
AN ANALYSIS OF ACTIVITIES IN ENGLISH TEXTBOOK “WHEN ENGLISH RINGS A BELL” FOR THE SEVENTH GRADE OF JUNIOR HIGH SCHOOL BASED ON COGNITIVE LEVEL OF REVISED BLOOM’S TAXONOMY

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Abstract

Textbook has an important role as one of the source materials that can help both teacher and students in teaching and learning process. Considering the importance of textbook, the researcher attempted to analyze a textbook entitled “When English Rings a Bell” for grade seven published by the Ministry of Education and Culture of Indonesia by using cognitive level of Revised Bloom’s Taxonomy. This research implemented qualitative descriptive design based on content analysis with the aim to describe the cognitive level and the level of thinking of the activities in the textbook. The researcher played a role as human instrument and made a checklist to record the data. The data of this study is 144 activities in the textbook. From the result, the researcher found out that Remembering level was the most dominant cognitive level used. It was followed by Applying, Understanding, Analyzing, Creating and Evaluating. Therefore, the researcher concluded that the activities in the textbook emphasized more on LOTS than HOTS. The researcher suggested teachers to consider analyzing textbook before choosing to use it as the media to help in developing students’ competency. And for future research with similar study, it is suggested to have more than one analyst to reduce the possibility of subjectivity in analyzing.

Keywords: Textbook Analysis, Activity, Cognitive Level, Revised Bloom’s Taxonomy

INTRODUCTION

In teaching and learning process, textbook has an important role as one of the source materials that can be used by the teachers as a guidance to make lesson plans, assisting in teaching and helping them to develop students’ competence. Therefore, in order to make the learning materials fulfill students’ learning needs, the teachers have to consider the quality of the textbook.

The quality of the textbook can be measured by analyzing the content using certain criteria. One of the theories that can be used in analyzing the textbook is Bloom’s Taxonomy. Bloom’s taxonomy was created in 1956 by an American psychologist, Benjamin Bloom. This taxonomy is revised by his students Anderson and Krathwol in 2001 and then called Revised Bloom’s Taxonomy. The Revised Bloom’s Taxonomy provides a way to organize thinking skills into six levels – from the most simple to the more complex level of thinking; remembering, understanding, applying, analyzing, evaluating, and creating.

English as one of the subjects in school also has its own textbook for each grade. The Ministry of Education and Culture of Indonesia published a set of English textbook and claimed the English textbook to be worthy, useful and helpful because the goals to accomplish the learning target have

already been prepared in the activities of the textbook. However, Grant (1987) stated that the perfect book does not exist. It means that every book has its own weaknesses even though the publisher is trusted and claims the book can fulfill the needs of the user. As stated by Richards (2011), textbooks have advantages and disadvantages, depending on how they are used and the contexts for their use. He also stated it is necessary to realize that no commercial textbook will ever be a perfect fit for a language program. Therefore, the textbook that is used in the classroom should go through an evaluation. Textbook evaluation involves measuring the value or potential value of a set of learning materials (textbook) by making judgments about the effect of the materials on the people using them (Tomlinson, 1988). In sum, this evaluation aims to find out whether the textbook can be appropriate and suitable for the teaching and learning process or not.

Several researchers have done research about analyzing English textbooks. Puspa (2017) and Muniroh (2018) analyzed an English textbook entitled “When English Rings a Bell” for grade seven. This textbook is one of the textbook which is published by the Ministry. From the result of the studies, the textbook had high compatibility between the materials and the scientific approach of the 2013 curriculum. Furthermore, the research’ result showed high compatibility between the materials in the textbook with the core and basic competence in terms of Cognitive and Psychomotor domain of Bloom’s Taxonomy. In addition, this textbook was categorized “good” by achieving average score of 90% of the criteria determined by Badan Nasional Standar Pendidikan (BSNP). It had high appropriateness of the materials in the textbook with the content, presentation, linguistic and graphic appropriateness.

Based on the researches above, the researcher is interested in analyzing the same textbook and using the cognitive level of Revised Bloom’s Taxonomy as the framework to analyze the textbook. The cognitive level of Revised Bloom’s taxonomy also had been used by another researcher to analyze the textbook. Pratiwi (2015) analyzed an English textbook “Can Do 2” for Junior High School and Huang (2019) analyzed a “Bahasa Inggris” textbook for grade ten. Those researches has similar result, both showed that the tasks provided in the textbooks were mostly categorized as lower level of thinking.

Considering the explanation above, the researcher concern on conducting a research which attempts to analyze the same textbook as the first two researches and analyzed the textbook by using the same category as the last two researches. The objective of this research is to describe the cognitive level and the level of thinking of activities and to discover the most dominant cognitive level of Revised Bloom’s Taxonomy in the textbook.

RESEARCH METHODOLOGY

Research Approach and Design

In conducting this research, the researcher uses descriptive design and qualitative approach based on content analysis in order to analyze the cognitive levels of the activities in the textbook based on Revised Bloom’s Taxonomy. The researcher describes the level of the activities without any treatment, manipulation or intervention.

Source of Research Data

This sub-chapter explains about the source of the research data. The data that will be analyzed is taken from an English textbook entitled “When English Rings a Bell” for seventh grade of Junior High School. The textbook is chosen as the research data because it is used by several schools in Banjarmasin, such as SMPN 20, SMPN 26, and SMPN 32 Banjarmasin. This textbook is also published by the Ministry of Education and Culture and arranged based on the national curriculum. The textbook has eight chapters and covers listening, speaking, reading and writing activities.

These activities will be analyzed in terms of cognitive level and level of thinking based on Revised Bloom’s Taxonomy.

Research Instrument

In this research, the researcher took a role as human instrument which means that the researcher acted as the key instrument in collecting and analyzing the data. In order to help the researcher in collecting and analyzing the data, a checklist built based on six cognitive levels of Revised Bloom’s Taxonomy. The checklist used to record and tally the cognitive levels of the activities collected from the textbook. The checklist consists of nine columns. The first column is used for numbering the data. The second column contains the activities. The six following columns contain the six cognitive levels of Revised Bloom’s Taxonomy in sequence from low to high order of thinking and the last column is the explanation.

Table 3.1
 A Checklist based on cognitive level of Revised Bloom’s Taxonomy

No	Activities	Cognitive Level						Explanation
		LOTS			HOTS			
		C1	C2	C3	C4	C5	C6	
	TOTAL							

Data Collection

The procedure of data collection in this research will be explained in the following steps:

1. The researcher read “When English Rings a Bell” textbook.
2. Then, the researcher listed all activities found and typed the activities in the checklist.

Data Analysis

The techniques for analyzing the data were as followed:

1. Collect all activities in the textbook by listing it in the second column of the checklist.
2. Code the cognitive level as follows: Remembering (C1), Understanding (C2), Applying (C3), Analyzing (C4), Evaluating (C5), and Creating (C6).
3. Analyze the data collected in the checklist by comparing the activities’ instructions and the cognitive level of Revised Bloom’s Taxonomy. The activities are analyzed per chapter.
4. Calculate the percentage of each cognitive level and level of thinking by using the following formula:

$$\text{Percentage} = \frac{\text{The frequency per level}}{\text{The total of activities}} \times 100\%$$

5. Describe the cognitive level and the level of thinking of the activities.

6. Draw the conclusion about the cognitive level and the level of thinking of the activities in the textbook and give some suggestions.

RESULTS AND DISCUSSION

Research Findings

A total of 144 activities were obtained from “When English Rings a Bell” textbook. The researcher analyzed all of the activities in the textbook and collected the results. The result of the analysis obtained was presented in the following table which showed total of the activities and the percentages of the cognitive level.

Table 4.1
The frequency and the Percentage of Activities in “When English Rings a Bell” Textbook for 7th Grade

Chapter	Cognitive Level						Total
	C1	C2	C3	C4	C5	C6	
1	6	-	2	-	-	-	8
2	6	3	5	-	-	-	14
3	15	3	5	-	-	1	24
4	16	7	11	1	-	1	36
5	15	-	3	3	-	-	21
6	9	2	4	2	-	-	17
7	17	-	-	2	-	2	21
8	1	-	-	1	1	-	3
Total	85	15	30	9	1	4	144
Percentage	59%	10%	21%	6%	1%	3%	100%

As presented on table 4.1, it is shown that Remembering level had the highest frequency with total 85 activities. After Remembering level, Applying level had 30 activities in total. Then, it was followed by Understanding level which had 15 activities, Analyzing level which had 9 activities and Creating level which had 4 activities. In contrast to the activities in Remembering level, Evaluating level had the lowest frequency of activities which only had 1 activity of total 144 activities in the textbook.

The frequencies in the table range from 1 to 85, while the percentages range between 1% and 59%. The most dominant activities in the textbook is Remembering level with percentage of 59%, then followed by Applying 21%, Understanding 10%, Analyzing 6%, Creating 3% and Evaluating level had the least activities with only 1%. The following explanations presented the analysis of “When English Rings a Bell” textbook in each chapter.

Chapter 1: Good Morning. How are you?

Chapter 1 had eight activities. 6 (75%) of the activities were categorized as Remembering level and 2 (25%) of the activities were categorized as Applying level. The explanations were as followed:

1. Remembering Level

The sample activities involved in this level were listen and repeat, role play, state and respond to the teacher, and make a list. The most activities that can be found were listening and repeat and role play (3 activities).

2. Applying Level

The activities involved in this category were state and respond with the proper expression based on the situation given by the teacher (2 activities).

Chapter 2: It's me!

Chapter 2 had 14 activities in total. 6 (43%) of the activities were categorized as Remembering level and 3 (21%) of the activities were categorized as Understanding level and 5 (36%) of the activities were categorized as Applying level. The explanations were as followed:

1. Remembering Level

Six activities presented in this level and categorized as Remembering level were listen and repeat and role play.

2. Understanding Level

The activities presented in this level were present the information orally and redesign students' ID cards by putting English expressions there. Present the information orally was the most Understanding level activities in this chapter (2 activities).

3. Applying Level

The activities in this level were ask and answer questions about identity, hobbies, favorite things and family members, taking notes on their own identity, hobbies, favorite things and family members and spell names.

Chapter 3: What time is it?

Chapter 3 had 24 activities in total. 15 (63%) of the activities were categorized as Remembering level, 3 (13%) of the activities were categorized as Understanding level, 5 (21%) of the activities were categorized as Applying level and 1 (4%) of the activities were categorized as Creating level. The explanations were as followed:

1. Remembering Level

In this level, the activities presented were listen and repeat, complete the table, fill in the blank, tell name of days and months, write schedules and play calendar games.

2. Understanding Level

The activities categorized as Understanding level were draw hands of the clock based on the description and present information orally. This activity encouraged the students to understand the information and tell it with their own words.

3. Applying Level

There are five activities in this level which include make mealtime's table, interview other students and make sentences.

4. Creating

Creating level only had one activity which was making a schedule at school.

Chapter 4: This is my world

Chapter 4 had 36 activities in total. 16 (44%) of the activities were categorized as Remembering level, 7 (19%) of the activities were categorized as Understanding level, 11 (31%) of the activities were categorized as Applying level, 1 (3%) of the activities were categorized as

Analyzing level and 1 (3%) of the activities were categorized as Creating level. The explanations were as followed:

1. Remembering Level

This level had a total of 16 activities. The activities were listen and repeat, role play, mention name and location of public places, fill tables and read song lyrics meaningfully.

2. Understanding Level

There are 7 activities involved in this category, they present the information orally and describe pictures. Describing the pictures was the most activities in this chapter (6 activities).

3. Applying Level

The activities presented in this level were discuss and decide things to draw, describe things, animals and public places around them.

4. Analyzing Level

The activity which categorized this level was finding proof that the world is wonderful based on the song lyric.

5. Creating Level

The activity presented in this level was a group project to make a design of students' future house and telling the details of the plan of how many rooms, what kind of things and animals they wanted in the house.

Chapter 5: It's a beautiful day

Chapter 5 had 21 activities in total. 15 (71%) of the activities were categorized as Remembering level, 3 (14%) of the activities were categorized as Applying level and 3 (14%) of the activities were categorized as Analyzing level. The explanations were as follows:

1. Remembering Level

In this chapter, the activities in Remembering level were listen and repeat, role play and make a list of speaker's statements.

In this level, there were two kinds of activities: describing objects and completing the conversation.

3. Analyzing Level

Three activities in this level was reflection. It instructed the students to analyze what they have learned from the activities in this chapter.

Chapter 6: We love what we do

Chapter 6 had 17 activities in total. 10 (53%) of the activities were categorized as Remembering level, 2 (12%) of the activities were categorized as Understanding level, 4 (24%) of the activities were categorized as Applying level and 2 (12%) of the activities were categorized as Analyzing level. The analyses were as followed:

1. Remembering Level

The activities presented in this level included listen and repeat, role play, complete the table by making a list and write speaker's statements.

2. Understanding Level

Two activities in this level were the students have to present the information they have got without reading their note which means they need to use their own words in explaining the information.

3. Applying Level

The activities at the Applying level were instructed the students to interview their friends and describe things and its function.

4. Analyzing Level

The activities in this level were reflection which instructed the students to analyze what they have learned from the activities in this chapter.

Chapter 7: I'm proud of Indonesia

Chapter 7 had 21 activities in total. 17 (80%) of the activities were categorized as Remembering level, 2 (10%) of the activities were categorized as Analyzing level and 2 (10%) of the activities were categorized as Creating level. The explanations were as followed:

1. Remembering Level

The activities involved in this level were listen and repeat, role play, fill in the blank, make a list of speaker's statements, fill the table and read descriptions. The most activities that can be found are listen and repeat (11 activities).

2. Analyzing Level

Two activities in this level were instructed the students to complete a table by analyzing the states and the activities related to the objects in the conversation and put the right punctuation to the description to make it meaningful.

3. Creating Level

The activities presented in this chapter tutored the students to create long texts and decorate it. Both activities were group activities and the students instructed to make descriptive text based on the theme given.

Chapter 8: That's what friends are supposed to do

Chapter 8 had 3 activities in total. 1 (33.3%) of the activities were categorized as Remembering level, 1 (33.3%) of the activities were categorized as Analyzing level and 1 (33.3%) of the activities were categorized as Evaluating level. The explanations were as followed:

1. Remembering Level

The activity categorized as Remembering level in this chapter was listen to the teacher read song lyrics and repeat it and read the lyrics meaningfully to each other in the group.

2. Analyzing Level

The activities presented in this chapter were instructed the students to analyze song lyrics in order to find the parts that match the guiding sentences.

3. Evaluating Level

In Evaluating level, the students have to do self-evaluation by writing a journal about their reflection on their learning process.

From the explanations above, the first three cognitive levels of Revised Bloom's Taxonomy – Remembering, Understanding and Applying – had the most activities, which means that the activities found in this textbook were designed to accommodate the lower level of thinking skill. It was proven by 130 activities which categorized in the level of Remembering, Understanding and Applying, meanwhile there were only 14 activities available at the higher level of thinking skill which consist of Analyzing, Evaluating and Creating level. The frequency and percentage of Lower Order of Thinking Skill (LOTS) and Higher Order of Thinking Skill (HOTS) is listed in the following table.

Table 4.10
 Level of Thinking Based on the Cognitive Level

Level of Thinking	Cognitive Level	Frequency	Percentage
LOTS	Remembering	85	59%
	Understanding	15	10%
	Applying	30	21%
Total		130	90%
HOTS	Analyzing	9	6%
	Evaluating	1	1%
	Creating	4	3%
Total		14	10%
Total		144	100%

DISCUSSION

This study analyzed an English textbook entitled “When English Rings a Bell” for the seventh grade of Junior High School published by the Ministry of Education and Culture by employing a content analysis method. This textbook can be categorized as a communicative textbook. To prove this, according to the publisher of the textbook, “When English Rings a Bell” is an activity-based textbook, not only a reading material kind of textbook. This textbook also provide four skill activities and most of the activities are listen and repeat and role play activities, which proved that the textbook emphasize in listening and speaking skill than the usual traditional textbook. In the first page of each chapter, the learning materials also mentioned in order to tell the students about what will be learned in the chapter. Furthermore, the activities in the textbook encourage the students to work in group and pairs. The objective of communicative textbook which is want to provides activities that can help the student practicing the language they learn in the classroom to communicate in real life also appropriate with the activities in this textbook. One of the activities is about greetings, after learning how to greet people based on the example in the classroom, the next activities instructed the students to greet people they met at the day and make a list about whom and how they greet them. This kind of activity creates opportunity for the students to use the language not only in the classroom but also in real life.

Based on the previous research by Puspa, “When English Rings a Bell” textbook also had high compatibility between the materials and the scientific approach of the 2013 curriculum. Furthermore, the research’ result showed high compatibility between the materials in the textbook with the core and basic competence in terms of Cognitive and Psychomotor domain of Bloom’s Taxonomy. In addition, this textbook was categorized “good” by achieving average score of 90% of the criteria determined by Badan Nasional Standar Pendidikan (BSNP). It had high appropriateness of the materials in the textbook with the content, presentation, linguistic and graphic appropriateness.

In order to analyze this textbook, the researcher as the human instrument made a checklist based on cognitive level of Revised Bloom’s Taxonomy and used it to record the cognitive level of the activities collected from the textbook.

After analyzing the textbook, a total of 144 activities were obtained. The result of the analysis can be seen from the table above. It is shown that C1 or Remembering level was the most dominant cognitive level with 85 activities or 59%. After Remembering level, Applying level or C3 had 30 activities in total or 21%. Then, it was followed by Understanding level (C2) which had 15 activities or 10%, Analyzing level which had 9 activities or 6% and Creating level which had 4 activities or 3%. The least cognitive level was the Evaluating level which only had 1 activity or 1%. The detail explanations of the cognitive level were as followed:

1. Remembering Level (C1)

The activities presented in this level were listen and repeat, role play, make a list, complete the table, fill in the blank, tell name of days and months, write schedule, play calendar games, mention name and location of public places, read description and song lyrics, and write the speaker's statements. The most activities that were categorized as Remembering level was listen and repeat (53 activities). The example of the activity was *"Here are what we will do. First, we will listen carefully to our teacher read the greetings. Second, we will repeat the greetings after the teacher.* The researcher categorized this activity as Remembering level because the students have to recall how to pronounce the sentences correctly like the example given by the teacher.

2. Understanding Level (C2)

In the Understanding level, the activities presented were present the information orally, redesign student's ID card by translating Indonesian expression into English, draw hands of the clock based on the description and describing pictures. The most activities that can be found in this level was describing things or situations in the picture. The example of the activity was *"Here are what we will do. First, we will study the example carefully. Second, with the given form below, we will take notes of the facts about each person. We will handwrite it. Then, we will learn how to present, not read, the information to each other, orally."* This activity was categorized as Understanding level because in order to complete the activity the students have to describe the information by using their own words.

3. Applying (C3)

In this level, the activities presented were state and respond with the proper expression based on the situation given by the teacher, question and answer, take notes, spell names, make mealtime's table, interview other students, make sentences, discuss and decide things to draw, describe objects and complete conversation. These activities were categorized as Applying level because the students have to use the required knowledge they have got from the previous activities and apply it in the next activity. One of the activities which belong to this level was *"Here are what we will do each time. First, we will hear out teacher state a situation. Then, we will respond with a proper statement to thank or to say sorry."*

4. Analyzing (C4)

In this level, from the total of 9 activities, 5 activities were instructed the students to discuss what they have learned from the activities. Another activities presented in this level were finding proofs that the world is wonderful based on the song lyric, complete table by analyzing the states and the activities related to the objects in the conversation, put the right punctuation to the description to make it meaningful and find the parts of the lyric that match the guiding sentences by analyzing song lyric. These activities were categorized as Analyzing level because the students have to analyze the information to complete the activities. One of the activities which belong to this level was *"Here are what we will do. We will work in groups. First, we will study the example carefully. We will copy and handwrite it on our notebooks. Second, to analyze each description, we will use the same table. Every one of us will handwrite the analysis in the notebook or type it with a computer. Finally, we will discuss to fill in the table with the right words related to each object."*

5. Evaluating (C5)

The activity which was categorized in this level was self-evaluation by making a journal about the students' reflection on their learning process. The students have to write down what they have learned from the activities in the textbook, their favorite activities, the difficulties they encountered and what to do to be better. The example of the activity was *"In our journal, every one of us will handwrite our reflection on our learning process. We will use English."*

6. Creating Level (C6)

The activities presented in this level required the students to make a schedule at school, design their future house and describe the detailed plan of the house, and create long descriptive text about Indonesia and their school. The example of the activity in this level was *"Here are what we will do. First, we will plan our future house. We will make a list of the rooms we will have in the house and the things we will have in every room. We will also make a list of the things and animals we will have. Second, everyone in the group will write the details of the plan in our notebook. Finally, each group will put their plan on the wall of the classroom and read it to the class."*

The analysis showed that the activities in the textbook cover all cognitive levels which means that the activities involved both Lower Order of Thinking Skill and Higher Order of Thinking skill. However, the cognitive levels were not fairly divided. It was proven by the uneven level of activities distribution in the textbook for each chapter. Remembering level activity had the highest frequency and Evaluating level had the least frequency of the activity. And from the result of the analysis, it can be concluded that the activities in the textbook were mostly categorized in lower level of thinking. 90% of the activities were categorized as LOTS, while in contrast only 10% of the activities were categorized as HOTS.

The result of this research was in line with the result of the researches by Pratiwi and Huang. Those researches also used cognitive level of Revised Bloom's Taxonomy as the framework to analyze the textbook. Puspa was analyzed textbook entitled "Can Do 2" published by Richmond Publishing and after analyzing the textbook, the researcher found out that most of the activities in the textbook were categorized as LOTS, since three cognitive levels with the highest frequency and the total percentage of 95.3% were Remembering, Understanding and Applying which were belong to LOTS. In contrast, there were only 4.7% activities dealing with HOTS. Similarly, Huang who analyzed "Bahasa Inggris" for grade ten published by the Ministry of Education and Culture also conclude that most of task in the textbook were categorized as LOTS because from the total of 125 activities, 56 activities were belong to Remembering level, 67 activities were belong to Understanding level and 8 activities were belong to Applying level. Meanwhile, activities which belong to HOTS were only 29 activities – Analyzing level 3 activities, Evaluating 1 activity and Creating 25 activities.

CONCLUSION

From the findings of this research, the researcher finds out that Remembering level has the highest frequency of activities. It is followed by Applying, Understanding, Analyzing, Creating and the least Evaluating level. Regarding the findings, it can be concluded that the activities in the textbook required all cognitive level and both LOTS and HOTS even though the levels were not fairly divided. LOTS, which include Remembering, Understanding and Applying level, had 130 activities in total or 90% while HOTS only has 14 activities or 10% of the activity. Therefore, it is implied that most activities in the textbook "When English Rings a Bell" for seventh grade of Junior High School published by the Ministry of Education and Culture are categorized as lower level of thinking.

The researcher also finds out that Remembering level was the most dominant cognitive level used in “When English Rings a Bell” textbook for seventh grade of Junior High School. There are 85 activities of total 144 activities or 59% of the activities are categorized as Remembering level. And, the least dominantly applied is Evaluating level which only have 1 activity of a total 144 activities or 1%.

SUGGESTION

Based on the research findings, the researcher would like to offer several suggestions. For English teachers, the researcher suggests to consider analyzing the textbook before choosing to use it. As for the English textbook “When English Rings a Bell” for seventh grade of Junior High School, it has limitation in providing activities that covers all cognitive levels of Revised Bloom’s Taxonomy, especially in higher order thinking skills such as analyzing, evaluating and creating, the teacher should be able to bridge the gap by providing unavailable materials that can encourage the students to think critically. If the teacher feels the lack of HOTS activities in this textbook as a disadvantage, the teacher can add another textbook or workbook as the media to help in developing students’ competency. For the future research with similar study, the researcher suggests to have another analyst to help analyzed the textbook in order to reduce the possibility of subjectivity in analyzing the activities.

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