedural Knowledge	1	0,81%	1	0,81%	1	0,81%	1	0,81%	0	0,00%	6	4,84%
D. Metacognitive Knowledge	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	4	3,23%

Figure 5. 1 Overall Frequencies and Percentages of TLAs based on BRT

Second, in terms of the distribution of the TLAs based on the lower order thinking and higher order thinking, LOTS outnumbered HOTS in all chapters of TLAs in the textbook. However, it was not a satisfactory findings and expect that all chapters benefit more from the higher levels of thinking which critical thinking was of such a great importance. Considering to the TLAs of the textbook are related to the prerequisite of the basic competence of 2013 National Curriculum of English subject that describes students should be able to remember, to understand, to apply, to analyze, to evaluate and to create.

In sum, this textbook had covered all the cognitive levels of Bloom's Revised Taxonomy. However, the findings of this study revealed the prevalence of the

process of understanding (i.e., constructing meaning from instructional messages and written, oral, and graphic communication) and remembering (i.e., recovery of pertinent knowledge from long-term memory) in the aforementioned textbooks. The results of the present study implied that there was more need for incorporating activities for EFL students to peer-critique, to self-evaluate, to practice their performance in the classroom. Moreover, 2013 National Curriculum requires the cognitive process that should be sequentially.

5.2 Recommendation

Conducting the present study, some recommendations came out that might be useful. The recommendations are as follow:

1. For policy maker

Based on the result of the research, the researcher would also like to give some recommendations to the policy maker which was Ministry of Education and Culture (KEMENDIKBUD). Kemendikbud should give explicit and distinct guidelines to the publishers regarding to the teaching learning activities expected to be developed based on 2013 Curriculum and do some monitoring to the process of textbooks development.

1. For further research

Thinking research was about a content analysis of levels of cognitive domain of teaching learning activities in English textbooks for year 11. The upcoming content analysis studies for the same textbooks evaluated or for similar subjects should explore more aspects and give more valuable results, for example

on how teachers solve the problems found within the textbooks or how far the problems may affect the teaching and learning process.

Another recommendation for further research would be an observation real classes in which the textbook was taught to see the extent to which the teachers apply Bloom's Revised Taxonomy in their teaching. In such a study, it would be interesting to know whether teachers focus on higher order thinking skills or tend to pay more heed on lower order thinking skills.

2. For teachers

Teachers who are currently using this book must overcome its lacks by doing some adaptations. Teachers must add more tasks in higher order thinking skills' level to make it relevant to 2013 Curriculum. Students should also be asked to present individually in front of the class. Teachers should also create activities to develop students' characters' building.

3. For textbook writer and publisher

Both writers and publishers must pay more attention to these criteria, especially in the writing and editing process, since not all the teachers can identify the lacks of the books and not all of them can adapt the books when they find them irrelevant to the learning contexts. Then, the publishers should also involve teachers in textbook writing, since teachers are the parties who find out most about the students' cognitive development. Thus, the tasks developed will suit students' cognitive development.

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APPENDICES

Appendix 1: Coding the TLAs

Table 1.1 The Coding of TLAs for English of SMA/MA/SMK/MAK year 11, Semester 2 Textbook

CHAPTER	
6. The Story of Writing!	6.1 **Pre-reading Activity** 6.1.1 **Personal Connection** *Have you ever read procedural or technical instructions for doing some task Do you think it was easy to complete the task after reading the instructions or it became more complicated? Share your experience with your classmates and teacher.* 6.1.2 **Genre Connection:** *[✎ instruksi. Hanya tersedia teks bacaan]* 6.2 **Reading Activity** *[✎ instruksi. Hanya tersedia teks bacaan]* 6.3 **Post-Reading Activity** *Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates, offer your personal reaction and understanding of the text.* 1. Do you think writing changed our society? How? Give reasons to support your answer.

	2. "Need is the mother of invention." Do you think this saying is applicable to the development of technical writing? Discuss how it is applicable and support your discussion with reasons. 3. Which is your favorite kind of writing? Why? Give reasons for your answer. 4. What do you think would have motivated the early man to record and draw on walls using signs and symbols? Discuss. 5. Discuss differences between different genres of writing like fiction and non-fiction? You may focus on: a. How are they different? b. How do they speak to different audiences? 6.4 **Personal Journal Writing** *Do you think advent of writing has had a major influence in making our world as it is now? If writing had not been invented what would our world be like? Reflect on it for a few minutes. Write your reflections here.* **Procedural/Instructional Text** *[✎ instruksi. Hanya tersedia teks desksriptif tentang topik kegiatan]* **Language features of procedural text** *[✎ instruksi. Hanya tersedia teks desksriptif tentang topik kegiatan]*

			Word Power *[✎ instruksi. Hanya tersedia teks desksriptif tentang topik kegiatan]*
	6.5	6.5.1	*Below are given ingredients for Indonesian chicken satay. Can you write a procedural text for Indonesian chicken satay in the graphic organizer.*
		6.5.2	*Read the procedure text carefully and answer the questions given below*
		6.5.2.1	What are the above instructions about?
		6.5.2.2	Can you identify the verbs used in the recipe given above?
		6.5.2.3	Can you identify the circumstance in the above text?
		6.5.2.4	What ingredients are used in this recipe?
		6.5.2.5	What shouldn't you do when making a cheese toast?
		6.5.3	*This is a quick recipe to make pizza. Read the recipe carefully, with a partner draw pictures of the ingredients used in making this pizza on the graphic organizer given.*
		6.5.4	*Fill in the blanks with the words given in the box:* *evolved, imaginary, significant, merge, relevant, prominent, crucial,emerge, alter, advent, exist, prominent* 1. According to the understanding of Darwinism, human beings _____from monkey. 2. Can you go to the tailor and ask him to _____ my shirt. He has stitched it too tight.

	3. Many young children have _____ friends. 4. The world has seen_____changes since the industrial era. 5. Some aboriginal Australian tribes still _____ and they maintain their culture and traditions. 6. Since the _____ of printing press, writing changed drastically. 7. Her father is a_____ social figure. Everyone seems to know him. 8. It is _____that we get it done now. 9. Today, world's two most powerful business tycoons are going to _____their companies. 10. I do not think this is _____ to the point you are making. Please give related evidence. 11. It seems the economy has started to _____ from the black hole depression 6.6 **Active Conversation** Choose one of the activities given below:

	6.6.1	*Instead of reading the instructional manual for your new gas stove, you decide to call technical support. With your partner create a conversation between the customer and the technical support personnel and reenact this conversation in front of your class.*
	6.6.2	*Look at a procedural manual or an online help file. With your partner discuss following questions:* *- What were the instructions for?* *- How helpful was it?* *- Were the instructions easy to follow?* *- What was the best part of the instructions?* *- What was the most difficult part of the instructions?* *- Do you think it would have been better not to use the manual? Why?*
	6.6.3	*Make a presentation of your discussion and share it with your classmates and teacher.*
	6.7	**Writing Connection**
	6.7.1	*Write a simple procedural text for anyone of the following: - How to make fried noodles.* *- How to use and refill mechanical pencil. Write tips to keep the pencil in topnotch condition.* *- How to play snakes and ladders. Write tips to avoid the snake.* *- How to make a kite.* *- How to make chicken fried rice.* *- How to make a miniature volcano.* *- How to separate sand from water.*

	6.7.2 *Use this organizer to write down the ideas for your procedural text.* 6.7.2.1 1. What procedure are you writing? . 6.7.2.2 2. Who is your audience? Who are these instructions/directions for? 6.7.2.3 3. What do they need to know before following your procedure? 6.7.2.4 4. Briefly, identify the steps you will elaborate in your final writing: social evils. 6.7.2.5 5. What tools, resources or items will be required: 6.8 **Let's Create/Contribute** Create a procedural text for people to use. You are free to use item/product of your choice but the item/product should not be overly complex or too simple. Be creative in your choice. Use the techniques for writing effective procedural text you have learnt in building blocks. You can publish it on a blog or print it and showcase it in the classroom. 6.8.1 *Use this organizer to write down the ideas for your procedural text.* 6.8.1.1 1. What procedure are you writing? . 6.8.1.2 2. Who is your audience? Who are these instructions/directions for? 6.8.1.3 3. What do they need to know before following your procedure?

	6.8.1.4	4. Briefly, identify the steps you will elaborate in your final writing: social evils.
	6.8.1.5	5. What tools, resources or items will be required:
	6.9	**Parent Connection**
		Select five (5) people from your neighborhood including your parents. Interview them on the use of procedural text. Write down the result of your interview and share it with your classmates and teacher. You can ask them the following questions but you are free to create your own.
	6.9.1	1. Have your ever used a procedural text to do something?
	6.9.2	2. What have you used it for?
	6.9.3	3. Was it helpful?
	6.9.4	4. Was it easy to follow?
	6.9.5	5. Was it easy to use?
	6.9.6	6. Will you use a procedural text again?
	6.9.7	7. Can you tell us your experience in using procedural texts?
	`	
7. Natural Disaster	7.1	**Pre-reading Activity**

	7.1.1 **Personal Connection** Have you ever witnessed an earthquake? What is the worst earthquake you have ever experienced? What were you doing at that time? Describe your experience. 7.1.2 **Genre Connection:** *[✎ instruksi. Hanya tersedia teks* 7.2 **Reading Activity** *[✎ instruksi. Hanya tersedia teks bacaan]* 7.3 **Post-reading Activity** Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates offer your personal reaction and understanding of the text. 7.3.1 1. Which of the following natural disasters do you think is the most horrifying: earthquake, tsunamis, thunderstorms, or floods? Why? 7.3.2 2. What natural disaster have you experienced? Can you share what happened? 7.3.3 3. What is the worst earthquake that Indonesia has witnessed? How much damage did it cause? How did you respond to the disaster? Explain. 7.3.4 4. Can you state an example of man made disaster? 7.3.5 5. What kinds of disasters are common in Indonesia? 7.3.6 6. What would you do if you knew there would soon be an earthquake and this could be your last day on earth?

	7.3.7 7. Do you know anything about the "Ring of Fire? Can you find information and discuss it with your classmates? 7.3.8 8. If you could volunteer to help after a natural disaster, what would you do? 7.3.9 9. Do you think the world should be more concerned about natural disasters or man made disasters? Discuss and give reasons to support your answer. 7.4 **Personal Journal Writing** You meet a teenager who as a kid during 2004 tsunami suffered extreme emotional loss and her family underwent tremendous financial loss. Step in her shoes and perceive how she feels. Write down your reflections here. **Information Report** *[✎instruksi. Hanya tersedia teks desksriptif tentang topik kegiatan]* **Structur of an Information Report** *[✎instruksi. Hanya tersedia teks desksriptif tentang topik kegiatan]* **Features of an Information Report** *[✎instruksi. Hanya tersedia teks desksriptif tentang topik kegiatan]* **Word Power** *[✎ instruksi. Hanya tersedia teks desksriptif tentang topik kegiatan]* 7.5 **Let's Practice** 7.5.1 Write a short information report about the solar system. Some information is given in the graphic organizer below but you may have to refer to some books on the solar system in order to complete the report.

	7.5.2 The information in the following report got mixed up. Can you please rearrange the text to create a meaningful report? 7.5.3 Fill in the blanks with the words given in the box: *catastrophic, deadly, damage, trigger, hazard, rapid, incurred, casualties, destructive, predict* 1. My brother claims that he can _____ the future. 2. The trash dump outside the housing complex is a health _____. 3. Snake bites can be very _____. 4. The tsunami was a major _____ event in the lives of people living in north Sumatra. 5. Chocolates are a known _____ of migraine headaches. 6. We went canoeing through _____ waters. It was such a thrill. 7. Cigarette smoking causes _____ to lungs. 8. I am responsible for all the extra charges _____ during the trip. 9. The Indian Ocean tsunami caused heavy _____ in the coastal areas. 10. Earthquakes are _____ in nature. 7.6 **Active Conversation** Choose one of the following situations to create a conversation and then using role-play technique, reenact the conversation with your partner.

	7.6.1	Here are some sample questions that you can use. If you want, you can make your own questions.
	7.6.1.1	1. What are most common disasters in Indonesia? Can you name some?
	7.6.1.2	2. Do you prepare yourself before the disaster? Are there any kinds of programs for disaster crisis management?
	7.6.1.3	3. How are families affected by disasters? How are the problems solved afterwards?
	7.6.1.4	4. Does your family have a plan for what to do in the event of an earthquake?
	7.6.1.5	5. Do you know anyone who has lived through a disaster such as an earthquake or tsunami? How has this affected their life?
	7.6.2	Here is a list of sample questions; you can make your own questions if you want.
	7.6.2.1	1. Which are more endangered animals or plants?
	7.6.2.2	2. What do you think the government should do to protect endangered species?
	7.6.2.3	3. Can you tell us any success stories in preserving the endangered species?
	7.6.2.4	4. Do you think it is important to educate people about endangered species?
	7.6.2.5	5. Why are so many species becoming endangered?

	7.7 **Writing Connection** Write an information report on any one of the following topics. Use the format you learnt in building blocks. - Floods - Bears and their habitats - Lions - Tropical forests - Endangered animals of Indonesia - Endangered flora of Indonesia 7.8 **Let's Create/Contribute** Choose one of the activities given below: 7.8.1 1. Once your report from the writing connection is done, make visuals for your report. Paste the report and visuals on an A3 paper to make a poster or you can make a small information booklet with pictures and visuals. Present it in front of your class. After that display it on the notice boards for other students to benefit from it.

	7.8.2	2. You and your partner have been asked to write an information report on ocean animals. Use the graphic organizer below to fill in the information you will be using. Once you are done filling in the organizer, use the information to write a report. Print this report and display it on the wall in your classroom. Read some reference books to get relevant information. You can present your report text orally using the spoken style. Here are some expressions to help you create the oral text: - According to some experts….. - No one knows for sure……. - As far as I know….. - From what I read…….. - Generally speaking…… - It is believed that…….
	7.9	Parent Connection Retell the contents of your report to your parents and ask them to grade your report. The rubric for grading will be provided by your teacher.
8. The Last Leaf	8.1	**Pre-reading Activity**
	8.1.2	**Personal Connection** *Have you taken care of a very sick person. How was it like? Describe your experience.*

	8.1.3 **Genre Connection:** [instruksi. Hanya tersedia teks 8.2 **Reading Activity** [instruksi. Hanya tersedia teks bacaan] 8.3 **Post Reading Activity** Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates, offer your personal reaction and understanding of the text. 8.3.1 1. The story is based on multiple themes like love, sacrifice, hope, belief and pessimism. Which one do you think is more obvious in the story? Why? Give evidence to support your answer. 8.3.2 2. Why does Sue call “the last leaf” as Behrman's masterpiece? Do you think it was a masterpiece? 8.3.3 3. Were you surprised at the ending of the story? Did you think it would end differently? Why? 8.3.4 4. Painting the picture on the wall resulted in Mr. Behrman's death. Do you think he would still have painted the leaf if he had known that it would result in his death? Discuss and give reasons to support you answer. 8.3.5 5. If you were in Sue's shoes how would you have reacted to Johnsy's irrational thoughts? Describe. 8.3.6 6. Why do you think Mr. Behrman made such a sacrifice? Discuss. 8.3.7 7. What would you have done if you were in Mr. Behrman's place? Discuss.

	8.3.8 8. What is the greatest sacrifice you have ever made for your family or friends? Describe. 8.3.9 9. Describe Mr. Behrman's personality based on the story? 8.3.10 10. Why do you think Johnsy never noticed that the last leaf never fluttered or moved even though it was raining heavily? 8.4 **Personal Journal Writing** Faith can move mountains. It means that if you strongly believe that something will happen, it will happen. What do you think? Have you experienced something like this? Write down your reflections here. **Building blocks: If conditional** *[✎ instruksi. Hanya tersedia teks desksriptif tentang topik kegiatan]* **Word Power** *[✎ instruksi. Hanya tersedia teks desksriptif tentang topik kegiatan]* 8.5 **Let's Practice** 8.5.1 1. Use the words in the parentheses (…….) in their correct form and complete the conversation given below:

		Did you read the news about the person who won 150 million dollars in the lottery? If I (win)_____ that much money, I (travel) _____ around Indonesia and (stay)_____in the most lavish hotels. If I (want) _____ anything. I (buy)_____ it, I would buy Ferrari Sports car, my favorite. Well, I (do)_____ good things with the money as well. If anybody (need) _____help, I (give)_____them money to help them out. I (donate) _____money to charities. I (give) _____money to help support programs for poor children. If I (win) _____that much money, I wouldn't keep it all for myself. I (help) _____as many people as possible.
	8.5.2	2. Complete the following conditional sentences. The first one is done for you. *1. If I decide to go out today, I will go to my friend's house.* 2. If I get a headache, I _____. 3. If I had a red sportscar,_____. 4. If we had bread, cheese, tomato, we _____. 5. If I were in Australia, _____. 6. If I didn't have any homework to do, _____. 7. If it didn't rain tomorrow, we _____. 8. If I had a pet dog, _____. 9. If I had worked hard, _____.

		10. If I knew her telephone number, _____.
	8.5.3	3. Match the "if" clause with the correct second clause. The first one is done for you. *1. If i live in a village --> i would have a farm.* number 2-8
	8.5.4	4. Choose the correct second clause for the following conditional sentences: 1. If I were you,_____ a) I will go to the beach with my friends. b) I would go to the beach with my friends. c) I could go the beach with my friends. 2. If Lana was rich,_____ a) she would have spent all the money on clothes. b) she can probably spend a lot of money on clothes. c) she will probably spend all her money on clothes. 3. If I had enough money _____ a) I will go on safari to Kenya. b) I would go on safari to Kenya. c) I can go on safari to Kenya. 4. Siti will never pass her exams _____ a) if she couldn't study harder. b) if she doesn't study harder. c) if she didn't study harder.

		5. What would you do _____ a) if you could lose your job? b) if you will lose your job? c) if you lost your job?
	8.5.5	5. Fill in the blanks with the words given in the box: *contempt, stranger, icy, derision, distressed, gnarled, decay, crumble, magnificent, persistent* 1. My sister wondered why her colleague gave her such an_____ glare. 2. Why are you behaving like a _____, make yourself at home. 3. The class bully laughed in _____at my mistake. 4. The branches of this tree are old and _____. They will fall anytime soon. 5. Ajeng Kartini was a very _____woman. She fought for women rights despite all the opposition. 6. Can you _____ the cookies? We will sprinkle them on the fruit trifle. 7. If I had lot of money, I would live in the most _____house ever built.

	8. If you eat too much candy, your teeth will _____. 9. If you don't go home on time, your mother will be _____. 10. The news reporter was charge for _____ of court. 8.6 **Active Conversation** Read the following questions. Answer them in complete sentences, then go around the classroom and share with atleast 3-4 classmates. Compare your responses with theirs. How are they different? Did you find someone with an answer similar to yours? - *What would you do IF you could fly?* - *What would you do IF you won a lottery?* - *Where would you go IF you could go anywhere?* - *What would you do IF you could be as small as an ant?* - *What would you do IF you could be invisible for a day?* - *What would you do IF you had a million dollar?* - *What would you do IF you saw a ghost?* - *What would you do IF you were the leader of the OSIS?* - *IF you could ask God one question what would it be?* - *IF the whole world were listening, what would you say?* - *IF you could choose to live on a different planet, which one would you choose?* 8.7 **Writing Connection** Rewrite the story "The last leaf" using conditional sentences wherever possible. Follow the rules of conditionals you learnt in building blocks. 8.8 **let's create/Contribute:** Choose one of the activities given below:

	8.8.1	Time to create a masterpiece A masterpiece is the greatest piece of art an artist can create. The painting of Mona Lisa is widely considered as the masterpiece of Leonardo da Vinci. 1. Visualize the story "the last leaf" and illustrate favorite part of the story. This illustration should be your masterpiece. Display it on the wall in your class.
	8.8.2	2. Visualize the story "The last leaf" and make a graphic novel.
	8.8.3	*Shadow puppetry is an old form of storytelling method used for entertainment. Shadow puppetry uses flat puppets to create the impression of moving figures. Shadow puppets are cut out figures, which are held against light to create a show. Shadow puppetry has long history in Indonesia. It is known as Wayang Kulit and is famous in Java and Bali.* 3. With your friend write dialogues/script for favorite part of "The Last Leaf"using conditionals. After you have finished writing the dialogues, organize a shadow puppet show for your class.
	8.9	**Parent Connection** Ask your parents if they get a chance to change one thing in their life, what would it be? Use conditionals to retell what they would change.
9. Father of Indonesian Education	9.1	**Pre Reading Activity**
	9.1.1	**Personal Connection** Imagine 30 years from now someone will write a biography about you. What would you want the world to know about you? Focus on what you would do for people and your country.

	9.1.2 Genre Connection [⍉ instruksi. Hanya tersedia teks 9.2 **Reading Activity** *[⍉ instruksi. Hanya tersedia teks bacaan]* 9.3 **Post reading Activity** Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates, offer your personal reaction and understanding of the text. 9.3.1 1. Why do we need biographies? What is their purpose? 9.3.2 2. What information can we find about a person by reading a biography? Discuss. 9.3.3 3. From Ki Hajar Dewantara's biography, how would you describe him? 9.3.4 4. Can you find any similarities between Ki Hajar Dewantara and yourself? Describe. 9.3.5 5. Responsibility is being accountable to God and to others as you do your duties or obligations in a faithful way. Do you think Ki Hajar Dewantara was a responsible person? How did he show it? Discuss. ur opinion about him? 9.3.6 6. Think of an example of task or event in your life that required responsibility. Were you responsible in fulfilling this duty or obligation? Share your example. 9.3.7 7. Do you think there were some significant events that changed Ki Hajar Dewantara's life? How did those events shape or change him? Discuss.

	9.3.8 8. What kind of impact did Ki Hajar Dewantara have on people? Discuss. 9.3.9 9. Ki Hajar Dewantara has had great impact on Indonesian struggle for freedom, especially education. Discuss with your peers what may have been different if he was not there. 9.3.10 10. Ki Hajar made lot of sacrifices for his country. If you were in his place, what would you do? Describe. 9.3.11 11. What did you know about the Ki Hajar Dewantara prior to reading his short biography? Did you learn anything new about him? Did anything you read changed your opinion about him? 9.4 **PERSONAL JOURNAL WRITING** Imagine you are Ki Hajar Dewantara. Write what a regular day in your life is like. Use mostly Simple Present tense, since you will talk about daily routines, but make sure you use Present Continuous tense to talk about temporary situation (e.g. Today, I am going to talk to my friends about establishing Taman Siswa). **Building blocks: Biography** *[✎ instruksi. Hanya tersedia teks desksriptif tentang topik kegiatan]* **Word Power** *[✎ instruksi. Hanya tersedia teks desksriptif tentang topik kegiatan]* 9.5 **Let's Practice** 9.5.1 A. Read the information given below and write short biographies about the heroes of Indonesia. 9.5.2 Fill in the blanks with words given below: *emphasize, renounce, civilize, dominate, developed, philosophy, distinction, pioneer, nascent, embody*

1. Ki Hajar _____ his aristocratic title to get more close to people.

2. The educational _____ of Taman Siswa is deeply rooted in principles of Ki Hajar Dewantara.

3. Project based learning _____ on active learning.

4. My mother believes that we always have to behave in a _____ manner.

5. My brother has _____ a strong liking for Lampung coffee.

6. Mary _____ the stage throughout the play. She has a strong personality.

7. Our batch is the _____ of Project based learning in our school.

8. My sister's _____ acting career as of yet has only a fiew short ad films to show for.

9. She has _____ all the revolutionary ideas.

10. There should not be any _____ between humans. All are created by God.

9.6 **Active Conversation**

You are writing a biography about your friend. You will interview your friend to get information you need for the biography. Below are some questions to help you, but you can also write your own questions.

	9.7 **Writing Connection** Write a short biography on a person of your choice. Follow the format of biography writing you have learnt in building blocks. Once you are done with the biography, give it to anyone of your classmates for peer editing. Correct the mistakes and give the biography to your teacher. You can publish your writing on a blog or display it on the wall in your class. 9.8 **Let's Create/Contribute:** Make a biography poster for a person you consider as a hero. Fill in the details in the poster given below. You can use the same poster or make a different one based on your creativity. After you are done, display the poster on the soft board or the wall in your classroom. 9.9 **Parent Connection** Use the graphic organizer to fill information about anyone of your parents or grand parents. Once you have all the information, write a short biography.
10. Meaning through Music	10.1 **Pre Reading Activity** 10.1 **Personal Connection** There are some songs that can inspire hope and faith in us. Is there a particular song that inspires you? Share it with your classmates and teacher. 10.2 **Genre Connection:** *[✎ instruksi. Hanya tersedia teks* 10.2 **Reading Activity** *[✎ instruksi. Hanya tersedia teks bacaan]* 10.3 **Post Reading Activity**

	10.3.1	Discussion Questions for Stand by Me
	10.3.1	1. What do you think the title “Stand by Me”, means?
	10.3.2	2. Do you consider “Stand by Me” an inspirational song? Why?
	10.3.3	3. If you had to change the lyrics of “Stand by Me”, which lyrics would you change?
	10.3.2	Discussion Questions for We Shall Over Come
	10.3.2.1	1. What do you think is the theme of this song?
	10.3.2.2	2. Is this an inspiring song? Did it inspire you?
	10.3.2.3	3. Do you think you can overcome all the obstacles and live in a happy and prosperous world?
	10.3.3	Discussion Questions for Hero
		1. What is the song “Hero” about?
		2. According to the song “Hero”, what makes a hero? 3. Who is your hero? Why? 4. How does this song make you feel?
	10.3.4	Discussion Questions for The Road Not Taken
	10.3.4.1	1. What do you think the poem “The Road Not Taken” is about?

	10.3.4.2	2. What might the two roads represent or symbolize? Make a list of possibilities and discuss with your partner.
	10.3.4.3	3. Did the poet choose between the roads? Which road do you think he chose?
	10.3.4.4	4. Do you think the poet is content with his choice? Give reason to support your answer.
	10.3.5	Discussion Questions for Invictus
	10.3.5.1	1. Invictus means unconquered in Latin. What does it say about the poem?
	10.3.5.2	2. Why do you think the poet is not frightened?
	10.3.5.3	3. Do you like the poem “Invictus”?
	10.3.5.4	4. Do you agree with what the poet is saying? Why? Why Not?
	10.3.5.5	5. Do you think poems can change people?
	10.3.6	Discussion Questions for Dreams
	10.3.6.1	1. What do you think the poem “Dreams” is about?
	10.3.6.2	2. Do you think dreams can be realized?
	10.3.6.3	3. Do you agree with Langston when he says that life in wingless without dreams? Discuss
	10.3.6.4	4. How does the poem make you feel?
	10.3.6.5	5. What do you think the poet is saying? Do you agree? Give reason.

10.4 **Personal Journal Writing**

Do you think peace is necessary for our world? Do you think our world has any chance of peace? Are you hopeful that we will be able to overcome all the obstacles to establish peace? Write your reflections below.

Building blocks: Types of song
[✎ instruksi. Hanya tersedia teks desksriptif tentang topik kegiatan]
Word Power
[✎ instruksi. Hanya tersedia teks desksriptif tentang topik kegiatan]

10.5 **Let's Practice**

10.5.1 1. Find different poetic devices used in songs and poems given below. Circle each technique using following color code:
Use red for simile, use blue for metaphor, use green for personification, use purple for hyperbole, use yellow for alliteration, use pink for onomatopoeia, and use orange for rhyme.

10.5.2 2. From the titles of songs given below, can you guess what the song is about? Choose the best possible answer.

10.5.3 Fill in the blanks with words given below:
tumbled, survive, sorrow, diverge, wince, wrath, menace, barren, punishment, loom
1. Mary was afraid that she would incur her mother's _____ if she fought with her brother.

2. She knew in order to _____, she will have to fight all odds.

	3. It was great _____ for Jane when her brother moved out of the country. 4. She slipped and _____ down the stairs. 5. You can take any route as long as you don't _____ from the main highway. 6. His shadow _____ in the dark long after he was gone. 7. He was given the right _____ considering his transgressions. 8. This field is _____ nothing grows here. 9. She _____ when I touched her broken arm. 10. This little kid is such a _____, always disturbing people. 10.6 **Active Conversation** In a group of five, discuss each other's favorite songs, poems, singers and poets. You can ask each other questions like this: - Who are your favorite singers and poets? - Which is your favorite song? Why do you like it? - Are lyrics and music equally important to a song or not? - What do you think is important for a song? Lyrics or music? - Do you think music can help bring peace? - Does music make you cheerful? - Do you like listening to music in Bahasa Indonesia or English? - If you could be any musician, who would you want to be and why? - Do you think songs with offensive lyrics should be banned? - Should songs and poems have a lesson? - Do you think songs and poems play an important role in spreading important messages in our life?

	- Do you think songs or poems can change people? 10.7 **Writing Connection** Choose one song that made you angry or you think it is unrealistic. Change the lyrics of that song. After you are done, share with your class, you can sing the song. Tell your classmates why you changed the lyrics of the song. You can write the new lyrics in the space provided below : 10.8 **Let's Create/Contribute:** Choose one of the activities given below: 10.8.1 1. Write a song or a poem using at least 4 poetic devices. Your song or poem should have a message. 10.8.2 2. Create a scrapbook for your favorite songs and poems. This scrapbook should contain the following information: - Lyrics of your favorite songs/poems. - Meaning of lyrics/verses. - Profile of the artists or poets 10.,9 **Parent Connection** Ask your parents about their favorite song and the reason for liking it. Rewrite this song in English, if it is in a different language. Perform the song in front of the class.

Table 1.2 The Classification of TLAs into Activities, Sub-activities and Sub- sub activities

Class/Semester	Chapter	Activities	Sub-activities	Sub-sub activities	N
XI/2	6. The Story of Writing!	6.3			1
		6.4			1
			6.5.1		4
			6.5.2		
			6.5.3		
			6.5.4		
		6.6	6.6.1		4
			6.6.2		
			6.6.3		
			6.7.1		7
			6.7.2	6.7.2.1	
				6.7.2.2	
				6.7.2.3	
				6.7.2.4	
				6.7.2.5	
		6.8	6.8.1	6.8.1.1	7
				6.8.1.2	
				6.8.1.3	
				6.8.1.4	
				6.8.1.5	
	7. Natural Disaster	7.3	7.3.1		10
			7.3.2		
			7.3.3		
			7.3.4		
			7.3.5		
			7.3.6		
			7.3.7		
			7.3.8		
			7.3.9		
		7.4			1
			7.5.1		3
			7.5.2		
			7.5.3		
		7.6	7.6.1	7.6.1.1	13
				7.6.1.2	

				7.6.1.3	
				7.6.1.4	
				7.6.1.5	
			7.6.2	7.6.2.1	
				7.6.2.2	
				7.6.2.3	
				7.6.2.4	
				7.6.2.5	
		7.7			1
		7.8	7.8.1		3
			7.8.2		
	8. The Last Leaf	8.3			1
		8.4			1
			8.5.1		5
			8.5.2		
			8.5.3		
			8.5.4		
			8.5.5		
		8.6			1
		8.7			1
		8.8	8.8.1		4
			8.8.2		
			8.8.3		
	9. Father of Indonesian Education	9.3	9.3.1		12
			9.3.2		
			9.3.3		
			9.3.4		
			9.3.5		
			9.3.6		
			9.3.7		
			9.3.8		
			9.3.9		
			9.3.10		
			9.3.11		
		9.4			1
			9.5.1		2
			9.5.2		
		9.6			1
		9.7			1
		9.8			1
	10.		10.3.1	10.3.1.1	4

	Meaning through Music			10.3.1.2	
				10.3.1.3	
			10.3.2	10.3.2.1	4
				10.3.2.2	
				10.3.2.3	
			10.3.3	10.3.3.1	5
				10.3.3.2	
				10.3.3.3	
				10.3.3.4	
			10.3.4	10.3.4.1	5
				10.3.4.2	
				10.3.4.3	
				10.3.4.4	
			10.3.5	10.3.5.1	5
				10.3.5.2	
				10.3.5.3	
				10.3.5.4	
			10.3.6	10.3.6.1	6
				10.3.6.2	
				10.3.6.3	
				10.3.6.4	
				10.3.6.5	
		10.4			1
			10.5.1		3
			10.5.2		
			10.5.3		
		10.6			1
		10.7			1
		10.8	10.8.1		3
			10.8.2		
Total (N)		23	58	43	124

Table 1.3 Description of the coding of TLAs based on Krathwohl (2002)

Chapter	The TLAs	Codes	Description

6. The Story of Writing	6.3	B2	Based on this TLA, there is a verb: note down. Note, of course, calls for Listing, would be classified as an example of 2. Understand. Placement of the activity along the Knowledge dimension requires a consideration of the noun phrase "opinions and reactions to the questions." "Opinions and reactions" are associated with B. Conceptual Knowledge. The category of cognitive process is probably influenced students to recall afterwards to note down the information from the text. So, it is placed in cell of Taxonomy Table B2
	6.4	D6	Based on this TLA, the instructions ask students to write their respond hypothetical situatons. This process is included the “6. creatong” process. The Knowledge dimension requires a consideration of the phrase “advent of writing”. The phrase is associated with D. Metacognitive Knowledge. So, this activity is placed in cell of Taxonomy Table D6.
	6.5.1	B3	Based on this TLA, students are expected to rewrite the information based on the context. This is included the “3. applying” process. The placement of the Knowledge dimension is B. Conceptual Knowledge. So, this activity is placed in cell of Taxonomy Table B3.
	6.5.2	B2	Based on this TLA, there is a process of identifying before students are expected to answer the questions correctly. This process would be classified as an example of the Cognitive Process 2. Understand. The placement of the Knowledge dimension requires a consideration of the questions, as such, would be classified as an example of B. Conceptual Knowledge. So, this activity is placed in cell of Taxonomy Table B2.
	6.5.3	B2	Based on this TLA, students are expected to draw pictures of the ingredients. This process recalls students’ information about it firstly. This is included the “2. Understanding” process. The placement og knowledge dimension requires a consideration of the noun component “pictures of the ingredients”, as such, would be classified as B. Conceptual Knowledge. So, this activity is placed in cell of Taxonomy Table B2

6.5.4	B1	Based on this TLA, students are expected to fill in the blanks. To fill in the blank, their need to understand what the meaning of the words given in the box. This process included the “1. Remembering” process. Considering to phrase “the words given in the box”, students have to category the words, so, that would be classified as “B. Conceptual Knowledge”. So, this activity is placed in cell of taxonomy table B1.
6.6	A1	Based on this TLA, students have to choose one of the activities. this process included 1. Remembering process. The knowledge dimension of this activity is A. Factual Knowledge. so, this activity is placed in cell of taxonomy A1.
6.6.1	B6	Based on this TLA, students are expected to create a conversation. Creating is included the “6. Create” process. The placement of Knowledge Dimension requires a consideration of the noun component “a conversation”, as such, would be classified as B. Conceptual Knowledge. Therefore, this activity is placed in cell of Taxonomy Table B6.
6.6.2	B3	Based on this TLA, students are expected to discuss questions given in this task. Discussing following question is included the “3. Applying” process. The placement of Knowledge Dimension requires a consideration of the noun component “following questions”, as such, would be classified as B. Conceptual Knowledge. Therefore, this activity is placed in cell of Taxonomy Table B2.
6.6.3	B6	Based on this TLA, students are expected to make a presentation. Making calls for creating. Creating is included the “6. Create” process. The placement of Knowledge Dimension requires a consideration of the noun component “a conversation”, as such, would be classified as B. Conceptual Knowledge. Therefore, this activity is placed in cell of Taxonomy Table B6.
6.7.1	C6	Based on this TLA, students are expected to write a procedural text. Writing calls for creating. Creating is included the “6. Create” process. The placement of Knowledge Dimension requires a consideration of the noun component “a simple procedural text”, as such, would be classified as C. Procedural Knowledge. Therefore, this activity is placed in cell of Taxonomy Table C6.

6.7.2	B3	Based on this TLA, students are expected to use information given in the task. Using is included the “3. Applying” process. The placement of Knowledge Dimension requires a consideration of the noun component “a conversation”, as such, would be classified as B. Conceptual Knowledge. Therefore, this activity is placed in cell of Taxonomy Table B3.
6.7.2.1	A1	Based on this TLA, the question task asks students to mention what procedure text that they want to talk about. This activity included the “1. Remembering” process. In this case, the placement of Knowledge Dimension is classified as A. Factual Knowledge. therefore, this activity is placed in cell A1.
6.7.2.2	A1	Based on this TLA, the question task asks students to mention who audience is and who the instruction is for. This activity included the “1. Remembering” process. In this case, the placement of Knowledge Dimension is classified as A. Factual Knowledge. therefore, this activity is placed in cell A1.
6.7.2.3	A1	Based on this TLA, the question task asks students to know what audience need to know. This activity included the “1. Remembering” process. In this case, the placement of Knowledge Dimension is classified as A. Factual Knowledge. therefore, this activity is placed in cell A1
6.7.2.4	A1	Based on this TLA, the question task asks students to identify the steps in their writing. This activity included the “1. Remembering” process. In this case, the placement of Knowledge Dimension is classified as A. factual Knowledge. therefore, this activity is placed in cell A1.
6.7.2.5	A1	Based on this TLA, the question task asks students to mention what tools or items. This activity included the “1. Remembering” process. In this case, the placement of Knowledge Dimension is classified as A. Factual Knowledge. therefore, this activity is placed in cell A1.
6.8	C6	Based on this TLA, students are expected to create a procedural text. This is included the "6. Creating" process. Furthermore, students use the techniques of procedural text to write effectively. So, this is associated with "C. Procedural Knowledge". therefore, this activity is placed in cell C6.

	6.8.1	B3	Based on this TLA, students are expected to use the organizer questions. This is included the 3. Applying process. The knnowledge dimension of this activiy is B. Conceptual Knowledge. so, this activiy is placed in cell of taxonomy B3
	6.8.1.1	A1	Based on this TLA, the question task asks students to mention what procedure text that they want to talk about. This activity included the “1. Remembering” process. In this case, the placement of Knowledge Dimension is classified as A. Factual Knowledge. therefore, this activity is placed in cell A1.
	6.8.1.2	A1	Based on this TLA, the question task asks students to mention who audience is and who the instruction is for. This activity included the “1. Remembering” process. In this case, the placement of Knowledge Dimension is classified as A. Factual Knowledge. therefore, this activity is placed in cell A1.
	6.8.1.3	A1	Based on this TLA, the question task asks students to know what audience need to know. This activity included the “1. Remembering” process. In this case, the placement of Knowledge Dimension is classified as A. Factual Knowledge. therefore, this activity is placed in cell A1
	6.8.1.4	A1	Based on this TLA, the question task asks students to identify the steps in their writing. This activity included the “1. Remembering” process. In this case, the placement of Knowledge Dimension is classified as A. factual Knowledge. therefore, this activity is placed in cell A1.
	6.8.1.5	A1	Based on this TLA, the question task asks students to mention what tools or items. This activity included the “1. Remembering” process. In this case, the placement of Knowledge Dimension is classified as A. Factual Knowledge. therefore, this activity is placed in cell A1.
7. Natural Disaster	7.3	B2	Based on this TLA, there is a verb: note down. Note, of course, calls for Listing, would be classified as an example of 2. Understand. Placement of the activity along the Knowledge dimension requires a consideration of the noun phrase "opinions and reactions to the questions." "Opinions and reactions" are associated with B. Conceptual Knowledge. The category of cognitive process is probably influenced students to recall afterwards to note down the information from the text. So, it is placed in cell of Taxonomy Table B2

7.3.1	B2	Based on this TLA, the question task asks students to understand and explain. This is included the 2. Understanding process. In this case, the placement of Knowledge dimension is associated with B. Conceptual Knowledge. therefore, this activity is included in cell B2.
7.3.2	B2	Based on this TLA, the question task influences students' experience. Students are expected to understand what their own experience to be shared. This is included the 2. Understanding pocess. In this case, the placement of Knowledge dimension is associated with B. Conceptual Knowledge. Therefore, this activity is placed in cell B2.
7.3.3	B2	Based on this TLA, students are more expected to understand and explain their ideas. This is included the 2. understanding process. In this case, the placement of Knowledge dimension is associated with B. Conceptual Knowledge. Therefore, this activity is placed in cell B2
7.3.4	B1	Based on this TLA, students are expected to state their own ideas.. This is included 1. rememberingprocess. The placement of Knowledge dimension is associated with B.Conceptual Knowledge. therefore, this activity is placed in cell B1.
7.3.5	B1	Based on this TLA, students are expected to know about kind of disaster in Indonesia. This is included 1. remembering process. The placement of Knowledge dimension is associated with B.Conceptual Knowledge. therefore, this activity is placed in cell B1.
7.3.6	B3	Based on this TLA, students are expected to implement what they would do in given situation. This is included the 3. Applying process. In this case, the placement of Knowledge dimension is associated with B. Conceptual Knowledge. Therefore, this activity is placed in cell B3.
7.3.7	B1	Based on this TLA, students are expected to know and find about the Ring of Fire. This is included 1. Remembering process. The placement of Knowledge dimension is associated with B.Conceptual Knowledge. therefore, this activity is placed in cell B1

7.3.8	B3	Based on this TLA, students are expected to use their learned information to what they would do soon. This is included the 3. Applying process. In this case, the placement of Knowledge dimension is associated with B. Conceptual Knowledge. Therefore, this activity is placed in cell B3
7.3.9	B5	Based on this TLA, students are expected to comment what it is supposed to be more concerned between natural disaster or man made disaster in their discussion. This is included the 5. evaluating process. In this case, the placement of Knowledge dimension is associated with B. Conceptual Knowledge. Therefore, this activity is placed in cell B5
7.4	D6	Based on this TLA, the instructions ask students to write their respond to a given situation. This process is included the "6. creating" process. The Knowledge dimension requires a consideration of the phrase "your reflections". The phrase is associated with D. Metacognitive Knowledge. So, this activity is placed in cell of Taxonomy Table D6.
7.5.1	B6	Based on this TLA, students are expected to write new endings of information report. It is included the 6. creating process. The knowledge dimension of this activity is B. Conceptual Knowledge. therefore, this activity is placed in the cell of Taxonomy Table B6.
7.5.2	B2	Based on this TLA, students are expected to rearrange the text. This activity is used their understanding. It is included 2. Understanding process. The knowledge dimension of this activity is B. Conceptual Knowledge.
7.5.3	B1	Based on this TLA, students are expected to fill in the blanks. This process included the "1. Remembering process. Considering to phrase "the words given in the box" that would be classified as B. Conceptual Knowledge. So, this activity is placed in cell of taxonomy table B1.
7.6	C6	Based on this TLA, students are expected to create a conversation. It is included the 6. creating process. The knowledge dimension of this activity is c. procedural Knowledge. because they use role playing technique, so, this activity is placed in cell C6.
7.6.1	B3	Based on this TLA, students are expected to create a conversation using learned information. It is included the 3. Applying process. The knowledge dimension of this activiy is B. Conceptual Knowledge. so, this activity is placed in cell of Taxonomy Table B3.
7.6.1.1	A1	Based on this TLA, students are expected to answer

		the question through recall the information from the text. It is included the 1. Remembering process. The knowledge dimension of this activity is A. Factual Knowledge. so, this activity is placed in cell of Taxonomy Table A1.
7.6.1.2	A1	Based on this TLA, students are expected to answer the question through recall the information from the text. It is included the 1. Remembering process. The knowledge dimension of this activity is A. Factual Knowledge. so, this activity is placed in cell of Taxonomy Table A1.
7.6.1.3	B2	Based on this TLA, students are expected to answer the question based on their understanding.. It is included the 2. Understanding process. The knowledge dimension of this activity is B. Conceptual Knowledge. so, this activity is placed in cell of Taxonomy Table B2.
7.6.1.4	A1	Based on this TLA, students are expected to answer the question through recall the information from the text. It is included the 1. Remembering process. The knowledge dimension of this activity is A. Factual Knowledge. so, this activity is placed in cell of Taxonomy Table A1.
7.6.1.5	B2	Based on this TLA, students are expected to answer the question based on their understanding.. It is included the 2. Understanding process. The knowledge dimension of this activity is B. Conceptual Knowledge. so, this activity is placed in cell of Taxonomy Table B2.
7.6.2	B3	Based on this TLA, students are expected to create a conversation using learned information. It is included the 3. Applying process. The knowledge dimension of this activiy is B. Conceptual Knowledge. so, this activity is placed in cell of Taxonomy Table b3.
7.6.2.1	B2	Based on this TLA, students are expected to answer the question based on their understanding.. It is included the 2. Understanding process. The knowledge dimension of this activity is B. Conceptual Knowledge. so, this activity is placed in cell of Taxonomy Table B2.
7.6.2.2	B2	Based on this TLA, students are expected to answer the question based on their understanding.. It is included the 2. Understanding process. The knowledge dimension of this activity is B. Conceptual Knowledge. so, this activity is placed in cell of Taxonomy Table B2.
7.6.2.3	B2	Based on this TLA, students are expected to retell.. It is included the 2. Understanding process. The knowledge dimension of this activity is B. Conceptual Knowledge. so, this activity is placed in cell of Taxonomy Table B2.

	7.6.2.4	B2	Based on this TLA, students are expected to answer the question based on their understanding.. It is included the 2. Understanding process. The knowledge dimension of this activity is B. Conceptual Knowledge. so, this activity is placed in cell of Taxonomy Table B2.
	7.6.2.5	B4	Based on this TLA, students are expected to answer the question through analyzing.. It is included the 2. Understanding process. The knowledge dimension of this activity is B. Conceptual Knowledge. so, this activity is placed in cell of Taxonomy Table B2.
	7.7	C3	Based on this TLA, students are expected to rewrite the story following the rules. In this case, the process of cognitive skills is 3. Applying. The knowledge dimension of this activity is c. Procedural Knowledge. therefore, this activity is placed in cell of Taxonomy Table C3
	7.8	A1	Based on this TLA, students are have to choose oe of the activity. This is inlcuded the 1. Remembering process. The knowledge dimension of this activity is A. Factual Knowledge. so, this activity is placed in cell of taxonomy A1
	7.8.1	C6	Based on this TLA, students are expected to make a poster or write an information report.This activity is included the 6. Creating process. The knowledge dimension of this activity is associated with C. Procedural Knowledge. Therefore, this activity is placed in cell of Taxonomy Table C6.
	7.8.2	C6	Based on this TLA, students are expected to make a poster or write an information report.This activity is included the 6. Creating process. The knowledge dimension of this activity is associated with C. Procedural Knowledge. Therefore, this activity is placed in cell of Taxonomy Table C6.
8. The Last Leaf	8.3	B2	Based on this TLA, there is a verb: note down. Note, of course, calls for Listing, would be classified as an example of 2. Understand. Placement of the activity along the Knowledge dimension requires a consideration of the noun phrase "opinions and reactions to the questions." "Opinions and reactions" are associated with B. Conceptual Knowledge. The category of cognitive process is probably influenced students to recall afterwards to note down the information from the text. So, it is placed in cell of Taxonomy Table B2

8.4	D6	Based on this TLA, the instructions ask students to write their respond to a given situation. This process is included the “6. creating” process. The Knowledge dimension requires a consideration of the phrase “your reflections”. The phrase is associated with D. Metacognitive Knowledge. So, this activity is placed in cell of Taxonomy Table D6.
8.5.1	A3	Based on this TLA, students are expected to use the words given in the task using their understanding about tenses. This is included the 3. applying process. The knowledge dimension of this activity is A. Factual Knowledge. so, this activity is placed in cell of Taxonomy Table A3.
8.5.2	B1	Based on this TLA, students are expected to complete the sentences. This is inc;uded the 1. Remembering process. The knowledge dimension of this activity is B. Conceptual Knowledge. therefore, this activiy is placed in cell of Taxonomy table B3.
8.5.3	B1	Based on this TLA, students are expected to match. This is included the 1. remembering process. The knowledge dimension of this task is B. Conceptual Knowledge. therefore, this activity is placed in cell of Taxonomy Table B1.
8.5.4	A1	Based on this TLA, students are expected to choose the correct answer in the multiple choices. This is included 2. Remembering process. The knowledge dimension of this activity is A. Factual Knowledge. Therefore, this activity is placed in cell of Taxonomy Table A2.
8.5.5	B1	Based on this TLA, students are expected to fill in the blanks. This process included the “1. Remembering process. Considering to phrase “the words given in the box” that would be classified as B. Conceptual Knowledge. So, this activity is placed in cell of taxonomy table B1.
8.6	B4	Based on this TLA, students are expected to compare their responses. In this case, the process of thinking is included the 4. analyzing process. The knowledge dimension of this activity is associated with B. Conceptual Knowledge. therefore, this activity is placed in cell of Taxonomy Table B4.

	8.7.	C2	Based on this TLA, students are expected to rewrite the story following the rules. In this case, the process of cognitive skills is 2.understanding. The knowledge dimension of this activity is c. procedural Knowledge. therefore, this activity is placed in cell of Taxonomy Table C2
	8.8	A1	Based on this TLA, students are have to choose oe of the activity. This is inlcuded the 1. Remembering process. The knowledge dimension of this activity is A. Factual Knowledge. so, this activity is placed in cell of taxonomy A1
	8.8.1	B3	Based on this TLA, students are expected to visualize and illustrate their favorite part of the story. This activity is included the 3. applying process. The knowledge dimension of this activity is associated with B. Conceptual Knowledge. Therefore, this activity is placed in cell of Taxonomy Table B3
	8.8.2	B3	Based on this TLA, students are expected to visualize and make a graphic novel. This activity is included the 3. Applying process. The knowledge dimension of this activity is associated with B. Conceptual Knowledge. Therefore, this activity is placed in cell of Taxonomy Table B3.
	8.8.3	C6	Based on this TLA, students are expected to write a dialogue and make presentation through shadow puppets. This activity is included the 6. Creating process. The knowledge dimension of this activity is associated with C. Procedural Knowledge. Therefore, this activity is placed in cell of Taxonomy Table c6.
9. Father of Indonesian Education	9.3	B2	Based on this TLA, there is a verb: note down. Note, of course, calls for Listing, would be classified as an example of 2. Understand. Placement of the activity along the Knowledge dimension requires a consideration of the noun phrase "opinions and reactions to the questions." "Opinions and reactions" are associated with B. Conceptual Knowledge. The category of cognitive process is probably influenced students to recall afterwards to note down the information from the text. So, it is placed in cell of Taxonomy Table B2

9.3.1	B2	Based on this TLA, students are expected to answer the question using their understanding. It is included the 2. Understanding process. The knowledge dimension of this activity is B. Conceptual Knowledge. therefore, this activity is placed in cell of Taxonomy Table B2.
9.3.2	B2	Based on this TLA, students are expected to answer the question using their understanding. It is included the 2. Understanding process. The knowledge dimension of this activity is B. Conceptual Knowledge. therefore, this activity is placed in cell of Taxonomy Table B2.
9.3.3	B2	Based on this TLA, students are expected to answer the question using their learned information from the text. It is included the 2. Understanding process. The knowledge dimension of this activity is B. Conceptual Knowledge. therefore, this activity is placed in cell of Taxonomy Table B2.
9.3.4	B2	Based on this TLA, students are expected to find the similarties. It is included the 2. Understanding process. The knowledge dimension of this activity is B. Conceptual Knowledge. therefore, this activity is placed in cell of Taxonomy Table B2
9.3.5	B5	Based on this TLA, students are expected to answer the question, students need to write opinion piece about it. It is included the 4.Analyzing process. The knowledge dimension of this activity is B. Conceptual Knowledge. therefore, this activity is placed in cell of Taxonomy Table B5
9.3.6	B2	Based on this TLA, students are expected to answer the question using their understanding. It is included the 2. Understanding process. The knowledge dimension of this activity is B. Conceptual Knowledge. therefore, this activity is placed in cell of Taxonomy Table B2.
9.3.7	B5	Based on this TLA, students are expected to answer the question, students need to write opinion piece about it. It is included the 4.Analyzing process. The knowledge dimension of this activity is B. Conceptual Knowledge. therefore, this activity is placed in cell of Taxonomy Table B5

9.3.8	B2	Based on this TLA, students are expected to writing an implication based on the context . It is included the 2. Understanding process. The knowledge dimension of this activity is B. Conceptual Knowledge. therefore, this activity is placed in cell of Taxonomy Table B2.
9.3.9	B5	Based on this TLA, students are able to write an opinion piece. It is included the 5. Evaluating process. The knowledge dimension of this activity is B. Conceptual Knowledge. therefore, this activity is placed in cell of taxonomy B5
9.3.10	B3	Based on this TLA, students are expected to describe using learned information from the text. It is included 3. Applying process. The knowledge dimension of this activity is B. Conceptual Knowledge. Therefore, this activity is placed in cell of Taxonomy Table B3.
9.3.11	B1	Based on this TLA, students are expected to recall the information. It is included the 1. Remembering process. The knowledge dimension of this activity is B. Conceptual Knowledge. Therefore, this activity is placed in cell of Taxonomy Table B1.
9.4	B6	Based on this TLA, students are expected to write new information then write their learned information into written task. it is included 6. Creating process. The knowledge dimension of this activity is B. Conceptual Knowledge. Therefore, this activity is placed in cell of Taxonomy Table B6.
9.5.1	B4	Based on this TLA, students are expected to write a story using their learned information. It is included 4. Analyzing process. This activity is classified as an example of B. Concpetual Knowledge. so, this activity is placed in cell of Taxonomy Table B4.
9.5.2	B2	Based on this TLA, students are expected to fill in the blanks. To fill in the blank, their need to understand what the meaning of the words given in the box. This process included the “2. Understanding” process. The knowledge dimension of this activity is B. Conceptual Knowledge. So, this activity is placed in cell of taxonomy table B2.
9.6	B4	Based on this TLA, students are expected to write a biography of their friend. In this case, the process of thinking is included the 4. Analyzing process. The knowledge dimension of this activity is associated with B. conceptual Knowledge. therefore, this activity is placed in cell of Taxonomy Table b4.
9.7	C4	Based on this TLA, students are expected to write a biography by following a format. This is included the 4.

			Analyzing process. Considering to the word "format of biography writing" that would be classified as C. Procedural Knowledge. So, this activity is placed in cell of Taxonomy Table C4.
	9.8	B6	Based on this TLA, students are expected to make a poster. This is included the 2. Creating process. Considering to the noun component " a biography poster" that would be classified as B. Conceptual Knowledge. So, this activity is placed in cell of Taxonomy Table B6.
10. Meaning through Music	10.3.1	A2	Based on this TLA, students are expected to discuss the song lyric through the questions given in this tasks. Further, the context in this TLA is referenced to students' understanding. This is included 2. Understanding process. The placement of Knowledge dimension is associated with A. Factual Knowledge. therefore, this activity is placed in cell A2.
	10.3.1.1	B2	Based on this TLA, the question task asks students to conclude what the song means. In this case, students' understanding influences the process. So, it is included the 2. Understanding process. The knowledge dimension of this activity is B. conceptual Knowledge. so this activity is placed in cell of taxonomy B2.
	10.3.1.2	B5	Based on this TLA, the question task asks students to write an opinion piece of the song means. In this case, it is included the 5. Evaluate process. The knowledge dimension of this activity is B. Conceptual Knowledge. o this activity is placed in cell of taxonomy B5
	10.3.1.3	B2	Based on this TLA, the question task asks students to write possible lyrics. In this case, students' understanding influences the process. So, it is included the 2. Understanding process. The knowledge dimension of this activity is B. Conceptual Knowledge. so this activity is placed in cell of taxonomy B2.

10.3.2	A2	Based on this TLA, students are expected to discuss the song lyric through the questions given in this tasks. Further, the context in this TLA is referenced to students' understanding. This is included 2. Understanding process. The placement of Knowledge dimension is associated with A. Factual Knowledge. therefore, this activity is placed in cell A2.
10.3.2.1	B2	Based on this TLA, the question task asks students to conclude what the theme of song. In this case, students' understanding influences the process. So, it is included the 2. Understanding process. The knowledge dimension of this activity is B. conceptual Knowledge. so this activity is placed in cell of taxonomy B2.
10.3.2.2	B5	Based on this TLA, the question task asks students to write an opinion piece of the song means. In this case, it is included the 5. Evaluate process. The knowledge dimension of this activity is B. Conceptual Knowledge. o this activity is placed in cell of taxonomy B5
10.3.2.3	B5	Based on this TLA, the question task asks students to write an opinion. So, it is included the 5. Evaluate process. The knowledge dimension of this activity is B. Conceptual Knowledge. so this activity is placed in cell of taxonomy B5
10.3.3	A2	Based on this TLA, students are expected to discuss the song lyric through the questions given in this tasks. Further, the context in this TLA is referenced to students' understanding. This is included 2. Understanding process. The placement of Knowledge dimension is associated with A. Factual Knowledge. therefore, this activity is placed in cell A2.
10.3.3.1	B2	Based on this TLA, the question task asks students to conclude what the theme of song. In this case, students' understanding influences the process. So, it is included the 2. Understanding process. The knowledge dimension of this activity is B. conceptual Knowledge. so this activity is placed in cell of taxonomy B2.

10.3.3.2	B2	Based on this TLA, the question task asks students to explain what a hero. In this case, students' understanding influences the process. So, it is included the 2. Understanding process. The knowledge dimension of this activity is B. conceptual Knowledge. so this activity is placed in cell of taxonomy B2.
10.3.3.3	B2	Based on this TLA, the question task asks students to explain who their hero is. In this case, students' understanding influences the process. So, it is included the 2. Understanding process. The knowledge dimension of this activity is B. conceptual Knowledge. so this activity is placed in cell of taxonomy B2.
10.3.3.4	B2	Based on this TLA, the question task asks students to explain their feel about the song. In this case, students' understanding influences the process. So, it is included the 2. Understanding process. The knowledge dimension of this activity is B. conceptual Knowledge. so this activity is placed in cell of taxonomy B2.
10.3.4	A2	Based on this TLA, students are expected to discuss the poem through the questions given in this tasks. Further, the context in this TLA is referenced to students' understanding. This is included 2. Understanding process. The placement of Knowledge dimension is associated with A. Factual Knowledge. therefore, this activity is placed in cell A2
10.3.4.1	B2	Based on this TLA, the question task asks students to conclude what the poem is about. In this case, students' understanding influences the process. So, it is included the 2. Understanding process. The knowledge dimension of this activity is B. conceptual Knowledge. so this activity is placed in cell of taxonomy B2.
10.3.4.2	B1	Based on this TLA, the question task asks students to make a list of possibilities answer from the text information. In this case, students' understanding influences the process. So, it is included the 1. Remembering process. The knowledge dimension of this activity is B. conceptual Knowledge. so this activity is placed in cell of taxonomy B1.

10.3.4.3	B2	Based on this TLA, the question task asks students to predict the possibilities. In this case, students' understanding influences the process. So, it is included the 2. Understanding process. The knowledge dimension of this activity is B. conceptual Knowledge. so this activity is placed in cell of taxonomy B2.
10.3.4.4	B5	Based on this TLA, the question task asks students to write an opinion piece of the poet's content. In this case, it is included the 5. Evaluate process. The knowledge dimension of this activity is B. Conceptual Knowledge. o this activity is placed in cell of taxonomy B5
10.3.5	A2	Based on this TLA, students are expected to discuss the poem through the questions given in this tasks. Further, the context in this TLA is referenced to students' understanding. This is included 2. Understanding process. The placement of Knowledge dimension is associated with A. Factual Knowledge. therefore, this activity is placed in cell A2
10.3.5.1	B2	Based on this TLA, the question task asks students to conclude about the poem means. In this case, students' understanding influences the process. So, it is included the 2. Understanding process. The knowledge dimension of this activity is B. conceptual Knowledge. so this activity is placed in cell of taxonomy B2.
10.3.5.2	B5	Based on this TLA, the question task asks students to write their opinion pieceabout the poem. So, it is included the 5. evaluating process. The knowledge dimension of this activity is B. conceptual Knowledge. so this activity is placed in cell of taxonomy B5.
10.3.5.3	B1	Based on this TLA, the question task asks students to recognize the poem.. So, it is included the 1. remembering process. The knowledge dimension of this activity is B. conceptual Knowledge. so this activity is placed in cell of taxonomy B1.

10.3.5.4	B5	Based on this TLA, the question task asks students to write their opinion piece about the poem. So, it is included the 5. evaluating process. The knowledge dimension of this activity is B. conceptual Knowledge. so this activity is placed in cell of taxonomy B5.
10.3.6	A2	Based on this TLA, students are expected to discuss the poem through the questions given in this tasks. Further, the context in this TLA is referenced to students' understanding. This is included 2. Understanding process. The placement of Knowledge dimension is associated with A. Factual Knowledge. therefore, this activity is placed in cell A2
10.3.6.1	B2	Based on this TLA, the question task asks students to conclude about the poem means. In this case, students' understanding influences the process. So, it is included the 2. Understanding process. The knowledge dimension of this activity is B. conceptual Knowledge. so this activity is placed in cell of taxonomy B2
10.3.6.2	B5	Based on this TLA, the question task asks students to write their opinion piece about the poem. So, it is included the 5. evaluating process. The knowledge dimension of this activity is B. conceptual Knowledge. so this activity is placed in cell of taxonomy B5.
10.3.6.3	B5	Based on this TLA, the question task asks students to write their opinion piece about part of the poem. So, it is included the 5. evaluating process. The knowledge dimension of this activity is B. conceptual Knowledge. so this activity is placed in cell of taxonomy B5.
10.3.6.4	B2	Based on this TLA, the question task asks students to explain what they feel about the poem . In this case, students' understanding influences the process. So, it is included the 2. Understanding process. The knowledge dimension of this activity is B. conceptual Knowledge. so this activity is placed in cell of taxonomy B2
10.3.6.5	B5	Based on this TLA, the question task asks students to write their opinion piece about poet's saying. So, it is included the 5. evaluating process. The knowledge dimension of this activity is B. conceptual Knowledge. so this activity is placed in cell of taxonomy B5.

10.4	D6	Based on this TLA, students are expected to write their responding of the context given about "peace" in their discussion. This is included the 6. Creating process. In this case, the placement of Knowledge dimension is associated with D. Metacognitive Knowledge. Therefore, this activity is placed in cell D4
10.5.1	C1	Based on this TLA, students are expected to find and cicle the differences. This is included the 1. Remembering process. Considering noun component "poetic devices used in songs and poems", as such, would be classified as C. Procedural Knowledge. Therefore, this activity is placed in cell C1.
10.5.2	B2	Based on this TLA, students are expected to choose the possible answer. This is included the 2. Understanding process. Considering noun component "the best possible answer", as such, would be classified as B. Conceptual Knowledge. Therefore, this activity is placed in cell B2.
10.5.3	B1	Based on this TLA, students are expected to fill in the blanks. This process included the “1. Remembering process. Considering to phrase “the words given in the box” that would be classified as B. Conceptual Knowledge. So, this activity is placed in cell of taxonomy table B1.
10.6	B2	Based on this TLA, students are expected to discuss about their favorite songs and poems with using following questions given. This activity is included in the 2. understanding process. The placement of knowledge dimension is classified as an example of B. Conceptual Knowledge. so, this activiy is placed in cell of Taxonomy Table B2.
10.7	B6	Based on this TLA, students are expected to write the new lyric in part of their favorite song. This is included the 6. Creating process. The placement of knowledge dimension is classified as an example of B. Conceptual Knowledge. So, this activity is placed in cell of Taxonomy Table B6.
10.8	A1	Based on this TLA, students are have to choose oe of the activities. This is inlcuded the 1. Remembering process. The knowledge dimension of this activity is A. Factual Knowledge. so, this activity is placed in cell of taxonomy A1

	10.8.1	B6	Based on this TLA, students are expected to write the songs or poems. This is included the 2. Creating process. Considering to the wordt "using at least 4 poetic devices" that would be classified as B. Conceptual Knowledge. So, this activity is placed in cell of Taxonomy Table B6.
	10.8.2	B6	Based on this TLA, students are expected to create. . This is included the 2. Creating process. Considering to the noun component "a scrapbook" that would be classified as B. Conceptual Knowledge. So, this activity is placed in cell of Taxonomy Table B6.

Appendix 2: Table of the Coding Scheme of TLAs/Semester 2/Chapter 6-10.

Table 2.1 The Coding Scheme of TLAs/Semester 2/ Chapter 6

Knowledge Dimension	Cognitive Process Dimension						n
	1. Remembering	Understandin	3. Applying	4. Analyzing	5. Evaluating	6. Creating	
A. Factual Knowledge	6.6						11
	6.7.2.1						
	6.7.2.2						
	6.7.2.3						
	6.7.2.4						
	6.7.2.5						
	6.8.1.1						
	6.8.1.2						
	6.8.1.3						
	6.8.1.4						
	6.8.1.5						
B. Concepetual Knowledge	6.5.4	6.3	6.5.1			6.6.1	9
		6.5.2	6.6.2			6.6.3	
		6.5.3	6.7.2				
C. Procedural Knowledge						6.7.1	2
						6.8	
D. Metacognitive Knowledge						6.4	1
f	12	3	3	0	0	5	23

Table 2.2 The Frequency and Percentage of Cognitive Levels of TLAs/Semester 2/Chapter 6

Knowledge Dimension	Cognitive Process Dimension												N	%
	1. Remembering		2. Understanding		3. Applying		4. Analyzing		5. Evaluating		6. Creating			
	N	%	N	%	n	%	n	%	n	%	n	%		
A.Factual Knowledge	11	47,83%	0	0,00%	0	0,00%	0	0.00%	0	0.00%	0	0.00%	11	47,83%
B.Conceptual Knowledge	1	4,35%	3	13,04%	3	13,04%	0	0.00%	0	0,00%	2	8,70%	9	39,13%
C.Procedural Knowledge	0	0,00%	0	0,00%	0	0.00%	0	0.00%	0	0.00%	2	8,70%	2	8,70%
D.Metacognitive Knowledge	0	0,00%	0	0,00%	0	0.00%	0	0.00%	0	0.00%	1	4,35%	1	4,35%
f	**12**	**52,17%**	**3**	**13,04%**	**3**	**13,04%**	**0**	0.00%	**0**	**0,00%**	**5**	**21,74%**	**23**	**100%**

Table 2.3 The Coding Scheme of TLAs/Semester 2/Chapter 7

Knowledge Dimension	Cognitive Process Dimension						n
	1. Remembering	Understandin	3. Applying	4. Analyzing	5. Evaluating	6. Creating	
A. Factual Knowledge	7.6.1.1						4
	7.6.1.2						
	7.6.1.4						
	7.8						
B. Conceptual Knowledge	7.3.4	7.3	7.3.6	7.6.2.5	7.3.9	7.5.1	22
	7.3.5	7.3.1	7.3.8				
	7.3.7	7.3.2	7.6.1				
	7.5.3	7.3.3	7.6.2				
		7.5.2					
		7.6.1.3					
		7.6.1.5					
		7.6.2.1					
		7.6.2.2					
		7.6.2.3					
		7.6.2.4					
C. Procedural Knowledge			7.7			7.6	4
						7.8.1	
						7.8.2	
D. Metacognitive Knowledge						7.4	1
f	8	11	5	1		5	31

Table 2.4 The Frequency and Percentage of Cognitive Levels of TLAs/Semester 2/Chapter 7

Knowledge Dimension	Cognitive Process Dimension												N	%
	1. Remembering		2. Understanding		3. Applying		4. Analyzing		5. Evaluating		6. Creating			
	N	%	N	%	n	%	n	%	n	%	n	%		
A.Factual Knowledge	4	12,90%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	4	12,90%
B.Conceptual Knowledge	4	12,90%	11	35,48%	4	12,90%	1	3,23%	1	3,23%	1	3,23%	22	70,97%
C.Procedural Knowledge	0	0,00%	0	0,00%	1	3,23%	0	0,00%	0	0,00%	3	9,68%	4	12,90%
D.Metacognitive Knowledge	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	1	3,23%	1	3,23%
TOTAL	**8**	**25,81%**	**11**	**35,48%**	**5**	**16,13%**	**1**	**3,23%**	**1**	**0,00%**	**5**	**16,13%**	**31**	**100%**

Table 2.5 The Coding Scheme of TLAs/Semester 2/Chapter 8

Knowledge Dimension	Cognitive Process Dimension						f
	1. Remembering	2. Understanding	3. Applying	4. Analyzing	5. Evaluating	6. Creating	
A. Factual Knowledge	8.5.4	8.5.2	8.5.1				5
	8.8	8.5.3					
B. Conceptual Knowledge	8.5.5	8.3	8.8.1	8.6			5
			8.8.2				
C. Procedural Knowledge		8.7				8.8.3	2
D. Metacognitive Knowledge						8.4	1
f	3	4	3	1	0	2	13

Table 2.6 The Frequency and Percentage of Cognitive Levels of TLAs/Semester 2/Chapter 8

Knowledge Dimension	Cognitive Process Dimension												f	%
	1. Remembering		2. Understanding		3. Applying		4. Analyzing		5. Evaluating		6. Creating			
	n	%	n	%	n	%	n	%	n	%	n	%		
A.Factual Knowledge	2	15,38%	2	15,38%	1	7,69%	0	0,00%	0	0,00%	0	0,00%	5	38,46%
B.Conceptual Knowledge	1	7,69%	1	7,69%	2	15,38%	1	7,69%	0	0,00%	0	0,00%	5	38,46%
C.Procedural Knowledge	0	0,00%	1	7,69%	0	0,00%	0	0,00%	0	0,00%	1	7,69%	2	15,38%
D.Metacognitive Knowledge	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	1	7,69%	1	7,69%
f	**3**	**23,08%**	**4**	**30,77%**	**3**	**23,08%**	**1**	**7,69%**	**0**	**0,00%**	**2**	**15,38%**	**13**	**100%**

Table 2.7 The Coding Scheme of TLAs/Semester 2/Chapter 9

Knowledge Dimension	Cognitive Process Dimension						n
	1. Remembering	2. Understanding	3. Applying	4. Analyzing	5. Evaluating	6. Creating	
A. Factual Knowledge							0
B. Conceptual Knowledge	9.3.11	9.3	9.3.10	9.3.5.1	9.3.5	9.4	17
		9.3.1		9.6	9.3.7	9.8	
		9.3.2			9.3.9		
		9.3.3					
		9.3.4					
		9.3.6					
		9.3.8					
		9.3.5.2					
C. Procedural Knowledge				9.7			1
D.Metacognitive Knowledge							0
n	1	8	1	3	3	2	18

Table 2.8 The Frequency and Percentage of Cognitive Levels of TLAs/Semester 2/Chapter 9

Knowledge Dimension	Cognitive Process Dimension												f	%
	1. Remembering		2. Understanding		3. Applying		4. Analyzing		5. Evaluating		6. Creating			
	N	%	N	%	n	%	n	%	n	%	n	%		
A.Factual Knowledge	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%
B.Conceptual Knowledge	1	5,56%	8	44,44%	1	5,56%	2	11,11%	3	16,67%	2	11,11%	17	94,44%
C.Procedural Knowledge	0	0,00%	0	0,00%	0	0,00%	1	5,56%	0	0,00%	0	0,00%	1	5,56%
D.Metacognitive Knowledge	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%
f	**1**	**5,56%**	**8**	**44,44%**	**1**	**5,56%**	**3**	**16,67%**	**3**	**16,67%**	**2**	**11,11%**	**18**	**100%**

Table 2.9 The Coding Scheme of TLAs/Semester 2/Chapter 10

Knowledge Dimension	Cognitive Process Dimension						f
	1. Remembering	2. Understanding	3. Applying	4. Analyzing	5. Evaluating	6. Creating	
A. Factual Knowledge		10.3.1					7
		10.3.2					
		10.3.3					
		10.3.4					
		10.3.5					
		10.3.5.3					
		10.3.6					
B. Conceptual Knowledge	10.3.4.2	10.3.1.1			10.3.1.2	10.7	30
	10.3.5.3	10.3.1.3			10.3.2.2	10.8.1	
	10.5.3	10.3.2.1			10.3.2.3	10.8.2	
	10.8	10.3.3.1			10.3.4.4		
		10.3.3.2			10.3.5.2		
		10.3.3.3			10.3.5.4		
		10.3.3.4			10.3.6.2		
		10.3.4.1			10.3.6.3		
		10.3.4.3			10.3.6.5		
		10.3.5.1					
		10.3.6.1					
		10.3.6.4					
		10.5.2					
		10.6					
C. Procedural Knowledge	10.5.1						1
D. Metacognitive Knowledge						10.4	1
f	5	21	0	0	8	4	39

Table 2.10 The Frequency and Percentage of Cognitive Levels of TLAs/Semester 2/Chapter 10

Knowledge Dimension	Cognitive Process Dimension												N	%
	1. Remembering		2. Understanding		3. Applying		4. Analyzing		5. Evaluating		6. Creating			
	n	%	n	%	n	%	n	%	n	%	n	%		
A.Factual Knowledge	0	0,00%	7	17,95%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	7	17,95%
B.Conceptual Knowledge	4	10,26%	14	35,90%	0	0,00%	0	0,00%	9	23,08%	3	7,69%	30	76,92%
C.Procedural Knowledge	1	2,56%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	1	2,56%
D.Metacognitive Knowledge	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	1	2,56%	1	2,56%
TOTAL	**5**	**12,82%**	**21**	**53,85%**	**0**	**0,00%**	**0**	**0,00%**	**9**	23,08%	**4**	**10,26%**	**39**	**100%**

Appendix 3:

Table 3.1 Total Frequency and Percentage of All Cognitive Levels and Factual Knowledge.

CHAPTERS	A1		A2		A3		A4		A5		A6		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Chapter 6	11	40,74%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	11	40,74%
Chapter 7	4	14,81%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	4	14,81%
Chapter 8	2	7,41%	2	7,41%	1	3,70%	0	0,00%	0	0,00%	0	0,00%	5	18,52%
Chapter 9	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%
Chapter 10	0	0,00%	7	25,93%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	7	25,93%
Total	**17**	**62,96%**	**9**	**33,33%**	**1**	**3,70%**	**0**	**0,00%**	**0**	**0,00%**	**0**	**0,00%**	**27**	**100,00%**

Table 3.2 Total Frequency and Percentage of All Cognitive Levels and Conceptual Knowledge.

CHAPTERS	B1		B2		B3		B4		B5		B6		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Chapter 6	1	1,20%	3	3,61%	3	3,61%	0	0,00%	0	0,00%	2	2,41%	9	10,84%
Chapter 7	4	4,82%	11	13,25%	4	4,82%	1	1,20%	1	1,20%	1	1,20%	22	26,51%
Chapter 8	1	1,20%	1	1,20%	2	2,41%	1	1,20%	0	0,00%	0	0,00%	5	6,02%
Chapter 9	1	1,20%	8	9,64%	1	1,20%	2	2,41%	3	3,61%	2	2,41%	17	20,48%
Chapter 10	4	4,82%	14	16,87%	0	0,00%	0	0,00%	9	10,84%	3	3,61%	30	36,14%
Total	**11**	**13,25%**	**37**	**44,58%**	**10**	**12,05%**	**4**	**4,82%**	**13**	**15,66%**	**8**	**9,64%**	**83**	**100,00%**

Table 3.3 Total Frequency and Percentage of All Cognitive Levels and Procedural Knowledge.

CHAPTERS	C1		C2		C3		C4		C5		C6		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Chapter 6	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	2	20,00%	2	20,00%
Chapter 7	0	0,00%	0	0,00%	1	10,00%	0	0,00%	0	0,00%	3	30,00%	4	40,00%
Chapter 8	0	0,00%	1	10,00%	0	0,00%	0	0,00%	0	0,00%	1	10,00%	2	20,00%
Chapter 9	0	0,00%	0	0,00%	0	0,00%	1	10,00%	0	0,00%	0	0,00%	1	10,00%
Chapter 10	1	10,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	1	10,00%
Total	**1**	**10,00%**	**1**	**10,00%**	**1**	**10,00%**	**1**	**10,00%**	**0**	**0,00%**	**6**	**60,00%**	**10**	**100,00%**

Table 3.4 Total Frequency and Percentage of All Cognitive Levels and Metacognitive Knowledge.

CHAPTERS	D1		D2		D3		D4		D5		D6		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Chapter 6	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	1	25,00%	1	25,00%
Chapter 7	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	1	25,00%	1	25,00%
Chapter 8	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	1	25,00%	1	25,00%
Chapter 9	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%
Chapter 10	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	1	25,00%	1	25,00%
Total	**0**	**0,00%**	**0**	**0,00%**	**0**	**0,00%**	**0**	**0,00%**	**0**	**0,00%**	**4**	**100,00%**	**4**	**100,00%**

BIOGRAFI PENULIS

Nama lengkap penulis adalah Putri lestari Permana, lahir di Bekasi pada tanggal 26 Juli 1993, merupakan anak ketiga dari 4 bersaudara dari pasangan alm. Bapak Suparmono, S.Sos dan Ibu Sukini. Penulis berkebangsaan Indonesia dan beragama Islam. Kini penulis beralamatkan di Perumahan Graha Indah blok A9/9 RT.004 RW.014, Kelurahan Jatimekar – Kecamatan Jatiasih, Bekasi 17422.

Adapun riwayat pendidikan penulis, yaitu pada tahun 1999 lulus dari TK Ar-Rahman. Kemudian melanjutkan di SD Negeri Jati Mekar IX Bekasi dan melanjutkan pendidikannya di SMP NEGERI 9 Bekasi. Penulis kemudian melanjutkan ke SMA HUTAMA Bekasi dan lulus pada tahun 2011. Lalu penulis meneruskan pendidikannya ke jenjang universitas di Universitas Negeri Jakarta, Jurusan Pendidikan Bahasa Inggris pada tahun 2012. Pada semester ke sembilan tahun 2017. Penulis telah menyelesaikan skripsi yang berjudul "The Analysis of Teaching Learning Activities in the English for SMA/MA/SMK/MAK Year 11 Semester 2 Textbook Based on Bloom's Revised Taxonomy". Sampai dengan penulisan skripsi ini, penulis masih terdaftarsebagai mahasiswa Program S1 Bahasa Inggris UNJ.

Penulis