

CHAPTER I

INTRODUCTION

This chapter presents an overview of the research by outlining the research background, research questions, research purposes, research significance, research scope, and a review of related previous studies.

A. Research Background

This study evaluates the learning objectives presented in English textbooks developed by English Education Department Student, using Bloom's Taxonomy as the analytical framework. The study focuses on assessing how well the stated learning objectives reflect the level of cognitive domains outlined in Bloom's Taxonomy. This research highlights the importance of quality learning objectives in the design of effective English textbooks. High-quality learning objectives serve as a roadmap for teachers and students, aligning learning materials with educational outcomes. Through the analysis of these objectives, this research aims to improve instructional design and pedagogy in language education and support the development of higher-order cognitive skills essential for critical thinking and problem solving.

Many textbooks tend to focus more on low-level cognitive skills, such as remembering and understanding, but little emphasis is given to higher-level cognitive skills, such as analyzing, evaluating, and creating. Most of the questions in ESP textbooks fall into the category of low-level thinking skills, which shows a huge void in the development of higher-order cognitive skills. This pattern indeed signals the need to develop learning materials that comprehensively balance cognitive skill levels (Zareian and Davoudi, 2015). Well-structured learning objectives bridge the gap between theory and practice by helping educators to select the most appropriate teaching methods and materials (Rahimi et al., 2017). Therefore, when aligned with Bloom's Taxonomy, these objectives can enhance the quality of textbooks and improve learning outcomes.

Bloom's Taxonomy, described by Benjamin Bloom in 1956 and later revised by Anderson and Krathwohl in 2001, is an ordinal framework used to classify educational objectives into six cognitive levels: Remembering, Understanding,

Applying, Analyzing, Evaluating, and Creating. In particular, Bloom's taxonomy helps in identifying the level of depth and complexity of textbook learning objectives. Analyzing learning objectives using Bloom's Taxonomy can identify gaps in cognitive skill development, providing opportunities to improve instructional design (Qasrawi, 2020). Therefore, this taxonomy is an essential guide for ensuring that students' cognitive skills develop in a comprehensive and balanced manner.

Meanwhile, Student-made textbooks play an important role in shaping their understanding of curriculum design and lesson planning, especially those produced by education students. The evaluation of these textbooks not only offers insights into how preservice teachers interpret theoretical constructs, such as Bloom's Taxonomy, but also highlights their ability to translate theory into practical instructional materials. This process is an essential part of their education, as it is at this stage that they have the opportunity to apply the knowledge and skills acquired during their studies in a practical setting (Santos and Castro, 2021).

Furthermore, evaluating textbooks produced by students is an important part of teacher training, as it enables prospective teachers to apply their theoretical knowledge to practical instructional design. This process improves pedagogical content knowledge, promotes reflective practice, and improves understanding of curriculum design (Zeichner, 2010). Furthermore, peer assessment improves the quality of textbooks and strengthens critical thinking and problem-solving skills (Mizbani and Salehi, 2019). This evaluation process helps prospective educators to bridge the gap between classroom theory and practice, preparing them better to face the real-world challenges of teaching.

Building on this context, this research is relevant to the Textbook Writing course at the English education department of a state Islamic university in Indonesia regarding the objectives and quality analysis of student-produced textbooks. The fifth-semester Textbook Writing course requires each student to produce a complete textbook as the final project. One of the important elements in this textbook is the learning objectives that must be developed by students using theoretical criteria such as the Revised Bloom's Taxonomy Framework. However, without further analysis, the quality of the learning objectives developed by the students cannot be known.

Learning objectives serve as the basis for course design. Learning objectives structure classroom practices, clarify learning objectives, and increase student engagement and assessment effectiveness (Orr et al., 2022). Therefore, analyzing the quality of these objectives is crucial to ensure effective learning outcomes.

Consequently, this raises questions about the degree to which students can connect theory with practice, especially in developing learning objectives appropriate for English language teaching. As recent research has shown, education students are often able to formulate objectives aligned with low-level thinking skills, but many struggle when asked to include higher-level skills such as evaluating and creating, highlighting the gap between theory and practice in instructional design training (Valentová, Brečka, & Hašková, 2020).

Several previous studies have used Bloom's Taxonomy to analyze English textbooks. For instance, Mizbani et al. (2022) evaluated language proficiency exercises involving listening, speaking, reading, and writing in Vision 2 textbooks intended for secondary school students in Iran. Stefani and Tarigan (2022), meanwhile, focused on reading comprehension questions in English textbooks, examining whether they encouraged lower-order thinking skills (LOTS) or higher-order thinking skills (HOTS). Meanwhile, Assaly and Smadi (2015) evaluated the cognitive level of reading comprehension questions in Master Class books based on Bloom's Taxonomy. While these studies make valuable contributions to the application of Bloom's Taxonomy in assessing textbooks, research specifically analyzing the learning objectives in English textbooks, particularly those developed by students in the textbook writing course, remains limited. Therefore, this study aims to address this gap by evaluating the learning objectives in textbooks developed by English education department students using the Revised Bloom's Taxonomy Framework.

B. Research Questions

This research is guided by the following research questions:

1. To what extent do the learning objectives in the textbooks created by English Education Department students reflect the characteristics of effective learning objectives based on the ABCD and SMART frameworks?

2. How is the distribution of learning objectives across the six levels of the cognitive domain of the Revised Bloom's Taxonomy in the textbooks developed by English Education Department students?

C. Research Purposes

This research is conducted to achieve the following purposes:

1. To analyze the extent to which the learning objectives in the textbooks created by English Education Department students reflect the characteristics of effective learning objectives based on the ABCD and SMART frameworks.
2. To analyze the distribution of learning objectives across the six levels of the cognitive domain of the Revised Bloom's Taxonomy in the textbooks developed by English Education Department students.

D. Research Significances

This research is also expected to contribute to theoretical and practical ways of evaluating and developing English textbooks, especially in terms of linking learning objectives with the framework of Bloom's Taxonomy. Robust theoretical foundations significantly improve the relevance and applicability of research in real-world contexts (Ven, 1989).

1. Theoretical significance

The findings of this research enrich the academic literature on textbook evaluation by providing an overview of how learning objectives in student-created textbooks align with Bloom's Taxonomy. These results can also serve as a reference for future research on similar subjects.

2. Practical Significance

The findings of this study can provide valuable material for reflection. The findings concerning cognitive level patterns and trends (HOTS vs. LOTS) in student-made textbooks may directly reflect the effectiveness of the teaching methods applied. Therefore, these findings can help lecturers to evaluate and adapt their teaching strategies, enabling them to guide students more effectively in the design of quality textbooks.

E. Research Scope

This research examines the learning objectives in the English textbooks created by students of the English Education Department at a state Islamic university in Indonesia as part of the Textbook Writing course.

It is important to note that the term "textbook" in this study refers to unpublished student-created textbooks. Although these materials are not commercially published or distributed for sale, they are categorized as textbooks because they fulfill the theoretical characteristics of a textbook (such as having a cover, structured units, syllabus alignment, and instructional materials). Furthermore, these textbooks have undergone a proofreading and verification process by the lecturer of the Textbook Writing course to ensure their structural validity.

The focus of the analysis is limited to a detailed investigation of two key aspects. First is how the cognitive domain, including remembering, understanding, applying, analyzing, evaluating, and creating, found in the student-made textbooks, fits with the prescribed learning objectives of the Revised Bloom's Taxonomy. Second is the analysis of the characteristics of effective learning objectives based on the structural criteria of the ABCD (audience, behavior, condition, degree) model and the SMART (specific, measurable, achievable, relevant, time-bound) framework.

F. Conceptual Framework

This conceptual framework is based on three key aspects: (1) the significance of English textbooks developed by English Education Department students, (2) the characteristics of effective learning objectives as indicators of instructional quality, and (3) the application of Bloom's revised taxonomy as an analytical instrument. The interrelationship between these three pillars provides the rationale for this research.

The first aspect focuses on English textbooks developed by students of English Education Department. In the field of English Language Teaching (ELT), teaching materials developed by teachers or education students are highly adaptable to Students' needs and specific classroom conditions (Garton & Graves, 2014). The

creation process itself provides a valuable link between the pedagogical theory learnt in the classroom and practical teaching, enabling a more innovative approach than that of commercial textbooks (Tomlinson, 2016). Therefore, evaluating these products is essential for understanding the competence of English education department students.

Then, the second aspect is learning objectives, which is the primary focus of evaluation in this study. Learning objectives are the essential component of a textbook, serving as a *roadmap* that guides all content, activities, and assessments (Richards, 2017). However, merely having objectives is not enough; they must be structured effectively to be useful. Statements of learning objectives must include measurable and observable attributes, because without them, it is impossible to determine whether a course is achieving its objectives (Mager, 1962). To ensure this quality, Effective learning objectives are often evaluated against established criteria such as the SMART framework (Specific, Measurable, Achievable, Relevant, Time-bound) introduced by Doran (1981, as cited in Liswati et al., 2025) and the ABCD model (Audience, Behavior, Condition, Degree) proposed by Mager (1962). These frameworks ensure that the objectives are not only present but are also clearly communicated and technically sound. Therefore, by analyzing the learning objectives, it is possible to gain an in-depth understanding of the level of cognitive development that the textbook authors intend to achieve, whether the focus is on basic understanding or critical thinking.

Furthermore, beyond structural effectiveness, the cognitive depth of these objectives must also be evaluated. Therefore, to analyze these learning objectives, this research employs Bloom's Taxonomy, the third aspect of which is examined below. This framework classifies educational objectives into cognitive levels, generally distinguishing between Low Level Thinking Skills (LOTS), such as remembering and understanding, and High Order Thinking Skills (HOTS), such as analyzing, evaluating, and creating (Adams, 2015). Emphasizing HOTS is crucial for encouraging critical and creative thinking in students, ensuring that learning outcomes are more relevant and meaningful (Adesoji, 2018). Thus, Bloom's Taxonomy is an important tool for evaluating the effectiveness of learning objectives in textbooks in encouraging the achievement of expected cognitive outcomes.

Anderson and Krathwohl later revised this taxonomy to make it more applicable to modern educational practices (Krathwohl, 2001). The most significant difference between the original and revised versions is the use of verbs (e.g., *analyze*) rather than nouns (e.g., *analysis*), making the cognitive levels more dynamic and measurable in the learning context (Tee et al., 2010). This revised version is used in this study since it is practical for analyzing action-oriented learning objectives.

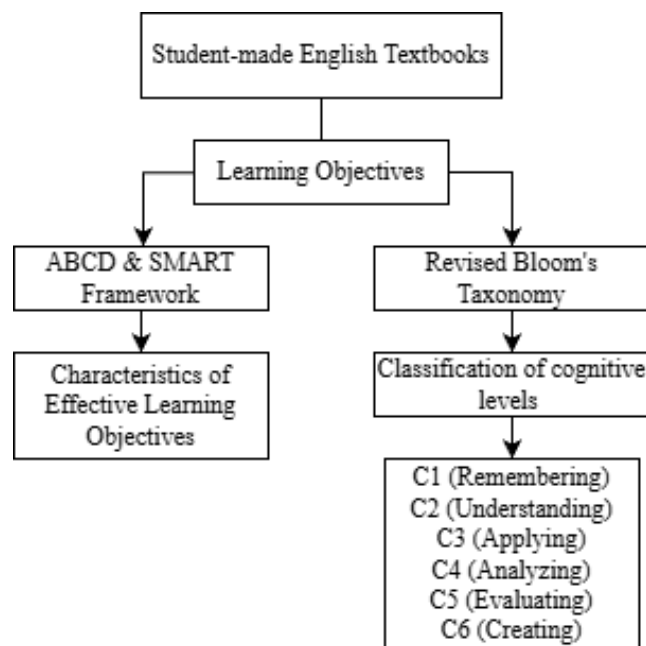


Figure 1.1 Conceptual Framework

G. Previous Study

This section provides an overview of previous studies that have applied Bloom's Taxonomy to the evaluation of English language textbooks. It highlights the methods, findings, and limitations of these studies, which form the basis for identifying the research gaps that this study seeks to address. Mizbani et al. (2022) higher-ordera textbook evaluation of an Iranian senior high school textbook based on Bloom's Revised Taxonomy. They focused on evaluating language skills activities (listening, speaking, reading, writing) in Vision 2 English textbooks for Iranian high school students based on the revised Bloom's Taxonomy. A descriptive mixed research design was used to collect data. Data were collected through content analysis of the textbooks, and questionnaires were administered to 30 teachers and 100 students. The

main instruments used were a table for analyzing activities based on Bloom's six cognitive levels and a questionnaire based on a Likert scale. The results showed that the activities did not support the development of higher order thinking skills (Analyzing, evaluating, creating) and were mostly at the lower cognitive levels (remembering, understanding, applying). In particular, listening and speaking activities were considered insufficient to support deep learning, so additional tasks were needed to promote complex thinking skills.

On the other hand, Stevani and Tarigan (2022) conducted a textbook evaluation of reading comprehension questions in English textbooks using Bloom's taxonomy. They focused on evaluating reading comprehension questions in English textbooks using Bloom's Taxonomy to assess low-level (LOTS) and high-level (HOTS) thinking skills. Three textbooks entitled Activate Reading, English in Mind, and Advanced Reading Power were analyzed using a qualitative approach based on content analysis. A tool in the form of Bloom's Taxonomy categories was used to code and count questions based on cognitive level. The results showed that most questions focused on the comprehension level (26%), followed by knowledge (17%) and application (16%), while the synthesis (14%), analysis (13%), evaluation (11%), and creation (3%) levels appeared less frequently. This study highlights the need to increase the use of HOTS in reading comprehension questions to support Students' critical thinking skills.

Moreover, Assaly and Smadi (2015) conducted a textbook evaluation of the cognitive level of questions in the reading comprehension section of the Master Class textbook based on Bloom's Taxonomy. They focused on evaluating the cognitive level of the questions in the reading comprehension section of the Master Class textbook by using Bloom's taxonomy. The content analysis method was used to analyze 135 questions in the textbook. The questions were classified according to Bloom's six cognitive levels. As a result, 51.8 per cent of the questions fell into the comprehension level, while only 3.7 per cent and 5.9 per cent fell into the application and knowledge levels, respectively. The levels of analysis (14.8%), evaluation (15.5%), and synthesis (8.1%) were better represented compared to previous studies. The textbook successfully covers higher-order thinking skills (HOTS) in accordance with the

curriculum. However, the diversity of cognitive levels is still not balanced. The authors of the book are advised to be more balanced in presenting questions from all cognitive levels.

These previous studies have extensively analyzed the level of cognition in English textbooks through Bloom's taxonomy, focusing on specific aspects such as language skill activities (Mizbani et al., 2022), reading comprehension questions (Stevani & Tarigan, 2022), and the level of cognition in textbook questions (Assali & Smadi, 2015). These studies highlight a recurring problem: an imbalance in the representation of higher-order thinking skills (HOTS) and lower-order thinking skills (LOTS), with most textbooks favouring LOTS. However, none of these studies have specifically analyzed learning objectives in textbooks produced by English education Department students, which could provide valuable insights into how students design materials aligned with Bloom's Taxonomy. This study aims to fill this gap by evaluating learning objectives in English textbooks designed by the English Education Department Students to assess their alignment with the cognitive levels of Bloom's Taxonomy.

