



## An Analysis of Cognitive Domain Level on Speaking Activities in 2013 Curriculum English Textbook for Grade XI

Deswita Rahmadani and Aryuliva Adnan

English Department

Faculty of language and arts

Universitas Negeri Padang

Email: [dewitarahmadani@gmail.com](mailto:dewitarahmadani@gmail.com)

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### Abstract

*This research was conducted to find out whether the speaking skill activities in the 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. This table analysis was adapted from Igarria (2014). The result of this research showed that speaking activities in this English textbook were categorized as high-order thinking skills criteria. From 46 speaking activities found in this textbook, the final total of speaking activities that included high order thinking skills were 26 speaking activities (56.52%). The result of the cognitive domains thinking skills process reflected a slight difference because the total speaking activities included low order thinking skills were 20 speaking activities (43.48%). The dominant cognitive domain level found on these speaking activities was the creating level (25 speaking activities).*

### Keywords:

Cognitive domain levels,  
English textbook, Speaking  
activities.

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### INTRODUCTION

English has four fundamental skills: listening, reading, speaking, and writing. 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 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. 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 high-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. Textbooks are nationally published and utilized following the 2013 Curriculum's implementation. The curriculum's content is geared toward the development of a variety of thinking skills, particularly high-order thinking skills, which are the primary objectives of the learning process.

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 previous research related to this issue. One of them is 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.

Based on the problem above, 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 other 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 grade XI 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 this textbook 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 the 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.

## **METHOD**

### ***A. Research Design***

The design of this research was descriptive qualitative in content analysis research. But, this research design was known as content analysis research. The researcher used the content analysis method because the researcher analyzed the content of the textbook, particularly the speaking activities in the 2013 curriculum English textbook for grade XI by using bloom’s taxonomy revised theory.

### ***B. Source of the Data***

The data in this research was the speaking activities of an English textbook entitled “Pathway To English” for grade XI. The textbook was published by Erlangga publisher and is based on the 2013 curriculum.

### ***C. Instrumentation of the Research***

The researcher analyzed the data by using an analysis sheet. The analysis sheet was adapted by Igbaria (2014). The researcher used the analysis sheet after the data was collected. The analysis sheet was used to calculate and evaluate the speaking activities based on the cognitive domain levels of bloom’s taxonomy revised.

**D. Technique of Data Collection**

In collecting the data, the researcher used documentary techniques. First, the researcher read the speaking activities in the English textbook. The researcher identified the speaking activities in the textbook. Then, the researcher coded the speaking activities in the textbook. The last, after coded the speaking activities, the researcher classified the speaking activities in the textbook.

**E. Technique of Data Analysis**

The data was analyzed using the formula of Sudjana and Ibrahim (2001). This formula is used to calculate all the percentages of each cognitive domain level found on the speaking activities in this English textbook. The percentage formula was as below:

$$P = \frac{n}{N} \times 100\%$$

Notes:

P = percentage

n = number of speaking activities found based on the cognitive domain levels

N = the total of speaking activities

**RESULT AND DISCUSSION**

**Research Finding**

*Finding 1*

**1. The Dominant Cognitive Domain Levels Found on Speaking Activities in 2013 Curriculum English Textbook Entitled “Pathway To English” for Grade XI**

No	LEVELS OF COGNITIVE DOMAIN	CHAPTER														TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	REMEMBERING	1	0	1	0	1	0	0	1	0	0	0	0	1	0	5
2	UNDERSTANDING	1	1	1	0	0	2	1	0	0	0	0	0	1	0	7
3	APPLYING	1	2	1	0	0	0	2	0	1	0	0	0	1	0	8
4	ANALYZING	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
5	EVALUATING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
6	CREATING	2	4	4	1	2	2	1	2	3	2	1	1	1	0	25

From the analysis table above, the researcher found only five levels of the cognitive domain in speaking activities of the English textbook. The levels were remembering, understanding, applying, analyzing, and creating. For evaluating level, there was no speaking activity related to this level. The researcher did not find the speaking activities that matched this level. Most of the speaking activities found in all the chapters referred to the creating level. The number of speaking activities belonged to the creating level was 25 speaking activities.

Based on the total points, it can be concluded that the dominant cognitive domain level found on speaking activities in this English textbook was the creating level.

### *Finding 2*

#### **2. The Cognitive Domain Thinking Skill Process Found on Speaking Activities in 2013 Curriculum English Textbook Entitled “Pathway To English” for Grade XI**

<b>Cognitive Domain Thinking Skill Process</b>	<b>Cognitive Domain Levels</b>	<b>Total</b>	<b>Percentages</b>
<b>LOTS</b>	Remembering	5	10.87%
	Understanding	7	15.21%
	Applying	8	17.40%
<b>Total</b>		<b>20</b>	<b>43.48%</b>
<b>HOTS</b>	Analyzing	1	2.17%
	Evaluating	0	0%
	Creating	25	54.35%
<b>Total</b>		<b>26</b>	<b>56.52%</b>
<b>Total of Cognitive Domain Levels</b>		<b>46</b>	<b>100%</b>

From the table analysis above, the researcher found that the cognitive domain thinking skill process used in speaking activities of the English textbook was high order thinking skills. From 46 speaking activities found in this textbook, the final total of speaking activities that included high order thinking skills were 26 speaking activities (56.52%). The result of the cognitive domains thinking skills process reflected a slight difference because the total speaking activities included low order thinking skills were 20 speaking activities (43.48%). Based on the research results, the speaking activities in the textbook was good for students to achieve and improve their language communication skills because it belonged to high order thinking skills.

### ***Discussion***

Based on research findings, the first finding showed that the dominant cognitive domain level in speaking activities of this English textbook was the creating level. From the data analyzed by the researcher, 25 speaking activities belonged to the creating level. The researcher also found only five levels of the cognitive domain in speaking activities of the English textbook. The levels were remembering, understanding, applying, analyzing, and creating. For evaluating level, there was no speaking activity related to this level.

For the second finding, the researcher found that the cognitive domain thinking skill process used in speaking activities of this English textbook was high-order thinking skills. From 46 speaking activities found in this textbook, the final total of speaking activities that included high order thinking skills were 26 speaking activities (56.52%). From the finding, the researcher stated speaking

activities in this textbook reached the standard for the educational objectives of the 2013 curriculum. The speaking activities of this textbook were quite good to generate and attract the students in using their thinking skills process optimally. Speaking activities related to higher-order thinking skills provided opportunities for students to interact effectively in various situations. It also challenged the students to do the activities creatively and improved their language communication skills.

This finding was slightly in line with the research done by Sanggenafa and Rini (2016). The research analyzed the cognitive domain on speaking skill exercises in an English textbook titled “Interlanguage: English for Twelfth Grade Senior High School”. The result of this research showed that only five levels of the cognitive domain were discovered in this textbook. The levels were remembering, understanding, analyzing, evaluating, and creating with applying level was absent. But, the dominant cognitive domain level in this research finding was the remembering level which had a percentage of 76.47%. It means that the book was still in Low Order Thinking Skills (LOTS).

## 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 quite good in terms of cognitive domain levels distribution. The dominant cognitive domain level in these speaking activities was the creating level (25 speaking activities). Furthermore, the cognitive domain thinking skill process on the speaking activities of this English textbook was high order thinking skills criteria. The total of speaking activities related to high order thinking skills was 26 speaking activities (56.52%).

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