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AN INVESTIGATION OF TASKS DISTRIBUTED IN ENGLISH TEXTBOOK

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ABSTRACT

The use of textbooks in the context of the EFL setting has come to the surge that teachers heavily relied on them in teaching-learning processes. This article investigated the organization of tasks distributed, in the textbooks, by identifying sequences of the task regarding task hierarchies based on Bloom's taxonomy and by exploring the total number of tasks distributed for each chapter in English textbook entitled *When English Rings a Bell* for the 7th grade of junior high school. The data were collected through content analysisThe findings of this study revealed that there was no systematic task distributed hierarchically based on Bloom's Taxonomy and the total number of tasks distributed was randomly arranged through chapters. HOT's level tasks did not exist in the tasks allocated. The findings of this study suggest that textbook developers must give more attention to the tasks allocated for each chapter regarding the rise of hierarchy and the distribution of total number.

Keywords: Task analysis, Bloom's taxonomy, the tasks distribution, total task.

INTRODUCTION

The textbooks have a major influence on students' learning activities applied in the classroom, particularly in EFL settings where L2 students have limited opportunities and exposure to using English, so that many English teachers have a heavy reliance on the textbook (Ryu & Jeon, 2020). Nevertheless, relatively little devotion has been donated to the use of textbook exposure per se, even though its pivotal existence in boosting students' linguistics (Gordani, 2010) and cognitive competence (Assaly & Smadi, 2015) has been studied a lot, but the increasing number of tasks every chapter of the book and the rise of tasks hierarchically based on Bloom's taxonomy is crucial to have bigger attention.

Recently a growing body of research, however, have begun to address the relevance of textual input in L2 English textbook focusing on the task used (Assaly & Smadi, 2015; Gordani, 2010). Especially, the assumption that the learning tasks that are attached in the textbook should systematically suppose increase the cognitive progress for the improvement of linguistics competence. The idea, Operant Conditioning promoted by Skinner (1958) that imply the learners' stimulus got can be reflected in

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their responses. Therefore, the idea should be a task in the textbook should be systemically arranged and gradually increase the level of task order.

One of the stimuli that teachers are familiar with is giving the task. The study conducted by Gordani (2010) revealed that the pivotal role of task in the learning textbook is to boost the activity in the context of L2 learning as EFL. Moreover, the task designed must fit the requirement of learning objectives, one of those objectives are cognitive dimension. From cognitive perspective, the task must cover six categories namely remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6). The growing skepticism related to the task in learning textbooks led to the promising trend that emphasizes the role of tasks can boost students' cognitive domain in the context of EFL (Fauquet & Martinez, 2021; Sesmiyanti, 2018). As the government has set 25% of the task should be at HOTS level (Laili et al., 2020), the task in the textbook must support this goal by setting the instruction that can drag students familiarize with HOTS-level tasks. Previous study regarding HOTs level of the task conducted by Shalihah et al., (2022) investigated reading task in senior high school textbook. They focused on HOTs level of task in reading essay task. On the other hand current study tries to encompass all the task and tries to analyze the improvement of task level across the chapter regarding hierarchical increase based on Bloom's Taxonomy and the systematical increase the total number of tasks. There has been a terrific appeal to raise the level of educational achievement through the implementation of the HOTs level in developing tasks in the textbook (Shalihah et al., 2022). However, HOTs and the number of tasks distributed are presumably difficult to detect by visual inspection (Ryu & Jeon, 2020); as the current study tries to give a vivid report, future textbook development can be arranged by the evidence revealed. In contrast with the previous era, Shalihah et al. (2022) assert that in global information now, learners are required greater and depth skills in making meaning that can be trained through HOTs tasks assigned. Learners who can achieve this are more successful in running their life (Laili et al., 2020). As a result, more scrutiny has been given to the textbook to the crucial of preparing students' HOTs through the task given (Nataliia et al., 2020; Gordani, 2010; Shalihah et al., 2022). Therefore, this study can enable a developer to construct a task that can grasp learners' deep understanding and critical instead of just recalling information.

The systematic task that is arranged in the textbook can reflect how the author is concerned with the improvement of students' cognitive domain. The gradual improvement of tasks is important to seek since Floris and Divina (2015) said that at some point teachers are reluctant to give an improvement in their teaching process and just follow what was stated in the textbook followed by answering questions. The over-reliance on the textbook makes this study very insightful for the syllabus designers and textbook developers to arrange tasks in the textbook in such a way as to achieve a higher level of students' cognitive level, thus allocated tasks in the textbook should concern to achieve the HOTs level of cognitive.

Seeing that teachers realized the level of task in the textbook, or the gradual rise of learning task activities instantly reflected was not necessarily true, it is important to take the role of learning task much bigger. For instance, including the task with various assignments that are aligned to the comprehensive and systematic task can gradually increase students' cognitive level in learning English (Assaly & Smadi, 2015). This benefit is crucial to take a part, due to the advantages taken can alleviate teachers' role

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in teaching English. Even the study conducted by Fitriani andKirana (2022) just listed the percentage for each HOTs and LOTs level of tasks. They did not go further by investigating the rise of task hierarchically.

Regarding the HOTs level of the task, it is not instantly achieved. Howell (1983) stated that there is a need for a process in which students were put in a situation that was organized through doing a sequence of a task. Furthermore, the sequence of tasks should be hierarchically developed from simple instructions to those which are more complex. As the teachers have reliance on the textbook, tasks that were developed in the textbook should systematically rise the instruction.

Meanwhile, there seems to be no promising number of research that emphasizes the arrangement of tasks in the textbook that show the gradual rise of level cognitive. Most studies on the textbook have focused on the text, dialogues, and activities (Gordani, 2010). However, few studies have attempted to explore the task in learning textbooks that focus on the cognitive level from the viewpoint of Bloom's taxonomy which was arranged gradually from the bottom level of the cognitive domain up to the highest level of students' cognitive. For example, a study conducted by Darmayenti, et al. (2021) revealed the importance of religious aspects inserted in the textbook. However, this study focused on the language skill that would be possessed, current study tried to maximize the role of tasks to give exposure in the EFL context by using HOTs assignments.

Thus, a more comprehensive understanding of the important role of tasks in training students cognitively is necessary to boost students' cognitive through both systematically rising the instruction of the task and the total number of tasks per se. In addition, the vivid report of the cognitive level and the total number of tasks in the learning textbooks can be beneficial for the textbook and syllabus developer to design the perfect fit of tasks that match the demand of 4.0 era. Therefore, considering the important role of tasks concerning the hierarchical arrangement of tasks and the distribution of total tasks included, this study tries to investigate the cognitive levels of tasks in English learning textbook entitled *When English Rings a Bell* for the 7th grade of junior high school related to the six categories of Bloom's taxonomy and the total number of tasks allocated for each chapter of the textbook. In parallel with the objective of the study, this research was intended to investigate the rise of cognitive level hierarchically for each chapter based on Bloom's Taxonomy and explore the systemical increase of total number of tasks allocated.

METHODS

The current study reported learning tasks in English textbook used in junior high schools in Indonesia. The tasks were constructed as a corpus to analyze systemic and gradual improvement in the task given. There were eight chapters contained in "When English Rings a Bell". Therefore, the current study was conducted qualitatively through text analysis.

Regarding the instrument, the researcher builds guidance that was filled out with the six categories of cognitive levels of Bloom's taxonomy for all tasks in each chapter of the textbook. The guidance is to calculate the level of cognitive dimension consisting of five columns, those are, number, cognitive dimension and code, questioning stems, and chapter. The vivid description of the guidance was reflected in Table 1 as the following:

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Table 1. Guidance for the cognitive dimensions of blooms' taxonomy

No.	Cognitive Dimension and Code	Questioning stems	Chapter	Sum	Total
1.	Remembering (C1)				
2.	Understanding (C2)				
3.	Applying (C3)				
4.	Analyzing (C4)				
5.	Evaluating (C5)				
6.	Creating (C6)				

This study uses a coding scheme, based on Bloom's taxonomy, to codify, classify, and analyze the task in the English textbook. The purpose of developing the coding scheme is to detect trends in the cognitive level that can reflect the gradual improvement and the total number of tasks distributed for each chapter in the textbook precisely. The coding scheme was based on the cognitive domain of Bloom's taxonomy. Accordingly, it represented six levels from the lowest to the highest one.

The classification of the instruction or questioning stems into one of the six levels of Bloom's taxonomy is a crucial task since the broader lines among the six levels and the overlap categorize. Moreover, it is understandable that one item of the task may cover more than one cognitive level. For example, the instruction may ask about students' comprehension and at the same time, ask them to apply their understanding to the new learning peripherals. In this case, it would be difficult to choose between one of the two levels.

To solve the problem, the researcher conducted a session to obtain a trustworthy of the data by administering reliability. For this sake, the researcher applies two kinds of reliability analysis, namely, intra and inter-rater reliability. To ensure intra-rater, the data is coded twice by the researcher in a two-week time span. In addition, inter-rater reliability was conducted by a colleague that is well-perceived in evaluating the task related to the level of cognitive, because the line to differentiate among cognitive dimensions could be very close, it is urgent to grab from different perspective. Moreover, this stage is also conducted to achieve the saturation of the data.

After codifying the task in the English learning textbook, systemic cognitive levels aspects were explored for every chapter or the consequences of instruction the cognitive level of the task in the English learning textbook related to the six categories of Bloom's Taxonomy and the total number of tasks distributed for each chapter were found.

RESULT AND DISCUSSION

The objective of the current study was to identify the distribution of tasks in the textbook based on the principle that the level of cognitive task increases, regarding Bloom's hierarchy and the amount of task allocated for each chapter, once the learners completely learned a specific chapter because they have reached a demanded proficiency. For these purposes, the English textbook entitled "When English Rings a Bell" was analyzed by a total of eight chapters.

The major findings are summed up as the following. The result of data analysis showed there was an increasing number of tasks from chapter 1 to chapter 7 regarding the first level of cognitive, Remembering (C1), except for chapter 6 the number of tasks tend

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to decrease, and it is getting fewer for chapter 8. Furthermore, the number of Understanding (C2) levels getting increase is not necessarily true. The pattern does not show in good order. For chapters 1 and 2 the number are the same, getting an increase for chapter 3 and a significant increase for chapter 4. The number of tasks for Understanding (C2) level decreased drastically in chapter 5 and got fewer for chapter 6 and there is only one task difference for Chapters 7 and 8.

In addition, Applying (C3) of cognitive level share in common. The spread of tasks is not distributed well. Chapter 1 does not have a single task of applying level. It is getting higher in chapter 2 and gradually increases in chapter 3. It decreases in chapters 4 and 5, on the contrary, it is getting higher in chapter 6. Furthermore, there is only a single task in chapter 7. Unfortunately, none of it is in chapter 8. The disheartening fact is that there is none of the tasks at the level of Analyzing (C4), Evaluating (C5), and Creating (C6). The vivid distribution of tasks is reflected in Figure 1 below:

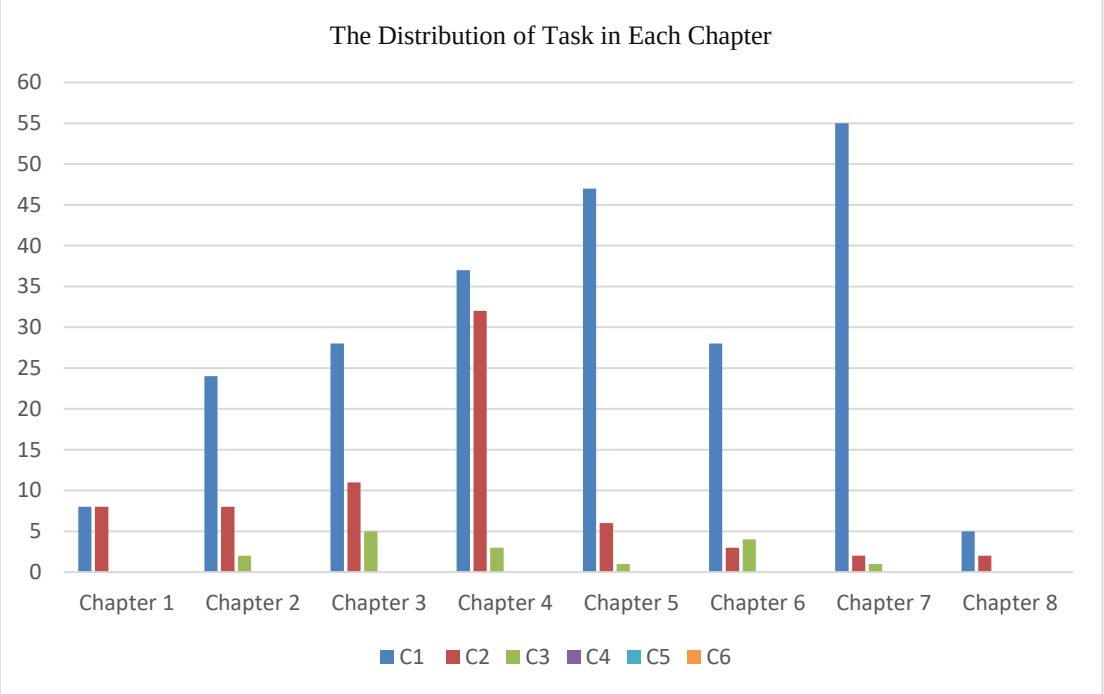

Figure 1. The Distribution of Tasks in Each Chapter

From figure 1 above, we can conclude that the distribution of tasks for each chapter does not systematically increase in number. Regarding the level of task that is getting harder from Remembering (C1) to Creating (C6), the government hopes to include at least 25 % (Laili et al., 2020) of HOTs task is not reflected. Hierarchically tasks, regarding cognitive level, do not increase in each chapter. The findings come up with the suggestion that textbook development needs to be impelled to arrange the task based on students' proficiency reached as the chapter had completed so that the level of tasks gradually increased in the textbook as a target for the number of HOTs tasks received.

The textbook has a crucial role in leading the use of HOTs to get higher learning achievement. The finding of Shalihah et al. (2022) stated that raising the level of

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cognitive questions can guide a better learning outcome. This statement is not in line with the current study that none of the tasks are included in Analyzing (C4) and only 16 or 5% of tasks are included in applying level which is the highest level in this textbook. It means LOTs tasks still eclipse the HOTs tasks. Students learning is influenced by the tasks given they do at school (Bakken & Andersson-Bakken, 2021). Therefore, students will be trained through what tasks lead them to do, and then achieving HOTs level is quite hard if the tasks given were in LOTs level. another hope was that government tries to habituate the students through tasks to strive for what the world insists them to acquire life and prosperity in this swift shift world, it does not seem reflected in this textbook just touch Analyzing (C4) level of task with a very few in number.

A fundamental learning guide for both classroom activities and the following one at home is the textbook, as it contains hundreds of tasks, there were 320 tasks in textbook of current study, and teachers usually rely on it for learning activities (Gordani, 2010). This phenomenon link to both what students learn in the classroom (Bakken & Andersson-Bakken, 2021) and how they are trained to see the real world that asks for more critical thinking (Simbuka et al., 2019) and what they will do as homework as the follow up activities. Therefore, if the task in the textbook encompassed LOT's level of cognitive task, it is worried that students are not ready to face the world as expected.

Especially, there is a notion declared that task difficulty should systematically increase, in this regard the level of cognitive domain related to Bloom's Taxonomy gets higher, as the proficiency levels progress for the effective improvement of mastering English itself (Nataliia et al., 2020) and the readiness of facing this era (Jung & Shin, 2021). The level of task difficulty, therefore, suggested gradually increase as the chapter was completed. There is a consistent, not static, number of how many tasks with a certain level of cognitive domain included in each chapter, therefore, at the end of the class students can master the demanded achievement. The more chapters learners gain, the more difficult task they faced as the level of cognitive domain gets higher.

The other idea is inspired by the Zone of Proxima Development (Vygotsky, 1980) and the Input hypothesis (Krashen, 1982) which reveal that the input is slightly higher than learners' current state in the best for the greatest students' learning achievement. What we can imply tasks in the textbook must impel the maximum performance reached. Lately, there has been an intense intention to raise the level of cognitive to prepare what students need in real society.

The next phenomenon, the number of tasks in each chapter, reflects the systematic progression in total number. Especially, the total number of tasks increased as the chapter goes by. However, this progress was reflected in chapter 1 to 4. Starting from chapter 5 to chapter 8 total the total number of tasks was randomly distributed. Despite this general pattern of distribution of tasks, no significant theory was used to allocate the number of total tasks in each chapter.

There is a notion the more exposure we give, the more response we get (Krashen, 1982). From the data, we obtained the exposure given is not distributed systematically. As the teachers give their reliance on the textbook in the learning process the author must take into consideration the distribution of tasks in giving exposure to the students (Ryu & Jeon, 2020).

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The following figure 2 will show the vivid reflection of the total task in the textbook.

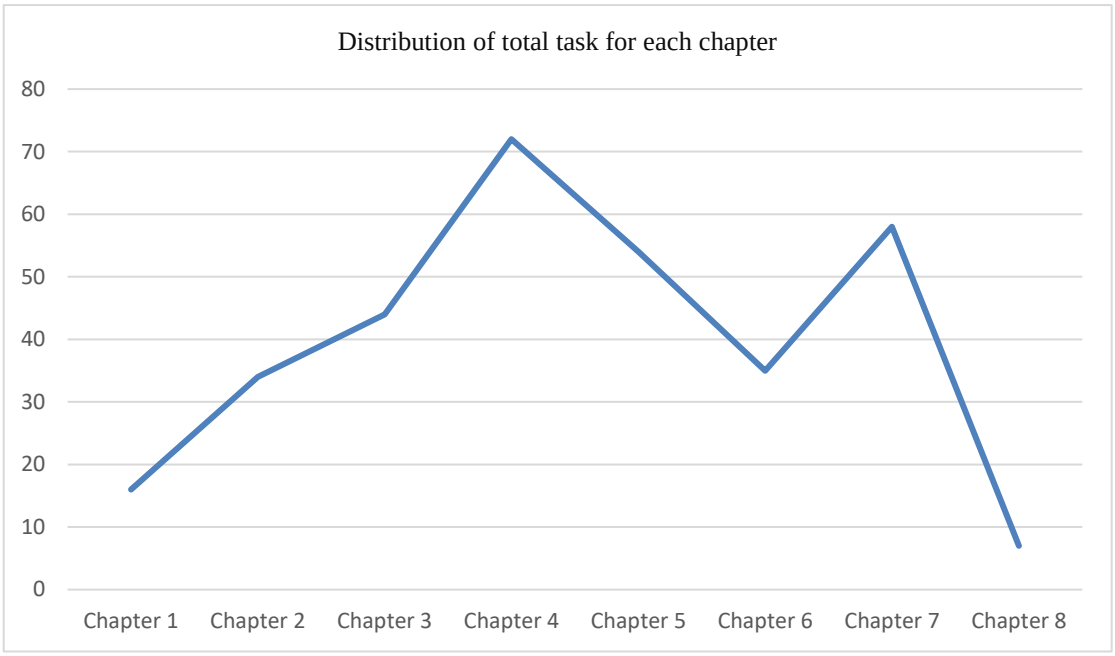

Figure 2. Distribution of total task for each chapter

There was no statistical increase in terms of total tasks across chapters. This means a lack of systematic arrangement in the textbook, the total task from infrequent in the first chapter to more frequent in middle and getting lower in the last chapter, leading to inefficient learning for L2 learners (Ryu & Jeon, 2020).

In sum, the overall level of the cognitive dimension of tasks in a textbook that is applied in junior high schools did not increase across chapters. In addition, the distribution of tasks among the chapters needs to be more accurately distributed to give the aid that students need in learning English, especially in EFL context where English is not medium of communication in learners' peripherals, instead, they convey the input merely in manipulated learning vibe (Jung & Shin, 2021). As matter of fact, teachers have big reliance on the textbook not solely the theory, but the empirical situation faced. At this point, the textbook used must provide what is expected to be achieved by learners. Since teachers rarely evaluate the textbook used since the textbook given to them by the ministry or a similar body is mandated (Gordani, 2010). Then, to promote what is expected by the government, learners must be habituated by 25% of HOTs level tasks, and the textbook must have been accurately developed regarding both the number of HOTs tasks allocated and the number of tasks distributed.

CONCLUSION

The increasing level of tasks hierarchically based on Bloom's Taxonomy should be reflected in the task developed in the textbook. Unfortunately, tasks allocated systematically increase across chapters is not necessarily true in the current study. The HOTs level of task based on Bloom's Taxonomy, C4 (Analyzing), C5 (Evaluating), and

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C6 (Creating) get a little attention in the textbook. To accompany and to make real government hope, integrating HOTs task in the textbook, need to take the real step reflected in the textbook. This paper detects the task allocation problem under the requirement that the assignment of HOTs level must be allocated when the society in this era requires such achievements. Therefore, textbook developers are suggested to give more attention to the allocation and the rise of HOTs task in the textbook, it is demanding to prepare learners to be part of modern society. Another disheartening fact was that the total tasks do not seem systematically increase across the chapter. The total number of tasks distributed also must take a lot of consideration. The number of tasks that do not reflect the systemic increase can be another issue in giving exposure to students. Task distribution for each chapter should go more as the chapter is accomplished. The present findings contrast with the expectation that the more chapters accomplished, the more level of cognitive domain reached and the more task finished, for this sake, textbook developers must give more attention on how the tasks distributed to reach the learning objectives set. Furthermore, this study has implications for the textbook developer. They should follow the principle in which the level of cognitive domain gradually increases with the expected proficiency achieved as the chapter has been accomplished. In another case, the number of tasks allocated also must take into consideration. The developer should increase the number as the chapter is complete or (at worst) not decrease the total number. For the teachers, it is hoped that they must be more aware of the task given, they should not rely too much on the textbook by assessing the total tasks given or the level cognitive that want to achieve based on the learning objective set.

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