The Content Analysis of Grammar Activities in *Wider World 2* Student’s Book by Pearson for Grade Seven Students

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**Abstract**

The objective of this study is to use Bloom’s revised taxonomy to analyze the context of the grammar activities in *Wider World 2* Student’s Book. To achieve the research goal, a content analysis was performed. The researcher analyzed the textbook based on Bloom's revised taxonomy. According to the data, the textbook has dominant grammar activities, particularly on the cognitive process of "understand" and "remember" with 47% and 32% out of 189 grammar activities. Moreover, the data shows that the grammar activities in the textbook have an uneven distribution of higher and lower cognitive processes. There is a vast lower thinking skills percentage since most grammar activities focus on the "understand" aspect. While the second dominant aspect is "remember" which includes lower thinking skills. Therefore, *Wider World 2 Students’ Book* highlights Bloom’s revised taxonomy’s lower cognitive thinking process, represented by the “understand” and “remember” thinking processes.

**Keywords:** Bloom’s revised taxonomy, content analysis, grammar activities, English textbook.

**1 INTRODUCTION**

A textbook primarily guides the teaching and learning of a specific subject’s curriculum. According to Adi (2019), English is a foreign language in Indonesia, and due to that, textbooks have become an essential component of learning English. Textbooks are the most used teaching materials (Sucipto & Cahyo, 2019). According to Utami et al. (2022), teachers tend not only to use textbook materials in their classroom teaching, but also to incorporate them extensively into daily activities and exercises for students. When textbooks are created to implement the curriculum, they will include structured learning objectives, learning activities, learning materials, and learning approaches to help students improve their thinking structure or cognitive achievement. A similar study conducted by Nursyahrifa et al. (2019) asserted that a textbook is one of the essential components of the language teaching and learning process because it provides students with materials to activate their cognitive and psychomotor skills. Many studies have been conducted to analyze the specific content of English textbooks. The school curriculum is constantly changing. The government usually adjusts the curriculum every 5-10 years (Ministry of Education and Culture of Indonesia). They claimed that revising the curriculum is essential to reflect student development. The 2013 curriculum is Indonesia’s most recent curriculum. The term K-13 is commonly used. This curriculum differs from the previous one in several ways (Adi, 2019; Nurfitri et al., 2020).

To be meaningful, learning English as a foreign language in Indonesia requires a specific context. Numerous studies focus on detailed content analysis of English textbook. Starting from Glory et al. (2017), this study intended to ascertain the classification of material and task in the Kemendikbud 2014 Bahasa Inggris Textbook for Senior High School. The descriptive quantitative research design was used in this study. The writers examined two books for grade ten consisting of 268 materials and tasks. The findings revealed that the materials and functions were divided into material aspects, linguistic aspects, material presentation aspect, and graph aspect. The material element was classified as poor, while the other aspects were considered good.

Another study conducted by Suherman (2018) aimed to examine tasks in an Indonesian EFL textbook using the TBLT approach. The analysis focused on chapter eight of the grade ten EFL textbook and analyzed the tasks using Ellis’s six task...
features (2003). The results confirmed two points: (1) neither of the fifteen tasks in the chapter used the six crucial features of a task, and (2) those fifteen tasks in the chapter had the potential to be changed to be more task-like.

Adi (2019) conducted a study which the purpose was to assessing the relevance of the materials with the cognitive and psychomotor domains in the 2013 English curriculum competence in English Rings a Bell textbook for grade eight of junior high school. This study was carried out using a qualitative methodology. According to the results, there were 23 materials in the book that were relevant or 74.19 percent, seven partially relevant materials or 22.58 percent, and only one irrelevant material or 3.2 percent. Besides, in the psychomotor domain, there were ten materials in the book that were relevant (32.25 percent), ten materials that were partially relevant (32.25 percent), and 11 irrelevant materials (35.48 percent).

Tyas and Safitri (2019) initiated a similar study to examine an English textbook titled “Bahasa Inggris SMA/MA SMK/MAK Kelas X”, which nearly all secondary school teachers use. This study implemented a qualitative study using Biocchi’s (2000) coursebook evaluation. According to the findings, this textbook was well-designed and encouraged students’ autonomy in learning and using the language.

Sucipto & Cahyo (2019) conducted a study whose objective was to examine the reading activities in “Bright 2,” an English textbook for grade VIII junior high school students in Indonesia, using Bloom’s revised taxonomy. According to the findings, the textbook has dominant reading activities, particularly in the cognitive processes of “analyze” and “apply,” accounting for 27% and 21% of 145 reading activities. Therefore, the textbook focuses on Bloom’s revised taxonomy’s middle cognitive thinking process, formed by the “apply” and “analyze” thinking processes placed on the 3rd and 4th levels.

A similar study conducted by Sulistiyo et al. (2021) intended to examine the cultural information contained in an English textbook for senior high school students in Indonesia. According to the findings, teachers should adapt and balance the cultural information in the textbook with their local cultures or norms by gathering additional materials from various sources.

The content analyzed by these studies mentioned above were in other specific focus areas. Therefore, this study is conducted explicitly in a private junior high school in West Kalimantan, which implements K-13 and Pearson as the English and Mandarin curriculum. This study focused on the grammar material provided in the Pearson textbook. Wider World 2 is one of the numerous English textbooks based on the curriculum 2013 & Pearson. This book is published by Pearson Education Limited, a reputable educational textbook publisher based in London and well-known worldwide, including in Indonesia. As a result, teachers or researchers must examine whether or not the grammar material in Wider World 2 textbook is contextual for the students to learn.

Because the improvement of curriculum 2013 and Pearson is based on Bloom's revised taxonomy, this study aims to use Bloom's revised taxonomy to analyze the content of the grammar activities in the Wider World 2 textbook. The earlier taxonomy provided a single dimension of knowledge and the foundation for developing learning evaluations, tests, activities, and objectives. Anderson & Krathwohl, et al. (2001) revised the taxonomy from object-based to process-based. The taxonomy has also been restructured into the cognitive process and knowledge dimensions.

![Table 1.1 Cognitive process dimension level on Bloom’s revised taxonomy (Anderson and Krathwohl, 2011)]

<table>
<thead>
<tr>
<th>Cognitive Process</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>Remember</td>
<td>Recognizing or recalling information from memory When memory is used to produce or retrieve definitions, facts, or lists, or to recite previously learned information, this is referred to as remembering.</td>
</tr>
<tr>
<td>Understand</td>
<td>Creating meaning from various functions, such as written or graphic messages or activities.</td>
</tr>
<tr>
<td>Apply</td>
<td>Carrying out or employing a procedure by executing or implementing.</td>
</tr>
<tr>
<td>Analyze</td>
<td>Dividing and determining materials, how the parts relate to or interrelate with one another, or how the parts relate to an overall structure or purpose.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Checking and critiquing judgments based on criteria and standards.</td>
</tr>
<tr>
<td>Create</td>
<td>Combining elements to form a coherent or functional whole; reorganizing elements into a new pattern or structure by generating, planning, or producing.</td>
</tr>
</tbody>
</table>

This study contributes to the teachers in a similar context so they can provide the class with more contextual grammar content. And to the future researchers because this study extends the literature.

2 RESEARCH DESIGN

This study implemented a qualitative descriptive study to accomplish the purpose of the study. Qualitative descriptive studies are the least
“theoretical” of the qualitative research approaches. Qualitative and descriptive research methods have long been used in many fields, including education, psychology, and social sciences. According to Nassaji (2015), descriptive research aims to describe a phenomenon and its features.

The researcher used Bloom’s Revised Cognitive Taxonomy to collect and analyze the content of the *Wider World* 2 Student’s Book published by Pearson Education to achieve the research aim. There are nine units with two sections of grammar material from each unit and one specific grammar chapter called Grammar Time as the grammar enrichment with 189 grammar activities. From the result, the researcher can draw inferences.

### 3 RESEARCH FINDINGS & DISCUSSION

The researcher used Bloom’s Revised Cognitive Taxonomy to collect and analyze the content of the *Wider World* 2 Student’s Book to achieve the research’s goal. Table 3.1 shows the quantity and percentages of each cognitive process category of Bloom’s revised taxonomy in *Wider World* 2 Student’s Book.

<table>
<thead>
<tr>
<th>Cognitive Process</th>
<th>Quantity</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember</td>
<td>60</td>
<td>32</td>
</tr>
<tr>
<td>Understand</td>
<td>88</td>
<td>47</td>
</tr>
<tr>
<td>Apply</td>
<td>26</td>
<td>14</td>
</tr>
<tr>
<td>Analyze</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Evaluate</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Create</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>189</td>
<td>100</td>
</tr>
</tbody>
</table>

The data in the table above were collected from 10 units of the book, totaling 189 grammar activities. The table presents that the highest percentage of cognitive process is 79% or 88 grammar activities in the “understand” category and followed by the “remember” category with 32% or 60 grammar activities. The “understand” category included the “interpreting”, “exemplifying”, “classifying”, “summarizing”, “inferring”, “comparing”, and “explaining”. Thus, objectives labeled “understand” involve learning activities aimed at changing from one representational form to another (interpreting), locating a specific overview or example of a concept or principle (exemplifying), and deciding whether or not something belongs in a certain category (classifying), taking a broad theme or major points and distilling them (summarizing), making a rational conclusion based on the information presented (inferring), identifying correlations between two ideas, objects, or other entities (comparing), and creating a system’s cause-and-effect model (explaining) (Anderson & Krathwohl, 2001).

Meanwhile, the lowest percentage of the cognitive process comes from the "create" category with zero percentage or null. There were no grammar activities in the book which represent the "create" cognitive process or require the students to create something.

Soleimani & Kheiri (2016) stated that lower levels in Bloom’s revised taxonomy, such as remembering, understanding, and applying, necessitate fewer cognitive abilities. Meanwhile, the higher levels, namely analyzing, evaluating, and creating, are more complicated. Based on this classification, the findings of this study can be grouped as a lower-level thinking process. It happens because the highest percentage of cognitive processes is 79%, with 148 grammar activities. This number is higher compared to the higher-level thinking process (“analyze", "evaluate", and "create"), which is 8% with 15 grammar activities.

Based on the findings, *Wider World* 2 Student’s Book should be able to encourage students to have a higher cognitive process because a higher cognitive process will lead to success in achieving the curriculum goal. Because *Wider World* 2 Student’s Book is designed for 7th-grade junior high school students, the writer believes that the introduction of creating grammar activities is required to develop students’ cognitive dimension process into the higher process.

### 4 CONCLUSION

The findings show that *Wider World* 2 Student’s Book highlights the lower cognitive process as the more significant number of the grammar activities on "understand" and "remember" cognitive process. The grammar activities are grouped into lower thinking processes as it has 79% in total for the highest cognitive process with 148 activities. There is a significant difference between the highest number and the lowest number of thinking processes in *Wider World* 2 Student’s Book. Therefore, the teachers need to be more creative to facilitate the students with various contextual grammar activities to support the *Wider World* 2 Student’s Book activities. It can be concluded that the *Wider World* 2 Student’s Book represents the lower cognitive thinking process of Bloom’s revised taxonomy, which is the “understand” and “remember” thinking process.

### 5 REFERENCES


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