



The Analysis of Reading Comprehension Questions Found in the Text Book for Health Students in Poltekes Padang: Bloom Taxonomy

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Article History

Submitted: 2021-11-03

Accepted: 2021-12-01

Published: 2021-12-01

Abstract

The level of reading comprehension questions is very important for students especially English for Specific Purpose students. This research aims to find out the levels of reading comprehension questions and to investigate the English lecturers' opinions related to the levels of reading comprehension questions based on Revised Taxonomy Bloom used in reading questions on English for Health course book. This study used a descriptive study that tries to portray the use of Taxonomy Blooms revise used in English course book for health students. This research used an English course book for health students entitled "English for Health" by Eka Susilowati and Agustin Widiani. The instruments of this research were observation checklist and interview guide. The observation checklist contained six components of the cognitive process of Revised Bloom's Taxonomy. There were two findings of this research, they were: first, the levels of reading comprehension questions based on Revised Taxonomy Bloom used in reading questions on English for Health textbook was lower order thinking. Second, based on the English teachers' opinion there were three adjustments that were made by the English teacher to the tasks in order to cater for higher order thinking process in the classroom. First, the teachers modify the questions based on the passage from other teaching material, the teachers make some questions which included higher level of thinking based on the passage that has been read before, the teachers give some projects to the students.

Keywords:

Reading Comprehension Question, Bloom Taxonomy, English for Health Course Book

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How to Cite: Mardianti, R., & Zainil, Y. (2021). The Analysis of Reading Comprehension Questions Found in the Text Book for Health Students in Poltekes Padang: Bloom Taxonomy. Journal of English Language Teaching, 10. (4): pp. 653-661, DOI: 10.24036/jelt.v10i4.114962

INTRODUCTION

There are various criterion of a good course book that should be considered by a teacher. According to Harmer (1983), a good course book must contain real and interesting material; it provides a reasonable progression of the language project, clearly shows what must be learned, and in some cases, summarizes what has been learned. The content of learning so that students can modify the grammar

and function points they have been paying attention to. These standards help train qualified students who can achieve the goals of the teaching plan.

Mostly the teachers are reassured in using textbooks as the basis for their lesson planning. They find it useful to have textbooks as teaching materials, as textbooks and assignments give them a sense of security about what to teach in class. Course books and materials should be aimed at raising awareness of educational issues for novice teachers. Inexperienced teachers can use the course book as a reference framework as they gradually focus on the needs of individual students. Over time, they can introduce more variety into the materials they use and the technologies they employ. According to Eisner (1987), course books not only define a significant amount of curriculum content, placement, and purpose, but also influence how a particular topic is presented. Besides the content of a course book, the level of reading questions used in a textbook also becomes the most important thing to analyze to know whether the questions are appropriate to the students' reading ability. The level of reading questions of a course book can be analyzed by using Blooms Taxonomy analysis.

Bloom's Instructional Objective Taxonomy can be used to define a standard of good assignment in a course book. Bloom's Taxonomy is a framework with some classes. These categories are one of the basic principles of taxonomy itself (Anderson, Krathwohl, 2001). Parreira (1983) also said that Bloom's Taxonomy can help teachers of English to identify and identify educational materials by analyzing the given tasks. Bloom's original taxonomy contains only one dimension, but in the new revision of the taxonomy it has two. These are the cognitive domain and the knowledge domain. The interrelationship between these two dimensions is called the classification table (Anderson and Krathwohl, 2001). Blooms' original taxonomy consisted of six levels of reasoning, including knowledge, understanding, application, analysis, synthesis, and evaluation. In the Revised Blooms' Taxonomy also consists of six levels of thinking but knowledge changes into remembering, comprehension changes into understanding, synthesis changes into evaluating, evaluation changes into creating.

There are some previous studies (Yana and Zainil. 2019; Noprika, 2006; Anggreini, 2013) which related to this research which found that mostly-used HOTS criteria in the reading comprehension questions is evaluating category. It was also found that the questions in the low levels of thinking (remembering, understanding, and applying) was dominant, while the questions in the high levels of thinking (analyzing, evaluating, and creating) were limited. All of the previous studies above analyzed the reading task based on revised Bloom's taxonomy on textbook for junior and senior high school students. However, this research will analyze the reading questions on "English for Health" course book. The researcher chooses this book since "English for Health" course book is used by some English lecturers in POLTEKES Padang in teaching English. Moreover, this textbook is also used in teaching English for some faculties in Poltekkes Padang, namely; Nursery, Midwife, Nutrition, and Environment Healthy faculties. Moreover, the researcher identifies several problems related to the levels of reading comprehension questions. First, the level of reading comprehension questions is very important for students especially English for Specific Purpose students. Second, the lecturers' view related

to the level of thinking based on Revised Taxonomy Bloom used in reading comprehension questions on English for health is also important to be discussed. And the last, the analysis of the levels levels of reading comprehension questions for English for Health students in POLTEKES Padang has not been conducted yet. In order to investigate whether the course book is for lower order thinking or higher order thinking, the researcher needs to conduct this research with two formulation of problems:

1. What are the levels of reading comprehension questions on English for health course book used at POLTEKES Padang?
2. What is the English lecturers' view related to the level of thinking based on Revised Taxonomy Bloom used in reading comprehension questions on English for health course book?

RESEARCH METHOD

This study used a descriptive study that tries to portray the use of Taxonomy Blooms revise used in English course book for health students. This research used an English course book for health students entitled “English for Health” by Eka Susilowati and Agustin Widiani with total 14 reading texts. The instruments of this research were observation checklist and interview guide. The checklist consisted of six components of the cognitive process of Revised Bloom’s Taxonomy. Moreover, the interview contained two questions related to the lecturers’ opinion about the level of thinking of English for Health course book. The data was collected based on the reading task on the English for health students' course books. The level of the cognitive area on the task matched the level of the cognitive area on the checklist. The researcher and co-researcher checked a box (√) if the cognitive level of the revised Bloom taxonomy in the tasks matches the description of the cognitive area of the revised Bloom taxonomy. Reading assignments were analyzed and assessed using the checklist in Table 2 and the cognitive area indicator suggested by Krathwohl and Anderson (2001) in Revised Bloom's Taxonomy.

RESULT AND DISCUSSION

1. Research Finding

Based on the finding, there were 14 reading topics which consist of 5 questions for each topic. As the observation result from rater 1 and rater 2 (co-researcher), it was found that mostly the reading questions were classified as remembering with total questions 41, then 26 questions as understanding, 2 questions as applying, and the there was 1 question as analyzing. Furthermore, there was no question related to evaluating and creating. The total level of thinking based on rater 1 and rater 2 can be seen as follows.

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

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

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

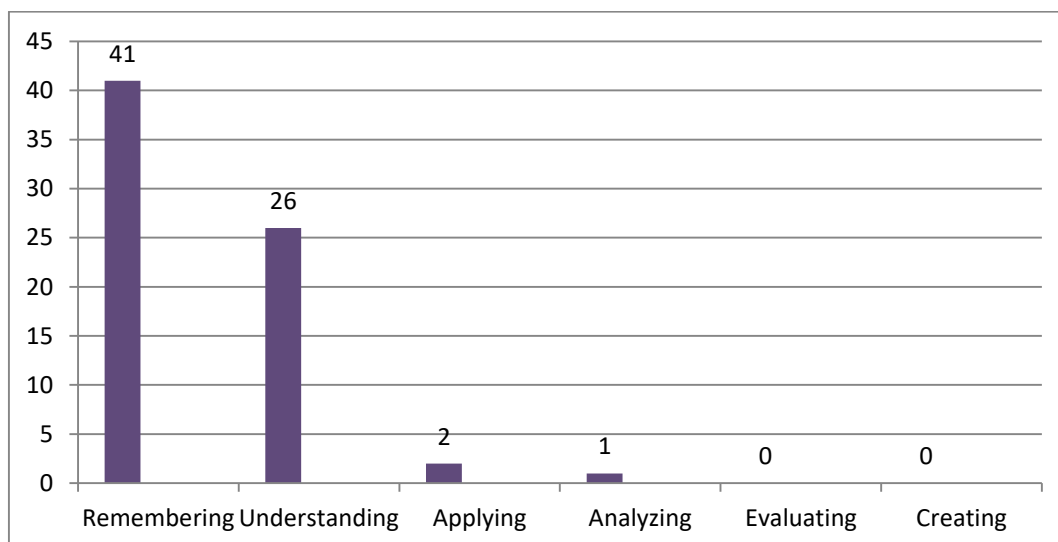


Chart 1. Component of Cognitive Domain found in Textbook

Chart 1 revealed that there were 41 questions related to remembering component, then 26 questions belong to understanding component. Moreover, the rest two questions were included into one question for applying component and one for

analyzing component. However, there was no question which belong to evaluating and creating component of cognitive domain in book. To see whether the textbook has lower or higher order level of thinking, see following table.

Table 2
Level of Thingking of English for Health Textbook

No	Lower Order	Frequency	Higher Order	Frequency
1	Remembering	41	Analyzing	1
2	Understanding	26	Evaluating	0
3	Applying	2	Analyzing	0
	Total	69		1

Regarding to table 2, it was found that “English for Health” textbook had dominantly lower order thinking questions for reading skill. There were 69 questions classified as lower order thinking and only 1 question of higher order level.

Despite of using observation checklist, the researcher also used interview to confirm the data about the component of cognitive domain found in English for Health students textbook. The researcher used interview to find out the data about the adjustments that were made by the English teachers to the tasks in order to cater for higher order thinking process in the classroom. The interview was done after analyzing the checklist. The researcher interviewed an English teachers/instructors who teach English for health students in Poltekes Padang. Based on the interview result, the researcher got the data about adjustments that were made by the English teacher to the tasks in order to cater for higher order thinking process in the classroom.

As the respondent said:

“I will modify some tasks for the students to give them a hance to analyze, evaluate, or create something. Despite the task in the coursebook, I will print out some materials that I found in internet, as we know that there are so many teaching material that can downloaded freely in internet, then I asked the students to answer the higher order level of questions that I have brought. I usually do this adjustment when I found some reading task or material in the coursebook that was not suitable to my students’ needs, for example; a passage about someone description, I think it can be learned outside English as special purpose. It is really not important for my students. So I will replace it with the material or passage that I got from internet. Hmmm, it can be said that I often do this once in two meetings, not every meeting. I also sometimes just add them extra reading task to ensure they understand enough”.

Then he added,

“to cater the students’ higher level of thinking, I will give them some projects which included analyzing, evaluating, and creating. They need to finish the project individually or in group. I need to ensure that the project is needed higher level of thinking before I give it to the students. The students’ need analysis are exactly done before giving them the project. It must be adequate to their needs. I know to give a

project to the students are not easy, it needs more time, but in this case I just give them a simple project, for instance: find out another passage related to the theme in the coursebook, then summarize it in a short paragraph by their own language. I do believe that it can help them to improve their critical thinking. I just give them project once meeting a month, not every meeting". (Jms)

Therefore, the researcher concluded that based on the English teachers' opinion there were three adjustments that were made by the English teacher to the tasks in order to cater for higher order thinking process in the classroom. First, the teachers modify the questions based on the passage from other teaching material, the teachers make some questions which included higher level of thinking based on the passage that has been read before, the teachers give some projects to the students.

2. Discussion

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

Furthermore, the finding of this research confirmed some theories from experts. As the finding of this research revealed that the dominant component of cognitive domain found in the coursebook for Health students was remembering. The process of remembering is the lowest level of the cognitive process in the classification of education. The process of remembering is the retrieval of required knowledge from long-term memory (Anderson and Krathwohl, 2001). Knowledge can be in the form of factual knowledge, conceptual knowledge, procedural knowledge, metacognitive knowledge, or a combination of that knowledge. The state of learning can be different or the same as when knowledge is taught. The process of remembering is very important for purposeful learning and solving some problems that are similar to others. According to Anderson and Krathol (2001), the process of remembering falls into two categories. The categories are: (1) recognizing and retrieving required information from long-term memory and then comparing it with new information; (2) Evoking, and adopting, necessary information from long-term memory as required by the assessment. The finding was also supported by Tomlinson (1988) who said that Textbooks should maximize learning potential by encouraging intellectual, aesthetic, and emotional participation, thereby stimulating left and right brain activity. Good textbooks enable students to receive, process and retain information through "multiple intelligences". Textbooks should take into account the differences in emotional factors among students. Good textbooks should adapt to different attitudes and motivational backgrounds as much as possible. The questions used in the teaching materials of the

healthy English course are incorporated into the four components of the cognitive domain, which can encourage students' intelligence.

Moreover, the finding of this research showed that remembering as the most dominant level of thinking found in the English for Health textbook. As Pohl (2000) described Bloom's Revised Taxonomy 2001 at each level of the question as follows: Memory is the first step in the thinking process. This happens when students explain aspects of the topic, create lists, communicate, and name them. In addition, Alaimam and Rahman (1983) defined memory as a level at which students can remember information by obtaining or highlighting the correct information from the wrong information in textbooks. Lister (2006) defined memory as a level at which students can reverse facts when prompted, without necessarily understanding its importance. This level of ability can be easily achieved by memorization. This area can be defined as "remembering previously learned material, or acquiring, recognizing, and recalling relevant knowledge from long-term memory." This area may contain recollections of a wide range of sources, from general terms to specific facts, methods, procedures, basic concepts and principles" (Truschel & Deming, 2008). Questions that fall into the category of remembering are unsatisfactory because they can easily forget the knowledge that the student has and are useless without the willingness to use it. In addition, Mayer (2002) states that students need to deal with cognitive processes that go beyond memory and factual knowledge in order to make meaningful learning. Meaningful learning occurs when students actively build knowledge and try to apply it to their lives. Meaningful learning can be gained through transfers that mean the ability to use what you have learned to solve new problems, answer new questions, and facilitate learning on new subjects (Mayer & Wittrock, 1996). , Mayer, 2002).

Furthermore, this research findings also confirmed some previous studies. First, a study from Rahmawati and Prayogo (2010) who found that among the 24 RBT (Reading Based Task) categories, there are 13 categories of reading questions; third, the dominant category of reading questions is to remember facts. Similar to the findings of this study, the study found that memory is a major component of the field of cognition. Second, a study from Seif (2012) who found that only 15 of the 26 items, that is, 58%, are considered to be the standard for evaluating the reading comprehension exercises in the target book "Palestinian English Level 8". The other 11 items, %42, are completely ignored.

CONCLUSION AND SUGGESTIONS

Based on the result, there were two conclusions of this research: (1) the levels of reading comprehension questions based on Revised Taxonomy Bloom used in reading questions on English for Health textbook was lower order thinking; (2) based on the English teachers' opinion there were three adjustments that were made by the English teacher to the tasks in order to cater for higher order thinking process in the classroom. First, the teachers modify the questions based on the passage from other teaching material, the teachers make some questions which included higher level of thinking based on the passage that has been read before, the teachers give some projects to the students. For further researchers, this research can be used as guideline to analyze the component of cognitive domain in other English coursebook, such as; English for Midwifery, English for Engineering, etc. The reading text found in the

coursebook English for Health students was categorized in the level remembering, understanding, and applying of the components of cognitive domain. It was suggested for the author to develop the questions in level analyzing and creating since the textbook was for university level of students, not school students.

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