

AN ANALYSIS OF ENGLISH-SPEAKING MATERIAL IN THE TEXTBOOK ENGLISH FOR NUSANTARA BASED ON THE REVISED BLOOM'S TAXONOMY

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Abstrak

Penelitian ini bertujuan untuk mengetahui dimensi kognitif materi berbicara dalam buku teks English for Nusantara SMP kelas VII berdasarkan Revised Bloom's Taxonomy. Fokus penelitian ini adalah mengidentifikasi tingkat dimensi kognitif (C1-C6) pada materi berbicara, serta mengklasifikasikan apakah materi tersebut kategori LOTS (Lower Order Thinking Skills) atau HOTS (Higher Order Thinking Skills). Penelitian ini menggunakan pendekatan kualitatif dengan metode analisis deskriptif. Hasil Penelitian menunjukan bahwa sebagian besar materi berbicara berada pada tingkat kognitif C3 "Applying" sebesar 57,1%, diikuti oleh tingkat C6 "Creating" sebesar 28,6%, dan sisanya hanya 14,3% pada tingkat C2 "Understanding". Ini menunjukkan pergeseran dari pemahaman ke penerapan dan produksi bahasa secara mandiri. Hal ini menunjukkan bahwa Bab 1 telah mendukung pengembangan keterampilan berbicara komunikatif dan fungsional, serta mulai memperkenalkan siswa pada keterampilan berpikir tingkat tinggi (HOTS), khususnya dalam konteks pribadi dan sosial.

Kata Kunci: Materi Berbicara, Dimensi Kognitif, Revised Bloom's Taxonomy, Buku ajar

Abstract

This study aims to determine the cognitive dimensions of speaking material in the English for Nusantara textbook for seventh-grade junior high school students based on the Revised Bloom's Taxonomy. The focus of this study is to identify the cognitive dimension levels (C1-C6) in speaking material and to classify whether the material is categorized as LOTS (Lower Order Thinking Skills) or HOTS (Higher Order Thinking Skills). This study used a qualitative approach with descriptive analysis methods. The results show that most speaking material falls at the cognitive level of the Revised Bloom's Taxonomy C3 "Applying" at 57.1%, followed by level C6 "Creating" at 28.6%, and the remaining 14.3% at level C2 "Understanding." This indicates a shift from understanding to independent application and production of language. This indicates that Chapter 1 has supported the development of communicative and functional speaking skills and begun to introduce students to higher-order thinking skills (HOTS), particularly in personal and social contexts.

Keywords: Speaking Material, Cognitive Dimension, Revised Bloom's Taxonomy, Textbook

INTRODUCTION

Research Background

In an increasingly globalized world, the ability to speak English has become highly valuable. In the Indonesian education curriculum, the ability to speak English is one of the competencies that students must master as part of the development of 21st-century skills, which emphasize critical thinking, creativity, collaboration, and communication (Azizah et al., 2023). Therefore, textbooks serve as an essential medium supporting the English language learning process, including speaking skills. However, in practice, many students struggle with speaking English. According to an analysis conducted by (Suhaimi, 2021) on the English speaking skills of students at Al-Ikhlas Junior High School in Kediri, it was found that students' speaking abilities remain limited, with only a small number of students demonstrating proficiency in speaking. This indicates the need for greater attention to the development of speaking skills in English language learning at the junior high school level. Another study conducted by (Inayah, 2024) states that the difficulties students face in speaking are influenced by a lack of mastery of vocabulary, grammar, and pronunciation, as well as a lack of self-confidence, which affects fluency in speaking.

One of the textbooks used in the Merdeka Curriculum for English language learning in junior high schools is the book 'English for Nusantara'. This book is expected to support the development of speaking skills. However, to ensure the effectiveness of this textbook, it is important to analyze the extent to which it supports the achievement of learning objectives, particularly regarding the speaking activities included within it. One approach used in evaluating teaching and learning activities is Bloom's Revised Taxonomy by Anderson and Krathwohl (as cited in Mizbani & Chalak, 2017). Bloom's Revised Taxonomy serves as one of the conceptual frameworks frequently used to measure the level of cognitive skills developed through learning activities. The taxonomy divides thinking skills into two main categories: Lower Order Thinking Skills (LOTS), which include remembering, understanding, and applying; and Higher Order Thinking Skills, which encompass analyzing, evaluating, and creating. By using this revised Bloom's Taxonomy framework, we can analyze to what extent the speaking activities in

the English for Nusantara textbook for 7th grade, published by the Book Center, support the development of students' higher-order thinking skills.

Several previous studies have analyzed English textbooks by applying Bloom's Revised Taxonomy. For example, a study conducted by (Arlansyah et al., 2023) analyzed the English for Nusantara textbook at the junior high school level. The study showed that the reading questions in the textbook did not cover all categories of cognitive process dimensions; they only covered the categories of remembering, understanding, and analyzing. The reading questions in the textbook do not foster students' critical and creative thinking skills because the questions focus more on lower-order thinking skills (LOTS).

Another study conducted by (Presti et al., 2022), which analyzed English textbooks for ninth-grade junior high school students, found that only a small portion of speaking activities involved HOTS, such as analyzing and creating. Most activities still focus on lower-order thinking skills (LOTS) such as remembering and applying. Another study conducted by (Laila & Fitriyah, 2022) also found similar results when analyzing the 12th-grade English textbook published by the Indonesian Ministry of Education and Culture in 2018; their research showed that learning activities in the textbook were dominated by the remembering category (C1). This implies that the textbook places greater emphasis on lower-order thinking skills (LOTS) compared to higher-order thinking skills (HOTS). This contradicts the current curriculum's objective, which aims to encourage students to think at higher levels.

Although there have been many studies examining English textbooks in Indonesia based on Bloom's Revised Taxonomy, few have specifically analyzed the English for Nusantara Grade 7 textbook, particularly in the context of speaking activities. Most previous studies have focused more on analyzing the textbook as a whole or on reading and writing skills, while the speaking aspect has often received less attention. Therefore, this study aims to fill this gap by conducting a specific analysis of speaking activities in the English for Nusantara Grade 7 textbook based on Bloom's Revised Taxonomy. Thus, this study is expected to provide deeper insights into how the English for Nusantara

textbook supports the development of speaking skills and whether these activities support the development of higher-order thinking skills in line with national education goals.

Research Question

Based on the background described above, the research question for this study is: How is the content on English speaking distributed in the book 'English for Nusantara' for 7th-grade junior high school students, based on cognitive levels in the Revised Bloom's Taxonomy?

Research Objective

This study aims to determine the distribution of English speaking materials in the 'English for Nusantara' textbook for 7th-grade junior high school students based on cognitive levels in the Revised Bloom's Taxonomy.

Literature Review

The process of speaking begins with the mind processing incoming information, storing it in memory, and then producing an output in the form of spoken language. This process involves the ability to articulate structured linguistic sounds to effectively express ideas and feelings. (Simbolon & Naeklan, 2014) explain that speaking is the ability to produce sounds or words used to express, state, and convey thoughts, ideas, and feelings. Speaking can be understood as an audible and visible sign system that utilizes various muscles and tissues of the human body to convey combined ideas or concepts. According to (Lubis & Siregar, 2021), speaking skills can be defined as the activity of giving and requesting information, often in the form of dialogue between individuals. In the speaking process, a communicative interaction occurs between the speaker and the listener, wherein, through speaking, a person conveys ideas, perceptions, and emotions via words to ensure the message is understood by the listener.

(Setyonegoro et al., 2020) emphasize that speaking skills involve more than just the ability to pronounce words correctly; they also encompass the ability to effectively

convey thoughts and feelings to others. Therefore, the teaching of speaking skills must focus on enhancing practical abilities, which include aspects such as pronunciation, intonation, grammar, and the ability to convey ideas logically and coherently. In language learning, developing speaking skills means training students to master all aspects involved in the speaking process, so that they are able to communicate effectively in various social and academic contexts. Therefore, speaking instruction must be designed as effectively as possible, integrating linguistic technical aspects, cognitive abilities, as well as psychological and social factors that influence the oral communication process. Additionally, the development of speaking skills can be carried out through two main phases: the pre-communication phase, which emphasizes practice in language structure and meaning, and the communication phase, which focuses on the functional use of language in social interactions. From this discussion, it can be concluded that speaking in the context of English language learning falls under productive skills. Students are expected to be able to use English to interact, exchange ideas, experiences, interests, and opinions, make comparisons, and express their views in various formal and informal contexts.

In language learning, particularly English as a foreign language, speaking is a complex skill. The speaking component involves steps that must be taken before, during, and after the speaking learning process. These steps are essential to ensure that learning objectives are achieved in accordance with the established goals. (Tarigan, 2008) states that in speaking skill instruction, there are four main components, namely:

1) Phonology (Pronunciation/Sounds)

Phonology encompasses the pronunciation of sounds, word stress, intonation, and rhythm in speech. Mastery of phonology is crucial because pronunciation errors can lead to misunderstandings in communication. According to (Hidayatullah & Haerazi, 2021), students' phonological awareness significantly influences their ability in pronunciation and oral comprehension, and directly impacts the effectiveness of oral communication.

2) Sentence Structure (Syntax)

Sentence structure, or syntax, refers to the arrangement of words and phrases to form grammatically correct sentences. Good speaking skills must demonstrate the use of proper sentence structure so that messages can be conveyed clearly and logically. Proper structure helps in conveying messages clearly.

3) Vocabulary

Vocabulary is the collection of words that a person possesses or has mastered for use in communication. A broad vocabulary enables students to express ideas more precisely and variably. (Mariana & Siregar, 2022) emphasize in their research that students with a higher vocabulary demonstrate better speaking skills, indicating that vocabulary is a key component in developing speaking skills.

4) Fluency and Accuracy

Speaking fluency is the ability to convey a message smoothly, naturally, and spontaneously without pauses, repetitions, or disruptions in communication. Accuracy, on the other hand, relates to the appropriate use of language, both in terms of grammar and pronunciation. Therefore, speaking instruction must strike a balance between fluency and accuracy to foster effective communication.

The “English for Nusantara” textbook for 7th grade junior high school is an English language textbook designed to help 7th grade students develop their English language skills in accordance with the Merdeka Curriculum. It was published by the Center for Curriculum and Textbooks, under the National Agency for Education Standards, Curriculum, and Assessment, and Technology of the Republic of Indonesia in 2022. The book’s authoring team consists of F.X. Ouda Teda Ena, Lilis Suryani, and Joko Priyana. However, there is also a teacher’s guide written by Ika Lestari Damayanti, Iyen Nurlaelawati, and Yusnita, who are part of the content development team. Therefore, the materials and activities in this book are designed not only to develop English language competencies but also to strengthen students’ character. The topics covered as English learning materials in this book include representations of the cultural diversity of the

Indonesian archipelago, global diversity, and issues related to the Sustainable Development Goals (SDGs).

Bloom's Taxonomy serves as a framework developed to classify educational learning objectives into various levels, ranging from basic thinking skills to higher-order thinking skills. This taxonomy has become a primary guide in educational planning worldwide, particularly in helping educators formulate learning objectives in a structured and systematic manner (Adams, 2015).

As it has evolved, Bloom's Taxonomy has continued to be used and evaluated by educators to refine and adapt it to the ever-changing dynamics of education. In 2001, David Krathwohl and Lorin Anderson, who were students of Bloom, revised this taxonomy to align with more complex learning advancements and modern educational practices (Mizbani & Chalak, 2017). The main differences between the unrevised Bloom's Taxonomy and the Revised Bloom's Taxonomy lie in changes to terminology and structure:

1. Shift from nouns to active verbs: The unrevised taxonomy uses nouns to denote cognitive levels (e.g., Knowledge, Comprehension), whereas the Revised Bloom's Taxonomy uses active verbs that describe the thinking processes students must perform (e.g., Recall, Understand).
2. Change in the order of the highest levels: In the unrevised Bloom's Taxonomy, the highest level is Evaluation, whereas in the Revised Bloom's Taxonomy, the highest level is Creating, replacing Synthesis, which was previously in fifth place.
3. Addition of the knowledge dimension: The Revised Bloom's Taxonomy has two main dimensions: the cognitive dimension and the knowledge dimension. Krathwohl places greater emphasis on the cognitive domain and pays special attention to higher-order thinking skills.

The following are the six cognitive domains in the Revised Bloom's Taxonomy by Krathwohl and Anderson:

1) Remembering

The ability to recall basic information; this may encompass more than one type of information, such as conceptual, factual, procedural, or metacognitive.

2) Understanding (Understanding)

The ability to comprehend the meaning of information; whether presented graphically, in writing, or orally.

3) Applying

The ability to use information in real-world situations.

4) Analyzing

The ability to break down information to identify relationships among its components.

5) Evaluating

The ability to make decisions or assess materials based on criteria.

6) Creating

The ability to combine elements to form new products or ideas. With these changes, the Revised Bloom's Taxonomy places greater emphasis on dynamic and complex thinking processes and provides clearer guidance in designing learning that challenges students in higher-order thinking skills (HOTS).

From this description, it can be concluded that the unrevised Bloom's Taxonomy emphasizes the classification of learning objectives using levels expressed as nouns and positions evaluation as the highest level, whereas the Revised Bloom's Taxonomy focuses on active thinking processes using verbs and positions creating as the highest level of thinking skills. Furthermore, the Revised Bloom's Taxonomy promotes comprehensive learning through mastery and thinking processes, thereby making learning more effective.

RESEARCH METHODOLOGY

This study will employ a qualitative research design with a descriptive analytical approach. Qualitative descriptive research is a research method aimed at gaining an in-depth and detailed understanding of the English language content in the textbook *English for Nusantara* for 7th-grade junior high school students. The focus of this study is on how Revised Bloom's Taxonomy can be used to analyze this content. According to Lexi J. Moleong (2006, as cited in Kurniawan & Suwirta, 2016), qualitative descriptive research focuses on describing and understanding a phenomenon by collecting relevant data through observation, interviews, or document analysis.

In the context of this study, the primary focus is on analyzing the speaking materials found in the 'English for Nusantara' textbook for 7th-grade junior high school students. This study aims to identify and categorize these speaking materials based on the Revised Bloom's Taxonomy, which is a framework used to classify educational objectives and learning outcomes. The Revised Bloom's Taxonomy provides guidance in formulating learning objectives in a more structured and systematic manner. The research process will follow the steps proposed by (Merriam & Tisdell, 2016), which include data collection, data analysis, and drawing conclusions. Data collection will be conducted by analyzing the speaking materials contained in the 'English for Nusantara' textbook for 7th-grade junior high school. The author will identify and collect all speaking materials, including exercises, dialogue examples, and other speaking activities in chapter 1. Subsequently, these materials will be categorized and analyzed based on the levels within the Revised Bloom's Taxonomy.

FINDINGS AND DISCUSSIONS

This discussion section aims to explain the results of the analysis of the speaking materials found in the "English for Nusantara" textbook for 7th-grade junior high school students Chapter 1. The analysis was conducted using the Revised Bloom's Taxonomy cognitive framework, which divides the thinking process into six levels: Remembering (C1), Understanding (C2), Applying (C3), Analyzing (C4), Evaluating (C5), and Creating (C6). This study aims to determine the extent to which the "English for Nusantara" textbook supports the development of students' speaking skills, particularly within the

context of the Merdeka Curriculum, which emphasizes competency-based learning and the development of higher-order thinking skills (HOTS). It is important to understand how speaking materials are distributed based on the categories of Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS). This will reflect the approach used in developing the materials, as well as their alignment with the cognitive development stages of seventh-grade students. Furthermore, this discussion will also outline each cognitive dimension based on the research findings, as well as highlight the dominance of specific cognitive levels in the analyzed speaking materials.

2. Data Analysis

Based on the research findings regarding the speaking materials in the “English for Nusantara” textbook for 7th-grade junior high school, the author identified a total of 7 materials spread across Chapter 1. All of these activities were analyzed using the cognitive dimensions of the Revised Bloom’s Taxonomy, which consists of six levels: Remembering (C1), Understanding (C2), Applying (C3), Analyzing (C4), Evaluating (C5), and Creating (C6).

CHAPTER 1 ABOUT ME

Chapter 1 contains 7 speaking activities on the topic “About Me,” specifically designed to introduce students to basic English language skills, particularly those related to introducing oneself and others, using verbal greetings and farewells, and providing basic personal information such as name, age, and favorite activities.

Unit 1 Galang from Kalimantan

Based on the instructions provided on page 17, “Listen again to Audio 1.1. Practice saying Galang’s Introduction,” this activity serves as the initial stage of speaking instruction, where students are guided to listen to the self-introduction delivered by the character in the audio and then practice it immediately. Students are expected to use existing language expressions; this represents the transformation of input into output (oral speech). This process reflects cognitive level C3 “Applying” because students apply the

structures and expressions they hear to actively produce speech, even though they are not yet fully independent. This material is highly beneficial for developing students' phonological skills, sentence structure, and confidence in speaking.

In the speaking section on page 19, the activities designed for this part include exercises in self-introduction, after which each student is asked to introduce themselves in front of the class. At this stage, students no longer imitate or follow the patterns that have been demonstrated, but rather create their own spoken text based on their individual identities. They must choose words, construct sentences, and deliver them directly in front of the class.

This activity falls at the highest level of the Revised Bloom's Taxonomy, namely C6 "Creating," as it requires students to integrate previously acquired knowledge. Materials like this are crucial in language learning, as they build foundational speaking skills by focusing on topics and interactions commonly encountered in daily activities. Additionally, this activity also builds confidence and the courage to speak in public, which are essential components of mastering speaking skill.

On pages 22–23, the material consists of several steps. First, students read expressions used to ask questions and provide information about a person's identity; then they practice these in pairs with a classmate; finally, students are asked to walk around the classroom and ask at least five other students about their identities, writing down their responses on the worksheet.

This activity emphasizes the active use of language in situations that mimic social interaction. Since students apply the expressions they have learned in direct conversation, this activity is categorized at level C3 "Applying." Students not only repeat but also adapt these expressions in varied interactions depending on their conversation partner. This activity also strengthens students' social skills and confidence in using English in interpersonal situations.

Based on the speaking material on page 26, there are expressions for greeting others, introducing someone, and saying goodbye. In this activity, participants are expected to create a social simulation, specifically by introducing one friend to another. This activity is more challenging than introducing oneself, as students must choose appropriate sentences.

This activity is categorized under level C6 “creating,” as students need to construct and engage in social interactions that go beyond merely repeating expressions; instead, they must use and combine them creatively.

On page 27, there is speaking material in the form of short conversations for greeting teachers, friends, cleaning duties, and other people around the school. This activity takes students to learn in an environment outside the classroom, which is a form of direct transfer of language use into real-world contexts, so students can introduce themselves and use greetings and farewell expressions. By taking students out of the classroom environment and exposing them to real-world situations, where they apply greetings and farewells in daily life, this activity falls under level C6 “Creating.”

Most of the activities in Chapter 1, Unit 1, are at the C3 “Applying” and C6 “Creating” thinking levels, meaning students are not just learning passively but are already being asked to use and create their own sentences. This is excellent because students can learn the language through direct practice, not just memorization. They are encouraged to speak up, introduce themselves, and interact in real-life situations. This approach is highly effective for building speaking skills from an early age.

Unit 2 I Love Fishing

Based on the material on page 28, there are illustrations depicting various activities that people are doing in the park. Students are asked to observe the illustrations and describe the activities taking place in the park based on their observations.

This page involves understanding visual meaning and transforming that information into verbal form. Therefore, this material falls under cognitive level C2

“Understanding,” because students not only name the words but also demonstrate their understanding of the relationship between the activities depicted in the images and the vocabulary they have learned, such as: “They are playing badminton,” or “He is riding a bike.”

Unit 3 Galang and Friends

Based on the speaking material on page 40, there is an illustration titled “Galang and his friends.” In this activity, students are expected to identify the illustration and correctly name the characters depicted in it. This activity falls under the cognitive category of Level C2 “Understanding” because its primary focus is on recalling and repeating basic information found in the illustration.

Next, students are asked to connect the identities and physical characteristics of these characters with oral descriptions using appropriate vocabulary and sentence structures. This activity aligns with Cognitive Level C3 “Applying” because students apply their knowledge and understanding of vocabulary and language structures to describe the characteristics of the characters in the picture. Thus, students do not merely recall the characters’ names but are also able to apply their knowledge in the context of more complex descriptions.

It can be concluded that the material in this chapter introduces students to basic social communication skills, with the following learning outcomes: students can introduce themselves and others (C6 Creating); students are expected to explain activities they enjoy based on observations of pictures (C2 Understanding); and students are expected to describe the identity and physical characteristics of characters based on pictures (C3 Applying). This approach allows students to not only focus on theoretical understanding but also to practice speaking skills directly in everyday situations.

CONCLUSION

Based on the data, the majority of speaking materials are at the Revised Bloom’s Taxonomy cognitive level C3 “Applying” at 57.1%, followed by level C6 “Creating” at

28.6%, and the remainder at only 14.3% at level C2 “Understanding.” This indicates a shift from comprehension to the independent application and production of language. This indicates that Chapter 1 has supported the development of communicative and functional speaking skills, as well as begun to introduce students to higher-order thinking skills (HOTS), particularly in personal and social contexts. The speaking content in the English for Nusantara textbook for 7th-grade junior high school students, specifically in Chapters 1, accounts for 71.4% and falls under the category of lower-order thinking skills (LOTS). This content focuses on the repetition, comprehension, and application of basic expressions appropriate for the developmental stage of 7th-grade junior high school students.

Meanwhile, 28,6% of the speaking material falls into the higher-order thinking skills (HOTS) category, particularly at level C6 “Creating,” which is the highest level in the Revised Bloom’s Taxonomy. As the first chapter, this is a positive achievement because students are given the opportunity to think creatively, compose descriptions, create presentations, and engage in dialogue based on their personal experiences.

Based on the conclusions drawn from the research findings regarding the speaking materials in the “English for Nusantara” textbook for 7th-grade junior high school students, there are several important implications relevant to English language learning, namely that the “English for Nusantara” can serve as a primary resource and make a significant contribution to the development of students’ basic speaking skills, particularly at the Lower Order Thinking Skills (LOTS) cognitive level, such as C1 “Remembering,” C2 “Understanding,” and C3 “Applying,” which align with the cognitive development stage of 7th-grade junior high school students who still require reinforcement in foundational comprehension and application.

Additionally, this book provides materials that support the development of higher-order thinking skills (HOTS), particularly at the C6 “Creating” level, thereby encouraging students to be creative and communicate actively in English. However, to enhance students’ critical and evaluative thinking abilities, there is a need for enriched materials

that focus more on levels C4 “Analyzing” and C5 “Evaluating,” for example, through debates or the evaluation of arguments in English

SUGGESTIONS

This study is expected to serve not only as a theoretical reference but also as a practical foundation for future research focused on the development of speaking skills within the framework of the Merdeka Curriculum. Future researchers are encouraged to design and investigate innovative, student-centered learning models that explicitly integrate the values of the Pancasila Student Profile, particularly in fostering creativity, critical thinking, and effective communication.

Additionally, future studies should consider exploring various forms of educational collaboration. Furthermore, future research is advised to examine the integration of digital technology and interactive media in enhancing students’ speaking skills. Given the rapid advancements in educational technology, researching tools such as digital storytelling, virtual discussions, and AI-assisted language learning platforms can make significant contributions to both theory and practice.

Another important area requiring further research is the development and implementation of authentic assessment strategies that holistically assess speaking skills. Researchers should aim to evaluate not only linguistic accuracy and fluency but also students’ self-confidence, engagement, collaboration skills, and ability to express themselves. Furthermore, the role of teachers as facilitators needs to be explored in greater depth. Future studies could focus on teachers’ pedagogical competencies, professional development, and the challenges of implementing speaking-oriented activities aligned with the Merdeka Curriculum.

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