CONTENT ANALYSIS OF COGNITIVE DOMAIN IN SENIOR HIGH SCHOOL ENGLISH TEXTBOOK

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Abstract: The purpose of this study is to determine the types of cognitive domain, in Senior High School English Textbook uses WH-questions based on Revised Bloom's Taxonomy, as well as the distribution of higher and lower order thinking skills in WH-questions. The descriptive qualitative method uses to perform this investigation. The data of this research are WH-questions in Buku Guru Bahasa Inggris for grade 10th Senior High School with 2013 Curiculum published by Kementerian Pendidikan dan Kebudayaan, After examining the data, the findings of this study reveal that the Wh questions in the textbook did not cover all of the cognitive domains: (C1) 66.66%, (C2) 33.33%, (C3), (C4), (C5) and (C6) 0%. The distribution of low-order thinking, Remembering (C1) 28 questions and understanding (C2) 14 questions, include 42 questions 100%. There are no issues in the distribution of high-order thinking skill such as analyzing, evaluating, and creating (0%). It finds that the distribution of high and low thinking skills in WH-questions in Buku Guru Bahasa Inggris for grade 10th Senior High School is unbalance.

INTRODUCTION

English is an international language. Language can't be isolated from human lives and societies, according to (Kamagi et al, 2018) because language is a system of arbitrary vocal symbols utilized for meaningful and articulate communication (Rombepajung, 2019). Furthermore, (Liando, 2009) states that "Indonesia has adopted English as a tool of communication to establish relationships with other countries". According to the statement, English is a foreign language that must be

learned. English is taught from kindergarten to college (Lengkoan & Rombepajung, 2022). Furthermore, English is taught in schools, and one of the main objectives of education is to help pupils develop and strengthen their critical thinking skills. Nowadays, critical thinking is a hot topic (Karisi et al, 2021). Politician talks about it, businesses demand it, and colleges and universities try to educate it. (Thorndahl & Stentoft, 2020). Furthermore, (Alexander et al, 2010) stated that developing and enhancing learners' capacity to think critically about their knowledge, action, and belief is an essential goal in education. According to the statements above, one of the main goals of education is to develop and improve students' ability to critically evaluate their own information, behavior, and belief.

The purpose of teaching English is critical teachers cannot know how to simplify students' learning activities if they do not have a clear purpose. One of the components required to achieve the teaching and learning objectives is the best way to engage in a learning activity is to provide the right materials (Liando & Tatipang, 2022). Educating and textbooks, workbooks, and handouts can all be used to impart learning content. The instructional materials, which come from a variety of sources but are all supportive as a group, they form a unit.

As stated by (Ur, 2009) that a textbook provides a clear framework; teacher and learners know where they are studying and what is the next, so that there is a sense of structure and progress. The statement states that there is no doubt that the textbook aids teachers and students as a learning resource in the English teaching and learning process.

Indonesia developed a new curriculum that focused on four domains: spiritual, social interaction, cognitive, and skills (Lengkoan et al, 2019). According to the researcher's educational purpose, English as a foreign language (EFL) textbooks should be produced in tandem with the educational goal or curriculum so, students become more responsible and creative learners who are better at using language. As a result, many books for pupils at various levels of education, from elementary to

senior high school, have been released. There is a set of English course books called "Buku Guru Bahasa Inggris" 10th grade among these publication. As a result, the researcher chose to explore the cognitive domain area using buku guru Bahasa Inggris a series textbook for 10th grade. Furthermore, the researcher are interested in learning how these books aid teachers in developing students' thinking skills and how they lead pupils to use the different levels of Bloom's Taxonomy's cognitive domain for the development of accurate thinking abilities. This will be determined by looking over all of the WH-questions in the textbook.

Bloom Taxonomy is mentioned in the cognitive realm of educational aims. Dr. Benjamin Bloom conceived and introduced Bloom's Taxonomy at the beginning of 1956. Mentioned by (Orey, 2010) it is the structure that distinguishes between low and high levels of skill. Bloom Taxonomy's goal is straightforward: it assists teachers in achieving their educational objectives. (Lalogiroth and Tatipang, 2021) The cognitive domain vocabulary as well as Bloom's Taxonomy have been revised in Revised Bloom's Taxonomy, the cognitive domain has been changed from a noun to a verb, which includes remembering, understanding, applying, analyzing, evaluating, and creating. (Igbaria, 2013) The researcher believes that one of the most essential components of textbook in enhancing students' thinking skills is the use of questions. Teachers must teach pupils how to think critical and apply higher-order thinking skills (Paranduk et al, 2021). Based on the explanation above, the researcher choose to examine the Cognitive Domain of the Revised Bloom's Taxonomy of WH-question in "Buku Guru Bahasa Inggris" for tenth grade senior high school. As a result, this research will look at the content of an English Textbook to see how it influences students' thinking. This examination assess whether the book only encourages and fosters students, or whether it genuinely encourages and develops their capacity to employ higher thinking abilities.

RESEARCH METHOD

Research Design

This study used descriptive qualitative research. Qualitative research, according to (Arikunto, 2019), was a comprehensive image and depth knowledge rather than a numeric examination of data. As a result, rather than using statistical calculations, this investigation was reported in words. This study's data was analyzed using document or content analysis. According to (Ary et al, 2010), content or document analysis is a research method used to examine textual or visual resources in order to discover specific features. Textbooks, newspapers, movies, and other forms of documents can all be studied.

The reading examination in this subject is based on the Buku Guru Bahasa Inggris Edisi revisi 2016, kurikulum 2013. The researcher collect the WH-questions from the textbook and use a basic statistical calculation to determine each level of Revised Bloom's taxonomy.

Research Instrument

The researcher creates a guide for the levels of questions based on Bloom's taxonomy's cognitive domain. This guide offers a discussion of each question's level as well as its criteria. The researcher able to calculate the frequencies of each level of the question in the textbook using this tool.

Knowladge (C1): It is defined as recalling previously taught information. This could include recalling a vast range of knowledge, from individual facts to full theories, but all that is required is that the proper knowledge has brought to mind. In the cognitive domain, knowledge is the lowest level of learning outcomes.

Comprehension (C2): It is defined as the ability to comprehend information. Converting information from one form to another (words to numbers), interpreting information (explaining or summarizing), and forecasting future trends (predicting consequences or effects). These learning outcomes represent the lowest level of

understanding and go beyond simply remembering the material. Information comprehension Recognize the significance put your knowledge into a new context. The facts should be interpreted, compared, and contrasted. Causes should be ordered, grouped, and inferred. Predict the outcome.

Application (C3): It refers to the ability to apply what you've learned in new and practical situations. This can include the application of rules, methods, concepts, principles, laws, and theories, among other things. This area of learning necessitates a higher level of comprehension than comprehension. In new situations, apply methods, concepts, and theories to solve problems.

Analysis (C4): It refers to the ability to break down the material into its constituent parts in order to comprehend its organizational structure. This may entail part identification, analysis of part relationships, and recognition of the underlying organizational principles. Because they require an understanding of both the content and the structural form of the material, learning outcomes here represent a higher intellectual level than comprehension and application. Recognizing patterns parts organization Recognizing hidden meanings Identifying components.

Synthesis (C5): It refers to the ability to join disparate parts to create a new whole. This could entail creating a one of a kind communication, a detailed operational plan (research proposal), or a set of abstract relationships (scheme for classifying information). In this area, learning outcomes emphasize creative behaviors, with a focus on the creation of new patterns or structures. Make use of old materials. Generating new ideas from existing ones Relating knowledge from other fields predicting and drawing conclusions.

Evaluation (C6): It has to do with the ability to assess the value of a material for a specific purpose. The decisions must be based on specific criteria. These criteria may be internal (organizational) or external (relevance to the purpose), and the student may choose or be given them. This category of learning outcomes is at

the top of the cognitive hierarchy because it includes elements from all of the other categories, as well as conscious learning. Judgments of worth based on well-defined criteria Compare and contrast ideas; evaluate theories and presentations; make decisions based on reasoned argument; verify the value of the evidence recognize the importance of subjectivity.

Data Collection

The data collect after all of the data from the English textbook has been collected. The following steps were used to examine the data:
1. Identifying the entire WH-questions from the tenth grade English textbook.
2. Bloom's Taxonomy was amended to classify the WH-question into six levels.
3. Counting how many of each cognitive level's WH-questions will be used in the textbook.

Data Analysis

Buku Guru Bahasa Inggris Kelas X is the title of the textbook that is analyzed by the researcher. The author of the textbook are Utami Widiati, Zuliati Rohmah, dan Furaidah. Furthermore, the textbook is published by Kementerian Pendidikan dan Kebudayaan.

FINDINGS AND DISCUSSION

It was supposed to provide an answer to this issue. Examine whether the Revised Bloom's six levels of cognitive domains, whether or not a taxonomy has been used.

Table Cognitive Domain of WH questions in Buku Bahasa Inggris (Low And High Order Thinking Skills)

Ch	No	Questios	COGNITIVE DOMAIN					
			Low Order Thinking Skills		High Order Thinking Skills			
			C1	C2	C3	C4	C5	C6
1								
	1	How does Hannah contact Alia?	✓					
	2	Where does Hannah study?	✓					
	3	What are Hannah's hobbies?	✓					
	4	What animal does she have?	✓					
	5	What profession she like to have after graduated from her school?	✓					
	6	What are her hobby?	✓					
	7	Where is she from?	✓					
	8	Where does Saidah study?	✓					
	9	What are Saidah's hobbies?	✓					
	10	What profession would she like to have later?	✓					
	11	How does she know Indonesia?		✓				
6	12	How long the writer and Dinda been friend?	✓					

	13	Who is being described in the text?	✓	
	14	What does Dinda like?	✓	
	15	What are her favourite clothes?	✓	
	16	What kind of t-shirs does she like?	✓	
	17	Why do many friends enjoy Dinda company?	✓	
	18	What is Dinda's habit?	✓	
	19	What is Dinda hobby?	✓	
	20	What does the writer feel about Dinda?	✓	
	21	Why do people use descriptive text?		✓
9	22	Why did they boy to sneak out of Surabaya?	✓	
	23	What was the boy's experience about?		✓
	24	Where did he have to go?	✓	
	25	Who accompanie d him?	✓	
	26	How did theygo to thenext	✓	

		town and keep themselves safe from enemie?		
	27	Why didn'they take the main road?	✓	
	28	Whatwould have happened ifthey had met the British Army		✓
	29	What do you think about the villager liven near the forest?		✓
	30	Why do thinkthey were determined to continu their trip?		✓
	31	Why did thevillagers ofer them to continue the trip the next morning?		✓
	32	What can you tell the boy's and his friend personality?		✓
	33	Why did the villager offer them to continue the trip the next morning?		✓
15	34	How many tips are offered by psychologist	✓	

No	Question		
	s? What are they?		
35	What is the text mainly about?		✓
36	What is the evidence about the need practicing before examinations?	✓	
37	How can remembering classroom scene help ss perform better?	✓	
38	Why can listeni'to music help prepare for examinations?	✓	
39	What kind of music might help?		✓
40	What shouldbe done the night before examinations?		✓
41	What is the social function ofthe text?		✓
42	Where can you probably find this kinds of text?		✓
		28	14

Figures and Tables

Place titles of Figures after the figures and Tables preceding them using Book Antiqua Style, centered, the title should be bold and *italic*.

Table 1. Number of articles published in E-Clue

Year	No → Bold	
2005	7	
2006	5	
2007	5	The font of the table is Book
2008	6	Antiqua Style
2009	6	
Total	29	

CONCLUSION

Conclusions are reached after examining the data and elaborating on the findings. Drawn in the following manner: The kinds of the cognitive domain of Revised Bloom's Taxonomy are divided into lower order thinkng skill (remember, understand, apply) and higher order thinking skills (analyze, evaluate, create). In Buku Guru Bahasa Inggris for Grade 10th Senior High School the finding of this study reveale that the Wh questions in the textbook did not cover all of the cognitive domain, they are only (C1) 66.66% and (C2) 33.33%.

In Buku Guru Bahasa Inggris grade 10th, the proportion of each level was unbalanced. The biggest percentage belonged to the C1 (66,66%), followed by the C2 (33,33%), and the (C3), (C4), (C5) and (C6) 0%. The distribution of lower order thinking questions, which included remembering (28 questions) and understanding (14 questions), included 42 questions (100%). There are no questions in the

distribution of higher order thinking skills such as analyzing, evaluating, and creating (0%), it can be concluded that the WH-questions in the textbook did not train students to think critically

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