

**AN ANALYSIS OF COGNITIVE DOMAIN LEVELS ON SPEAKING
ACTIVITIES IN 2013 CURRICULUM ENGLISH TEXTBOOK FOR
GRADE XI**

THESIS

*Submitted as partial fulfilment of the requirement to obtain bachelor of
education (B.E.d) in english language education*



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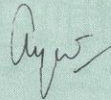
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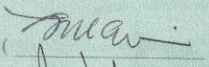
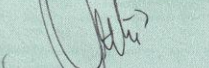
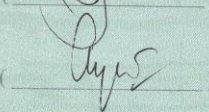
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ABSTRACT

Rahmadani, D. (2021). An Analysis of Cognitive Domain Levels on Speaking Activities in 2013 Curriculum English Textbook for Grade XI. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

This research was conducted to find out whether the speaking skill activities in 2013 Curriculum English textbook can provoke the thinking skills of the students to be HOTS or LOTS. This research was also conducted to find out the dominant cognitive domain level in this English textbook. The content analysis research was used in this research. The source data in this research was speaking activities in 2013 Curriculum English textbook entitled “Pathway To English “ for grade XI. This English textbook was published by Erlangga Publisher. A table analysis was used to analyze the data in this research. The instrument was bloom's taxonomy revised developed by Anderson and Krathwol (2002). The result of this research showed that speaking activities in this English textbook were categorized as low order thinking skills criteria. The dominant cognitive domain level found on these speaking activities was the remembering level (33 speaking activities).

Keyword: Cognitive domain levels, English textbook, Speaking activities

ABSTRAK

Rahmadani, D. (2021). An Analysis of Cognitive Domain Levels on Speaking Activities in 2013 Curriculum English Textbook for Grade XI. Thesis. Padang: English Language and Literature Department. Faculty of Language and Arts. Universitas Negeri Padang.

Penelitian ini dilakukan untuk mengetahui apakah kegiatan keterampilan berbicara dalam buku teks Bahasa Inggris Kurikulum 2013 dapat memancing keterampilan berpikir siswa menjadi HOTS atau LOTS. Penelitian ini juga dilakukan untuk mengetahui tingkat domain kognitif yang dominan dalam buku teks bahasa Inggris ini. Penelitian analisis isi digunakan dalam penelitian ini. Sumber data dalam penelitian ini adalah kegiatan berbicara dalam buku teks Bahasa Inggris Kurikulum 2013 yang berjudul “Pathway To English” untuk kelas XI. Buku teks bahasa Inggris ini diterbitkan oleh Penerbit Erlangga. Analisis tabel digunakan untuk menganalisis data dalam penelitian ini. Instrumen tersebut merupakan revisi taksonomi bloom yang dikembangkan oleh Anderson dan Krathwol (2002). Hasil penelitian menunjukkan bahwa kegiatan berbicara dalam buku teks bahasa Inggris ini termasuk dalam kriteria kemampuan berpikir tingkat rendah. Tingkat domain kognitif yang dominan ditemukan pada kegiatan berbicara ini adalah tingkat mengingat (33 kegiatan berbicara).

Kata kunci: tingkat domain kognitif, buku teks bahasa Inggris, Kegiatan berbicara

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CHAPTER I INTRODUCTION

A. Background of Problem

English has four fundamental skills: listening, reading, speaking, and writing. They can be grouped into two categories, namely the receptive aspect and the productive aspect. The receptive aspect is acceptance or absorption, as seen in listening and reading activities. While the productive aspect is the production of language, both spoken and written, as seen in speaking and writing activities.

Speaking skill, as one of the most important parts of English, is significant for effective communication. Speaking is a technique of communication that is frequently utilized in daily life (Thronbury, 2005). The majority of human activities involve speaking. It is so essential that many students assume that the major purpose of studying a foreign language is to be able to communicate in that language, according to Grauberg (1997).

However, mastering speaking skill is rather difficult. It entails various aspects that must be mastered in order to speak English effectively and correctly. Tarigan (1983) defines speaking as the ability to make articulation sounds or words in order to express, state, and convey thoughts, ideas, and feelings. Speaking involves pronunciation, grammar, vocabulary, fluency, speech content, and comprehension. To achieve this, a fairly complex level of thinking is required. Thus, the process of the learning of speaking skill should be capable of developing students' thinking processes.

To facilitate the development of the thinking process, teaching instruments must be built in such a way to meet the learning objectives. Numerous teaching tools are employed, one of which is a textbook. Textbooks are critical in the process of language learning and teaching. Teachers have long relied on textbooks to attain curriculum objectives. Tomlinson (2011) defines textbooks as books that serve as the foundation for language learning. Textbooks should provide well-designed information and exercises that foster students' growth as critical thinkers (Asali & Igarria, 2014). Thus, textbooks aid teachers in assisting students in acquiring knowledge and developing their critical thinking skills.

A textbook should provide activities that encourage the students to develop their way of thinking. In designing materials and activities in the textbook, the author should consider the principles of the language of teaching, such as the material design of teaching should provide and help the learners to be mature, more critically astute, more creative, more constructive, more collaborative, more capable, and more confident as a result of the course (Hardwood, 2010, p. 96). It means that activities provided in the textbook are one of the aspects in developing students' thinking which particularly develops a higher-level thinking process.

With the implementation of the 2013 curriculum in the Indonesian educational system, the entire educational system's components and learning materials have undergone a revolution. The Ministry of Education and Culture has tasked a curriculum development center with the responsibility of

publishing a significant number of textbooks covering all subjects and levels of education, including English textbooks. Textbook are nationally published and utilized in accordance with the 2013 Curriculum's implementation. The curriculum's content is geared toward the development of a variety of thinking skills, particularly high-level thinking skills, which are the primary objectives of the learning process. Thus, the role of those who assist learning, particularly those who provide learning resources such as textbooks, must be founded on the High Order Thinking Skill (HOTS).

A High Order Thinking Skill (HOTS) is the ability to process information by analyzing or evaluating, and then creating something from information or ideas that have been learned before. According to Anderson and Kratwhol (2001) in the new revised Bloom taxonomy, high-order thinking skills include analyzing (the ability to break information into parts to explore understanding and relationships between the information), evaluating (the ability to justify a decision or course of action through hypothesizing, criticizing, or judging), and creating (the ability to generate new ideas, products, or services). These skills are difficult because students should use their minds optimally.

Even though HOTS have been applied in the learning materials, there are some textbooks indicate and emphasize low order thinking skills. It can be seen from the several research related to this issue. Sanggenafa & Rini (2016) studied the cognitive domain found on speaking skill questions used in English language textbooks. The data were taken from speaking skill activities in inter-language: English for third grade senior high School based on

Bloom's Taxonomy. The result showed that the book is still in Low Order Thinking Skills (LOTS) especially most of the questions were in "remembering" categories. Another research is conducted by Attiulah (2019), which is about using revised Bloom's Taxonomy to evaluate HOTS in reading comprehension questions of English textbooks for Grade X of high school. The result showed that the majority of reading comprehension questions in the textbook was at the low level of revised Bloom's taxonomy. Moreover, a study conducted by Zaiturrahmi, Kasim, & Zulfikar (2017) examined the analysis of instructional questions in English textbooks for secondary schools. In this study, the researchers took English textbooks from class X semester 1. The researcher focused on analyzing all skill activities including listening, speaking, reading, and writing as the object of this study. The result in this study showed that most of the dominant questions were in the LOTS category, especially in reading and speaking activities.

However, the present study focused on analyzing thinking skills in the speaking activities of the textbooks. The first reason for studying this issue is the importance of speaking skill, High Order Thinking Skills (HOTS), and textbooks in learning English, as previously explained. The second one is that this study wanted to fill the gap in the existing research that mostly focused on analyzing the role of questions, activities, and tasks of other skills (especially reading and writing skills). The third reason is that the researcher wanted to clarify whether or not the activities in the textbook encourage HOTS and

whether the textbook fulfills the objective of the new English teaching curriculum.

Moreover, the researcher chose the textbook which was published by Erlangga titled “Pathway to English” for the eleventh grade as the data of this research. The researcher chose this textbook because it is designed based on the 2013 curriculum and is one of the books approved by the Ministry of Education. The reason for choosing the textbook for the second-grade senior high school is because it consists of many contents which help the researcher analyze more activities and exercises, especially in speaking skill activities.

Hence, this research was conducted to analyze the content of the English textbook titled “Pathway To English” for grade XI based on the cognitive domain level of Bloom’s taxonomy. It analyzed the speaking activities based on categorization of thinking process stated in Bloom’s taxonomy. The research was also to determine whether the speaking skill activities can provoke the thinking skills of the students to be HOTS or LOTS.

B. Identification of the Problem

Speaking skill as the one important part in English involves various complex aspects that require higher order thinking skills. The use of textbooks as a speaking learning tool has a major role in improving students' thinking skills as explained in the 2013 Curriculum that textbooks must contain activities that develop High Order Thinking Skills (HOTS).

Many studies have been conducted to examine thinking skills in the content of English textbooks. However, most of them focus on learning activities other than speaking (mostly reading and writing). Therefore, this study examined the speaking activities in the 2013 Curriculum English textbook for class XI entitled "Pathway to English". It analyzed the speaking activities based on categorization of thinking process stated in Bloom's taxonomy, and determined whether the speaking skill activities can provoke the thinking skills of the students to be HOTS or LOTS.

C. Limitation of Problem

Based on the topics started in the identification of the problem, this research is limited to focus on the cognitive domain levels of revised Bloom's taxonomy. It concerned on the analysis of cognitive domain levels on speaking activities in 2013 curriculum English textbook titled "Pathway To English" for grade XI which published by Erlangga publisher.

D. Formulation of Problem

Based on the limitation of the problem above, the research is formulated in this question: " What kind of thinking skill of the cognitive domain levels is found on the speaking activities in the 2013 curriculum English textbook titled "Pathway To English" for grade XI? "

Research questions:

In reference to the limitation of the problem above, the research problems were formulated as follows:

1. What level of cognitive domain is dominant on the speaking activities in 2013 curriculum English textbook titled “Pathway To English” for grade XI?
2. What cognitive domain thinking skill process is found on speaking activities in 2013 curriculum English textbook titled “Pathway To English” for grade XI?

E. Purpose of the Research

Concerning the research problems, the objectives of the study were:

1. To find out the dominant cognitive level used on speaking activities in 2013 curriculum English textbook titled “Pathway To English” for grade XI.
2. To find out the cognitive domain thinking skill process found on speaking activities in 2013 curriculum English textbook titled “Pathway To English” for grade XI.

F. The Significance of the research

The researcher hoped the result of this study was useful for readers, especially for English teachers, textbook developers, and other researchers. This study is expected for the English teachers to be more selective about a textbook that was appropriate for students’ learning. For textbook developers

and other researchers, this study is aimed to prove the quality of 2013 curriculum English textbook and it became an advice for the textbook developers to make better textbooks in the future. Thus; this research is expected to be a reference for further research.

G. Definition of Key Terms

To avoid ambiguity, the researcher made some key terms related to this research:

1. Cognitive domain

The cognitive domain is a knowledge process that became one of the important aspects in improving students' critical thinking in the learning process.

2. Textbook

A textbook is a particular subject material used by the students and teachers in the learning process. In this research, the source data was from a 2013 curriculum English textbook entitled "Pathway to English" for grade XI published Erlangga Publisher.

3. Speaking Activities

Speaking activities are the kind of activities that taught the students to improve their speaking skills through oral communication exercises, pronunciation, and language comprehension skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion and findings above, it can be concluded that speaking activities in the 2013 curriculum English textbook entitled “Pathway To English” for grade XI was not quite good in terms of cognitive domain levels distribution.

Most of the cognitive domain levels are not discovered in the speaking activities in this textbook. The cognitive domain levels were remembering, understanding, applying. Meanwhile, there was no speaking activity related to the indicators of the analyzing, evaluating, and creating levels. The dominant cognitive domain level in these speaking activities was the remembering level (33 speaking activities).

Furthermore, the cognitive domain thinking skill process on the speaking activities of this English textbook was low order thinking skills criteria. The total of speaking activities relating to low order thinking skills was 42 speaking activities.

B. Suggestion

Following the conclusion above, the researcher gives suggestions related to an analysis of 2013 curriculum English textbook by using Bloom's taxonomy revised, as follows :

1. For teachers

With the research result, the teachers should determine the textbooks which were compatible with the cognitive domains the students must achieve.

2. For textbook developers

Textbook developers must be more careful in designing English textbooks by considering the completeness of the competencies that must be included.

3. For other researchers

The researcher suggested this study as a reference for further researchers who wanted to analyze English textbook

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