An Analysis of Speaking Activities in Indonesian ELT Textbook Based on Cognitive Domain of Bloom's Taxonomy Revised

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Abstract. Textbook is essential as teaching material, especially in learning to speak English. Teachers should use a suitable textbook in their teaching process to meet learning objectives. This study aims to analyze speaking activities based on the cognitive domain in the Indonesian ELT textbook endorsed by the Indonesian Ministry of Education and Culture entitled *Bahasa Inggris, Think Globally Act Locally untuk SMP/MTS Kelas IX* [English for Junior High School Grade IX]. The data were collected using documentary techniques. The findings show three speaking activities: reading aloud, role play, and presentation task. Also, 57 speaking activities focused on the 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). Thus, this textbook was not quite suitable to fulfill learning objectives.

Keywords: speaking activity, English textbook, cognitive domain, content analysis

1. INTRODUCTION

In language abilities, speaking skills are essential to 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 an essential skill of the four basic skills (listening, writing, speaking, and reading), which can assist people in understanding the delivered language (Rifa'at, 2018; Ritonga & Hasnah, 2020). As usual, speaking was taught in real situations. In English Foreign Language (EFL) context, students need help in speaking English fluently in grammatical (Rao, 2019). Most students in Indonesia also experience it (Inayah & Lisdawati, 2021). Therefore, the teacher's role is to resolve it by designing learning plans and appropriate tools for the effectiveness of the learning process. In the Indonesian education system, teachers commonly use textbooks to support their teaching process, especially in speaking activities.

Melati et al. (2021) state that the English classroom has six speaking activities: acting from scripts, communication games, discussion, prepared talks, questionnaires, simulations, and role plays. These activities are present in textbooks as teaching and learning materials. It can fulfill the purpose and aims designed to meet learning needs. In addition, in China, English textbooks include speaking-oriented tasks with some types of speaking activities (Li, 2021). The discussion type was the most used of speaking-oriented task in this textbook. Other types of speaking activities in the textbooks are presentation tasks, movie dubbing, reading texts, picture descriptions, and

other similar activities. All of these types are constructed in online learning. In addition, there are four groups of speaking activities in the Indonesian ELT textbook, such as (1) roleplay; (2) discussion; (3) reading aloud; and (4) presentation (Pradana, 2020). However, the type usually used is a roleplay activity that asks students to speak out based on the written scenarios.

Teachers often face challenges when choosing textbooks that match the needs of learning in the classroom. Based on the 2013 curriculum, learning has a role in developing students' character and practical activities, including knowledge, attitudes, and skills. It also refers to the regulation of the curriculum's provisions to meet learning objectives. It is in line with Salsabila and Sukirlan (2021) that materials on speaking skills in an English textbook for senior high school entitled "Bahasa Inggris" published by PT Gramedia 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 classrooms. Also, Melati et al. (2021) argue that the English textbook for senior high schools published by the Indonesian Government was suitable with the 2013 curriculum syllabus, and it assists students in understanding English-speaking material with basic knowledge. Meanwhile, the English textbook published by Erlangga was quite good to be used in the 2013 curriculum context, but it was unsuitable for students who have difficulty learning English or do not have basic competence in it. Suryani (2018) found that speaking activities in a junior high school textbook entitled "When English Rings a Bell" was explained in more portions than other skills. Also, it is well used by teachers as teaching material.

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

One of the characteristics of an excellent 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, teachers use taxonomy to classify levels in managing processes and objectives of learning. Benjamin Bloom employed this taxonomy. Bloom et al. (1956) classified three learning domains: the cognitive domain, which is based on the knowledge of the individuals; the affective domain, based on the attitudes and emotions of individuals; and the psychomotor domain, based on the skill of individuals.

However, the main focus of the research is on the cognitive domain related to students' cognition. In learning objectives, the cognitive domain affirms intellectual aspects, namely knowledge, understanding, and other thinking skills. Also, it is related to the thinking of learners. This domain aims to advance individual learners' mental skills and knowledge acquisition (LSME, 2019). In the original version by Bloom et al. (1956), the cognitive domain consists of knowledge, understanding, application, analysis, synthesis, and evaluation. However, Anderson (2001) revised it, including the complex levels for each stage. In contrast, 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 as the

content of materials with objectives to engage students' skills. 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 judgments 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 the cognitive domain in the national ELT textbook. Moreover, the students can think critically and speak fluently in real situations, and teachers can choose suitable teaching material. Thus, the level of cognitive domain assists teachers in determining the appropriate activity to teachers' needs.

2. METHOD

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 that focuses on the data context 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 text's material could be analyzed in a 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 the textbook quality checklist adapted by Handayani (2016) and Wachidah et al. (2018). Second, each textbook chapter was identified to examine the material for speaking activities. Third, those finding materials were coded with cognitive domain levels (Anderson, 2001). Then, the data were classified and discussed with the relevant theory. Fourth, the data was calculated using a formula to determine the percentages. Last, the researcher describes the result of the analysis.

In this study, the analysis text is an Indonesian ELT textbook authorized by the 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 authors who comprehend about Indonesian education context.
2. Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud publish the English textbook.
3. Each chapter contains social function, text structure, language features, basic competence, and four English basic skills, especially speaking skills.

The researcher used the documentary technique designed by Rahmadani and Adnan (2021) to analyze the data. 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 was coded.

Last, the coded data was classified by the researchers based on levels of cognitive domain levels theory.

The data was analyzed using a percentage formula designed by Sudjana (2002) that calculated each cognitive domain level percentage that launch on the textbook's speaking activities. 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

3. RESULT

The main purpose of this analysis is to examine speaking activities in the Indonesian ELT textbook based on the cognitive domain of Bloom's revised taxonomy. Anderson (2001) revised the cognitive domain level of Bloom which consists of six

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%**

levels; remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6). These levels started from easy to complex abilities. The analysis results 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 shows the cognitive domain levels from speaking activities in the English Textbook entitled "Think Globally Act Locally" for grade IX.

Based on the analysis table above, there were four levels of the 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 that the speaking activities do 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 the Indonesian ELT

textbook entitled "Think Globally Act Locally" for grade IX only consists 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 the cognitive level category that recalls previous material with long-

Figure 1. Example instruction in chapter IV, p. 54.

term memory. In this level, the key verbs are defined, describe, identify, recall, reproduce, state, recognize, and match. In addition, this textbook contains reading-aloud activities in every chapter, totaling 21 activities. The following is one of the data on the 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 states key verbs related to remembering level, such as *listening, repeating, and reading.* These verbs require students to recall the recipe the 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 situations to practice in real life. Role play relates to the cognitive level of applying (C3). This level category has action words: apply, construct, demonstrate, modify, discover, manipulate, prepare, produce, use, and operate. In this textbook, role play consisted of 12 activities in several chapters.

Figure 2. Example instruction in chapter V, p. 100

Based on Figure. 2 (chapter V), students have been instructed to read the conversation first 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 conversation speakers. Thus, it can improve students' English proficiency in the classroom or daily life.

3. **Presentation Task**

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

The following data (see text. 1) indicates the speaking activity that works in groups. Students are asked to select two of three texts about animals that live in Indonesia; dragonflies and damselfly, grasshopper, and fish. In groups, students analyze the facts of the text to fill in the tables. Then, the students have to write or type the analysis result in a notebook or computer. To complete the guidance, students must be able to present their work in front of the 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 texts 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 piece of 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 'The Golden Star-Fruit Tree' are introduced. Second, we will handwrite our

findings on paper with the heading 'The sentences to introduce the scenes and characters .'Then, we will **share** our work loudly and clearly with 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 students' critical thinking to determine something to and not to do in three places; (1) the kitchen, (2) the library, and (3) the market. Students should state the finding in English in their notebooks and share the result orally in front of the class. The use of the keyword; write down indicated the cognitive level of creating (C6). Furthermore, the action verb in the last sentence demonstrates presentation ability to explain the result and its purpose for each place in the class. As in the previous activity, students can build their confidence and critical thinking in speaking ability through this activity. Also, it assists students to know each other 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 is not only how students present the task but they should organize the material that will be presented clearly and manage the presentation time (Imaniah, 2018). Thus, students present the presentation well.

As stated above, three speaking activities in this textbook are analyzed 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 in choosing practical 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 need a full opportunity to understand and evaluate the carried-out activity. However, it can be overcome with activities that fit into the four 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) by 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 tasks, were designed to allow students to practice their speaking and communication in English and develop their critical thinking. Also, teamwork or group work in several activities assists students in building contributions to the activity. It can be seen that this textbook can help the students in learning and practice speaking. In order to meet the learning objectives, each chapter of this

textbook was quite good at representing 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 cognitive domain categories.

4. CONCLUSION

Based on the result of the findings and discussion, only four of six categories were applied in this textbook. This study has identified four levels of the cognitive domain such as remembering (C1), applying (C3), analyzing (C4), and creating (C6). However, understanding (C2) and evaluating (C5) level categories should have been realized in this textbook. Meanwhile, only three speaking activities 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 tasks. Thus, it can be seen that the textbook was not quite good to meet the learning objective of learning English. Also, the textbook was only suitable for distributions of cognitive domains for some levels, such as remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6). Despite its deficiency, this textbook can assist teachers in applying and choosing the activities for the teaching process. Also, students can increase their speaking ability.

In terms of cognitive domain levels, this textbook needed to be better to fulfill the learning objective. Therefore, some recommendations are for teachers, researchers, and future research. First, the teacher should select textbooks that apply all cognitive domain levels to support the class's learning process. Second, this research has the limitation that it only analyzed from the authors' point of view. Moreover, it is necessary to analyze according to teachers' and students' perceptions. Thus, future research can also analyze other basic abilities, such as writing, listening, and reading, based on the cognitive domain of Bloom's taxonomy to support teachers in choosing the teaching material.

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