

SPEAKING ACTIVITIES IN ENGLISH TEXTBOOK FOR JUNIOR HIGH SCHOOL GRADE VII ONCOGNITIVE DOMAINS

MALIA ANJANI RITONGA¹

¹English Education Program, Faculty of Teacher Training and Education,
Universitas Muhammadiyah Sumatera Utara

Email: malia@gmail.com

ABSTRACT

This research deals with the cognitive domains on speaking activities in English textbook of Junior High School grade VII. It was intended to investigate the categories and processes of cognitive domains applied on speaking activity in the English textbook. The method used in this study was descriptive qualitative method. The data were gained from speaking activities written in the English textbook entitled "When English Rings a Bell" published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. There were 48 data of speaking activities taken from the English textbook. The data collected were analyzed based on Miles and Huberman analysis model, including data reduction, data display, and conclusion. So, it was concluded that not all categories of cognitive domains were found on speaking activities in the English textbook and those were not realized into the whole processes of speaking activity. Thus, the English textbook for seventh-grade Junior High School entitled "When English Rings a Bell" was not good enough in terms of cognitive domain distributions and speaking activities variations. In addition, although the textbook did not include all cognitive domains, it was still categorized as high order thinking skill-textbook criteria because creating as one level of cognitive represent the criteria.

Keywords: *Cognitive Domains, Speaking Activities, English Textbook, Junior High School*

INTRODUCTION

One of the four skills students must be mastered in learning English was spoken skill. It was one way to interact and communicate with others. By speaking, people can convey information, share thoughts, ideas, and feelings about something verbally. Then, in English learning speaking skills were very important to teach because it was considered that speaking was one of the branches in language skill functions as a communication tool in conveying something to people. Rifa'at (2018) argues that of all four complex skills (listening, reading, speaking, writing), speaking seems to be the most important because people who know the languages were referred to as speakers of that language, as if speaking included all other skills of the language. Therefore, Torkey (2006) explained that speaking represents an interactive process that involves producing and processing or receiving information to serve both instructional and transactional. As an instructor and transactional communication, speaking always deals with questions and every question needs an answer. The answer to that question will give information or things that were unknown become known.

Speaking activities for seventh grades was expected to be a reference for students to work on assignments given by the teacher from the textbook or directly. From these speaking activities, students can improve their understanding of adjusting the answers that have been submitted. Then, speaking activities were also very important and useful in learning English by considering those that can help students improve their ability to speak well and convey thoughts

effectively. To expedite that, the textbooks must have good activities that would guide students in working on activities to speak with critical thinking and interact with the text widely. As stated by Day and Jeong-Suk (2005) that well-designed questions help students interact with texts, create and construct meanings, and begin to think critically and intelligently. Therefore, English textbooks must have a good level of activities as proposed in a revised Bloom's taxonomy by Anderson and Krathwohl (2001). By which, students enable to think critically; it was not just limited in remembering, understanding, applying, but it must be at a higher level such as analyzing, evaluating, and creating.

There were various types of activities found in the students' English textbook for seventh grade, such as information-gap activities, communication games, simulations, and project-based activities. Furthermore, the speaking activities embedded in the textbook were important to build students' ability to think deeply. Hence, to build students' speaking abilities, teachers must provide the various speaking assignments to students. The variations should involve the higher levels of thinking as proposed by Anderson and Krathwohl (2001)

In reality, the students have problems to answer the activities clearly, especially project-based activities. The difficult to answer the activities were affected by the existence of textbook they use. The textbook as one of teaching references they frequently deal with less of providing the activities with higher cognitive domain. So, they were accustomed to processing their mind in the lower level. This case was experienced directly by the

researcher when doing actual teaching practice. However, project-based activities may indicate the higher level of speaking activities that demand the students' ability to think critically. This research was also supported by the research done by Sanggenafa(2016)that investigated cognitive domains on speaking questions in the English textbook. Their research finding shows that among five categories of cognitive domains found in the questions about speaking skill in the textbook, remembering was the dominant category. Thus, the textbook they investigated belongs to lower-order thinking.

In reference to the above explanation, the researcher was interested in performing a research about speaking activities with the title 'Cognitive Domains on Speaking Activities in English Textbook for Junior High School Grade VII.'

REVIEW OF LITERATURE

Theoretical Framework

Cognitive Domains

One of domain in learning objectives that must be covered is a cognitive domain that emphasizes intellectual aspects, such as knowledge, understanding, and other thinking skills. According to Anderson and Krathwohl (2001), there were attempts to separate and categorize the varied domains of human learning such as, cognitive (knowing), affective (feelings) and psychomotor (doing). The result gave efforts yielded several taxonomies for every area. The word of taxonomy was just a word used to categorize the cognitive domains in the theory. They add that the aforementioned taxonomies deal with the varied aspects of human learning and were arranged hierarchically, proceeding from the

simplest functions to those that are more complex.

Cognitive Domains related to the learner's thinking. It is goal emphasizes remembering or reproducing something which has been learned. Cognitive objectives vary from simple recall of material learned to highly original and creative ways of combining and synthesizing new ideas and materials. Winecoff (1998), states that the cognitive domain has six levels or categories around which learning outcomes and objectives can be developed. The levels proceed from the lower –basic knowledge (recall of facts, events, term) to the highest –evaluation (informed judgment). And, Anderson (2001) revises the cognitive domain in the learning taxonomy and made some changes. The most prominent changes are: 1) the names in the six categories from noun to verb forms, and 2) slightly rearranging them. The revised cognitive domains are remembering, understanding, applying, analyzing, evaluating, and creating.

Based on the theories above, it was concluded that the cognitive domain refers to the study about students' critical thinking. Which the knowledge becomes one of the important aspects of increasing students' critical thinking in the learning process. From the knowledge possessed by students, they will be able to understand the subject matter well.

Cognitive Domains in Bloom's Taxonomy

The cognitive domain in the original defined for each of the six major categories in the cognitive domain. It involves the development of our mental skills and the acquisition of knowledge. Bloom's Taxonomy classifies behavior into

six categories, from simple (knowing) to more complex (evaluating). The cognitive domain consists of (successive from the simplest to the most complex). Bloom (1956) classify that the six categories under this domain are: (a) Knowledge, (b) Comprehension, (c) Application, (d) Analysis, (e) Synthesis, and (f) Evaluation.

Knowledge

It is the ability to recall data and/or information. Contains the ability to recognize and remember facts without necessarily understanding, collect, define, find, identify, memorize, list, name, order, outline, repeat, show and state ideas.

Comprehension

This category means understanding the essence of something; a form of understanding or understanding that causes someone to know what is being communicated, and can use the material or ideas that are being communicated without having to link it with other materials.

Application

The third level of Bloom's cognitive domain is Application. It is the ability to apply ideas, procedures, methods, formulas, theories, principles in various situations.

Analysis

This level of cognitive is defined as the ability of the breakdown or separation of a communication into its constituent elements, so that the idea (understanding, concept) is relatively clearer and / or the relationship between ideas is more explicit.

Synthesis

Synthesis is the ability to integrate different elements or concepts in order to form a sound pattern or structure so a new meaning can be

established. This may involve the production of a unique communication, a plan of operations or a set of abstract relations. Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.

Evaluation

Evaluation is determining the value of material and methods for a particular purpose. Evaluation is concerned with determining quantitatively or qualitatively about the value of material or method for a purpose by meeting certain benchmarks. Learning outcomes in this area are higher in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgements based on clearly defined criteria.

Textbook

A textbook is a lesson book in a specific field of study, which is a standard book written by the experts in that field, according to the instructional purpose, completed by suitable teaching media which is easy to be understood by the users in schools or colleges. According to Tarigan (1990), a textbook is a lesson book in the specific field of study, which is a standard book written by the experts in that field, according to the instructional purpose, completed by suitable teaching media which is easy to be understood by the users in schools or college. He also adds that the textbook is a learning medium that is used in schools and colleges to support a teaching program. Then, Sitepu (2012) points out that the textbook is all book used in the teaching and learning process, including working books, modules, and reference books. Additionally, a textbook is a learning tool that is

used in schools and colleges to support a teaching program.

In summary, the textbook was a manual of instruction or a standard book in any branch of study, which was produced according to the demands of educational institutions. To use a textbook systematically and flexibly, it was important to understand how it was being put together and how it can be adapted to meet the needs of the particular learners. The textbook provides a plan for learning, a visible outline of what was to be learned in the classroom as a bank of resource materials and ideas. What happened in the classroom fills out and transforms the outline into a learning experience for students.

Kinds of Textbook

According to Tarigan (1990), there are three kinds of textbook, including: (a) Single Textbook, (b) Bound Textbook, and (c) Series Textbook.

Single Textbook

Single textbook is a textbook that consists of one book. For example, Ramlan, M. 1983. *Sintaksis*. Yogyakarta: CV Karyono.

Bound textbook

Bound textbook is a lesson book for a specific class or grade. For instance, Depdikbud. 1981. *Bahasa Indonesia I, II, dan III*. Jakarta: Proyek Pengadaan Buku Pelajaran, Perpustakaan dan Keterampilan SLU.

Series Textbook

Series textbook is bound lesson book includes several grades, such as from Elementary School –Junior High School –Senior High School. The examples of series book are (1) Kemendikbud, 2014, *Bahasa Inggris*, (for the XI grade of Senior High School), Jakarta: Kementrian Pendidikan Dan Kebudayaan, (2) Kemendikbud, 2014, *Bahasa Inggris*, (for a VII grade

of Junior High School), Jakarta: Kementrian Pendidikan Dan Kebudayaan.

The Function of Textbook

The textbook is one of the important educational points used in schools and colleges to support a teaching program. Sitepu (2012), states that the textbook has functions for the student as a manual instructor in studying, and for teachers as direction to teach a lesson. The student uses the textbook as the main source for preparing the student as an individual or group before the teaching and learning process in the class, interacting in the class teaching and learning process, doing the assignments given by the teacher, preparing the student for the test or formative and summative examination. While for the teachers the textbook used as the source for making teaching design, preparing the other learning source, developing contextual learning source, giving the assignments, arranging, and evaluation materials.

According to Weddel (2009) textbook has many benefits. Namely: (a) assuring a measure of structure, consistency, and logical progression in a class, (b) minimizing preparation time for teachers, (c) allowing learners to review material or preview other lessons, (d) meeting a learner's needs or expectations of having something concrete to work from and take home for further study, (e) providing novice teachers with guidance in course and activity design, and (f) providing multiple resources: tapes, CDs, videos, self-study workbooks, etc.

Criteria of Textbook

The textbook is one of the important media of teaching and learning activity in the classroom, so it must have a good quality. Jack C.

Richard (2001) determined that the standard of textbook in the purpose to complete the teaching and learning objectives, it becomes the tool that makes the teaching and learning process efficient and effective.

English Textbook

Textbooks play an important role in the teaching and learning process. As one of the main instructional resources, the textbook has many advantages for the teachers and students in the teaching and learning process. In this case, Harmer (2007) states that the most important purpose of using textbooks is for teachers to try to engage students with the content they will face. English textbook also is a reference for foreign language learners in learning. It provides instructions on what to learn and provide information in the form of knowledge. And, Yulianti (2011) stated that a textbook is an instructional material that consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process. It means, the use of English textbooks provides a clear framework that the teacher and students could know what they are going to do and review what they have learned before. Then, Airasian and Russel (2008) explain that the instructional resources available to teachers not only affect the nature of teaching but also the possible learning outcomes. It is clearly said that, the textbook as one of the instructional resources, could help the teachers to make the better outcomes in the teaching and learning process. Additionally, Cunningsworth (1998) mentions that the textbook has multiple roles in the English language teaching and can serve as: (a) a resource for

presentation material (spoken and written), (b) a source for activities for learner practice and communicative interaction, (c) a reference source for learners on grammar, vocabulary, pronunciation, etc., (d) a source of stimulation and ideas for classroom language activities, (e) a syllabus (where they reflect learning objectives which have already been determined), (f) a resource for self-directed learning or self-access work, and (g) a support for less experienced teachers who have yet to gain in confidence.

In hence, the researcher inferred that the English textbook was one of the instructional tools used in learning English, foreign language and as a reference in the teaching and learning process and very useful for both students and teachers.

Conceptual Framework.

In this conceptual framework, textbooks become one of the important roles in learning English as a foreign language. Textbook also a reference for teachers and students in the course of teaching and learning process. This textbook has many benefits for students and teachers; one of them is as a tool to assess students' ability to understand the lesson. Therefore, a good textbook must consist of four skills, namely; reading, writing, speaking, and listening.

Speaking was one of the four basic language skills in learning English as a foreign language. Learning English as a foreign language is diverse activity for the most Indonesian understudies, since it can't be adapted normally as their first language. Moreover, speaking ability was also very difficult for students because they live in an environment that did not use English as their language. However, in learning English, students would not

be separated from speaking activities, the speaker have to engage their higher other thinking skill. To assess students' speaking abilities, a textbook usually contained speaking text and was followed by several questions. The purpose of the questions contained in the textbook is to evaluate the ability of students (cognitive) in answering questions.

Revised Bloom's Taxonomy was one of the best ways of evaluating the students' abilities in the cognitive domain. Based on Revised Bloom's taxonomy version, in the cognitive domain, there were six categories of cognitive domains: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.

As a result, the researcher provided an analysis of cognitive domain in English textbooks for class VII was important to point out that speaking activities in the textbooks include the six cognitive domain revised Bloom's Taxonomy.

METHOD OF RESEARCH

This research was performed by utilizing a descriptive qualitative research with a content analysis plan. It had been elucidated descriptive qualitative since this research managed the analysis of the textbook particularly as archive books.

RESULT

Category of Cognitive Domains

Looking at the research data found, the six categories of cognitive domain proposed by Bloom's (1956) and revised by Anderson and Kratwohl (2001) were not realized on speaking activity in an English textbook "When English Rings a Bell" for seventh-grade of Junior High School. There were only four categories realized, namely;

Remembering, Understanding, Applying, and Creating. Meanwhile, the two categories (Analyzing and Evaluating) were not applied. Furthermore, the table below describes the occurrence and percentage of each cognitive domain.

Tabel 1. The Occurrence and Percentage of Cognitive Domain

No	Categories of Cognitive Domain	Occurrences	Percentages
1	Remembering	10	21%
2	Understanding	15	31%
3	Applying	21	44%
4	Analyzing	0	0%
5	Evaluating	0	0%
6	Creating	2	4%
	Total	48	100%

As displayed in the table above, there were four categories of cognitive domain realized on speaking activities in the English textbook published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. The most dominant category of cognitive domain appeared in English textbook was Applying category at 21 occurrences with percentage at 44%. The second category belonged to Understanding category at 15 occurrences (31%). Thirdly, it was followed by remembering category with 10 occurrences and percentage at 21%. Then, the next category included in the speaking activities was Creating category with the occurrence appeared 2 times (4%). Lastly, the category of Analyzing and Evaluating were not found in the speaking activities.

Remembering

Remembering category is the activity to locate knowledge in long-term memory that is consistent with presenting the material. Suitable

learning result action words in this category include: define, describe, identify, know, label, list, name, recall, state, select, ask, and match.

Understanding

Understanding is constructs meaning from instructional messages, including oral, written, and graphic communication. In understanding category, there are some key verbs such as: explain, identify, translate, classify, paraphrase, interpret, observe.

Applying

Applying is level to know when and how to use ideas, procedures, method, formulas, principles, theories. There are some key verbs of this category: execute, practice, computer, demonstrate, modify, discover, predict, show, solve, implement.

Analyzing

Analyzing is breaking down complex information into simpler parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing or implementing.

Creating

Creating is putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through planning or producing. Suitable learning result action words in this category include: create, compose, design, reorganize, formulate, write a new ending, and tell.

The Realization of Speaking Activity

In realization of speaking activity in English textbook, the four kinds of realizations as proposed by Bygate (1987) were not realized completely in the speaking activities of English textbook. There were only three types of speaking activities found, namely Information-gap activities,

Simulations, and Project-based activities.

Meanwhile, Communication Game was any kind of speaking activity was absent in the seventh grade English textbook.

Information-gap Activities

Information-gap activities are the activities that require the students to work in pairs. One student has some information and the other partner doesn't have. The student who has information will share the information to their partners.

Simulations

This is an activity in which students may act as themselves or somebody else. In simulation, the students are put into a situation and act out in that situation.

Project-based Activities

Project-based activities are the activities that the students have to think critically in order to create a solution to the problem. It includes structured or framed question and answer exchanges based on the topic, oral interviewing and reporting back to the group, and comparative discussion.

Regarding the results, there were some points to discuss. The first finding indicated that there were only four categories of cognitive domains involved on speaking activities in the English textbook. The second research finding revealed that not all the kinds of speaking activity realized in the English textbook for speaking activities.

Based on first finding, the four categories that realized were Remembering, Understanding, Applying, and Creating. While the two categories of cognitive domains, namely Analyzing and Evaluating were not found in the speaking activity. Therefore, it was said that the English textbook that published by PusatKurikulumdanPerbukuan, Balitbang, Kemdikbud was not fully

relevant with the theory presented by Revised Bloom's Taxonomy because the categories of cognitive domains were not fully found in the textbook. This finding was in line with the research finding done by Sangeanafa and Rini (2016). In their research entitled "Cognitive Domain Found on Speaking Skill Questions Used in English Language Textbook" tells about cognitive domain on speaking questions in an English textbook entitled *Interlanguage: English for Third Grade Senior High School*. Their finding showed that there were only five categories realized in the textbook, namely; Remembering, Understanding, Analyzing, Evaluating, and Creating while Applying was absent.

Referring to the second finding that there were three kinds of speaking activities applied in the English textbook; Information-gap Activities, Simulation, and Project-based Activities. Meanwhile, Communication Game as one kind of speaking activities was not found. It was not fully relevant to the theory of Bygate (1987), because there was any kind of speaking activity not realized in the English textbook. This finding had nothing in common with this research finding of others. Because as far as researcher had read and searched for other people's research findings, the researcher had not found anything similar. So, this finding was purged from the researcher's own.

CONCLUSION

The results of the analysis in the previous chapter enabled the researcher to draw some conclusions as follows:

1. The English Textbook for seventh-grade Junior High School entitled "When English Rings a Bell"

was not good enough in term of cognitive domain distributions. In this case, not all cognitive domains included in revised Bloom Taxonomy were realized in the English Textbook for seventh-grade Junior High School entitled "When English Rings a Bell", especially in the speaking activities. There were only four categories of cognitive domains realized on speaking activities, namely; remembering, understanding, applying, and creating. Meanwhile, the two unrealized categories were analyzing and evaluating.

2. Such English Textbook was not very good in term of speaking activities variations. There were only three kinds of speaking activities applied in the English textbook for seventh-grade of Junior High School, namely Information-gap Activities, Simulations, and Project-based Activities while another one which was not realized was Communication Game.

3. Although the textbook did not include all cognitive domains, it was still categorized as high order thinking skill-textbook criteria because creating as one level of cognitive represent the criteria.

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