

AN EVALUATION OF WH-QUESTION IN ENGLISH IN MIND TEXTBOOK AN BRIGHT AN ENGLISH TEXTBOOK SEEN IN TERMS OF BLOOM'S NEW TAXONOMY

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ABSTRACT

The study aimed at identifying and analyzing the types and levels of WH-question in two English Textbooks namely, English in Mind Textbook (EIM) and Bright An English Textbook (BAE) for eighth grade junior high school. The objective of the analysis was to evaluate the WH –questions in the light of the Bloom's New Taxonomy (1956) Taxonomy learning objectives (Remembering, Understanding, Applying, Analyzing, Evaluating, Creating).Content analysis was used to conducted all the WH-questions in the two textbooks. All the WH-questions were collected, listed, and analyzed according to Bloom's New Taxonomy. The result from a total of 140 questions (70 questions in EIM and 70 questions in BAE) showed that most of the questions were align with remembering , understanding, and applying as the three lower – level categories, while analyzing, evaluating, and creating as the three higher-level categories constitute the lowest frequency in the two textbooks. Another result also for the proportion of higher-order questions in both Textbook showed that EIM received higher distribution while BAE constitute the highest distribution on lower-order questions. The result indicate that the textbooks failed to engage learners in the questions requiring higher levels of cognitive learning objectives. In the light of the results, the researcher suggested to modified the questions in the textbooks to cover the six levels of Bloom's new Taxonomy and to train teachers and author of textbook to use and write question following the Bloom's new Taxonomy.

Keywords : Bloom's New Taxonomy, WH-questions, content analysis, English Textbook

INTRODUCTION

Questions are one of the important aspects in developing thinking skills. Thinking activity begins with the questions. As Aslan (2011) stated that “ Questions are parts of a textbook that openly interact with the students, and are directly posed to students”. Its stimulates the students to a deeper thinking process and develop their analytical, creative thinking and problem solving abilities and As an important element of textbook it also depends on how good the textbook is. In English language teaching especially textbook become an important instrument in teaching. It is serve as a guide for teachers and students of any level of education to be actively engaged in classroom practices. But the question is : Do question in textbook help in engaging the

students in developing their higher order thinking skill ? some findings have shown that questions in textbooks promote only lower-order thinking skills. As Ayaturochim (2014) who investigate the dominant of Cognitive Domain of Revised Bloom's Taxonomy in Reading Task of “English in Focus” textbook, found that there are only 2 component of cognitive domain were used while the other levels are not exist and Remembering level was the dominant component in the textbook. Moreover, Katemba and Marrie (2016) who analyzed teacher's questioning and student critical thinking in classroom, revealed that most of the questions were dominated of lower cognitive questions and had small number in higher cognitive questions.

Consider, the significance of higher order question in textbook, it is really important to evaluate the question and examine its contribution to the educational system in general and to the area of students' higher order thinking in particular. In order to help the students to achieve the higher order thinking process it would not be succeed without teachers role as a facilitator. Indonesian 2013 curriculum demanded that teachers should be a facilitator in the classroom for students. As Liando (2010) stated that "Students and teachers were two impact figures in the teaching and learning process. In this situation such in Indonesia, less student-centered but more teacher-centered was the common approach applied in the classroom all across subject areas". As Maru (2009) also argued that " Teachers solely employ a textbook as a learning source and rarely express themselves in English even for simple converse during the teaching session as well as act as the only one knows the text material used in the class position students as passive objects who have no opportunity to express their ideas, response and thought flourish the teaching and learning of English". In addition Liando (2010) also stated that " Despite the efforts of promoting students centered approach, the practice was clearly showing that teacher still held more dominant role as far as teaching English was concerned". That is why teachers have a role to create opportunity for students to be active in learning process and learn in a more responsible and challenging manner but most importantly teachers must teach their student how to think and how to use higher order thinking skill. But it can not be denied that when the researcher doing her teaching practice the researcher has observed and learned that most the teachers have tied demanded schedule and very limited time to make their own materials. Those problem made them really depends on the textbooks. That is why it is important to evaluate the textbooks in order to see how it really helps the teachers.

Taxonomy Bloom's is one of the instrument that can be use to evaluate the questions in textbook. As Musial claims that " This Taxonomy has been extremely influential in education fo the past 50 years" (as cited in Nana Pratiwi, 2015). Hence, Bloom's Taxonomy is still considered as a helpful teaching tool today. However in this study, the writer employs Revised edition of Bloom's Taxonomy by Krathwohl and Anderson. This revised edition is an updated version of original Bloom's Taxonomy. In this research English in Mind Textbook and Bright an English was chosen to be object of the research. Therefore, this has led the researcher decide to evaluate the WH-Question in English in Mind Textbook and Bright an English Textbook for eight grade junior high school students based on Bloom's New Taxonomy to make sure that the textbook has been support the students in developing their thinking level by providing higher cognitive question.

RESEARCH METHODOLOGY

Research Method

In this research, the writer used the content analysis method because the writer analyzed the contents of the textbook. As Ary (2010) states that "content or document analysis is a research method applied to writteb or visual materials for the purpose of identifying specified characterisation of the material". the writer also employs statistical calculation to determine the frequency of each level of cognitive domain based on Revised Bloom's Taxonomy.

Research Instrument and Data Collection

The researcher prepared a guide for the levels of questions based on the cognitive domain in Revised Bloom's Taxonomy. This guide included a description of the level of each question together with it's criteria. Moreover, for the purpose of the research, a simple a table

with four columns has been used to record the data. The first column contained the serial number of the questions, the second contained the question and the third and fourth column were used for recording the level of the question and the page number in the book which the question appeared.

Data Analysis

After the data collected the researcher was aided by two English Education Department of UNIMA Lecturers who are considered expert in language testing to help the researcher to do the categorization. Finally, the data then been analyzed quantitatively to determine the frequency and percentage of each category and the proportions of LOQs and HOQs. The analysis been using this formula :

$$(\%) \text{ kemunculan} =$$

$$\frac{\sum \text{kemunculan aspek tertentu di dalam buku}}{\sum \text{seleuruh soal di dalam buku}} \times 100$$

Validity and Reliability of the Research

Instrument

Despite the fact that all the researcher know about the validity of Bloom's Taxonomy, the researcher gave it to a jury of 2 lecturers from English Education Department. The jury confirmed that the instrument was suitable to achieve the purpose of the study and answer its questions. Furthermore, in order to establish reliability for the analysis, the researcher computed the agreement coefficient between the findings of the two analysis using Holsti's (1969) equation to calculate the reliability coefficient. According to the percentage of agreement between the first and second analyst, the agreement coefficient was 83.58 % which is accepted. The reliability was therefore high in relation to categorization of the question within the cognitive domain according to Bloom's Taxonomy. This also shows that the research tool that being used was reliable.

FINDINGS AND DISCUSSION

Findings

Table 1. Frequencies And Percentages Of WH-Questions In The Six Levels Of The Cognitive Domain In Bloom's Taxonomy In English In Mind Textbook

Cognitive Domain	English In Mind	
	Frequence	Percentage
Lower-Level		
Remembering	51	72.86 %
Understanding	11	15.72 %
Applying	-	-
Higher-Level		
Analyzing	5	7.14 %
Evaluating	2	2.85 %
Creating	1	1,42 %
Total	70	100

Table 2. Frequencies And Percentage Of WH- Questions In The Six Levels Of The Cognitive Domain In Bloom's New Taxonomy In Bright An English

Cognitive Domain	Bright An English	
	Frequence	Percentage
Lower-Level		
Remembering	38	54.28 %
Understanding	22	31.43 %
Applying	2	2.86 %
Higher-Level		
Analyzing	3	4.29 %
Evaluating	4	5.72 %
Creating	1	1,42 %
Total	70	100

Table 3. Proportion Of Low-Order And High-Order Question Question In English

In Mind Textbook And Bright An English

Textbook.

Level	EIM		BAE		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Low-order Question	60	85.72%	62	88.28%	122	87.15%
Higher-order Question	10	14.28%	8	11.42%	18	12.83%
Total	70	100	70	100	140	100

Discussion

The result showed that higher-order question obtains lower distribution than the lower ones in two aforementioned textbooks. This proved by remembering level that was appeared as the most frequently among the six levels with 72.86 %. Followed by understanding level processes that come as the second with 15.72% while the applying was found no exist in the English in Mind textbook. This finding is in agreement with the findings of the previous studies conducted by Ayaturochim (2014) and Katemba and Marrie (2016) who also found that the lower-order cognitive processes dominates the higher ones. It appeared that the author of the textbook was emphasized more on lower-order thinking processes and vocabulary and grammar. The same result also found in Bright an English textbook that show the dominations of Remembering and Understanding level processes 54.28 % and 31.43 % respectively.

The dominations of lower-order processes in the two textbooks is likely to be Bloom's concern to the importance of knowledge and remembering. As Krathwohl (2002) argues that knowledge is frequently treated as a backbone to all the other educational objectives. Moreover, Marzano and Kendall (2007) stated that higher-order processes such as evaluating and creating must be based upon

the previous knowledge of our realities, which is what we remember. On the other hand, proportions for English in Mind Textbook was found higher than Bright an English even though it seems should be the highest since it has been revised according to the recent curriculum which supposed to support the HOTS, while Bright an English textbook become the highest proportions for the lower-order questions. Despite all of that, consider how important High-order thinking processes the result indicate that the two books are failed to facilitate high-order questions in order to develop students thinking process

CONCLUSION

This study come to the conclusion that the most prevalent level processes in two textbooks were lower-order, that is remembering, understanding, and applying. In other words, the majority of the questions were the three lower level cognitive domains and only a few questions were found to address higher cognitive processes among the six levels of Bloom's New Taxonomy.

It is proven by the result of the data which showed the distribution of the higher-order question and lower-order question in EIM Textbook obtains remembering, understanding (72.86 %, 15.72%) and analyzing, evaluating and creating (7.14 %, 2.85 %, 1.42 %). While in BAE, Remembering, Understanding, applying (54.28 %, 31.43 %, 2.86 %) and analyzing, evaluating, creating (4.29 %, 5.72 %, 1.42 %). On the other hand, for the Higher-order questions EIM have higher proportioning than in BAE that is 10 (14.28%) and 8 (11.42 %). Furthermore, for lower-order questions BAE Textbook have 62 (88.28 %) which is the highest score while EIM textbook have 60 (85.72 %). Therefore, it can be concluded that, based on the results of this research, the main objectives of the two textbooks were the development of lower-order cognitive processes and both of the textbooks were fail in engaging the students to develop their higher thinking skill.

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Appendix A

A guide for the levels of questions based on the Cognitive Domain in Bloom's Taxonomy

No	Cognitive Dimension	Definitions and Instructional Verbs
1	Remember	Retrieving relevant knowledge from long-term memory. Question cues : Memorize, Choose, Relate, Recite, Show, Review, Give, Record, Example, Match, Reproduce, Underline, Repeat, Cite, Listen, Group, Read, Write, Outline
2	Understand	Determining the meaning of instructional messages, including oral, written, and graphic communication. Question cues : Restate, reorganize, describe, identify, report, discuss, retell, research, translate, associate, summaries, report, recognize, review, observe, interpret
3	Apply	Carrying out or using a procedure in a given situation. Question cues : Make, practice, apply, operate, interview, discover, change, sequence, show, solve, collect, demonstrate
4	Analyze	Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose. Question cues : Distinguish, question, separate, inquire, arrange, compare, contrast, survey, detect, test, debate, group, investigate, research, calculate, criticize, discriminate, order, sequence, analyze, diagram, categorize
5	Evaluate	Making judgments based on criteria and standards. Question cues : Judge, rate, predict, assess, score, revise, infer, determine, tell why, compare, evaluate, measure, conclude, justify, discriminate, appraise, probe, argue, decide, criticize
6	Create	Putting elements together to form a novel, coherent whole or make an original product. Question cues : Compose, imagine, organize, generate, compile, predict, improve, devise, invent, design,

		produce, construct, plan, prepare,develop,formulate
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No	SAMPLE OF QUESTION	LEVEL	PAGE
	UNIT 2		
1	How do you feel when you see someone else's success ?		13
2	What do you say to show your feeling about someone else's success ?		13
3	How do you feel when someone compliments you ?		13
4	What do you say to respond to the compliment ?		13
	UNIT 6		
5	whose birthday is it ?		57
6	How old is she ?		57
7	where is she having the party ?		57
8	When we unvite someone to do something ?		61
9	When we respond to someone's invitations to do something ?		61
10	When we ask for permission ?		61
11	When we give permission ?		61
12	When we don't give permission ?		61
	UNIT 7		
13	Which ones are formal invitations ?		66
14	Which one are informal invitations ?		66
15	Who sent the card ?		71
16	What happened to Retno ?		71
17	Why do the senders send the cards ?		71
18	Who is Diana ?		71
19	Why does Anisah write the card ?		71

20	Why does Mrs. Resito write the card ?		72
21	How was the synopsis written by Salma ?		72
22	When do people send a housewarming card like the previous one ?		72
23	What does a housewarming card usually contain ?		72
24	Who is being invited		72
25	Why is there a party ?		72
26	When is the party ?		72
27	Where will the party be held ?		72
28	Who is the host ?		72
29	How can the receiver of the invitations reply ?		72
	UNIT 11		
30	Who visited Wrangell-St.Elias ?		139
31	What is Wrangell-St.Elias ?		139
32	Where is it located ?		139
33	How big is it, compared to the country of Switzerland and the Yellowstone Park ?		139
	UNIT 12		
34	When do we use simple past ?		159
35	What do you know about regular verbs ?		159
36	What do you know about irregular verbs ?		159
37	What is your strategy to memorize irregular verbs ?		159
38	When do we use past continuous tense ?		159
39	What are the differences between simple past and past continuous tense ?		159
	UNIT 13		
40	What is the purpose of a recount text ?		167
41	What tense is usually use in recount text ?		167

42	What was Eric doing that morning ?		170
43	What did he find ?		170
44	Why did he step back into the shed ?		170
45	What was the lizard doing when Eric saw it for the second time ?		170
46	What happened at the end ?		170
47	Who were the participants in the picnic ?		175
48	When did it take place ?		175
49	Where did it take place ?		175
	UNIT 14		
50	Who is the sender of the first short message ?		182
51	Why does Tina want Iva to call her soon ?		182
52	Who is the second short message sent to ?		182
53	Why does Tim want to borrow the book from Mike ?		182
54	What is the meaning of 'a.s.a.p ' in third short message ?		182
55	Why does Mike want Bob to return his shoes ?		182
56	When do you write a short message ?		183
57	How do you write the short message ?		183
58	What media do you use to write the short message ?		183
59	What information can you find there ?		183
	UNIT 15		
60	How could your school make the board more interesting ?		192
61	What does your school usually announcements ?		192
62	Who usually makes the spoken announcement ?		192
63	What do you think we should do to make a spoken announcement clear ?		192

64	What announcement/notices do you usually see on the bus ?		192
	UNIT 16		192
65	How many of the rules are related to safety ?		200
66	Which two rules do you think are the most important ?		200
67	How did you feel after singing the song ?		204
68	What is likely the purpose of creating the song in Activity 6 ?		204
69	What is the song about ?		204
70	What is likely the purpose of the song ?		204

No	Question	Level	Page
	Unit 1		
1	Where is Claire from ?		12
2	What does Claire like doing on Sunday afternoon ?		12
3	How is Claire different from her friends ?		12
4	Why don't Hannah and Kate go near the hives ?		12
5	Why does she keep the money from the honey she sells?		12
	Unit 2		
6	Why does Mike like what he is doing ?		18
	Unit 3		
7	What was Erin's job at the law company ?		26
8	Why did Erin start to look for more information about Hinkley ?		26
9	Where did the sick people in Hinkley live ?		26
10	What was Erin's theory about why the people were sick ?		26
11	How much money did Pasific Gas and Electric pay to people in Hinkley ?		26
12	What does Erin Brockovich do now ?		26
13	Which of the people in the text did you already know about ?		30
14	What other ways can you think of to remember heroes ?		30
15	How are heroes remembered in your country ?		30
	Unit 4		
16	How many sports do you know in English ?		32
17	what is your favorite sport ?		
18	What nasionalities were the two men ?		32
19	Why didn't the American and Chinese players talk to each other ?		33
20	Why did Cowan get on the Chinese team Bus ?		33

21	Why didn't Cowan give Zedong a present immediately ?	33
22	Why were there reporters at the hotel when the bus arrived ?	33
23	Do you think that Zedong and Cowan stayed friends for a long time ? why/why not ?	33
	Unit 5	
24	In what ways are the people above different ?	40
25	in what ways are they similar ?	
26	In what ways is this person successful ?	40
27	Why do you think the text has the title <i>following a dream</i> ?	43
28	When did Hamilton's dream to be a Formula 1 driver begin ?	43
29	What did he do when he was eight ?	43
30	What did he tell Ron Dennis when he was ten ?	43
31	Why did Ron Dennis phone Hamilton ?	43
32	How old was Hamilton when he joined Mc'larens programme ?	43
33	What happened when Hamilton started driving in Formula 1 races ?	43
34	What do you know about Lewis Hamilton since 2008 ?	43
	Unit 6	
35	Why do the women in Okinawa live a long time ?	46
36	Why is seaweed good for you ?	46
37	Where does the fat come from in the Mediterranean diet ?	46
	Unit 7	
38	What do you think the text is about ?	54
39	Which country has the most official languages ?	57
40	What is the most frequent letter in English ?	57
41	In which African country does everyone speak the same language ?	57
42	Which letter is the name of a river in the USA ?	57
	Unit 9	
43	What do you think of each method ?	73
44	What other methods of fortune telling do you know of ?	73
	Unit 10	
45	Would you like to see the film Wings of Hope ? why/why not ?	75
46	Why do you think Werner Herzog decided to make a film about the plane crash ?	75
	Unit 11	
47	How do you celebrate the New Year in you country ?	82
48	Where is Times Square ?	82
49	What appears in Times Square just before midnight on 31 December ?	82
50	What do you hear at midnight in Times Square ?	82
51	What happens to many new year's resolutions ?	82
52	When did reggae become popular ?	86
53	How is reggae different from rock music ?	86
54	What did Jimmy Cliff combine ?	86
55	Who did Bob Marley play with originally	86
	Unit 12	

56	What do you think the text is about ?		88
57	Why did Mr Wilson fall onto the platform and then the track ?		88
58	How deep was the space where Mr Wilson fell ?		88
59	Why did five subway carriages travel over the two men ?		88
60	Who was Mr Brown worried about when the train stopped ?		88
61	What was the only thing that happened to Mr Brown ?		88
	Unit 13		
62	Who is the man in the picture ?		100
63	What's his job ?		101
64	Where is he from ?		101
65	Which facts about Ecuador are new to you ? which ones did you already know ?		101
66	What is your reaction to the story about Ulises de la Cruz ?		101
67	Do you think what he does is 'heroic' why/why not ?		101
	Unit 14		
68	How many records has Furman broken ?		104
69	How far has he walked with a bottle on his head ?		104
70	How long did it take him to break three records on the same day ?		104