

**COGNITIVE DOMAIN IN THE “BAHASA INGGRIS:
TRAIN OF THOUGHTS” TEXTBOOK: AN ANALYSIS OF
BLOOM’S REVISED TAXONOMY**



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ABSTRACT

Nurul Aini. 2024. *Cognitive Domain in the “Bahasa Inggris: Train of Thoughts” Textbook: An Analysis of Bloom’s Revised Taxonomy.* A Skripsi. English Language Education Study Program, Faculty of Language and Arts, State University of Jakarta.

The cognitive domain in the reading activities is important to improve students’ critical thinking. This research examines the cognitive process and knowledge dimension in the reading activities of the twelfth graders’ English textbook, “Bahasa Inggris: Train of Thoughts,” using Bloom’s Revised Taxonomy. This study used a content analysis approach. This research instrument was a checklist table of Bloom’s Revised Taxonomy adapted from Anderson & Krathwohl (2001). The data of this research was the reading comprehension activities, including reading questions and reading instruction tasks in the “Bahasa Inggris: Train of Thoughts” textbook for the twelfth graders. The research showed that "Bahasa Inggris: Train of Thought" predominantly focused on Lower-Order Thinking Skills (LOTS) rather than Higher-Order Thinking Skills (HOTS) with 106 frequencies, representing 75,2%%. Furthermore, the understanding level is predominantly used as a cognitive process with 65 frequencies, representing 46,1%. On the other hand, the conceptual knowledge predominantly used in this textbook with 93 frequencies, representing 65,9%. In conclusion, this textbook used the understanding level of the LOTS category and conceptual knowledge for its knowledge dimension. Therefore, this textbook is not recommended for teaching activities. Thus, it is suggested that the teacher incorporate teaching material that implements the HOTS category into their teaching material.

Keywords: *Textbook, Cognitive domain, Reading comprehension, Bloom’s Revised Taxonomy*

ABSTRAK

Nurul Aini. 2024. *Cognitive Domain in the “Bahasa Inggris: Train of Thoughts” Textbook: An Analysis of Bloom’s Revised Taxonomy.* Skripsi. Program Study Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Domain kognitif dalam kegiatan membaca penting untuk meningkatkan kemampuan berpikir kritis siswa. Penelitian ini mengkaji proses kognitif dan dimensi pengetahuan dalam kegiatan membaca di buku teks Bahasa Inggris kelas XII, “Bahasa Inggris: Train of Thoughts,” menggunakan Taksonomi Bloom yang Direvisi. Penelitian ini menggunakan pendekatan analisis konten. Instrumen penelitian ini adalah tabel checklist Taksonomi Bloom yang Direvisi yang diadaptasi dari Anderson & Krathwohl (2001). Data penelitian ini adalah kegiatan pemahaman membaca, termasuk pertanyaan membaca dan tugas instruksi membaca dalam buku teks “Bahasa Inggris: Train of Thoughts” untuk kelas XII. Hasil penelitian menunjukkan bahwa “Bahasa Inggris: Train of Thought” lebih banyak fokus pada Keterampilan Berpikir Tingkat Rendah (Lower-Order Thinking Skills/LOTS) daripada Keterampilan Berpikir Tingkat Tinggi (Higher-Order Thinking Skills/HOTS) dengan frekuensi 106, mewakili 75,2%. Selain itu, tingkat pemahaman paling banyak digunakan sebagai proses kognitif dengan frekuensi 65, mewakili 46,1%. Di sisi lain, pengetahuan konseptual paling banyak digunakan dalam buku teks ini dengan frekuensi 93, mewakili 65,9%. Kesimpulannya, buku teks ini menggunakan tingkat pemahaman dari kategori LOTS dan pengetahuan konseptual untuk dimensi pengetahuannya. Oleh karena itu, buku teks ini tidak direkomendasikan untuk kegiatan pembelajaran. Dengan demikian, disarankan agar guru memasukkan materi pembelajaran yang menerapkan kategori HOTS ke dalam materi pengajaran mereka.

Kata Kunci: *Buku, Domain kognitif, Pemahaman membaca, Taksonomi Bloom yang telah direvisi*

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TABLE OF CONTENTS

LEMBAR PENGESAHAN SKRIPSI	ii
LEMBAR PERNYATAAN ORISINALITAS	iii
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS.....	iv
ABSTRACT	v
ABSTRAK	vi
ACKNOWLEDGMENTS	vii
TABLE OF CONTENTS	ix
LIST OF TABLES.....	xii
LIST OF PICTURES	xiii
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Research Question.....	4
1.3 Purpose of the Study	4
1.4 Scope of the Study	4
1.5 Significance of the Study	5
CHAPTER II LITERATURE REVIEW	6
2.1 The Nature of Reading	6
2.1.1 Reading Comprehension	7

2.1.2 Types of Reading Activities	8
2.2 The Bloom’s Revised Taxonomy	11
2.2.1 The Knowledge Dimension.....	13
2.2.2 The Level of Cognitive Process Dimension.....	15
2.2.3 The Category of Cognitive Process Dimension	18
2.3 The Nature of Textbook	20
2.3.1 The Function of Textbook	21
2.3.2 The Criteria of Good Quality Textbook	22
2.3.3 English Textbook Entitled "Train of Thoughts."	23
2.4 Previous Research	24
CHAPTER III RESEARCH METHODOLOGY	29
3.1 Research Design.....	29
3.2 Data Collection Procedures.....	30
3.3 Data Analysis	31
3.4 Data Validation.....	32
CHAPTER IV FINDINGS AND DISCUSSION	34
4.1 Findings.....	34
4.1.1 The Analysis of the Cognitive Domain in Reading Activities of the “Bahasa Inggris: Train of Thoughts” Textbook.....	34
4.2 Discussion	57
CHAPTER V CONCLUSION AND RECOMMENDATION	62

5.1 Conclusion	62
5.2 Recommendation.....	63
REFERENCES.....	64
APPENDICES	71



LIST OF TABLES

Table III.1 Table Analysis of Bloom's Revised Taxonomy	31
Table IV.1 Distribution of Cognitive Process Dimension of "Bahasa Inggris: Train of Thoughts"	35
Table IV.2 Distribution of Knowledge Dimension of "Bahasa Inggris: Train of Thoughts"	36
Table IV.3 Distribution of Cognitive Process Dimension in Unit 1	37
Table IV.4 Distribution of Knowledge Dimension in Unit 1	38
Table IV.5 Distribution of Cognitive Process Dimension in Unit 2.....	41
Table IV.6 Distribution of Knowledge Dimension in Unit 2	42
Table IV.7 Distribution of Cognitive Process Dimension in Unit 3.....	45
Table IV. 8 Distribution of Knowledge Dimension in Unit 3	46
Table IV.9 Distribution of Cognitive Process Dimension in Unit 4.....	49
Table IV.10 Distribution of Knowledge Dimension in Unit 4	50
Table IV.11 Distribution of Cognitive Process Dimension in Unit 5	53
Table IV.12 Distribution of Knowledge Dimension in Unit 5	53

LIST OF PICTURES

Picture IV.1 RCA of LOTS Category in Unit 1	38
Picture IV.2 RCA of LOTS Category in Unit 1	39
Picture IV.3 RCA of HOTS Category in Unit 1	40
Picture IV.4 RCA of HOTS Category in Unit 1	40
Picture IV.5 RCA of LOTS Category in Unit 2	42
Picture IV.6 RCA of LOTS Category in Unit 2	43
Picture IV.7 RCA of HOTS Category in Unit 2	44
Picture IV.8 RCA of HOTS Category in Unit 2	44
Picture IV.9 RCA of LOTS Category in Unit 3	46
Picture IV.10 RCA of LOTS Category in Unit 3	47
Picture IV.11 RCA of HOTS Category in Unit 3	47
Picture IV.12 RCA of HOTS Category in Unit 3	48
Picture IV.13 RCA of LOTS Category in Unit 4	50
Picture IV.14 RCA of LOTS Category in Unit 4	51
Picture IV.15 RCA of HOTS Category in Unit 4	51
Picture IV.16 RCA of HOTS Category in Unit 4	52
Picture IV.17 RCA of LOTS Category in Unit 5	54
Picture IV.18 RCA of LOTS Category in Unit 5	54

Picture IV.19 RCA of HOTS Category in Unit 5 55

Picture IV.20 RCA of HOTS Category in Unit 5 55



LIST OF APPENDICES

Appendix 1 Peer Review Table Analysis Result.....	72
Appendix 2 The Table of the Finding	73
Appendix 3 Bahasa Inggris: Train of Thoughts	74

