

ABSTRACT

NELVI SARI. 2019. Cognitive Domain in “Bright” English Textbook for 8th Grade Junior High School Students. *Skripsi*. Jakarta: English Education Study Program, Faculty of Languages and Arts. Universitas Negeri Jakarta. February 2019.

Cognitive domain deals with the development of understandings, intellectual abilities and skill. The development of thinking skills should be articulated in the textbooks by applying the cognitive process and knowledge in the learning activities included reflections which exist in the textbook. The Bloom’s Revised Taxonomy (BRT) is a useful instrument for textbook evaluation and appropriate tool to analyze the cognitive process and knowledge in the textbook. This study aims to find out the cognitive domain in the learning activities of the textbook. This qualitative study employs content analysis as a method. The data comprises 285 learning activities and 54 reflections from the textbook are codified in reference to the cognitive domain in Bloom’s Revised Taxonomy proposed by Krathwohl (2002). The finding reveals that all the cognitive process and knowledge are used in the learning activities which are Analyze with 117 times happened, Apply with 71 times happened, Remember with 70 times happened, Create with 40 times happened, then Understand with 35 times happened, and Evaluate with 8 times happened. Then, there are four cognitive knowledge distributions are used in the learning activities and reflections, Conceptual Knowledge has 37,89 %, Procedural Knowledge has 34,61 %, Factual Knowledge has 27,35 % and Metacognitive Knowledge has 18,57 %. The finding indicates that the learning activities and reflections provided in the textbook are still on the lower level of Bloom’s Revised Taxonomy. This study implies to textbook authors and teachers to be selective in providing the learning activities in the textbook.

Keywords: Textbook, learning activities, cognitive domain.

ABSTRAK

NELVI SARI. 2019. Ranah kognitif domain pada “Bright” Buku Pelajaran Bahasa Inggris untuk siswa kelas 8 Sekolah Menengah Pertama. Skripsi. Jakarta: Program pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Jakarta. Februari 2019.

Ranah kognitif berhubungan dengan pengembangan pemahaman, kemampuan dan keterampilan intelektual. Pengembangan keterampilan berpikir semestinya diartikulasikan dalam buku pembelajaran dengan menerapkan ranah kognitif proses dan pengetahuan pada kegiatan yang tersedia dalam buku tersebut. Taksonomi Bloom yang direvisi (BRT) merupakan instrumen yang berguna untuk evaluasi buku pembelajaran dan alat yang tepat untuk menganalisis proses kognitif buku pembelajaran. Penelitian ini bertujuan untuk mengetahui proses kognitif dan pengetahuan pada kegiatan pembelajaran pada buku “*Bright*”. Penelitian kualitatif ini menggunakan analisis konten sebagai metode. Data penelitian terdiri dari 285 kegiatan pembelajaran dan 54 refleksi pada buku pelajaran yang dikodifikasikan mengacu pada kognitif proses dan pengetahuan berdasarkan Taksonomi Bloom yang direvisi oleh Krathwohl (2002). Hasil penelitian mengungkapkan semua proses kognitif digunakan dalam kegiatan pembelajaran diantaranya Menganalisis dengan 117 kali kemunculan, Menerapkan dengan 71 kali kemunculan, Mengingat dengan 70 kali kemunculan, Membuat dengan 40 kali kemunculan, Mengerti dengan 35 kali kemunculan, dan Mengevaluasi dengan 8 kali kemunculan. Kemudian, ukuran pengetahuan yang didistribusikan dalam buku ini adalah Pengetahuan Konsep dengan persentase 37,89 %, Pengetahuan Prosedur dengan persentase 34,61 %, Pengetahuan Fakta dengan persentase 27,35 %, dan Pengetahuan Metakognitif dengan persentase 18,57 %. Hasil menunjukkan, kegiatan pembelajaran yang terdapat di dalam buku masih berada pada tingkat rendah menurut Taksonomi Bloom yang direvisi.

Penelitian ini berimplikasi pada penulis buku dan guru untuk lebih selektif dalam menyajikan kegiatan pembelajaran pada buku pelajaran.

Kata kunci: Buku pelajaran, kegiatan pembelajaran, kognitif domain.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahiim. First of all, in this valuable chance I would like to express my gratitude to Allah SWT for all the blessing that allows me to complete this skripsi entitled “Cognitive Domain in “Bright” English Textbook for 8th Grade Junior High School Students” as the final requirement in accomplishing undergraduate degree at English Language Education Department in Universitas Negeri Jakarta.

My sincere gratitude goes to my first advisor, Prof. Dr. Ilza Mayuni, M.A and my second advisor Lasito, M.App.Ling who provides valuable guidance, help and support from the very early stage of this study as well as giving extraordinary experience throughout the past few months. All lecturers of English Department, thank you very much for your time to share your great knowledge and great experiences to me.

A very special thanks to my family; Bapak, Ibu, Uni Novi, Sri, Salman, thank you for all prayers, advices and supports. All my best friend, thanks for the support and advices on my *skripsi*. I would like to thank my dearest Desfriadi Riswanto for being so understanding, supportive while I was working on my *skripsi*.

Last but not least, I would like to thank 14 DB and everybody whose named cannot be mentioned one by one, who contributed in completing this *skripsi*. This *skripsi* cannot be considered as a perfect masterpiece, but it is expected to be useful not only for the writer, but also for the readers. Therefore, any suggestion and critics are welcomed.

Jakarta, Februari 2019

Nelvi Sari

TABLE OF CONTENT

LEMBAR PENGESAHAN	i
LEMBAR PERNYATAAN	ii
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI	iii
ABSTRACT	iv
ABSTRAK	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENT	ix
LIST OF TABLES	xi
CHAPTER I INTRODUCTION	
1.1 Background of the Study	1
1.2 Research Question	5
1.3 Purpose of the Study	5
1.4 Scope of the Study	5
1.5 Significance of the Study	6
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Textbook	7
2.2 Learning Activities	8
2.3 Textbook Evaluation	10
2.4 Cognitive Domain	11
2.1.1 Concept of Cognitive Domain	11
2.1.2 The Level of Cognitive Process Dimension of Bloom's Revised Taxonomy	13

2.1.3 The Level of Cognitive Knowledge Dimension of Bloom’s Revised Taxonomy.....	16
2.5 Previous Study	17
2.6 Conceptual Framework.....	19
CHAPTER III METHODOLOGY	
3.1 Research Design	21
3.2 Time and Place of the Study.....	22
3.3 Data and Data Source	22
3.4 Research Instrument	22
3.5 Data Collection Procedure.....	25
3.6 Data Analysis Procedure.....	26
CHAPTER IV FINDINGS AND DISCUSSION.....	
4.1 Data Description	28
4.2 Findings	29
4.2.1 The Cognitive Process in the Learning Activities and Reflections	30
4.2.2 The Cognitive Knowledge in the Learning Activities and Reflections	65
4.3 Discussion.....	85
CHAPTER V CONCLUSION AND RECOMMENDATION.....	
5.1 Conclusion	89
5.2 Recommendation	95
REFERENCES	
APPENDIX.....	

LIST OF TABLE

Table 3.1	: The Criteria of Learning Activities and Reflections in Terms of Bloom Revised Taxonomy Proposed by Krathwohl (2002)	23
Table 3.2	: The Cognitive Process Dimension in the Learning Activities and Reflections in Terms of Cognitive Domain in Bloom's Revised Taxonomy.....	25
Table 4.1	: Total Categories of Cognitive Process Used in the Learning Activities and Reflections of Chapter 1-16	30
Table 1	: Categories of Cognitive Processes Used in the Learning Activities and Reflections of Chapter 1.....	37
Table 2	: Categories of Cognitive Processes Used in the Learning Activities and Reflection of Chapter 2.....	39
Table 3	: Categories of Cognitive Processes Used in the Learning Activities and Reflections of Chapter 3.....	40
Table 4	: Categories of Cognitive Processes Used in the Learning Activities and Reflections of Chapter 4.....	42
Table 5	: Categories of Cognitive Processes Used in the Learning Activities and Reflections of Chapter 5.....	43
Table 6	: Categories of Cognitive Processes Used in the Learning Activities and Reflections of Chapter 6.....	46
Table 7	: Categories of Cognitive Processes Used in the Learning Activities and Reflections of Chapter 7.....	48

Table 8	: Categories of Cognitive Processes Used in the Learning Activities and Reflections of Chapter 8.....	50
Table 9	: Categories of Cognitive Processes Used in the Learning Activities and Reflections of Chapter 9.....	52
Table 10	: Categories of Cognitive Processes Used in the Learning Activities and Reflections of Chapter 10.....	53
Table 11	: Categories of Cognitive Processes Used in the Learning Activities and Reflections of Chapter 11.....	54
Table 12	: Categories of Cognitive Processes Used in the Learning Activities and Reflections of Chapter 12.....	56
Table 13	: Categories of Cognitive Processes Used in the Learning Activities and Reflections of Chapter 13.....	58
Table 14	: Categories of Cognitive Processes Used in the Learning Activities and Reflections of Chapter 14.....	61
Table 15	: Categories of Cognitive Processes Used in the Learning Activities and Reflections of Chapter 15.....	62
Table 16	: Categories of Cognitive Processes Used in the Learning Activities and Reflections of Chapter 16.....	64
Table 4.2	: Total of Cognitive Knowledge in the Learning Activities and Reflections of Chapter 1-16.....	65
Table 1	: Levels of Cognitive Knowledge Used in the Learning Activities and Reflections of Chapter 1	67

Table 2	: Levels of Cognitive Knowledge Used in the Learning Activities and Reflections of Chapter 2	68
Table 3	: Levels of Cognitive Knowledge Used in the Learning Activities and Reflections of Chapter 3	69
Table 4	: Levels of Cognitive Knowledge Used in the Learning Activities and Reflections of Chapter 4	70
Table 5	: Levels of Cognitive Knowledge Used in the Learning Activities and Reflections of Chapter 5	71
Table 6	: Levels of Cognitive Knowledge Used in the Learning Activities and Reflectionsof Chapter 6	72
Table 7	: Levels of Cognitive Knowledge Used in the Learning Activities and Reflections of Chapter 7	74
Table 8	: Levels of Cognitive Knowledge Used in the Learning Activities and Reflections of Chapter 8	75
Table 9	: Levels of Cognitive Knowledge Used in the Learning Activities and Reflections of Chapter 9	76
Table 10	Levels of Cognitive Knowledge Used in the Learning Activities and Reflections of Chapter 10	77
Table 11	: Levels of Cognitive Knowledge Used in the Learning Activities and Reflections of Chapter 11	78
Table 12	: Levels of Cognitive Knowledge Used in the Learning Activities and Reflections of Chapter 12	80

Table 13	: Levels of Cognitive Knowledge Used in the Learning Activities and Reflections of Chapter 13	81
Table 14	: Levels of Cognitive Knowledge Used in the Learning Activities and Reflections of Chapter 14	82
Table 15	: Levels of Cognitive Knowledge Used in the Learning Activities and reflections of Chapter 15.....	83
Table 16	: Levels of Cognitive Knowledge Used in the Learning Activities and Reflections of Chapter 16	84