

CHAPTER II

LITERATURE REVIEW

This chapter provides several theories and studies related to the study. There are five focuses, such as 2013 National Curriculum, Textbook, Learning Outcomes, Bloom's Revised Taxonomy Cognitive Process, Previous Study, and Conceptual Framework.

2.1 The 2013 National Curriculum

2013 Curriculum or is addressed as K-13 is the current curriculum in Indonesia. This curriculum is developed based on the theories of standard-based education and competency-based curriculum. Standard-based curriculum determines the national standard as the minimum quality for the citizen. Meanwhile, competency-based curriculum are arranged to facilitate the widest learning experiences for students in developing their competences (Lampiran Permendikbud No. 69 , 2013).

The K-13 adopts the concepts of "taught" and "learned" curriculum in its implementation. The term 'taught' curriculum refers to the learning process conducted by the teachers and is developed into school, class, and society activities. Learned curriculum is the students' learning experience based on their background, characteristic, and prior knowledge. Students' experience in learning presents their

learning result and the result of all students present the result for curriculum (Lampiran Permendikbud No. 69 , 2013). The target competency of language program is stated in K-13 through *Standar Kompetensi Lulusan (SKL)*, Core Competency (CC), and Basic Competency (BC).

2.1.1 Standar Kompetensi Lulusan (SKL)

Standar Kompetensi Lulusan (SKL) or is called Program Exit Standards (Shrum, 2010) serves as the profile of competency qualification to realize the goals of national education. This qualification contains of attitude, knowledge, and skills that has to be fulfilled by the students in primary and secondary level. *SKL* is used as the main reference in developing standards of content, process, evaluation of education, educators, facilitate, management, and funding.

Standar Kompetensi Lulusan (SKL) has been organized with reference to Bloom's Revised Taxonomy as stated in (Lampiran Permendikbud No. 21 tentang Standar Isi Pendidikan Dasar dan Menengah, 2016):

“Bloom Taxonomy yang pertama kali dikenalkan oleh sekelompok peneliti yang dipimpin oleh Benjamin Bloom pada tahun 1956 dan dikembangkan lebih lanjut oleh Anderson and Krathwol pada tahun 2001 digunakan sebagai rujukan pada Standar Kompetensi Lulusan.”

2.1.2 Core Competency (CC) and Basic Competency (BC)

Core Competency (CC) of K-13 is described as a set of competence that student must own in every grades to achieve the program exit standrads. This competence consists of (1) spiritual, (2) social, (3) knowledge, and (4) skills

competences that been achieved through learning process in intra-curricular, co-curricular, and/or extracurricular. In addition, both of spiritual and social competences are achieved through indirect teaching with concern to subject characteristic and students need and condition (Permendikbud No. 24, 2016). Then the competences to be achieved by the students are described below.

Table 2.1 The Description of Knowledge and Skill Competences to be achieved by High School Students (Lampiran Permendikbud No. 21 tentang Standar Isi Pendidikan Dasar dan Menengah, 2016)

Kompetensi Inti	Deskripsi Kompetensi
Pengetahuan	3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detil, dan kompleks berdasarkan rasa ingin tahunya tentang <ol style="list-style-type: none"> a. ilmu pengetahuan, b. teknologi, c. seni, d. budaya, dan e. humaniora Dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
Keterampilan	4. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara: <ol style="list-style-type: none"> a. efektif, b. kreatif, c. produktif, d. kritis, e. mandiri,

	f. kolaboratif, g. komunikatif, dan h. solutif, Dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu menggunakan metoda sesuai dengan kaidah keilmuan.
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In compare with Core Competency, Basic Competency (BC) is a set of competences and minimum learning materials that should be owned by the students for a particular subject that refers to the core competence.

2.2 Textbook

Textbook is defined as a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning (Graves, 2000). Richards (2002) added textbook is book on a specific subject used as a teaching learning guide, especially in a school or college. Textbooks for foreign language learning are often part of a graded series covering multiple skills (listening, reading, writing, speaking, grammar) or deal with a single skill.

Textbook has been a universal element in ELF teaching since millions of copies are sold every year and numerous countries used them (Hutchinson & Torres, 1994). Westbury (1990) as cited in Shaver (2010) said that textbooks are the central tools and objects of attention in al modern forms of schooling, to the extent that educational and curriculum development go hand in hand with textbook development and distribution.

Textbook is a vital key element in the ESL/EFL classrooms and programs. It serves as the basis input for learners and language practice that occurs in the classroom (Richards J. C., 2001b). Textbook can also provide training for inexperienced teachers in present the idea how to plan and teach lessons as well as formats that teachers can use. Hutchinson (1994) argued textbook as agent of changes because only textbook can really provide the level of structure that appears to be necessary for teachers to fully understand and routinize change. Further, Choi and Lee (2008) added that in many Asian countries textbooks can be used as direct control of the government on primary or secondary English language education and the lack of teacher autonomy in the construction of their own materials.

In Indonesia, the existence of textbook is acknowledged since K-13 stated that textbook is one of the integral parts included in learning activities. In K-13, the government gives certification only to the textbooks published by Ministry of Education and Culture. This way aims to control the textbooks as the one and only alternative textbook used in schools (Lampiran Permendikbud No. 81A , 2013). Textbooks are expected to achieve Basic Competency (BC) and Core Competency (CC) (PP No. 13, 2015). Well-organized textbook functioned as 'teacher training' for teachers to present materials when a new curriculum has just been introduced.

2.3 Learning Outcomes

In every course or program, there is a need to clearly state what the purpose is (Brown, 1995). The purpose or intension of teachers for students' learning are called variety of names like aims, goals, or outcomes (Arends, 2012). Some scholar make no distinction between outcomes and objectives (Greenleaf, 2008). The clear statement of what students is expected to achieve and how they are expected to demonstrate the achievement is called learning outcome (Kennedy, 2007). Graves (2000) stated that objectives are the statement when goal is broken down into learnable and teachable units. The educational objectives should relate to goal because when objectives is achieved, the goals will be reached. In developing curriculum, it is necessary for planners to derive objectives from goals, or vice versa (Brown, 1995).

In formulating the outcomes, it is a need to also concern on the relation between objectives with learning activities and assessment (Lampiran Permendikbud No. 81A , 2013). Brown (1995) stated that the evidence that the instructional objectives have been achieved or have not been achieved could be provided through assessment. The prominent way in classifying statements of what the students is intended to learn as a result of instruction is using taxonomy of educational objectives and here is known as Bloom's Revised Taxonomy (Krathwohl, 2002).

2.3.1 Characteristics of Learning Outcomes

There are five important characteristics of learning outcomes proposed by Kennedy (2007):

1. The learning outcomes should begin with an active verb and use only one verb per learning outcomes
2. The learning outcomes must be observable and measurable
3. The learning outcomes should be capable of being assessed
4. The learning outcomes should be realistically achieved within the time and resources available
5. The learning outcomes should be delivered from bottom to higher categories of Bloom's taxonomy

2.4 The Cognitive Processes of Bloom's Revised Taxonomy

In the revision of Bloom's taxonomy, the six categories are retained with important changes (Krathwohl, 2002). The order of two highest level categories was exchanged and all the category labels were changed from 'noun' to 'verb' forms to fit the way they are used in outcomes statements. Then, the order of Bloom's Revised Taxonomy from the lowest to the highest becomes remember, understand, apply, analyze, evaluate, and create.

The first cognitive process or the lowest skill level, Remember, was developed from Knowledge. In this level, students are expected to promote retention of the presented materials as the same form they were taught. The

two associated cognitive processes in Remember are recognizing and recalling. The second cognitive process, Understand, was the original of Comprehension. This level indicates that students understand when they build connections between the new knowledge to be gained and their prior knowledge. Interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining, are the associated cognitive processes in Understand.

The next two original processes was retained in the Bloom's Revised Taxonomy, but was renamed in their verb forms as Apply and Analyze. The level of Applying involves using procedures to perform exercises or solve problems and consists of two cognitive processes, they are executing and implementing. Meanwhile, the Analyze involves breaking material into its constituent parts and determining how the parts are related to each other and to an overall structure. There are three associated cognitive process in this level: differentiating, organizing, and attributing (Mayer, 2002).

Evaluate and Create are the two highest levels and grouped as high order thinking along with Analyze (Krathwohl, 2002). Evaluate replaces Evaluation and interchanged with Synthesis that has replaced with Create. Evaluate is defined as making judgments based on criteria and standards. The criteria most often used are quality, effectiveness, efficiency, and consistency. The cognitive processes included in this level are checking and critiquing. The last level, Create involves putting elements together to form a coherent or functional whole and requires students to produce an original product (Mayer, 2002).

2.5 Previous Study

Several studies about learning outcomes and Bloom's Revised Taxonomy had been conducted by researchers (Riazi & Mosalanejad, 2010; Razmjoo & Kazempourfard, 2012; Rahpeyma, 2015). The first study is "Evaluation of Learning Outcomes in Iranian High-School and Pre-University English Textbooks Using Bloom's Taxonomy", written by Riazi & Mosalanejad (2010). This study aims at investigating the types of learning types of learning outcomes represented in Iranian senior high school and pre-university English textbooks using Bloom's taxonomy of learning outcomes. The result indicates that lower-order cognitive skills were more prevalent than higher order ones in both senior high school and pre-university. Other results from this study is the difference between the senior high school and the pre-university textbooks in terms of the levels of the taxonomy were significant insofar as the pre-university textbook used some degrees of higher-order learning outcomes.

The second research was written by Razmjoo & Kazempourfard (2012) from Shiraz University entitled "On the Representation of Bloom's Revised Taxonomy in Interchange Coursebooks". The study intends to evaluate the coursebooks which are still be fundamental in EFL curriculum setting to see which levels of BRT were more emphasized. The coding scheme based on Bloom's Revised Taxonomy is used in this study to codify the contents of coursebooks. The result reveals that Lower Order Thinking Skills (LOTS) were the most prevalent

learning levels in these books. The other results was the total absence of metacognitive knowledge that cannot make learners critical thinkers.

The third research entitled “The Analysis of Learning Objectives in Iranian Junior High School English Text books based on Bloom's Revised Taxonomy” written by Rahpeyma & Khosnood (2015). The data used were 439 tasks and exercises in three grades. The study analyzed the Iranian junior high school English textbook to find the most common of learning levels Bloom taxonomy happen. The results showed that the lower thinking skill were the most prevalent in the textbook.

2.6 Conceptual Framework

As the learning materials in any language programs, textbook has its important roles. It serves as the representations of syllabus and the implementation of curriculum. Textbook also provides model for teachers especially for those who are less-experienced and lack of proficiency. Lampiran Permendikbud No. 81A (2013) also stated that textbook has been authorized to be used by schools in Indonesia as the primary materials.

Intended learning outcomes is an integral components of 2013 National Curriculum (K-13) and has been developed based on Bloom’s Revised Taxonomy (BRT). This means the outcomes which describes what students are expected to perform at the end of the course or program (Brown, 1995) should represent thinking skills: remembering, understanding, applying, analyzing, evaluating, and creating. Regarding to the textbook as the authorized product of K-13, the

statements of ILOs stated in the textbook should be presented BRT cognitive process hierarchically (Kennedy, 2007)

Bloom's Revised Taxonomy cognitive dimension is used to analyze the level of cognitive process reflected in the statements of ILOs. The cognitive process of BRT is divided into two level; lower order and higher order thinking. Lower-order thinking refers to remembering, understanding and applying. Higher-order thinking refers to analyzing, evaluating and creating (Shrum, 2010). These categories was also used in the study of Rahpeyma (2015), Razmjoo & Kazempourfard (2012) and Riazi & Mosalanejad (2010).