The Analysis of Intended Learning Outcomes in the *English for SMA/MA/SMK/MAK Year 11 Textbook* based on Bloom's Revised Taxonomy

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Skripsi

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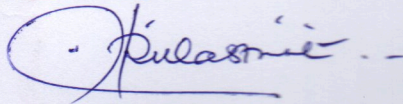**2017**

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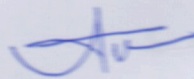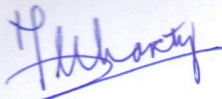
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ABSTRACT

Melisa Ajizah Dahtina. **2017**. The Analysis of Intended Learning Outcomes in the English for SMA/SMK/MA/MAK Year 11 Textbook based on Bloom's Revised Taxonomy. Jakarta: English Department, Faculty of Languages and Arts, State University of Jakarta. January 2017.

This research is aimed at analyzing the cognitive process and knowledge dimension of statements of Intended Learning Outcomes (ILOs) in the English for SMA/SMK/MA/MAK Year 11 Textbook (ESFT) based on Bloom's Revised Taxonomy and the alignment with the 2013 National Curriculum. The instrument of this study is Bloom's Revised Taxonomy table. 62 statements of ILOs stated in the teachers guide book of ESFT Year 11 were chosen as a source of the data. The methodology used the qualitative descriptive which viewed the ILOs represented in the cognitive levels and distributed in terms of low order and high order thinking skills. The ILOs 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 33,87% of the distribution of understanding level and conceptual knowledge (B2) were the highest frequent code of ILOs in the textbook in which it was predominantly in the Low Order Thinking Skill (LOTS) rather than High Order Thinking Skill (HOTS). Furthermore, process of analyzing and metacognitive knowledge were absent in the statements of ILOs.

Keywords: Intended Learning Outcomes (ILOs), Cognitive Domain, Bloom's Revised Taxonomy

ABSTRAK

Melisa Ajizah Dahtina. **2017**. The Analysis of Intended Learning Outcomes in SMA/SMK/MA/MAK Year 11 Textbook based on The Bloom's Revised Taxonomy, Jakarta: English Department, Faculty of Languages and Arts, State University of Jakarta. January 2017.

Penelitian ini bertujuan menganalisis tingkatan ranah kognitif dan pengetahuan pada kegiatan pembelajaran dalam buku bahasa inggris untuk SMA/MA/SMK/MAK kelas 11 berdasarkan Revisi Taksonomi Bloom and kesesuaiannya dengan kurikulum nasional 2013. Instrumen penelitian ini adalah table Revisi Taksonomi Bloom. 62 pernayataan indikator tujuan pembelajaran di buku guru kelas 11 tersebut dipilih sebagai sumber data. Metodologi penelitian ini menggunakan metode deskripsi kualitatif yang melihat indikator tujuan 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 33,87% distribusi dari tingkat pemahaman dengan pengetahuan konseptual (B2) adalah pernyataan indikator tujuan pembelajaran yang paling sering muncul di dalam buku dimana tingkat ranah kognitif rendah adalah tingkatan ranah kognisi yang lebih banyak muncul di dalam buku tersebut. Penemuan menunjukan bahwa proses analisis dan pengetahuan metakognitif sama sekali tidak muncul pada pernyataan indikator tujuan pembelajaran di buku paket Bahasa Inggris kelas 11.

Kata Kunci: Indikator Tujuan Pembelajaran, Ranah Kognitif, Revisi Taxonomi Bloom

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CHAPTER I

INTRODUCTION

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

1.1 Background of the study

Textbook plays a very important role as a key element in EFL teaching and learning. It provides "*roadmap*" for both teachers and students that help guide them through out the program (Hutchinson, 1987; Richards J. C., 2001b), offers the primary form of linguistic input for EFL teaching, and often functions like "*surrogate curriculum*" for most school districts (Squires, 2005). Furthermore, Hutchinson & Torres (1994) emphasize the importance of textbooks as "*agent of change*" which refers to its capacity to provide training for teachers in the form of model lessons to be applied in the classrooms. Such phenomena is common in many countries, especially when a new curriculum has just been introduced (Richards J. C., 2001b; Dat, 2008; Hutchinson & Torres, 1994). Dat (2008) suggests that, in Southeast Asia, where many EFL teachers are "*notorious*" for their less satisfactory competency in both the target language and pedagogy, governments use textbooks for quality assurance purposes by applying centralized management of the textbooks used in schools across their respective country.

Such situation can be observed in Indonesia. In attempting standards and quality assurance of education across the country, the Indonesian government issues

specific regulations that control procurement, distribution and evaluation of textbooks for use in schools to ensure that intended curriculum is delivered properly in school classrooms.

Providing model lessons for teachers on how the new curriculum are implemented, textbook has functions as the principal of learning sources to achieve core competency (CC) and basic competency (BC) (PP No.13, 2015) and also a reference, along with national syllabus, in arranging lesson plans (Lampiran Permendikbud No.103 , 2014). In addition, as one of the document curriculum, textbooks evaluation or assessment are open to public in order to have better quality of the education (Lampiran Permendikbud No. 81A , 2013).

Textbook evaluation includes a matching process. The process is aimed to judge the appropriateness of something for a specific purpose (Hutchinson, 1987, pp. 41-42). It is essential to have a congruent learning outcomes between textbook and curriculum as a guideline to organize suitable programs (Anderson, 2002). It is similar with the issues in the textbook evaluation which is generally addressed in terms of the fit of textbook between curriculum, teacher condition, and student condition (Richards J. C., 2001b, p. 159; Byrd, 2001, pp. 416-417).

Considering the fit of the textbook and curriculum, teachers and textbook developers should refer to the Bloom's Revised Taxonomy (BRT) in deciding learning outcomes particularly in the implementation of K-13. In K-13, the graduate standard competency refers to the cognitive and knowledge dimension of the BRT (Lampiran Permendikbud No.20 , 2016). The using of BRT could serve measures

for determining the congruence of educational objectives, activities, and assessments in a units as well (Krathwohl, 2002).

Several previous studies found the same results in which the low-order thinking skills were dominant occurred in the textbook (Sultana, 2001; Razmjoo & Kazempourfard, 2012; Syahar, 2016). Sultana (2001) reported that from the lesson objectives of the lesson plan of 67 intern teachers in Kentucky were dominant found in the low-order thinking. It indicated the occurrence of 41.3% in "knowledge" process and 3.2% in "evaluation" process. Razmjoo & Kazemporfard (2012) claimed that the three low levels of Bloom's Revised Taxonomy (LOTS) were the most dominant levels which emerged in the textbooks that they studied.

In Indonesia, the occurrence of LOTS are general in the textbooks, particularly for secondary education. It is proven by the results of a research conducted by Alvi Syahar (2016) which the tasks of reading comprehension in textbook indicated more prevalent in the low-order thinking skills rather than high-order thinking skills. Therefore, it is important to concern the organizing of learning outcomes of textbook in order to make the goals of existing curriculum are aligned.

1.2 Scope of the study

This study focuses on analyzing the statements of Intended Learning Outcomes (ILOs) presented in the chapters of Teachers' Book of *English for SMA/MA/SMK/MAK Year 11 Textbook* (EFST) which published by the Center for Curriculum and Textbooks (CCT) of the Ministry of Education and Culture (MOEC) in support of the 2013 National Curiculum implementation.

1.3 Research questions

Based on the background of the study, the researcher finds a problem that is stated below:

"How are the cognitive skill levels of Bloom's Taxonomy represented in the textbook's learning outcomes of Year 11?"

In order to answer the problem above, the researcher elaborates the research questions into:

1. Which level of cognitive skills in BRT is more prevalent in the statement of ILOs of the EFST of Year 11?

2. How are the statement of ILOs in the EFST of Year 11 distributed in terms of low order and high order cognitive skills?

1.4 Purpose of the study

The purpose of this study is to establish a profile of the statement of ILOs in the English for SMA/MA/SMK/MAK Textbook (EFST) of Year 11 in terms of the cognitive skills levels that cover both the cognitive process and knowledge dimensions described in the BRT proposed by Krathwohl and Anderson (Krathwohl, 2002).

1.5 Significance of the study

The result of this study are expected to provide some usefull information, particularly in terms of EFST which is a compulsory series of EFL textbooks recommendation to use for all high schools in Indonesia.

Firstly, it will give better insights to teachers on how to translate the 2013 Curriculum into ILOs, especially on how cognitive skills level could be represented in the indicators and to perform similar analysis on their own lesson plans to ensure statement of ILOs that support efficiency of their teaching program.

Secondly, it will provide important information concerning the extent to which EFST encounters its function to offer models for teachers on how to interpret the 2013 Curriculum in terms of ILOs.

Thirdly, this study could be envisaged in contribution to very little body of literature related to empirical pedagogic studies on EFL textbooks in Indonesia context.

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CHAPTER II

LITERATURE REVIEW

This chapter presents several studies that relates to this research. There are some main focuses in this chapter, such as, 2013 National Curriculum (Graduates' standards of competency, core competency and basic competency), Textbook (Concept of textbook, role of textbook and textbook evaluation), Learning Outcomes, Cognitive Domain (Concept of cognitive domain and level of cognitive domain of Bloom's Revised Taxonomy), Previous study, and Conceptual framework.

1.1 2013 National Curriculum

The current curriculum which enacted by Indonesian government is the 2013 National Curriculum which addressed by K-13. This curriculum is gradually implemented in 2013 and developed based on the theory of standard-based education and competency-based curriculum. Competency-based curriculum is organized to facilitate the widest learning experiences in developing students' competencies (Permendiknas Nomor 81A , 2013, p. 33). The purpose of K-13 is stated below (Lampiran I Permendikbud No. 59 tentang Kurikulum SMA/MA, 2014):

> '....bertujuan untuk mempersiapkan manusia Indonesia agar memiliki kemampuan hidup sebagai pribadi dan warga negara yang beriman, produktif, kreatif, inovatif, dan peradaban dunia.'

In K-13, the target learning is stated in the GSC/CC/BC (Graduate Standard Competency, Core Competency, and Basic Competency) which specifically described the target competency of the language program (Permendiknas Nomor 81A , 2013, p. 37).

1.1.1 Graduates' Standards of Competency (GSC)

Graduates' Standards of Competency (GSC) is a set of criteria include attitude, knowledge, and skill that have to be mastered by the learners in primary and secondary levels of education. It is aimed to realize the goal of the national education and used as the main reference in developing standards of all elements in the system of K-13 (Lampiran Permendikbud No.20 , 2016, p. 2). In the knowledge dimension of secondary education, particularly in the high school level, it is stated (Lampiran Permendikbud No.20 , 2016, p. 4):

> *'Memiliki pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detil, dan kompleks berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora. Mampu mengaitkan pengetahuan di atas dalam konteks diri sendiri, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, serta kawasan regional dan internasional.'*

The statement above showed that the graduates' standards of competency of K-13 refer to the cognitive and knowledge dimension of Bloom's Taxonomy which develop based on the level of complexity of students' knowledge. It is expected to reflect the students' competencies at the end of the high school level. This standard is also used to decide the formulas of core competency (CC) and basic competency (BC).

1.1.2   Core competency (CC) and Basic competency (BC)

Core competency (CC) of K-13 is defined as a set of competencies that must be owned by students to achieve the standard competency in each graders. It consists of spiritual attitude, social attitude, knowledge and skill. These competences could be realized through the learning process in and out of the classroom. Core competency of grade XI that covered the knowledge and cognitive levels of K-13 are CC number 3 and 4 (Permendikbud No.24 , 2016, p. 5).

Besides, basic competency in K-13 is defined as a set of competencies and the minimum of learning materials that must be mastered by the students in each subject. The competencies were developed referring to the core competency (CC). Basic competency that represented the cognitive and knowledge skills of the K-13 consists of BC 3 and 4. The lists of basic competency (BC) of English subject for year 11 are available in appendix 1.

In conclusion, both core competency and basic competency are used as references to organize and develop the English textbook of 2013 national curriculum for grade XI.

1.2 Textbook

1.2.1   The Concept of Textbook

Textbook defines as a book on a particular subject used as a guide in teaching learning process of a school or college (Graves, 2000). In foreign language learning, textbooks are frequently functioned as components of graded series

which covered various skills or cope with a single skill (Richards & Schmidt, 2002). In addition, textbook also offers several materials such as activities on grammar, vocabulary, and pronunciation which needed by the students in the learning program (Tomlinson B. , 1998).

Textbook is essential in the process of learning programs. It has become universal elements of ELT teaching which is used in numerous countries in the world (Hutchinson & Torres, 1994). Furthermore, as a printed materials, textbook is well known as a source of the language input for learners and the language practice that occurs in the classroom (Richards J. C., 2001a) and could directly affect the teaching and learning process, particularly in classroom instruction (Lawrence, 2011). In Indonesia context, textbooks provide various materials based on the national standard of K-13 and become a book reference that must be used by the teachers in teaching learning program (Permendiknas No. 11 , 2005).

1.2.2 The Role of Textbook

Textbook as the instructional material played some roles in the curriculum (Richards J. C., 2001a). It could be an incarnation of the purposes curriculum or particular teaching and learning situation (Hutchinson, 1987, p. 37). Textbook is also perceived as a resource in attaining aims and objectives that have already been set. (Cunningsworth, 1995, p. 7).

Textbooks have also multiple roles in ELT, especially for teachers. Hutchinson & Torres (1994) claimed that textbook could be an effective "*agent of change*". It is clear that textbook has been a part of learning program but

textbook also might be "*a vehicle for teacher and teacher training*" (Hutchinson & Torres, 1994; Richards J. C., 2001b; Cunningsworth, 1995). As teacher training, textbook helps the teacher in providing various materials and syllabus for learning programs. For teachers with less experienced, it also can help them in understanding the implementation of new curriculum and serve a resource for self-directed learning to support them in gaining their confidence and developing their teaching abilities. Textbook could provide a resource to teachers for presentation material whether it is in spoken and written as well.

The roles of textbook in the context of Indonesia's education is considered an important devices by the government and teachers. It could be proven by the regulation by the government in which only given a certification for the textbooks of K-13 published by the Ministry of Education and Culture through Center of Curriculum and Textbook (CCT) (Lampiran Permendikbud No. 81A , 2013; Meirina, 2013). Those textbooks were recommended by the government as the compulsary book to use in all schools in Indonesia which intended to achieve the curriculum outcomes (CC&BC) (PP No.13, 2015). It is also could help teacher in the achievement of K-13, teacher training, providing learning materials and a reference in making lesson plans (Permendiknas Nomor 81A , 2013).

1.2.3 Textbook Evaluation

Textbook evaluation is a matching process (Hutchinson, 1987; Cunningsworth, 1995; Byrd, 2001). Based on Hutchinson (1987), textbook evaluation is principally a process of matching "*values and assumptions*" of

the teaching/learning situation and available materials. Cunningsworth (1995) claimed that in evaluating suitable materials involves matching the material against the context in which it is going to be used. Byrd (2001) is also stated that were some issues which must be talked in a textbook evaluation system are the alignment between the textbook and the curriculum, the students and the teachers.

One of the matters in textbook evaluation should aware are the congruence between the textbook and the curriculum. The analysis of the textbook and curriculum is regarded to be a "*reasonable and achievable goal*" (Byrd, 2001, p. 416). From the evaluation, the profile of the textbook should be matched with the requirements of the curriculum (Cunningsworth, 1995). Principally, textbooks should give many opportunities for the learners to produce language in order to attain intended outcomes (Tomlinson B. , 2009). Based on this reason, evaluation need to be done when the teachers would select appropriate textbook which contains alignment objectives, instructional activities and materials, and assessments (Anderson, 2002). Furthermore, teacher could trained and developed their awareness in their own teaching and learning situation by evaluating textbook (Hutchinson, 1987).

1.3 Learning Outcomes

The educational goals of curriculum are specified through learning outcomes. Whereas the terms of goals and objectives or learning outcomes are slightly different, they are closely related (Graves, 2000).

Goals or aims are defined as "*general statements*" containing the desirable and achievable of the program's purposes (Brown, 1995; Richards J. C., 2001a; Gagne, 1992; Nunan, 1988; Graves, 2000). It stated what should be mastered by the students in the program and provide a clear definition of program's purposes as a guideline for teacher in understanding and planning the program, particularly to develop specific and observable objectives (Richards J. C., 2001a). On the other hand, instructional objectives/learning outcomes is defined as a *"specific statements"* that describe particular knowledge, behavior and skills that learner will be expected to know or perform at the end of a program (Brown, 1995; Richards J. C., 2001a).

In designing learning outcomes as a representation of curriculum goals is not an easy matter. It should be based on the understanding of the nature of subject matter being taught, awareness of achievable levels of learning (basic, intermediate, or advanced-level learners), and ability to organize the objective in the logical way and well-structured in order to describe the goals of the curriculum (Richards J. C., 2001a). The good learning objectives/outcomes are covered several components such as subject, performance, conditions, measure and criterion (Brown, 1995; Mager, 1975). These elements are significance to be considered by teachers or anyone who dealt with the process of writing and developing learning objectives. Moreover, it is necessary to deliberate the sources in writing learning outcomes such as using taxonomies (Brown, 1995). Taxonomy that often used by the teacher in setting learning outcomes is Bloom's Taxonomy.

1.4 Cognitive Domain

1.4.1 The Concept of Cognitive Domain

Cognitive domain is generally "*taught and assessed*" of educational objectives and involves intellectual activities such as memorizing, interpreting, applying problem solving, reasoning, analyzing, and thinking critically (Russel & Airasian, 2008). The cognitive domain of Bloom's Taxonomy is divided into six categories or levels which are knowledge, comprehension, application, analysis, synthesis, and evaluation (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956). However, Anderson, a former student of Bloom, had updated the taxonomy to be fitted to 21st century skills (Krathwohl, 2002).

First, the change form from noun into verb is perceived more appropriate since the verbs indicate active thinking process. The six skills of BRT includes remembering, understanding, applying, analyzing, evaluating, and creating (Krathwohl, 2002). Second, the knowledge dimension was added in the taxonomy. The knowledge dimension is divided into four categories; factual knowledge, conceptual knowledge, procedural knowledge and metacognitive knowledge (Russel & Airasian, 2008).

Factual knowledge is the basic elements that students must know to be familiar with a discipline or problem solving. Conceptual knowledge is the level in which students asked to be able to connect the basic elements that they have with the larger structure. Procedural knowledge is the level where students are required to use a certain procedure, techniques and method. Metacognitive knowledge involves the knowledge about cognition in general,

as well as awareness of and knowledge about one's own cognition (Krathwohl, 2002).

Based on the Raths (2002), Bloom's Revised Taxonomy has at least two advantages. First, it could help teachers to align activities and assessments with objectives. Second, Bloom's Revised Taxonomy could help to attain the learning targets of the program. Moreover, Bloom's Revised Taxonomy is the most common taxonomy that used by teachers to clarify such crucial functions of textbooks. This taxonomy are appropriate means to evaluate textbook ,so that it might raise the teachers consciousness in order to develop the learning thinking through textbook, particularly to cover both sides of cognitive domains(knowledge and cognitive process).

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

The cognitive process dimension of BRT has the same six of the level of thinking of the original Bloom's Taxonomy, yet there are some elements that differed both of them. The level of thinking of BRT consist of remember, understand, apply, analyze, evaluate and create. Those level are related to the low order thinking (remember, understand and apply) and high order thinking (analyze, evaluate and create) (Russel & Airasian, 2008). The levels of cognitive dimension of BRT is described below (Mayer, 2002).

The changes occurred in the replacement of process of "knowledge" into "remember" which is the first level of thinking process. This process is about retrieving relevant knowledge from long-term memory in which students be able to define the basic terminology after the teacher told them. The action verbs

related to this process are "recognizing and recalling". The process of "recognizing" includes in locating knowledge in long-term memory which is consistent with presented materials. Meanwhile, the process of "recalling" involves retrieving relevant knowledge from long-term memory.

The second level is the process of "understand" which involves process in promoting transfer in which students build connection between their prior knowledge and new knowledge. The action verbs that connected with this process are "interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining". Firstly, the process of "interpreting" is the process of converting information from one form of representation to another. Secondly, the process of "exemplifying" is the process of finding a specific example or instance of a general concept or principle. Thirdly, the process of "classifying" is the process of determining that something belongs to a certain category. Fourthly, the process of "summarizing" is the process of producing a short statement that represents presented information or abstracts a general theme. Fifthly, the process of "inferring" is the process of drawing a logical conclusion from presented information. Sixthly, the process of "comparing" is the process of detecting similarities and differences between two or more objects, events, ideas, problems, or situations. Lastly, the process of "explaining" is the process of mentally constructing and using a cause-and-effect model of a system or series.

The third level is the process of "apply" which is carrying out or using a procedure in a given situation. The action verb that associated with this process

are "executing and implementing". The process of "executing" is the process of applying a procedure to a familiar task in which the task is an exercise. Besides, the process of "implementing" is the process of applying one or more procedures to an unfamiliar task in which the task is a problem.

The fourth level is the process of "analyze" that is breaking materials into its constituent parts and detecting how the parts relate to one another and to overall structure or purpose. The action verb that related to this process is "differentiating, organizing, and attributing". Firstly, the process of "differentiating" is the process of discriminating relevant from irrelevant parts or important from unimportant parts of presented material. Secondly, the process of "organizing" is the process of determining how the elements fit or functions within a structure. Thirdly, the process of "attributing" is the process of determining the point of view, biases, values, or intent underlying presented material.

The fifth level is the process of "evaluate" which the changes of the original taxonomy "synthesis". The process of evaluate includes making judgments based on criteria and standards. The action verbs that associated with this process are "checking and critiquing". The process of "checking" is the process of detecting inconsistencies or fallacies within a process or product, determining whether a process or product has internal consistency, or detecting the effectiveness of a procedure as it is being implemented. Meanwhile, the process of "critiquing" is the process of detecting inconsistencies between a product or operation and some external criteria, determining whether a product

has external consistency, or judging the appropriateness of a procedures for a given problem.

The last level is the process of "create" which is putting elements together to produce something new. This process is the replacement of the process of original taxonomy which is process "evaluation". The action verbs that related to the process of create is "generating, planning, and producing". Firstly, the process of "generating" of inventing alternative hypotheses based on criteria. This involves divergent thinking and forms the ore of what can be called creative thinking. Secondly, the process of "planning" is the process of devising a method for accomplishing some tasks. Lastly, the process of "producing" is the process of inventing a product. In this process, students are given a functional description of a goal and must create a product that satisfies the description.

1.5 Previous Study

There are several relevant studies about learning outcomes and Bloom's Revised Taxonomy had been conducted by the researchers (Razmjoo & Kazempourfard, 2012; Sultana, 2001; Syahar, 2016). The first study is a research article which entitled "On the Representation of Bloom's Revised Taxonomy in Interchange Coursebooks" and written by S.A. Razmjoo and E. Kazempourfard (2012). Their research is aimed to evaluate the Interchange Coursebooks series in terms of learning objectives in Bloom's Revised Taxonomy to see which level were more emphasized in the textbooks. The results revealed that the three levels of Low Order Thinking Skills (LOTS) were the most dominant appear in the textbook and

significance difference was also found among the coursebooks in their inclusion of different level of learning objectives. In addition, the metacognitive knowledge were totally absence in the coursebooks. To sum up, it was found that the activities of Interchange series cannot encourage the students' thinking critically and the researchers recommended several implications for the teachers and coursebooks developers.

The second research had been done by Sultana (2001). He used the Bloom's Taxonomy to examine the lesson plans of 67 teacher interns in Kentucky to determine the extent to which their lesson objectives were designed to develop higher-order thinking skills in their students. The results indicated that 41.3% of the new teachers' lesson objective were at the "knowledge" level which is the lowest level of thinking skills. Only 3.2% of the teachers' lesson objectives were found to be at the highest level of "evaluation" in Bloom's Taxonomy. Those results also showed that the low-order thinking skill is more prevalent than high-order thinking skills.

The third research is a study entitled "The Cognitive Levels of Reading Comprehension Tasks in English Textbook for Eleventh Graders" which conducted by Alvi Syahar (2016) from State University of Jakarta. The research is aimed at investigating and analyzing the cognitive levels of reading comprehension tasks using Bloom's Revised Taxonomy in the 1st semester of English textbook for students of grade eleventh and the relevance with 2013 curriculum. The results showed that 57.34% of reading activities were in the level of "understanding" which

include in the low order thinking skills. Then, 4.59% is in the level of "evaluation", one of the levels of high order thinking skills.

In conclusion, the results of the three previous studies above indicated that LOTS of BRT were still dominant. Particularly, the results of the last previous study turned out to be the main reason for researcher to do this research. As the learning activities is developed based on the learning objectives or outcomes, it is essential to establish what the levels of cognitive domain of BRT in the learning outcomes are similar with the learning activities in the textbook.

1.6 Conceptual Framework

Textbook is an instructional materials that served various materials used by the teacher as a guide for teaching program (Richards J. C., 2001a). It plays roles in curriculum and language teaching context (Hutchinson & Torres, 1994). In curriculum, textbook could be a representation of syllabus to achieve the curriculum purposes. It also has benefits for teachers as an "*agent of change*" that can be an instrument and teacher training. Therefore, due to select appropriate materials, textbook evaluation is important to conduct in order to seek the alignment of the learning objectives/outcomes, activities/materials and assessment (Anderson, 2002).

In evaluating the textbook, it should be matched with the learning outcomes required by the curriculum (Hutchinson, 1987). The evaluation of the textbook and curriculum is considered to be a reasonable and achievable goal (Byrd, 2001). In Indonesian context, textbook is used as a primary resource by the teacher to help

them in implementing and attaining curriculum objectives that stated in CC and BC (PP No.13, 2015). Moreover, Cognitive Domain of BRT could be used due to align the textbook with the curriculum, in terms of learning outcomes (Krathwohl, 2002). It codifies whether the learning outcomes includes in cognitive dimension and knowledge dimension.

In conclusion, the researcher is intended to evaluate the textbooks in analyzing the alignment between curriculum and learning outcomes in English textbooks year 11. This study is focused on the dominant occurrence of cognitive and knowledge levels of Bloom's Revised Taxonomy and the distribution of those levels in terms of low and high order thinking skills.

CHAPTER III

METHODOLOGY

This chapter discusses the methodology that used by the researcher. It consists of sixth parts: research design, time and place of the study, data and data sources, data collection techniques and procedure, data collection instrument and data analysis procedure.

3.1. Research Design

This study was a textbook evaluation which is a qualitative research conducted. The researcher used the type of content/document analysis. The content/document analysis is a research method concerned with analyzing written or visual materials for the purpose of identifying specified characteristics of the material (Ary, Jacobs, & Sorensen, 2010).

However, there would be some quantitative analysis to compute the frequency of each level of learning outcomes/objectives in BRT. This research intended to get a prototype of student cognitive skills development attempted by units in the textbooks. Therefore, the researcher used a coding scheme in this study in order to codify the statements of intended learning outcomes of the English textbooks of year 11 according to the cognitive domain of BRT, six levels of cognitive process and four types of knowledge dimension of BRT. In addition, the frequency of the data will be calculated and presented using simple frequency of

central tendency and the results will be described with reference to existing research questions.

3.2. Time and Place of the Study

This research were conducted on September 2016 to January 2017, without being determined the exact place.

3.3. Data and Data Sources

The qualitative data were collected and used in this research. The data of this research were the cognitive and knowledge dimension of 62 statements of intended learning outcomes/objectives of EFST Year 11 based on BRT. The source of data was taken from teacher's guide book of ESFT Year 11 based on 2013 national curriculum. It was downloaded from *bse.kemendikbud.go.id* and written by Nurhasanah, Makhruk Bashir and Sonya Sinyanyuri. It was published by Center of Curriculum and Textbook (CCT) of Ministry of Education and Culture.

3.4. Data Collection Techniques and Procedure

In collecting data, the first procedure of this research was reviewing some literatures of experts in ELT methodology that intended to develop and validate the coding scheme of BRT table. Then, the researcher collected the statements of intended learning outcomes/objectives that stated in all chapters of the textbook. The next step, the statements of intended learning outcomes were codified by referring to the

six levels of cognitive dimension and four categories of knowledge dimension designed by (Krathwohl, 2002).

3.5. Data Collection Instrument

The level of intended learning outcomes/objectives of all chapters in the textbook were the main data used by the researcher in this study. The researcher adopted the Bloom's Revised Taxonomy table (Krathwohl, 2002) to analyze the statements of intended learning outcomes of the textbook. The table was used to codify the process of cognitive and knowledge level involves in the learning outcomes. The coding scheme is 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	A1	A2	A3	A4	A5	A6
B. Conceptual Knowledge	B1	B2	B3	B4	B5	B6
C. Procedural Knowledge	C1	C2	C3	C4	C5	C6
D. Metacognitive Knowledge	D1	D2	D3	D4	D5	D6

The cognitive dimension comprises of six levels which the remembering as the lowest level then gradually increased into creating as the highest level. The levels are categorized as: 1) Remember, 2) Understand, 3) Apply, 4) Analyze, 5) Evaluate 6) Create. Furthermore, the knowledge dimension comprises four types of

knowledge: A) Factual knowledge, B) Conceptual knowledge, C) Procedural knowledge and D) Metacognitive knowledge.

3.6. Data Analysis Procedure

In conducting this study, the researcher organized a set of procedural steps of preparing the study, analyzing the data, and writing the report of the results (Ary, Jacobs, & Sorensen, 2010). This research included in content/document analysis in which the textbook evaluation is a matching process. Therefore, the researcher adopted the way of matching process by Hutchinson (1987) as a method in this research in order to establish the alignment among curriculum and intended learning outcomes of ESFT of Year 11 (Anderson, 2002).

```
┌─────────────────┐      ┌─────────────────┐
│ Define Criteria │ ──▶  │ Objective Analysis │
└─────────────────┘      └─────────────────┘
                                  │
                                  ▼
┌─────────────────┐      ┌─────────────────┐
│ Matching Process │ ◀── │ Subjective Analysis │
└─────────────────┘      └─────────────────┘
```
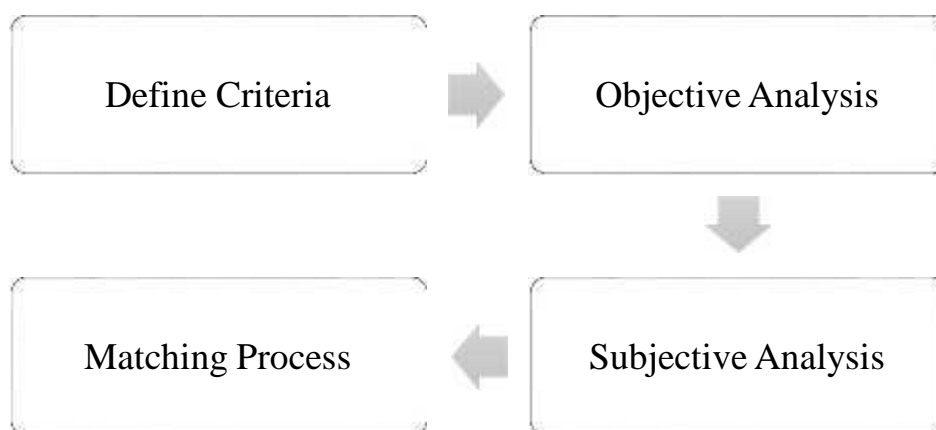
Figure 3.1. The stages of matching process by Hutchinson (1987)

3.6.1 Defining criteria

In this research, the phenomenon or criteria that would be investigated is the cognitive and knowledge dimensions of Bloom's Revised Taxonomy which found in the statements of intended learning outcomes/objectives of the EFST

Year 11 based on 2013 national curriculum. This study is focused on the alignment of the existing curriculum and intended learning outcomes/objectives in the textbook.

3.6.2 Objective Analysis

The first step of analyzing the data in the textbook was codification. The coding scheme of Bloom's Revised Taxonomy by Krathwohl (2002) was used to codify the level of each learning outcomes into the six cognitive and four knowledge levels. It was intended to discover the distribution and prevalent cognitive skills of ILOs stated in the textbook.

In order to give clearer explanation about how the statements of ILOs would be codified in this research, one of the five statements of intended learning outcomes of the chapter 1 in the English textbook for year 11 is described below:

Indikator Hasil Belajar:

INDIKATOR KOMPETENSI DASAR 3.1
- Students are able to identify what is offer
- Students are able to identify what is suggestion
- Students are able to differentiate between offer and suggestion
- Students are able to explain the usage of offer
- Students are able to explain the usage of suggestion
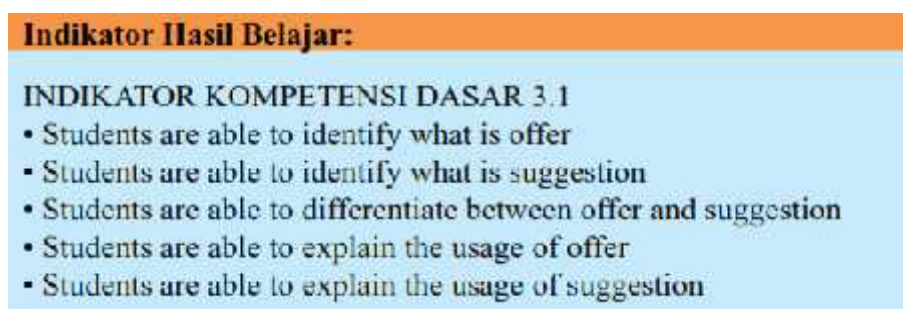
Figure 3.2. The learning outcomes of Chapter 1 of ESFT Year 11

The aim of "snapshot" is to introduce the learning outcomes that stated in one of the chapters in the textbook. In this part, five indicators are stated as a sequences of learning outcomes in order to achieve the basic competency of 3.1. The statements of basic competency 3.1. was stated *"Menganalisis fungsi*

sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya". This competency was used as the guidance in writing the five indicators in the figure 3.2. The first indicator in the figures 3.2. is "students are able to identify what offer is" which codified as A1. The verb phrase of the indicator is "to identify" which involves in the very first cognitive levels that is "Remembering". Then, the noun phrase "what *offer* is" refers to the terminology and basic elements of "offer" which involves in "Factual Knowledge". Based on this objective, the students would be given the activity such as "Underline the expressions of "offer" in the dialogue given!". Therefore, it is clear that after learning the chapter, students are expected to be able to recognize the terminology and basic elements of "offer" by identifying the statements of "offer" in the dialogue. This ILO includes into "Remembering, Factual knowledge" which is codified as A1.

After all the data were codified, the results will be calculated and presented into simple frequency of central tendency based on the occurrence of the levels of cognitive domain of Bloom's Revised Taxonomy in learning outcomes of the ESFT of Year 11, whether it is dominantly in the level of low-order thinking or high-order thinking.

3.6.3 Subjective Analysis

The researcher reviews several documents of curriculum, particularly curriculum of K-13, the existing curriculum which used as the reference to develop and arranging the English textbook evaluated by the researcher. It is intended to establish what the criteria of target competencies that must be

accomplished by the students. As the researcher has described in the literature, the target competencies are stated in the graduates' standard competency, core competency and basic competency (GSC/CC/BC). Those are basis in developing textbook, particularly for CC and BC which are the statements representing the curriculum goals. Therefore, the criteria of the curriculum goals are described in CC and BC that involves cognitive and knowledge dimension of BRT.

3.6.4 Matching Process

The final steps in analyzing the data is matching what the researcher found in the factual data (the codification of the statements of ILOs) and what the criteria expected in the curriculum in which referred to BRT. This process of matching is aimed to see how the cognitive and knowledge levels of Bloom's Revised Taxonomy in the statements of intended learning outcomes/objectives of the EFST Year 11 are distributed in terms of low and high order thinking skill. Finally, the results of the data matching will be interpreted in the narrative form in the findings and discussion section.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the obtained data are presented and analyzed. The data presentation is outlined to answer the formulation of the problems mentioned in Chapter 1; which the prevalent cognitive levels of Intended Learning Outcomes in the textbook and how the distribution of Intended Learning Outcomes in terms of low order thinking and high order thinking skills.

4.1. Data Description

The data of this study are the cognitive and knowledge dimension based on Bloom's Revised Taxonomy of the statements of intended learning outcomes which taken from teachers' guide book of ESFT year 11. It was downloaded from the Ministry of Education and Culture's website bse.kemendikbud.go.id. It is written by Nurhasanah, Makhruk Bashir and Sonya Sinyanyuri, was published by Center of Curriculum and Textbook (CCT) of Ministry of Education and Culture, and was developed based on the 2013 Curriculum. The Bloom's Revised Taxonomy table (Krathwohl, 2002) was used to codify the 62 statements of intended learning outcomes which stated in the whole chapters of teachers' guide book of ESFT year 11. The list of ILOs were divided based on the basic competency 3 and 4. As mentioned in the literature, basic competency 3 covered the knowledge of the English subject and basic competency 4 covered the skills of the English subject which have to be mastered by the students. The distribution of basic competencies

and ILOs were different in each chapter. Before the results of this study was presented, the researcher codified the ILOs in all chapters in the same patterns which is based on the chapters, basic competency 3 or 4, and the number of the ILOs. The ILOs codification was provided in the table of appendix 1.

4.2. The Analysis of ILOs in ESFT Year 11 in BRT's Table

In this research, the analysis included the codification of ILOs in ESFT year 11 into cognitive and knowledge levels of cognitive domain due to obtained the main data. The BRT's table was used as the instrument. The researcher divided the codification into two parts. The first part is the analysis of codification of ILO's based on BRT's table related to basic competency 3. The second part is the analysis of codification of ILO's based on the BRT's table associated with the basic competency 4. The table codification are demonstrated in appendix 2.

After the ILOs were codified in the BRT's table, the researcher explained the analysis of ILOs codification. The analysis contained the reasons why the ILOs were placed in a certain code. It is described based on the verb phrase and noun phrase of the statements of ILOs to indicate the cognitive and knowledge levels (Krathwohl, 2002). The description of the codification are provided in appendix 3.

4.3. Findings

4.3.1. The Cognitive and Knowledge Levels of ILOs

RQ.1.Which level of cognitive skills in BRT is more prevalent in the statement of ILOs of the EFST of Year 11?

After the researcher analyzed and codified the 62 statements of ILOs into BRT table, the findings reveal that the most prevalent cognitive skills from the total ILOs in the ESFT Year 11 is B2 (Understanding, Conceptual Knowledge) with the percentage of 33,87% and the number of 21 ILOs. The second prevalent level is A1 (Remembering, Factual Knowledge) with the percentage of 22,58% and the number of 14 ILOs. The third frequent level is B3 (Applying, Conceptual Knowledge) with the percentage of 17,74% and the number of 11 ILOs. The fourth frequent level is A2 (Understanding, Factual Knowledge) with the percentage of 11,29% and the number of 7 ILOs. The fifth frequent level is B6 (Creating, Conceptual Knowledge) with the percentage of 8,06% and the number of 5 ILOs. The final frequent level are taken placed by the level of B5 (Evaluating, Factual Knowledge) and C6 (Creating, Procedural Knowledge) with the percentage of 3,23% and the number of 2 ILOs. Those results were presented in table 4.1. with the orange columns below:

Table 4.1. The Total Level of Cognitive skills of ILOs in BRT

Knowledge Dimension	Cognitive Process Dimension						%
	1. Remembering	2. Understanding	3. Applying	4. Analyzing	5. Evaluating	6. Creating	
	%	%	%	%	%	%	
A.Factual Knowledge	22,58%	11,29%	0,00%	0,00%	0,00%	0,00%	33,87%
B.Conceptual Knowledge	0,00%	33,87%	17,74%	0,00%	3,23%	8,06 %	64,52%
C.Procedural Knowledge	0,00%	0,00%	0,00%	0,00%	0,00%	3,23%	1,61%
D.Metacognitive Knowledge	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%
TOTAL	22,58%	45,16%	17,74%	0,00%	3,23%	11,29%	100%

In order to give clearer information about the prevalent cognitive skills of the statements of intended learning outcomes in the textbook, the researcher distributed the results of the codification into two parts. The results is depicted in the BRT's table depend on basic competency 3 and basic competency 4. Here are the results of the cognitive skills of ILOs:

Table 4.2. The cognitive skills of ILOs of BC 3 based on BRT's table

Knowledge Dimension	Cognitive Process Dimension						%
	1. Remembering	2. Understanding	3. Applying	4. Analyzing	5. Evaluating	6. Creating	
	%	%	%	%	%	%	
A.Factual Knowledge	46,67%	6,66%	0,00%	0,00%	0,00%	0,00%	53,33%
B.Conceptual Knowledge	0,00%	46,67%	0,00%	0,00%	0,00%	0,00%	46,67%
C.Procedural Knowledge	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%
D.Metacognitive Knowledge	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%
TOTAL	46,67%	53,33%	0,00%	0,00%	0,00%	0,00%	100%

Table 4.2. shows the percentages of cognitive skills of ILOs (BC 3) which covered cognitive and knowledge dimension. The total codified data in this table are 30 ILOs. The findings in this table are the results of the codification of ILOs related to BC 3 based on Bloom's Revised Taxonomy. As indicated in the table, the blue columns showed the level of cognitive domain that involved in the ILOs associated with BC 3. The levels "Remembering, Factual Knowledge" (A1) and "Understanding, Conceptual Knowledge" (B2) are the most frequent level of intended learning outcomes in the table. They have same percentage which is 46,67% with the number of 14 ILOs. The next frequent level is "Understanding,

Factual Knowledge" (A2) with the percentage of 6,66% and the number of 2 ILOs.

Meanwhile, the rest levels which are A3 (Applying, Factual Knowledge), A4 (Analyzing, Factual Knowledge), A5 (Evaluating Factual Knowledge), A6 (Creating, Factual Knowledge), B1 (Remembering, Conceptual Knowledge), B3 (Applying, Conceptual Knowledge), B4 (Analyzing, Conceptual Knowledge), B5 (Evaluating, Conceptual Knowledge), B6 (Creating, Conceptual Knowledge), C1 (Remembering Procedural Knowledge), C2 (Understanding, Procedural Knowledge), C3 (Applying, Procedural Knowledge), C4 (Analyzing, Procedural Knowledge), C5 (Evaluating, Procedural Knowledge), C6 (Creating, Procedural Knowledge), D1 (Remembering, Metacognitive Knowledge), D2 (Understanding, Metacognitive Knowledge), D3 (Applying, Metacognitive Knowledge), D4 (Analyzing, Metacognitive Knowledge), D5 (Evaluating, Metacognitive Knowledge), D6 (Creating, Metacognitive Knowledge) are totally absent in the coded data. The next results are described in the table below:

Table 4.3. The cognitive skills of ILOs of BC 4 based on BRT's table

Knowledge Dimension	Cognitive Process Dimension						%
	1. Remembering %	2. Understanding %	3. Applying %	4. Analyzing %	5. Evaluating %	6. Creating %	
A.Factual Knowledge	0,00%	15,63%	0,00%	0,00%	0,00%	0,00%	15,63%
B.Conceptual Knowledge	0,00%	21,87%	34,37%	0,00%	6,25%	15,63%	78,12%
C.Procedural Knowledge	0,00%	0,00%	0,00%	0,00%	0,00%	6,25%	6,25%
D.Metacognitive Knowledge	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%
TOTAL	0,00%	37,08%	34,37%	0,00%	6,25%	21,88%	100%

Table 4.3. depicts the percentages of the cognitive skills of ILOs associated with the basic competency 4 in the ESFT year 11, based on Bloom's Revised Taxonomy. The total number of cognitive level involved in this table are 32 ILOs. As indicated in the table, the green columns revealed the level of cognitive domain that included in the ILOs associated with BC 4. The levels "Applying, Conceptual Knowledge" (B3), with the percentage of 34,37% and the number of 11 ILOs is the most frequent level of intended learning outcomes in the table. The next frequent level is "Understanding, Conceptual Knowledge" (B2) with the percentage of 21,87% and the number of 7 ILOs. Then, it is followed by the level "Creating, Conceptual Knowledge" (B6) and "Understanding, Factual Knowledge" (A2) with the percentage of 15,63% and the number of 5 ILOs.

Lastly, the level of "Evaluating, Conceptual Knowledge" (B5) and "Creating, Procedural Knowledge" (C6) has also the same percentage of 6,25% and the number of 2 ILOs, while A1 (Remembering, Factual Knowledge), A3 (Applying, Factual Knowledge), A4 (Analyzing, Factual Knowledge), A5(Evaluating Factual Knowledge), A6 (Creating, Factual Knowledge), B1 (Remember, Conceptual Knowledge), B4 (Analyzing, Conceptual Knowledge), B6 (Creating, Conceptual Knowledge), C1 (Remembering Procedural Knowledge), C2 (Understanding, Procedural Knowledge), C3 (Applying, Procedural Knowledge), C4 (Analyzing, Procedural Knowledge), C5 (Evaluating, Procedural Knowledge, D1 (Remembering, Metacognitive Knowledge), D2 (Understanding, Metacognitive Knowledge), D3 (Applying, Metacognitive Knowledge), D4 (Analyzing, Metacognitive Knowledge), D5

(Evaluating, Metacognitive Knowledge), D6 (Creating, Metacognitive Knowledge) are absent in the coded data.

4.3.2. The Distribution of ILOs in terms of Lower Order and Higher Order Cognitive skills

In the literature, it was stated that cognitive process were divided into lower-order thinking skill (LOTS) and higher-order thinking skill (HOTS). The lower order thinking skill involved in the process of "remember, understand, and apply" while the higher order thinking skill contained the process of "analyze, evaluate, and create". Based on the table 4.5., indicated that the LOTS were dominant which is showed in the yellow columns and blue columns depicted the percentage of ILOs in the higher order thinking skill.

Table 4.4. The Distribution of ILOs in Terms of Lower and Higher Order Thinking Skills

Knowledge Dimension	Cognitive Process Dimension												%	
	LOWER-ORDER THINKING						HIGHER-ORDER THINKING							
	1. Remembering		2. Understanding		3. Applying		4. Analyzing		5. Evaluating		6. Creating		BC3	BC 4
	BC3	BC4	BC3	BC4	BC3	BC4	BC 3	BC4	BC3	BC4	BC3	BC4		
A. Factual Knowledge	46,67%	0%	6,66%	15,63%	0%	0%	0%	0%	0%	0%	0%	0%	53,33%	15,63%
B. Conceptual Knowledge	0%	0%	46,67%	21,87%	0%	34,37%	0%	0%	0%	6,25%	0%	15,63%	46,67%	78,12%
C. Procedural Knowledge	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	6,25%	0%	6,25%
D. Metacognitive Knowledge	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
TOTAL	46,67%	0%	53,33%	37,50%	0%	34,37%	0%	0%	0%	6,25%	0%	21,88%	100%	100%

The distribution of ILOs which related to basic competency 3 are only occurred in the lower-order thinking skill which the most frequent level is A1 (Remembering, Factual Knowledge) and B2 (Understanding, Conceptual Knowledge) with the percentage of 46,67%. In line, the distribution of ILOs that associated with basic competency 4 are mostly in the lower order thinking skill

as well. It can be proven by the higher frequency of ILOs of BC 4 was taken place in the process of B3 (Applying, Conceptual Knowledge) with the percentage of 34,37%. Those levels included in the lower order thinking skills. However, the lowest percentage of ILOs among BC 3 and BC 4 is in the level of B5 (Evaluating, Conceptual Knowledge) and C6 (Creating, Procedural Knowledge) with the percentage of 6,25% which involved in the higher order thinking skill (LOTS).

To conclude, the table indicated that lower order thinking skill are the dominant occurrence levels of thinking rather than higher order thinking skill according to the codification of intended learning outcomes of the taxonomy. In other words, lower order thinking were mostly paid attention in the statement of intended learning outcomes in the ESFT year 11 in which the bottom three cognitive process in the taxonomy such as " Remember, Understand, and Apply" were the most frequent levels in this textbook.

4.4. Discussion

The purpose of this study was to ascertain the profile of the intended learning outcomes (ILOs) in the ESFT Year 11 based on the cognitive process and knowledge dimension of Bloom's Revised Taxonomy.

The results of this research indicated the most dominant cognitive skill of the total ILOs in all chapters of the ESFT year 11 is in the level of B2 (Understanding, Conceptual Knowledge) with the percentage of 33,87%. This means that the second low level of cognitive skill and the second knowledge category had dominated the

statements of intended learning outcomes in the textbook. Based on the ILOs were coded as B2, students are frequently required to be able to understand using process of explaining the material given through oral and written. Moreover, the process of analyzing and metacognitive knowledge were totally absent in the statements of ILOs. Therefore, the students could not achieve the more cognitive process such as analyzing, evaluating and creating.

In addition, the level A1 (Remembering, Factual Knowledge) is the second frequent code indicated in the statements of ILOs of ESFT year 11. The statements of ILOs in this code were demand the students to recognize the specific details or elements in terms of characteristics and information about variety materials given. The cognitive process were dominantly occurred in the level of remembering of the ILOs was "identifying" process. The next frequent code in the statements of ILOs is the code of B3 (Applying, Conceptual Knowledge). It means that in the statements of ILOs students were expected to be able to execute and implement their knowledge that they get in the process of understanding in the familiar and unfamiliar task. It is related to the explanation of cognitive process of applying by Mayer (2002).

The three low levels of thinking mentioned above which is remembering, understanding and applying revealed as the prevalent code level of cognitive process of statements of ILOs in the textbook. This could be said to be reasonable because in the English teaching and learning process of foreign language such as in Indonesia, it is crucial to help the students to understand and to apply the materials before achieving high level of cognitive process.

Instead of HOTS (Higher Order Thinking Skill), the results implies that the distribution of ILOs are predominant in the LOTS (Lower Order Thinking Skill). It could be proven by only few ILOs were codified in the level of evaluating and creating in which the lowest frequent code of the total statements of ILOs in the textbook are B5 (Evaluating, Conceptual Knowledge) and C6 (Creating, Procedural Knowledge) with the percentage of 6,25% which involved in the HOTS. In other words, the data obtained revealed the significant differences in the frequency of ILOs of cognitive process levels related to LOTS and HOTS. These findings are related by previous study, particularly from Alvi Syahar (2016) research that has claimed the English textbook for eleventh graders of the 1st semester was mostly indicated in the lower order thinking skill.

The knowledge dimension in the statements of ILOs is significant as well. The results of codification indicated that mostly ILOs were involved in the conceptual knowledge and followed by factual knowledge. It is only a few statements of ILOs which included in the procedural knowledge and the absent of metacognitive knowledge clearly showed in the table 4.1. The ILOs which codified in the conceptual knowledge regularly occurred because the statements of ILOs contained the noun phrases which required students to use their knowledge of classification and the knowledge of theories, models and structure. Those knowledge are involved in the conceptual knowledge described by Krathwohl (2002).

The findings of this research also reveals several phenomena. Firstly, the ILOs which stated in the textbook were not covered all levels of cognitive process

and knowledge dimension. Secondly, the statements of ILOs in the several chapters were not covered the basic competencies of the 2013 national curriculum set out. For example, in chapter 2 and 8, the highest competency that must be achieve by the students according to the curriculum is the process of "creating". It is stated in the basic competency 4.2. and 4.12. "*Menyusun teks lisan dan tulis untuk menyatakan dan……*" (see on appendix 1 and 3). In fact, the highest cognitive process that involved in the statements of ILOs in chapter 2 and 8 were occurred in the process of "applying". This phenomena is also raised in the chapter 9 and 7 in which the highest basic competency is required students until the cognitive process of "analyzing" but the highest level in the ILOs covered into "understanding" process.

Thirdly, the distribution of ILOs is not align with the criteria set out in the 2013 curriculum and Bloom Revised Taxonomy as well. There are several ILOs in chapters which are not in the right sequences of cognitive levels of Bloom Revised Taxonomy. For instance, in chapter 5 and 7 and an ILO that codified in the level of B6 (Creating, Conceptual Knowledge) which expected the students to create a product in a new context, was followed by statement of an ILO which codified in the level of B2 (Understanding, Conceptual Knowledge) that expected the students to understand by connected their prior knowledge with the new knowledge. From the analysis, it seems to be difficult in requiring students to create something without understand the materials first.

The same phenomena also occurred in other chapters such as in chapter 1 and 2 (from applying followed by creating), chapter 4 and 6 (from understanding

followed by evaluating). Therefore, it is ideally if each chapters in the textbook contain the six level of cognitive process and four categories of knowledge dimension in the statements of ILOs. It is also should congruent with the hierarchy cumulative in which the thinking process must be orderly from the levels of remembering to creating. This prerequisite is regulated in the Permendikbud No. 24 (2016) and suggested by Krathwohl (2002) in Bloom Revised Taxonomy.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter draws conclusions from this research and provides some recommendations, particularly for everyone who dealt with textbook evaluation in terms of Intended Learning Outcomes.

5.1. Conclusion

The findings of the analysis in the previous chapter enabled the researcher to draw some conclusions as follows:

1. In terms of the prevalent cognitive skill in the ESFT Year 11 based on the Bloom Revised Taxonomy, there are three dominant cognitive skill levels of ILOs occurred in the intended learning outcomes related to basic competency 3, basic competency 4 and also the total amounts of ILOs in the textbook. The prevalent levels are A1 (Remembering, Factual Knowledge), B2 (Understanding Conceptual Knowledge), and B3 (Applying, Conceptual Knowledge). Moreover, the ILOs not covered all the cognitive levels and knowledge dimension such as the process of analyze and metacognitive knowledge.

2. In terms of the distribution of the ILOs based on the lower and higher order thinking cognitive skill in the ESFT Year 11, there are only few numbers of levels involved in the higher order thinking skills are covered in the textbook. The statements of ILOs in the textbook is more focused on the

ILOs which involved in lower order thinking skills. It is contrary with the prerequisite of the 2013 National Curriculum which required students to achieve the higher order thinking skills.

5.2. Recommendation

Based on the analysis of this research, the researcher gives some recommendation for the textbook writers, government, and further research who associated with the intended learning outcomes as follows:

1. For the textbook writers

    There are some criteria that should be concerned in designing intended learning outcomes (ILO). Since the statement of ILOs are too general, they have to change the ILOs into more specific statement so that can help high school teachers in all Indonesia in understanding and implementing the learning outcomes in their lesson plan and learning program in the classroom. It is also important concerning to cover the all cognitive levels and knowledge dimension stated in the learning outcomes, in order to achieve the criteria set out by 2013 curriculum which referred to Bloom's Revised Taxonomy.

2. For the government

    Based on the result of the research, the researcher would also like to give some recommendations to the government particularly Ministry of Education and Culture which have in charge through Center Curriculum and Textbook had published the textbook series for 2013 Curriculum.

There are some problems particularly in the incorrect typing and grammatical errors. As the publisher, they must to pay more attention in writing and editing process which intended to give clearer information to the teachers who used the textbook.

3. For Further Research

This research is focused on the statement of ILOs in terms of cognitive and knowledge dimension based on Bloom's Revised Taxonomy. For further research, the extent of field or focus are needed. For instance in the other grade such as elementary school and focused such as teaching learning activities and assessment provided in the textbook.

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APPENDICES

APPENDIX 1:

The table of codification Intended Learning Outcomes in order to simplify in collecting the data.

CHAPTER	BASIC COMPETENCY	ILOs	CODES
1. Can greed ever be satisfied?	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	1. Students are able to identify what is offer	LO 1-3-1
		2. Students are able to identify what is suggestion	LO 1-3-2
		3. Students are able to differentiate between offer and suggestion	LO 1-3-3
		4. Students are able to explain the usage of offer	LO 1-3-4
		5. Students are able to explain the usage of suggestion	LO 1-3-5
		1. Students are able to offer based on context properly	LO 1-4-1
		2. Students are able to respond to an offer properly	LO 1-4-2
		3. Students are able to give suggestion based on context properly	LO 1-4-3
		4. Students are able to respond suggestion properly	LO 1-4-4
		5. Students are able write offering expression correctly	LO 1-4-5
		6. Students are able to write suggestion correctly	LO 1-4-6
2. Bullying : A cancer that must be eradicated?	3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran,	1. Students are able to identify opinion.	LO 2-3-1
		2. Students are able to explain the function of an opinion properly.	LO 2-3-2

	sesuai dengan konteks penggunaannya pendapat dan pikiran, sesuai dengan konteks penggunaannya. 4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	1. Students are able to ask for other's opinion properly. 2. Students are able to give opinion properly.	LO 2-4-1 LO 2-4-2
3. Hopes and dreams!	3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (extended), serta responnya, sesuai dengan konteks. 4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan harapan dan doa bersayap (extended), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	1. Students are able to identify hopes/dreams in context. 2. Students are able to explain how to express hopes/dreams properly. 1. Students are able to talk about their hopes/dreams for the future. 2. Students are able to write about their hopes/dreams for the future correctly.	LO 3-3-1 LO 3-3-2 LO 3-4-1 LO 3-4-2
4. Vanity, what is thy price?	3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya.	1. Students are able to identify the characteristics of a formal invitation. 2. Students are able to identify the text structure of a formal invitation.	LO 4-3-1 LO 4-3-2

	4.4 Menangkap makna teks undangan resmi. 4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	3. Students are able to explain the usage of a formal invitation correctly	LO 4-3-3
		1. Students are able to tell the information that they get from a formal invitation.	LO 4-4-1
		2. Students are able to edit and revise a formal invitation given based on context and stucture form.	LO 4-4-2
		3. Students are able to write formal invitations in proper format and using propewr etiquette.	LO 4-4-3
		4. Students are able to write formal invitations based on the prompts given.	LO 4-4-4
5. Benefit of doubt!	3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks. 4.7. Menangkap makna teks surat pribadi. 4.8. Menyusun teks surat pribadi, dengan. memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	1. Students are able to identify the characteristics of a personal letter.	LO 5-3-1
		2. Students are able to explain the usage of a personal letter.	LO 5-3-2
		1. Students are able to tell the information that they get from a personal letter given	LO 5-4-1
		2. Students are able to write personal letter to variety audiences properly.	LO 5-4-2
6. The Story of Writing!	3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat	1. Students are able to identify the characteristics of a procedural/ instructional text.	LO 6-3-1
		2. Students are able to explain the usage of a procedural/ instructional text.	LO 6-3-2

	(tips), sesuai dengan konteks penggunaannya. 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips). 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	1. Students are able to tell the information from a procedural/instructional text, correctly.	LO 6-4-1
		2. Students are able to edit and revise procedural/instructional text correctly.	LO 6-4-2
		3. Students are able to make proper procedural/instructional text.	LO 6-4-3
7. Natural Disaster	3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.	1. Students are able to identify the extract of a scientific report based on the context and usage.	LO 7-3-1
		2. Students are able to identify the characteristics of a scientific factual report correctly.	LO 7-3-2
		3. Students are able to explain the usage of a scientific factual report correctly.	LO 7-3-3
	3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks factual report dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.	1. Students are able to write a scientific report in 200 words minimum, properly.	LO 7-4-1
		2. Students are able to rewrite the content of a scientific factual report they get, properly.	LO 7-4-2
		3. Students are able to do a presentation based on scientific factual report they get, properly.	LO 7-4-3

	4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.13 Menangkap makna dalam teks ilmiah faktual (factual report), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan Matapelajaran lain di Kelas XI.		
8. The Last Leaf	3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang, sesuai dengan konteks sesuai dengan konteks penggunaannya. 4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/	1. Students are able to explain what are conditionals. 2. Students are able to identify the conditional in context. 3. Students are able to explain the usage of conditionals. 1. Students are able to write text using conditionals form based on context in proper. 2. Students are able to use conditional form orally, based on context in proper.	LO 8-3-1 LO 8-3-2 LO 8-3-3 LO 8-4-1 LO 8-4-2

	peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		
9. Father of Indonesian Education	3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya. 4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal.	1. Students are able to explain what is biography.	LO 9-3-1
		2. Students are able to identify the characteristics of a biography.	LO 9-3-2
		3. Students are able to explain the usage of a biography.	LO 9-3-3
		1. Students are able to retell the content of a short/medium length biography of one known personality with their own language, properly.	LO 9-4-1
		2. Students are able to write a summary of a short/medium lenght biography of one known personality	LO 9-4-2
10. Meaning through Music	3.12. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu. 4.16. Menangkap pesan dalam lagu.	1. Students are able to identify the characteristic of a song lyrics.	LO 10-3-1
		2. Students are able to mention the social function of a song in language perspective.	LO 10-3-2
		1. Students are able to explain the message of a song based on context.	LO 10-4-1
		2. Students are able to answer question based on the lyrics of the song.	LO 10-4-2

		3. Students are able to make song lyrics with certain message given.	LO 10-4-3
11. Man Made Disaster	3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya. 4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.	1. Students are able to identify the characteristics of an analytical expository essay.	LO 11-3-1
		2. Students are able to explain the format of an analytical expository essay.	LO 11-3-2
		3. Students are able to explain the usage of an analytical expositaory essay.	LO 11-3-3
		1. Students are able to retell the information they get from an analytical expository text given properly.	LO 11-4-1
		2. Students are able to answer questions based on the text they learned.	LO 11-4-2
		3. Students are able to make a summary of an analytical expository text given properly.	LO 11-4-3

APPENDIX 2

The Codification of ILOs (BC3) levels based on BRT's Table

Knowledge Dimension	Cognitive Process Dimension						N	%
	1. Remembering	2. Understanding	3. Applying	4. Analyzing	5. Evaluating	6. Creating		
A.Factual Knowledge	LO 1-3-1 LO 1-3-2 LO 2-3-1 LO 3-3-1 LO 4-3-1 LO 5-3-1 LO 6-3-1 LO 7-3-1 LO 7-3-2 LO 8-3-2 LO 9-3-2 LO 10-3-1 LO 11-3-1 LO 11-3-2	LO 8-3-1 LO 9-3-1						
Sub-total	14	2	0	0	0	0	16	53,33%
B.Conceptual Knowledge		LO 1-3-3 LO 1-3-4 LO 1-3-5 LO 2-3-2 LO 3-3-2 LO 4-3-2 LO 4-3-3 LO 5-3-2 LO 6-3-2 LO 7-3-3 LO 8-3-3 LO 9-3-3 LO 10-3-2 LO 11-3-3						
Sub-total	0	14	0	0	0	0	14	46,67%
C.Procedural Knowledge								
Sub-total	0	0	0	0	0	0	0	0,00%
D.Metacognitive Knowledge								
Sub-total	0	0	0	0	0	0	0	0,00%
TOTAL	14	16	0	0	0	0	30	100,00%

The Codification of ILOs (BC 4) levels based on BRT's Table

Knowledge Dimension	Cognitive Process Dimension						N	%
	1. Remembering	2. Understanding	3. Applying	4. Analyzing	5. Evaluating	6. Creating		
A.Factual Knowledge		LO 4-4-1 LO 5-4-1 LO 6-4-1 LO 10-4-2 LO 11-4-2						
Sub-total	0	5	0	0	0	0	5	15,63%
B.Conceptual Knowledge		LO 7-4-2 LO 7-4-3 LO 9-4-1 LO 9-4-2 LO 10-4-1 LO 11-4-1 LO 11-4-3	LO 1-4-1 LO 1-4-2 LO 1-4-3 LO 1-4-4 LO 2-4-1 LO 2-4-2 LO 3-4-1 LO 4-4-4 LO 8-4-1 LO 8-4-2 LO 10-4-3		LO 4-4-2 LO 6-4-2	LO 1-4-5 LO 1-4-6 LO 3-4-2 LO 5-4-2 LO 7-4-1		
Sub-total	0	7	11	0	2	5	25	78,12%
C.Procedural Knowledge						LO 6-4-3 LO4-4-3		
Sub-total	0	0	0	0	0	2	2	6,25%
D.Metacognitive Knowledge								
Sub-total	0	0	0	0	0	0	0	0,00%
TOTAL	0	12	11	0	2	7	32	100,00%

APPENDIX 3

The description table of codification the ILOs in ESFT year 11.

Intended Learning Outcomes	Coding of LO's levels	Description
LO 1-3-1 Students are able to identify what is offer	A1	The verb phrase **"to identify"** is included in the **"remembering"** process and the noun phrase **"what offer is"** is related to **"factual knowledge"**. Based on this ILO, students would be given an activity such as "underline the expression of offering something/help in the dialogue given!" which involved as the example of the knowledge of terminology or basic elements. Therefore, it is classified in the level **A1**.
LO 1-3-2 Students are able to identify what is suggestion	A1	The verb phrase **"to identify"** is included in the **"remembering"** process and the noun phrase **"what suggestion is"** is related to **"factual knowledge"**. Based on this ILO, students would be given an activity such as "underline the expression of suggestion in the dialogue given!" which involved as the example of the knowledge of terminology or basic elements. Therefore, it is classified in the level **A1**.
LO 1-3-3 Students are able to differentiate between offer and suggestion	B2	The verb phrase **"to differentiate"** is included in the **"understanding"** process. Based on this ILO, a corresponding activity/assessment is to ask students to differentiate whether the given sentences belongs to an example of offer or suggestion by giving their reason. It is involved as an example of knowledge of classification and categories which associated with **"conceptual knowledge"**. Therefore, it is classified in the level **B2**.
LO 1-3-4 Students are able to explain the usage of offer	B2	The verb phrase **"to explain"** is included in the **"understanding"** process and the noun phrase **"the usage of offer"** is related to **"conceptual knowledge"**. Based on this ILO, a corresponding activity/assessment is to ask students to explain when and why they should use the expression of "offer". The example is involved as an example of knowledge of theories and models which associated with **"conceptual knowledge"**. Therefore, it is classified in the level **B2**.
LO 1-3-5 Students are able to explain the usage of suggestion	B2	The verb phrase **"to explain"** is included in the **"understanding"** process and the noun phrase **"the usage of suggestion"** is related to **"conceptual knowledge"**. Based on this ILO, a corresponding activity/assessment is to ask students to explain when and why they should use the expression of "suggestion". It is involved as an example of knowledge of

		theories and models which associated with **"conceptual knowledge"**. Therefore, it is classified in the level **B2**.
LO 1-4-1 Students are able to offer based on context properly	B3	The verb phrase **"to offer"** is included in the **"applying"** process. In this process, students would be given an activity/assessment such as making a dialogue that contains the expression of "offer" based on the contexts given. In making a dialogue, students must pay attention in using the grammatical structure so that it is involved as an example of knowledge of structure which related to **"conceptual knowledge"**. Therefore, it is classified in the level **B3.**
LO 1-4-2 Students are able to respond to an offer properly	B3	The verb phrase **"to respond"** is included in the **"applying"** process. A corresponding activity for this ILO is to ask students to complete the dialogue by giving responses of "an offer" related to the context of the dialogue. The activity required the students to implement their knowledge of theories, models and structures that is related to **"conceptual knowledge"**. Therefore, it is classified in the level **B3**.
LO 1-4-3 Students are able to give suggestion based on context properly	B3	The verb phrase **"to give suggestion"** is included in the **"applying"** process. A corresponding activity for this ILO is to ask students to give suggestion of a situation given. The activity required the students to implement their knowledge of theories, models and structures in a similar context that is related to **"conceptual knowledge"**. Therefore, it is classified in the level **B3**.
LO 1-4-4 Students are able to respond suggestion properly	B3	The verb phrase **"to respond"** is included in the **"applying"** process. A corresponding activity for this ILO is to ask students to complete the dialogue by giving appropriate responses of suggestion in the dialogue given. The activity required the students to implement their knowledge of theories, models and structures that is related to **"conceptual knowledge"**. Therefore, it is classified in the level **B3**.
LO 1-4-5 Students are able write offering expression correctly	B6	Based on this LO, students are expected to produce written expression of "offer" in a new situation that has not given yet to them before. The verb phrase **"to write"** includes in the **"creating"** process and the noun phrase **"offering expression"** is associated with the example of knowledge of theories, models and structures which related to **"conceptual knowledge"**. Therefore, it is classified in the level **B6**.
LO 1-4-6 Students are able to write suggestion correctly	B6	Based on this LO, students are expected to produce written expression of "suggestion" in a new situation that has not given yet to them before. The verb phrase **"to write"** is included in the **"creating"** process and it is associated with **"conceptual knowledge"**. Therefore, it is classified in the level **B6**.

LO 2-3-1 Students are able to identify opinion.	A1	The verb phrase **"to identify"** is included in the **"remembering"** process. Based on this ILO, a corresponding activity or assessment is to ask students to recognize by making list of the statements that involved in **"opinion"**. The activity is associated with the example of the knowledge of terminology or basic elements of **"Factual Knowledge"**. Therefore, it is classified in the level **A1**.
LO 2-3-2 Students are able to explain the function of an opinion properly.	B2	The verb phrase **"to explain"** is included in the **"understanding"** process. A corresponding activity for this ILO is to ask students to explain or describe through oral and written about the **"function of an opinion"** (noun phrase in the ILO) correctly. The students need to consider appropriate definition, example and grammatical rules in the process when they present their explanation. It is involved as an example of knowledge of theories, models and structures that is related to **"conceptual knowledge"**. Therefore, it is classified in the level **B2**.
LO 2-4-1 Students are able to ask for other's opinion properly.	B3	The verb phrase **"to ask"** is included in the **"applying"** process. A corresponding activity for this ILO is to ask students to make a question about someone opinion. The activity are expected students to implement appropriate expression of "asking opinion" that they have learned to their classmates or other people. It is associated with the knowledge of theories, models and structures that is related to **"conceptual knowledge"**. Therefore, it is classified in the level **B3**.
LO 2-4-2 Students are able to give opinion properly.	B3	The verb phrase **"to give opinion"** is included in the **"applying"** process. A corresponding activity for this ILO is to ask students to make an appropriate opinion based on the situation or context given. The activity are expected students implement what they have learn in different context. It is involved as the example of the knowledge of theories, models and structures that is related to **"conceptual knowledge"**. Therefore, it is classified in the level **B3**.
LO 3-3-1 Students are able to identify hopes/ dreams in context.	A1	The verb phrase **"to identify"** is included in the **"remembering"** process. Based on this ILO, a corresponding activity is asking questions to students about what is hopes/dreams?, do you have hopes/ dreams? which intended to recall them. The activity is associated with the example of the knowledge of terminology or basic elements of **"Factual Knowledge"**. Therefore, it is classified in the level **A1**.
LO 3-3-2 Students are able to explain how to express hopes/dreams properly.	B2	In this LO, students are expected to describe the way to convey hopes/dreams in suitable context. The verb phrase of **"to explain"** is involved in the **"understanding"** process. In this process, students need to cope with the concept of "hopes/dreams" which associated with **"conceptual knowledge"**. Thus, it is included in the level **B2**.

LO 3-4-1 Students are able to talk about their hopes/dreams for the future.	B3	The verb phrase **"to talk"** is included in the **"applying"** process. A corresponding activity for this ILO is to ask students to implement their understanding of the concept of "hopes/dreams" by giving examples of what they want to be in the future. It is involved as an example of knowledge of theories, models and structures that is related to **"conceptual knowledge"**. Therefore, it is classified in the level **B3**.
LO 3-4-2 Students are able to write about their hopes/dreams for the future correctly.	B6	In this LO, students are expected to produce a written text about their own hopes and dreams for the future in a proper situation and correct structure. The verb phrase of **"to write"** is involved in **"creating"** process. In this process, students need to deal with the knowledge of theories, models, and structures they have learned which associated with **"conceptual knowledge"**. Thus, it is classified in the level **B6**.
LO 4-3-1 Students are able to identify the characteristics of a formal invitation.	A1	The verb phrase of **"to identify"** is involved in the **"remembering"** process. A corresponding activity for this objective is to ask students to recognize the parts or elements that involve in the formal situations. The noun phrase **"characteristics of formal invitation"** is associated with the example of the knowledge of terminology or basic element that related to **"factual knowledge"**. Thus, it is included in the level **A1**.
LO 4-3-2 Students are able to identify the text structure of a formal invitation.	B2	In this ILO, students are expected to recognize the structure in a text of a formal invitation. The verb phrase of **"to identify"** is involved in the **"remembering"** process and the noun phrase **"text structure"** is associated with **"conceptual knowledge"**. A corresponding activity for this ILO is to ask students to observe the grammatical structure and language style in a text of formal invitation. Therefore, it is included in the level **B2**.
LO 4-3-3 Students are able to explain the usage of a formal invitation correctly	B2	In this ILO, students are expected to give explanation about the function, intention and occasion of a formal invitation. The verb phrase of **"to explain"** is involved in the **"understanding"** process and the noun phrase **"text usage of a formal invitation"** as an example of knowledge of theory, model, and structure associated with the **"conceptual knowledge"**. A corresponding activities for the ILO is to ask students to describe when, why and to whom they using the formal invitation. The students can deliver the explanation through oral and written. Thus, it is included in the level **B2**.
LO 4-4-1 Students are able to tell the information that they get	A2	In this ILO, students are expected to transfer the specific elements/ informations from a formal invitation provided by telling to other. The verb phrase of **"to tell"** is involved in the **"understanding"** process. A corresponding activity for tis ILO is to ask students presenting the information that they get from the text of formal invitation or answering the question related to

from a formal invitation.		the materials provided. The noun phrase **"informations of formal invitation"** associated with example of knowledge of theory, models, and structure that related to **"factual knowledge"**. Thus, it is included in the level **A2**.
LO 4-4-2 Students are able to edit and revise a formal invitation given based on context and stucture form.	B5	The verb phrase of **"to edit and revise"** is connected to **"evaluating"** process. In this ILO, students are expected to detect the fallacies and edit to a formal invitation given by considering the context and correct structure. A corresponding activity is to ask students to check the errors and give correction to a formal invitation given. The noun phrase **"context and structure form"** is an example of the knowledge of theory, model, and structure which associated with **"conceptual knowledge"**. Thus, it includes in the level **B5**.
LO 4-4-3 Students are able to write formal invitations in proper format and using propewr etiquette.	C6	In this ILO, students are expected to create a written text of formal invitation considering the suitable format and etiquette that they have learned. The verb phrase of **"to write"** is connected to **"creating"** process and the noun phrase **"proper format and proper etiquette"** associated with **"procedural knowledge"**. In this process, students need to deal with the knowledge of criteria for determining when to use appropriate procedures in writing the formal invitation. Thus, it is included in the level **B6**.
LO 4-4-4 Students are able to write formal invitations based on the prompts given.	B3	In this LO, students are expected to write a formal invitations according to instruction given. The verb phrase of "**to write….based on the prompts given**" is connected to **"applying"** process. A corresponding activity is to ask students to make a formal invitation from the various context given. In this process, the students need to use their knowledge of theories, models and structures which associated with **"conceptual knowledge"**. Thus, it is included in the level **B3**.
LO 5-3-1 Students are able to identify the characteristics of a personal letter.	A1	Based on this LO, students are expected to recognize the specific elements/ characteristics of a personal letter. The verb phrase **"to identify"** is included in the **"remembering"** process. A corresponding question is "for whom is the personal letter intended to?". The noun phrase **"characteristics of personal letter"** is involved as an example of the knowledge of terminology and specific details that related to **"factual knowledge"**. Therefore, it is involved in the level **A1**.
LO 5-3-2 Students are able to explain the usage of a personal letter.	B2	Based on this ILO, students are expected to describing the function, intention and occasion of the personal letter. The verb phrase **"to explain"** is included in the **"understanding"** process. A corresponding activity is to ask students to explain when and why we use the personal letter, through oral and written. The noun phrase **"the usage of personal letter"** is an example of the knowledge of theory, model, and structure which related to

		"**conceptual knowledge**". Therefore, it is involved in the level **B2**.
LO 5-4-1 Students are able to tell the information that they get from a personal letter given	A2	Based on this ILO, students are expected to transfer the specific elements/ information they get of a personal letter given by telling their classmates. The verb phrase "**to tell**" is included in the "**understanding**" process. A corresponding activity is students to ask to convey the information in personal letter based on the questions given orally. The noun phrase "**information…from a personal letter given**" is an example of the knowledge of specific details and element which related to "**factual knowledge**". Therefore, it is involved in the level **A2**.
LO 5-4-2 Students are able to write personal letter to variety audiences properly.	B6	Based on this ILO, students are expected to create a written text of personal letter in the new context to various audiences. The verb phrase "**to write**" is included in the "**creating**" process. A corresponding activity is to ask students to make personal letters to different people using the appropriate grammatical structure and language features. This process is an example of the knowledge of theories, models, and structures which related to "**conceptual knowledge**". Therefore, it is involved in the level **B6**.
LO 6-3-1 Students are able to identify the characteristics of a procedural/ instructional text.	A1	Based on this ILO, students are expected to recognize the specific elements/ characteristics of a procedural/instructional text. The verb phrase of "**to identify**" is involved in the "**remembering**" process. A corresponding activity is to ask students to list the name of parts of the procedural/ instructional text. The noun phrase "**characteristics of a procedural/instructional text**" is an example of the knowledge of specific details and elements which associated with "**factual knowledge**". Thus, it is included in the level **A1**.
LO 6-3-2 Students are able to explain the usage of a procedural/ instructional text.	B2	Based on this ILO, students are expected to describing the function, intention and occasion of the personal letter. The verb phrase "**to explain**" is included in the "**understanding**" process. A corresponding activity is to ask students to describe what the purpose of procedural text, when they use the procedural text and why the use procedural text orally. The noun phrase "**the usage of a procedural/instructional text**" is an example of knowledge of theories, models and structures which related to "**conceptual knowledge**". Therefore, it is involved in the level **B2**.
LO 6-4-1 Students are able to tell the information from a procedural/	A2	Based on this ILO, students are expected to transfer the specific elements/ information they get of a procedural/ instructional text given appropriately by telling their classmates. The verb phrase "**to tell**" is included in the "**understanding**" process. A corresponding activity for this ILO is to ask students to answer the questions related to procedural/instructional text given. The noun phrase "**information from a procedural/ instructional**

instructional text, correctly.		**text"** is example of terminology and specific details/ elements that related to **"factual knowledge"**. Therefore, it is involved in the level **A2**.
LO 6-4-2 Students are able to edit and revise procedural/ instructional text correctly.	B5	Based on this ILO, students are expected to detect and edit to a procedural/ instructional text given properly. The verb phrase of **"to edit and revise"** is connected to **"evaluating"** process. A corresponding activity is students will be given a procedural texts that contain errors, so that they have to check to find the errors and give the corrections of the errors. The noun phrase **"procedural/instructional text correctly"** is an example of the knowledge of structure which involved grammatical structure that associated with **"conceptual knowledge"**. Thus, it is included in the level **B5**.
LO 6-4-3 Students are able to make proper procedural/ instructional text.	C6	Based on this ILO, students are expected to create a new procedural/ instructional that has not given yet to them. The verb phrase of **"to make"** is connected to **"creating"** process. A corresponding activities for this objective is to ask students to write a procedural/ instruction text such as "how to make a lasagna", using appropriate language, grammar and material that they get before. The students will deal with the criteria for determining when to use appropriate procedure which associated to **"procedural knowledge"**. Thus, it is included in the level **C6**.
LO 7-3-1 Students are able to identify the extract of a scientific report based on the context and usage.	A1	Based on this LO, students are expected to recognize the information that includes in the scientific report given, concerning to the context and usage. The verb phrase of **"to identify"** is involved in the **"remembering"** process. A corresponding activities is to ask students to answer the questions about the information related to the scientific report text given. The noun phrase **"the extract of a scientific report"** is example of the knowledge of specific details or elements which associated with **"factual knowledge"**. Thus, it is included in the level **A1**.
LO 7-3-2 Students are able to identify the characteristics of a scientific factual report correctly.	A1	Based on this LO, students are expected to recognize the specific elements/ characteristics of scientific factual report given. The verb phrase of **"to identify"** is involved in the **"remembering"** process. The noun phrase "**the characteristics of a scientific factual report**" is an example of the knowledge of specific details and elements which associated with **"factual knowledge"**. Therefore, it is included in the level **A1**.
LO 7-3-3 Students are able to explain the usage of a scientific	B2	Based on this LO, students are expected to describing the appropriate function, intention and occasion the scientific factual report. The verb phrase **"to explain"** is included in the **"understanding"** process and the noun phrase **"the usage of scientific factual report"** is an example of the knowledge of

factual report correctly.		theories, models and structures which related to **"conceptual knowledge"**. Therefore, it is involved in the level **B2**.
LO 7-4-1 Students are able to write a scientific report in 200 words minimum, properly.	B6	Based on this LO, students are expected to create a written text of scientific report in 200 words minimum with a new context. The verb phrase **"to write"** is included in the **"creating"** process. In this process, students need to use their knowledge of theories, models and structure which related to **"conceptual knowledge"**. Therefore, it is involved in the level **B6**.
LO 7-4-2 Students are able to rewrite the content of a scientific factual report they get, properly.	B2	Based on this LO, students are expected to rewrite a scientific factual report given using their own language appropriately. The verb phrase **"to rewrite"** is included in the **"understanding"** process. In this process, students need to deal with the knowledge of theories and structures that related to **"conceptual knowledge"**. Therefore, it is involved in the level **B2**.
LO 7-4-3 Students are able to do a presentation based on scientific factual report they get, properly	B2	Based on this LO, students are expected to present a scientific factual report given in front of the class orally. The verb phrase of **"to do a presentation"** related to **"understanding"** process. A corresponding activities is to ask students to make a presentation in front of the class about the factual report given. It is also associated with **"conceptual knowledge"** in which included as the example of knowledge of theories, models, and structure. Thus, it is includes in the level **B2**.
LO 8-3-1 Students are able to explain what are conditionals.	A2	Based on this LO, students are expected to describe the terms/ definition of each kinds of conditionals. The verb phrase **"to explain"** is included in the **"understanding"** process and the noun phrase **"what conditionals are"** is related to **"factual knowledge"**. Therefore, it is involved in the level **A2**.
LO 8-3-2 Students are able to identify the conditional in context.	A1	In this LO, students are expected to recognize the terms or forms of "conditional" in the various context given. The verb phrase of **"to identify"** is involved in the **"remembering"** process. It is also associated with **"factual knowledge"** as the example of the knowledge of terminology and specific elements. Thus, it is included in the level **A1**.
LO 8-3-3 Students are able to explain the usage of conditionals.	B2	In this LO, students are expected to give explanation the appropriate function, intention and occasion of "conditionals". The verb phrase of **"to explain"** is involved in the **"understanding"** process and the noun phrase **"the usage of conditionals"** is an example of knowledge of models, theories

		and structure that associated with **"conceptual knowledge"**. Thus, it is included in the level **B2**.
LO 8-4-1 Students are able to write text using conditionals form based on context in proper.	B3	Based on this LO, students are expected to write a text that involves appropriate "conditionals" based on context given. The verb phrase of "**to write**" is connected to **"applying"** process. In this process, the students need to use their knowledge of theories, models and structures which associated with **"conceptual knowledge"**. Thus, it is included in the level **B3**.
LO 8-4-2 Students are able to use conditional form orally, based on context in proper.	B3	In this LO, students are expected to apply their prior knowledge of "conditionals" into conversation with their classmates based on context appropriately. The verb phrase of **"to use"** is connected to **"applying"** process. In this process, the students need to use their knowledge of theories, models and structures which associated with **"conceptual knowledge"**. Thus, it is included in the level **B3**.
LO 9-3-1 Students are able to explain what is biography.	A2	Based on this LO, students are expected to describe the terminology of text biography. The verb phrase **"to explain"** is included in the **"understanding"** process. A corresponding activities is to ask students to explain the definition and parts of the biography text. The noun phrase **"what biography is"** is an example of knowledge of terminology and specific details and elements that connected to **"factual knowledge"**. Therefore, it is involved in the level **A2**.
LO 9-3-2 Students are able to identify the characteristics of a biography.	A1	In this LO, students are expected to recognize the specific elements/ characteristics of a biography text. The verb phrase of **"to identify"** is involved in the **"remembering"** process and the noun phrase **"the characteristics of a biography"** is an example of knowledge of specific details and elements which associated with **"factual knowledge"**. Therefore, it is included in the level **A1**.
LO 9-3-3 Students are able to explain the usage of a biography.	B2	In this LO, students are expected to give explanation of appropriate function, intention and occasion of a biography text. The verb phrase of **"to explain"** is involved in the **"understanding"** process and the noun phrase **"the usage of a biography"** is associated with **"conceptual knowledge"**. Therefore, it is included in the level **B2**.
LO 9-4-1 Students are able to retell the content of a short/	B2	In this LO, students are expected to retell an example of biography given using their own language appropriately. The verb phrase of **"to explain"** is involved in the **"understanding"** process. In retelling a biography, students need to cope with the

medium length biography of one known personality with their own language, properly.		concept of the text itself, so that it is associated with **"conceptual knowledge"**. Thus, it is included in the level **B2**.
LO 9-4-2 Students are able to write a summary of a short/medium lenght biography of one known personality	B2	Based on this LO, students are expected to summarize a biography of one known personality using their own language in short/medium length. The verb phrase of **"to write a summary"** is involved in the **"understanding"** process. It is also involved in the knowledge of models which associated with **"conceptual knowledge"**. Thus, it is included in the level **B2**.
LO 10-3-1 Students are able to identify the characteristic of a song lyrics.	A1	Based on this LO, students are expected to recognize the specific elements/ characteristics of a song lyrics. The verb phrase of **"to identify"** is involved in the **"remembering"** process and the noun phrase **"the characteristics of a song lyrics"** is associated with **"factual knowledge"**. Therefore, it is included in the level **A1**.
LO 10-3-2 Students are able to mention the social function of a song in language perspective.	B2	Based on this LO, students are expected to mention the social function that implicitly contained in the lyrics of the song given based on language perspective. The verb phrase of **"to mention"** is involved in the **"understanding"** process and the noun phrase **"the social function of a song in language perspective"** is associated with **"conceptual knowledge"**. Thus, it is included in the level **B2**.
LO 10-4-1 Students are able to explain the message of a song based on context.	B2	Based on this LO, students are expected to give explanation about the messages indicated in the song given. The verb phrase of **"to explain"** is involved in the **"understanding"** process and the noun phrase **"the message of a song"** is associated with **"conceptual knowledge"**. Thus, it is included in the level **B2**.
LO 10-4-2 Students are able to answer question based on the lyrics of the song.	A2	Based on this LO, students are expected to transfer the specific elements/ information from a song lyrics given appropriately through answering questions. The verb phrase **"to answer questions"** is included in the **"understanding"** process and the noun phrase **"questions based on the lyrics of the song"** is an example of knowledge of specific details which related to **"factual knowledge"**. Therefore, it is involved in the level **A2**.

LO 10-4-3 Students are able to make song lyrics with certain message given.	B3	Based on this LO, students are expected to write a song lyrics based on the context given. The phrase **"to make ...with certain message given"** indicates that the students need to implement their knowledge of models and structure to accomplish the intended outcome which associated with the process of **"applying"** and related to **"conceptual knowledge".** Therefore, it is included in the level **B3**.
LO 11-3-1 Students are able to identify the characteristics of an analytical expository essay.	A1	Based on this LO, students are expected to recognize the specific elements/ characteristics of an analytical expository essay. The verb phrase of **"to identify"** is involved in the **"remembering"** process. A corresponding activity is to ask students to label the parts of analytical expository essay. The noun phrase **"the characteristics of an analytical expository essay"** is an example of knowledge of terminology and specific details/ elements which associated with **"factual knowledge"**. Thus, it is included in the level **A1**.
LO 11-3-2 Students are able to explain the format of an analytical expository essay.	B1	Based on this LO, students are expected to describe the format of analytical expository essay. The verb phrase **"to explain"** is included in the **"understanding"** process and the noun phrase **"the format of an analytical expository essay"** is the example of knowledge of model that is related to **"factual knowledge"**. Therefore, it is involved in the level **B1**.
LO 11-3-3 Students are able to explain the usage of an analytical expositaory essay.	B2	In this LO, students are expected to give explanation the appropriate function, intention and occasion of an analytical expository essay. The verb phrase of **"to explain"** is involved in the **"understanding"** process and the noun phrase **"the usage of an analytical expository essay"** is an example of knowledge theories, models, and structures which associated with **"conceptual knowledge"**. Thus, it is included in the level **B2**.
LO 11-4-1 Students are able to retell the information they get from an analytical expository text given properly.	B2	In this LO, students are expected to retell the appropriate information that contained in an analytical expository text given. The verb phrase of **"to retell"** is involved in the **"understanding"** process. A corresponding activity is to ask students to presented the analytical expository given. In this process, students need to cope with the knowledge of structure in producing the output which associated with **"conceptual knowledge"**. Thus, it is included in the level **B2**.
LO 11-4-2 Students are able to answer questions based on the	A2	In this LO, students are expected to transfer the specific elements/ information they get of a procedural/ instructional text given appropriately through answering questions. The verb phrase **"to answer questions"** is included in the **"understanding"** process and the noun phrase **"questions based on the text"** is the example of the knowledge of specific

text they learned.		details and elements which related to **"factual knowledge"**. Thus, it is involved in the level **A2**.
LO 11-4-3 Students are able to make a summary of an analytical expository text given properly	B2	Based on this LO, students are expected to summarize an analytical expository text given appropriately. The verb phrase of **"to make a summary"** is involved in the **"understanding"** process. It is also involved in the knowledge of models and structures which associated with **"conceptual knowledge"**. Thus, it is included in the level **B2**.

APPENDIX 4

The Distribution of overall ILO statements by frequency and percentage

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	14	22,58%	7	11,29%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	21	33,87%
B.Conceptual Knowledge	0	0,00%	21	33,87%	11	17,74%	0	0,00%	2	3,23%	5	8,06 %	39	64,52%
C.Procedural Knowledge	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	2	3,23%	2	1,61%
D.Metacognitive Knowledge	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%
TOTAL	14	22,58%	28	45,16%	11	17,74%	0	0,00%	2	3,23%	7	11,29%	62	100%

The Distribution of overall ILO statements on Basic Competency 3 by frequency

and percentage

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	14	46,67%	2	6,66%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	16	53,33%
B.Conceptual Knowledge	0	0,00%	14	46,67%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	14	46,67%
C.Procedural Knowledge	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%
D.Metacognitive Knowledge	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%
TOTAL	14	46,67%	16	53,33%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	30	100%

The Distribution of overall ILO statements on Basic Competency 4 by frequency and percentage

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%	5	15,63%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	16	15,63%
B.Conceptual Knowledge	0	0,00%	7	21,87%	11	34,37%	0	0,00%	2	6,25%	5	15,63%	14	78,12%
C.Procedural Knowledge	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	2	6,25%	0	6,25%
D.Metacognitive Knowledge	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%
TOTAL	0	0,00%	12	37,08%	11	34,37%	0	0,00%	2	6,25%	7	21,88%	32	100%

Biografi Penulis

Nama lengkap penulis ialah Melisa Ajizah Dahtina, lahir di Pemalang pada tanggal 8 Mei 1995, merupakan anak ketiga dari 3 bersaudara dari pasangan Bapak Dahro dan Ibu Atinah. Penulis berkebangsaan Indonesia dan beragama Islam. Kini Penulis beralamat di jalan Enggano no.75 RT/RW 007/016 Kelurahan/Kecamatan Tanjung Priok, Jakarta Utara.

Adapun riwayat pendidikan penulis, yaitu pada tahun 2000 lulus dari TK Tunas Rimba desa Randudongkal. Kemudian melanjutkan di SD Negeri 03 Randudongkal dan lulus pada tahun 2006. Pada tahun 2009 penulis lulus dari SMP Negeri 1 Randudongkal dan melanjutkan pendidikannya ke SMA Negeri 1 Pemalang dan lulus pada tahun 2012. Setelah itu penulis meneruskan pendidikannya ke jenjang perguruan tinggi di Universitas Negeri Jakarta Jurusan Pendidikan Bahasa Inggris. Pada semester ke Sembilan tahun 2017, penulis telah menyelesaikan skripsi yang berjudul "The Analysis of Intended Learning Outcomes in the English for SMA/MA/SMK/MAK Year 11 Textbook based on Bloom's Revised Taxonomy." Sampai dengan penulisan skripsi ini penulis masih terdaftar sebagai mahasiswa Program S1 Pendidikan Bahasa Inggris UNJ.

Penulis