

AN ANALYSIS OF SPEAKING ACTIVITIES IN INDONESIAN ELT TEXTBOOK BASED ON COGNITIVE DOMAIN OF BLOOM'S TAXONOMY REVISED

Ingrit Presti Rena¹, Abdul Kodir Al-Baekani², Acep Bahrum Kamil³

Universitas Singaperbangsa Karawang

¹ 1810631060104@student.unsika.ac.id, ² akodir.albaekni@staff.unsika.ac.id,

³ acep.bahrumkamil@fkip.unsika.ac.id

Abstract

Textbook has an essential role as teaching material, especially in learning speaking English. Teachers should use a suitable textbook in their teaching process to meet learning objectives. This study aims to analyze speaking activities based on cognitive domain in the Indonesian ELT textbook endorsed by Indonesian Ministry of Educational and Culture entitled Bahasa Inggris, Think Globally Act Locally untuk SMP/MTS Kelas IX [English for Junior High School Grade IX]. The data was analyzed with content analysis method and collected using documentary technique. The findings show that there were three speaking activities such as reading aloud, role play, and presentation task. Also, there were 57 speaking activities that focused on cognitive domain category. Besides, all categories of cognitive domain did not apply in this textbook. There are only four categories that were applied such as remembering (C1), applying (C3), analyzing (C4), and creating (C6). However, understanding (C2) and evaluating (C5) level categories did not realize in this textbook. Thus, this textbook was not quite good to fulfill learning objectives and the distributions of cognitive domain for the levels.

Keywords: Speaking Activity, English Textbook, Cognitive Domain, Content Analysis

INTRODUCTION

In language abilities, speaking skill has an essential role to conduct effective communication, especially in English learning. As a communication tool in giving some information to others, speaking skills must be taught in the English classroom because speaking is also the most important skill of the four basic skills (listening, writing, speaking, and reading) which can assist people to understand the delivered language (Rifa'at, 2018; Ritonga & Hasnah, 2020). As usual, speaking was taught in real situations. In English Foreign Language (EFL) context, students have difficulty in speaking English fluently in grammatical (Rao, 2019). In fact, most students in Indonesia also experience it (Inayah & Lisdawati, 2017). Therefore, the teacher's role is needed to resolve it by designing learning plans and appropriate tools for the effectiveness of the learning process. In Indonesian education system, textbook becomes material that commonly used by teachers to support their teaching process, especially in speaking activities. Melati et al. (2021) state that there are six speaking activities in English classroom such as acting from script, communication games, discussion, prepared talks, questionnaire, simulation and role play. These activities can be represented in textbooks as teaching and learning materials. It can be used to fulfill the purpose and aims that design to learning needs. In addition, in China, English textbooks included speaking-oriented tasks with some types of speaking activities (Li, 2021). Discussion type was the most used of a speaking-oriented task in this textbook. Other types of speaking activities in the textbooks are presentation tasks, movie dubbing, reading texts, picture descriptions, and so on. All of these types are constructed in online learning. In addition, there are four groups of speaking activity in Indonesian ELT

textbook, such as (1) roleplay; (2) discussion; (3) reading aloud; and (4) presentation (Pradana, 2020). However, the most type usually used is roleplay activity that asked students to speak out based on the written scenarios.

The challenge faced by teachers is when choosing the textbooks that match with the needs of learning in the classroom. Based on the 2013 curriculum, learning has a role in developing students' character and practical activities which consist of knowledge, attitudes, and skills. It also refers to the regulation of the provisions of the curriculum to be able to meet learning objectives. It is in line with Salsabila and Sukirlan (2021) that materials of speaking skill in English textbook for senior high school entitled "Bahasa Inggris" published by PT Gramedia are does not meet the speaking skill criteria established by the education sector or 2013 curriculum. However, this textbook is still compatible to use as a guide for teachers to apply in their classroom. Also, Melati et al. (2021) argues that English textbook for senior high school published by Indonesian Government was suitable with 2013 curriculum syllabus and it assists students to understand English speaking material with basic knowledge. Meanwhile, the English textbook published by Erlangga was quite good to be used in the 2013 curriculum context because it was not suitable for students who have difficulty in learning English or do not have basic competence on it. Suryani (2018) found that speaking activities in junior high school textbook entitled "When English Rings a Bell" was explained more portions than to other skills and also it well used for teachers as teaching material.

Based on these previous, speaking activities in English textbooks at the junior high school or senior high school level still does not fully meet the criteria of the established curriculum and it is also focused on evaluation criteria and 2013 curriculum syllabus (Melati et al., 2021; Salsabila & Sukirlan, 2021). However, in these days, there is a lack of speaking analysis in English textbooks in Indonesia based on cognitive domain of Bloom's revised taxonomy, especially in junior high school grade nine. Through this way, thinking skills of students can be provided that assisted by teachers. Students can build a new knowledge and ideas with their thinking skills (Mizbani & Chalak, 2017).

One of the characteristics of a good professional teacher is designing a plan before carrying out the main task as it is called teaching. To design the implementation of learning, teachers must comprehend the taxonomy. In the educational setting, taxonomy is used by teachers to classify levels in managing processes and objectives of learning. This taxonomy was employed by Benjamin Bloom. Bloom et al. (1956) classified three domains of learning such as a cognitive domain which based on knowledge of the individuals, affective domain based on attitudes and emotions of individuals, and a psychomotor domain based on the skill of individuals.

However, the main focus of the research is about cognitive domain that related to students' cognitive. In learning objectives, the cognitive domain must be covered that affirm intellectual aspects, namely knowledge, understanding, and other thinking skills. Also, it is related to the thinking of learners. This domain aims to advance the mental skills and knowledge acquisition of the individual of learners (LSME, 2019). In the original version by Bloom et al. (1956), the cognitive domain consists of levels, namely knowledge, understanding, application, analysis, synthesis, and evaluation. However, it was revised by Anderson (2001) which include the complex levels for each stage. Whereas, the higher levels codes of the cognitive domain were not applied for the speaking activities in the textbook. However, this textbook is recommended to use by teachers and students which is designed the content of materials with objectives to engage students' skills.

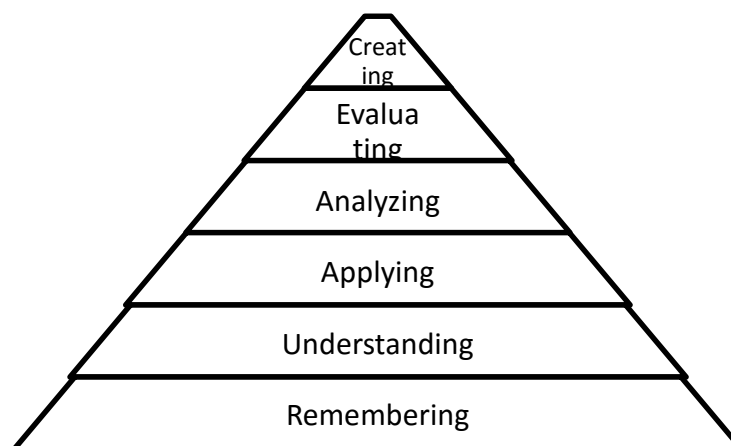


Figure 1. Bloom's revised taxonomy (Anderson and Krathwol, 2001)

The levels of the cognitive domain of Bloom's taxonomy revised included (1) remembering: recalling previously specific information and knowledge in memory, (2) understanding: comprehending and explaining the meaning, translation, and interpretation of instruction, (3) applying: executing new ideas or situations into novel situations, (4) analyzing: breaking the materials or information into simpler parts, (5) evaluating: making judgements about value of information through in-depth reflection, (6) creating: Build or creating a new pattern of elements through producing or planning. Therefore, it is necessary to examine speaking activities focusing on cognitive domain in the national ELT textbook. Moreover, the students can think critically and speak fluently in real situations and teachers be able to choose suitable teaching material. Thus, the level of cognitive domain assists teachers in determining the activity that is appropriate to teachers' needs.

METHOD

The This present study adopted content analysis research to analyze speaking activities on Bloom's taxonomy cognitive domain in the ELT textbook. This design was used to simplify the analysis of speaking activities in the textbook. Besides, content analysis is a research method designed to focus on the context of data to make it replicable and valid (Krippendorf, 2013). Also, this method is applied to visual or written data to identify materials with specific characteristics. In other words, the material of the text could be analyzed in specific way. The researcher followed several steps to find out the results through content analysis. First, the researcher selects a textbook based on the criteria of textbook quality checklist adapted by Handayani (2016) and Wachidah et al. (2018). Second, each chapter of the chosen textbook was identified to examine the material for speaking activities. Third, those finding material was coded with cognitive domain levels (Anderson, 2001). Then, classified and connected the data to the theory. Fourth, the data was calculated with a formula to figure out the percentages. Last, the researcher describes the result of the analysis.

In this study, the analysis text is an Indonesian ELT textbook authorized by Indonesian Ministry of Education and Culture. The textbook entitled Bahasa Inggris, Think Globally Act Locally untuk SMP/MTS Kelas IX [English for Junior High School Grade IX] is written and designed based on the 2013 curriculum. It consists of 11 chapters and 218 pages. This textbook is applied to all junior high school students and teachers in Indonesia. The following criteria of the textbook are selected such as:

1. The textbook is written by Indonesian author who comprehend about Indonesian education context.

2. The English textbook is published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.
3. Each chapter contains of social function, text structure, language features, basic competence, and four English basic skills, especially speaking skill.

To analyze the data, the researcher used the documentary technique designed by Rahmadani and Adnan (2021). In order to analyze speaking activities, several procedures are taken. First, the researcher identifies the speaking activities in each chapter in the textbook. Second, each finding material of speaking activities will be coded. Last, the coded data was classified by researcher based on levels of cognitive domain levels theory.

The data was analyze using a percentage formula designed by Sudjana (2002) that calculate each cognitive domain level percentages which launch on the speaking activities in the textbook. It calculates with the following percentage formula:

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

Notes:

P = percentage

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

N = the total of speaking activities

RESULTS AND DISCUSSION

Results

The The main purpose of this analysis is to examine speaking activities in the Indonesian ELT textbook based on the cognitive domain of Bloom’s taxonomy revised. Anderson (2001) revised the cognitive domain level of Bloom that consists of six levels; remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6). These levels started from easy to difficult abilities. The results of the analysis were grouped and codified according to the cognitive domain levels to achieve the total and percentage. Additionally, the researcher finds out the activities by focusing on the previous theories. The following table is the levels of cognitive domain from speaking activities in English Textbook entitled “Think Globally Act Locally” for grade IX.

Table 1. The Total and Percentage of Speaking Activities Based on Cognitive Level

No	Levels of Cognitive Domain	Chapter											Total	Percentages	
		1	2	3	4	5	6	7	8	9	10	11			
1	Remembering	1	2	1	4	2	2	2	2	3	1	1	21	36.8%	
2	Understanding	0	0	0	0	0	0	0	0	0	0	0	0	0%	
3	Applying	4	2	3	2	3	2	0	2	4	0	0	22	38.5%	
4	Analyzing	0	0	1	0	0	0	3	0	3	0	0	8	14.03%	
5	Evaluating	0	0	0	0	0	0	0	0	0	0	0	0	0%	
6	Creating	0	1	0	2	2	0	0	0	1	0	0	6	10.5%	
Total of Cognitive Domain Levels														57	100%

Based on the analysis table above, there were four levels of cognitive domain of speaking activities in the English textbook published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud* such as remembering (C1), applying (C3), analyzing (C4), and creating (C6). In addition, there were no speaking activities on understanding (C2) and evaluating (C5) levels. It was considered by finding out the speaking activities that did not match the levels. The total of speaking activities based on cognitive domain levels is 57 activities. The cognitive level of applying (C3) is the highest level of speaking activities in the textbook. It covers 38.5% with a total of 22 activities. Besides, the level of remembering (C1) covers 36.8% with 21 activities. This level appeared in each chapter of the textbook. The cognitive level for analyzing (C4) was found to have eight activities by 14.03%. Meanwhile, the lowest level is creating (C6) with six activities by 10.5%.

As stated above, the cognitive level of speaking activities in Indonesian ELT textbook entitled “Think Globally Act Locally” for grade IX only consist of four level including remembering (C1), applying (C3), analyzing (C4), and creating (C6). The following are speaking activities based on the cognitive levels in this textbook.

1. Reading Aloud

In order to build students’ comprehension, each chapter offers the activity through instructions text. Reading aloud activity asks students to read aloud a monologue or text after teachers said to the whole class (Pradana, 2020). This activity appertains to the cognitive level of remembering (C1). Remembering is cognitive level category that recall previously material with long-term memory. In this level, such key verbs that used are define, describe, identify, recall, reproduce, state, recognize, and match. In addition, this textbook contains reading aloud activity in every chapter in total 21 activities. The following is one of the data on cognitive level of remembering in chapter IV (*This Is How You Do It!*).

As seen in Figure 1. (chapter IV, p.54), a picture shows three steps in the activity. Each step

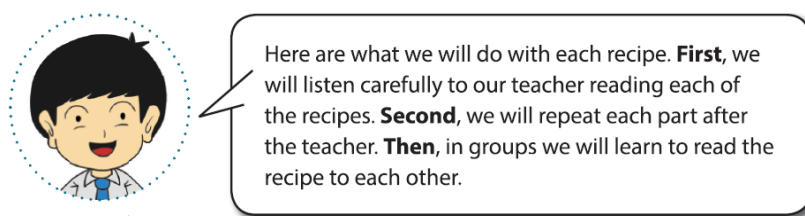


Figure 2. Example instruction in Chapter IV, p. 54.

state key verbs that relate to remembering level such as *listen, repeat, and read*. These verbs require students’ ability to recall the recipe that teacher said. Students were asked to listen and repeat each part of the recipe and work in groups to learn how to read it. This activity can assist in increasing students’ speaking ability and their confidence.

2. Role Play

Another speaking activity in this textbook is playing the role. Through this activity, students follow the role in the text or put themselves in imaginary situation in order to practice in real life. Role play relate to cognitive level of applying (C3). This level category has action words include apply, construct, demonstrate, modify, discover, manipulate, prepare, produce, use, operate. In this textbook, role play activity consisted of 12 activities in several chapters.

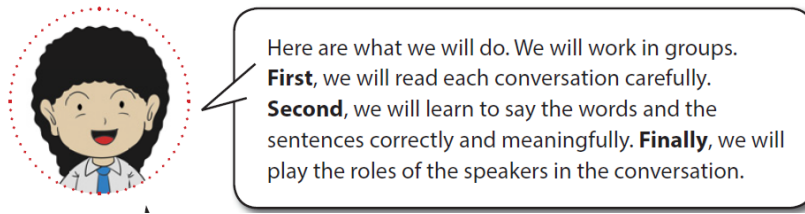


Figure 3. Example instruction in Chapter V, p.100.

Based on Figure. 2 (chapter V), students have been instructed to read first the conversation and say it correctly. After that, students play the roles of the conversation loudly. The steps of this activity related to applying category that ask students to demonstrate the speakers of the conversation. Thus, it can improve students' competencies in speaking English in the classroom or daily life.

3. Presentation Task

The most effective activity to increase speaking fluency and accuracy is through presentation task (Yahay & Kheirzadeh, 2015). In this way, students learn how to stringing words orally in front of the class. According to the data, presentation task of this textbook reflected on two cognitive level such as analyzing (C4) and creating (C5). Additionally, the level of analyzing has some action verbs include analyze, break down, compare, contrast, diagram, map, deconstruct, identify, select, illustrate. Also, the keywords of creating level include categorize, combine, create, modify, organize, write, rewrite, explain. Besides, the total of presentation task activity in this textbook are 17 activities.

The following data (see text. 1) indicate the speaking activity that work in groups. Students asked to select the two of three texts about animals that live in Indonesia; dragonfly and damselfly, grasshopper, and fish. In group, students analyze the facts of the text to fill in the tables. Then after that, write or type the result of the analysis in notebook or a computer. To complete the guidance, students must have an ability to present their work in front of class. As stated above, the key verb of this instruction is *analyze* that concern of analyzing (C4) category.

Text 1: Instruction in chapter IX (*What is it?*), p. 176

Here are what we will do. We will work in groups. First, we will choose two from three text to be **analyzed**. Second, we will discuss to fill in the tables with the facts stated in the text. Then, every one of us will handwrite the analysis in the notebook or type it on a computer. Finally, in our group we will learn to **present** our analysis of the two text orally to each other.

The second example of the presentation task (see text. 2) shows instruction to focus on the stories; *Sangkuriang* and The Golden Star-Fruit Tree. It was group work. Students are asked to identify the part of the character's introduction in the stories and write them on a paper. The result of the analysis should share loudly in the class. Based on this activity, the objective of learning is to gain students to analyze the text which refers to the cognitive domain level of analyzing (C4).

Text 2: Instruction in chapter VII (*Sangkuriang*), p. 142

First, we will **identify** the parts where the characters in 'Sangkuriang' and in 'The Golden Star-Fruit Tree' are introduced. Second, we will handwrite our findings on a piece of paper with the

heading 'The sentences to introduce the scenes and characters'. Then, we will **share** our work loudly and clearly to the class.

Text 3: Instruction in chapter II (*Let's live a healthy life*), p. 28

First, we will **write down** what to and not to do in each place, with the purposes. Here we can use English or Bahasa Indonesia. Second, we will discuss to state each sentence in English. Third, every one of us will handwrite the sentences on a piece of paper. Finally, we will **present** our group's work to the class orally.

Another text (see text. 3) in the presentation task shows an activity that requires student's critical thinking to determine something to and not to do in three places; (1) the kitchen, (2) the library, and (3) in the market. Students should state the finding in English in their notebook and share the result in front of the class orally. The use of keyword; write down indicated the cognitive level of creating (C6). Furthermore, the action verb of present in the last sentence demonstrates presentation ability in order to explain the result and its purpose of each place in the class. As the previous activity, through this activity, students can build their confidence and critical thinking in speaking ability. Also, it assists students to know each other with classmates by cooperating in teamwork.

The presentation task gives an opportunity for students to decrease difficulties in speaking English. Students can prepare their presentation with full of preparation. However, it was not only how students present the task but they should organize the material that will be present clearly and manage the time of the presentation (Imaniah, 2018). Thus, student present the presentation well.

Discussion

As stated above, there are three speaking activities in this textbook that are analyzes based on Bloom's cognitive domain level revised by Anderson (2001). Each activity has different objectives that be observed on the action verbs or keywords of cognitive level. In addition, it can support teachers to choose effective activities in their teaching process. In other words, this textbook did not totality represent the cognitive domain level as stated by Anderson (2001). It was only four of six categories that were designed in this textbook. A lack of understanding (C2) and evaluating (C5) categories in speaking activities can affect the learning process in that students did not have a full opportunity to understand and evaluate the carried-out activity. However, it can be overcome with activities that fit into the 4 categories (remembering (C1), applying (C3), analyzing (C4), and creating (C6)) in this book. The teacher can develop the existing activity for gaining the undefined category, understanding (C2) and evaluating (C5) in accordance with learning needs.

On the other hand, the result of speaking activities was determined as stated by Melati et al. (2021), Li (2021), and Pradana (2020). All of the activities such as reading aloud, role play, and presentation task were designed to give an opportunity for students to practice their speaking and communication in English and develop their critical thinking. Also, teamwork or group work in several activities assists students to build contributions to the activity. It can be seen that this textbook can help the students in learning and practicing speaking. In order to meet the learning objectives, each chapter of this textbook was quite good to represent the speaking activities that affect students' abilities based on the cognitive domain of Bloom's taxonomy. Thus, the textbook can be an option for teachers as teaching material for teaching speaking in the class even though it did not represent all of the categories of the cognitive domain.

CONCLUSION

Based on the result of the findings and discussion, it can be concluded that there were only four of six categories that applied in this textbook. This study has identified four levels of cognitive domain such as remembering (C1), applying (C3), analyzing (C4), and creating (C6). However, understanding (C2) and evaluating (C5) level categories did not realize in this textbook. Meanwhile, there were only three speaking activities that were applied in the English textbook entitled *Bahasa Inggris, Think Globally Act Locally untuk SMP/MTS Kelas IX* such as reading aloud, role play, and presentation task. Thus, it can be seen that the textbook was not quite good to meet the learning objective of learning English. Also, the textbook was not suitable for distributions of cognitive domains for all levels such as remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6). In spite of its deficiency, this textbook can assist teachers to apply and choose the activities for the teaching process. Also, students are able to increase their speaking ability.

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