

## WRITING TASKS IN ENGLISH TEXTBOOK ON COGNITIVE LEVELS FOR SENIOR HIGH SCHOOL GRADE XII

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### ABSTRACT

*The objective of this study was to investigate the levels of cognitive and their realization processes on writing tasks in the English textbook for Senior High School Grade XII based on revised version of Bloom's Taxonomy. This study used descriptive qualitative approach. To collect the data, this research applied documentation technique. There were eighty writing tasks obtained from the English textbook published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. Those data were analyzed by applying Miles and Hubermann's (1994) analysis model including data reduction, data display and conclusion drawing. The research finding showed that the six levels of cognitive domain as proposed by Anderson and Kratwohl (2001) were realized on writing tasks in the English textbook published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. It was also found that the four types of writing tasks as proposed by Brown (2004) namely imitative, intensive, responsive and extensive were applied. So, it was concluded that the six levels of cognitive domains and the four types of writing tasks were realized totally in the English textbook.*

**Keywords:** *Cognitive Levels, Writing Tasks, English Textbook.*

## INTRODUCTION

Writing is one of skills in English out of three other skills namely reading, listening, and speaking. In writing, the activity done is very complex that consists of written language to express human thoughts, feelings, and ideas by considering other language aspects such as grammatical rules. This means that writing is not only the activity to write but it involves more than one activities included. Nunan (2003) explained that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Similarly, Harmer (2001) also explained that writing involves planning what are going to write, namely drafting, reviewing, editing what have been written, and producing final version.

In the language skills, writing is always placed last after three other skills. Its last position does not mean that writing is an ignored skill. However, it is an important part of communication. In writing skill, all elements of language skills must be fully concentrated in order to get good results. Harris (2004) explained that writing can be useful to encourage students to focus on accurate language, reinforce language that has been thought, prepare some other activity, become integral part of a larger activity, and to be questionnaire-type of activities. Thus, writing is the key of other language skills; if the writing skill is good, then it is also good for other language skills.

In learning writing, English textbook is needed. According to Khoirina and Ananto (2013), English textbook is one of the main instructional materials covers all macro skill including writing. English

textbook is needed by teachers and student to support learning process and to guide teachers and students in teaching learning process to be active, communicative and effective. Bahasa Inggris for students grade XII textbook is English textbook that contains of four skills namely listening, speaking, reading and writing. In each material consists of the tasks and of course writing task.

Writing tasks are provided in English textbook in order to help students improve their ability. Hoel (1990) explained that writing tasks can be used to introduce students to a literary text, to motivate and help them their own understanding of a text, and to articulate their own interpretation of a text. Writing tasks has many types, in this English textbook, such as writing and describing captions tasks, making a sentence tasks, identifying the text tasks, writing information tasks, news writing and broadcast tasks and summary writing tasks.

Unfortunately, the reality showed that the students had difficulty in answer the writing tasks because they have to answer clearly and with complex information, especially on writing description and writing imagination tasks. Based on research findings of Indriani (2016) there are some problems that students got in learning about writing. First, students got difficulties in developing their ideas; actually they do not know what they are going to write into paragraph even sentence, so it makes their writing lack details. Second, the students' difficulty refers to the way they organize the ideas; when they write some sentences, they do not know how to arrange them into logical sequence. In addition, their sentences are not too relevant to the main idea. And the last, most of

students were lack of vocabularies; this is the most significant problem.

On the other side, Bahasa Inggris for students grade XII textbook is expected to have high levels in material and tasks it is designed based on the 2013 curriculum. It is the curriculum designed to welcome 21st century learning models or high order thinking skills. Thus, the textbook should be appropriate with the revision of taxonomy Bloom to encourage the students think critically. One of domain included in this taxonomy is cognitive domain. Fadilah (2018) defined that a good textbook should have cognitive domain to guide students and teacher in teaching learning process. The cognitive domain has six levels, namely remembering (C1), Understanding (C2), applying (C3) and analyzing (C4), Evaluating (C5) and Creating (C6).

## REVIEW OF LITERATURE

Theories were needed to explain some concepts applied in the research concerned. The terms were made clearly to avoid confusing the readers. The researcher presented some theories related to the study in order to get the points clearly.

### **Bloom Taxonomy**

Bloom's taxonomy refers to taxonomies created for educational objectives, and educational objectives are divided into several domains. Bloom (1956) decides the three parts major of domains, they are (1) Cognitive, (2) Affective and, (3) Psychomotor domains. Each of domain was briefly elaborated below.

### **Cognitive Domain**

According to Bloom (1956) cognitive domain included those objectives which deal with the recall or recognition of knowledge and the development of intellectual abilities

and skills. This is the domain which is most central to the work of much current tests development. It is domain in which most of the work curriculum development has taken place and where the clearest definitions of objectives are to be found phrased as descriptions of student behavior.

Based on the theory above the researcher concluded that cognitive domain is domain that relates to the aspects of human mental skill, human ability of thinking and the acquisition of knowledge. Thus, in learning objective, this domain is usually presented through operational verbs relate to those aspects.

### **Affective Domain**

Bloom (1956) explained that affective domain include objectives which described changes in interest, attitudes, values, and the development of appreciations and adequate adjustment. Objectives in this domain are not stated very precisely; and, in fact, teachers do not appear to be very clear about the learning experiences which are appropriate to these objectives. It is difficult to describe the behaviors appropriate to these objectives since the internal or covert feelings and emotions are as significant for this domain as are the overt behavioral manifestation. This domain is categorized into sub domains, which include (a) Receiving, (b) Responding, (c) Valuing, (d) Organization and (e) Characterization.

The theory above lead the researcher to took conclusion that affective domain is domain that relates to human behaviors/attitudes involving feelings and emotions as its vital aspects. Thus, in learning objective, this domain is usually

represented through operational verbs relate to those aspects.

### **Psychomotor Domain**

Bloom (1956) said that psychomotor domain is the manipulative or motor-skill area, which is included physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures or techniques in execution.

Based on the explanation the researcher deduced that the psychomotor domain is domain that refers or related to motor skills, coordination, and physical movement of human.

### **Cognitive Levels of Blooms' Taxonomy**

Levels of cognitive that are originally proposed by Bloom (1956) are classified into six levels. He explained that the learning levels of cognitive domain are knowledge, comprehension, application, analysis, synthesis and evaluation. Then, Anderson and Kratwhol (2001) revised those six levels of cognitive from noun to verb forms. The knowledge becomes remember, comprehension to be understand, and application to apply. Thus, the levels of cognitive domain from revised version are: remember, understand, apply, analyze, evaluate and create.

### **Original Version of Cognitive Level**

As identified by Bloom (1956) that there are six levels of the cognitive domain, namely (1) Evaluation as the highest, (2) Synthesis, (3) Analysis, (4) Application, (5) and (6) Knowledge. This version is figured out in the following figure.

### **Knowledge**

Knowledge is defined as remembering of previously learned

material such as remember terminology, definitions, facts, ideas, patterns, sequences, methodologies, and basic principles.

### **Comprehension**

This second level of old Bloom taxonomy, comprehension, is defines as the ability to understand the meaning of material.

### **Application**

Application refers to ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principle, laws, and theories.

### **Analysis**

Analysis refers to the ability to break in or crack up material into a piece of component. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principle involved.

### **Synthesis**

Synthesis belongs to the ability to put parts together to form new whole. a person at the synthesis level will be able to explain the structure or pattern of a previously unseen scenario, and be able to recognize data or information that must be.

### **Evaluation**

Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose, using appropriate criteria or standards to ensure the value of its effectiveness or benefits.

### **Revised Version of Cognitive Level**

Anderson and Kratwohl (2001) revised the six levels of cognitive in Bloom's taxonomy from noun to verb forms. In this case, the knowledge becomes remember, comprehension to be understand, and application to apply. Thus, the levels of the revised

cognitive domains are: (1) remember, (2) understand, (3) apply, (4) analyze, (5) evaluate, and (6) create. This version is illustrated in the figures below.

### **Remember**

Remember level includes brain activity to recall or recognize relevant knowledge from long-term memory. Appropriate learning outcome verbs for this level include: cite, define, describe, identify, label, list, match, name, recall, report, show and tell.

### **Understand**

Understand level demonstrates comprehension through one or more forms of explanation. Appropriate learning outcome verbs for this level include: abstract, associate, categorize, clarify, contrast, defend, estimate, interpret, match, outline, paraphrase, summarize, and translate.

### **Apply**

Level of Apply is activity to make use of something or use it for practical purpose. Appropriate learning outcome verbs for this level included: apply, carry out, complete, demonstrate, dramatize, employ, manipulate, modify, solve and use.

### **Analyze**

Analyze level refers to break material into its constituent parts and determine how the parts relate to one another or discover or reveal something through detailed examination. Appropriate learning outcome verbs for this level includes: analyze, arrange, connect, categorize, detect, diagram, differentiate, discriminate, distinguish, divide, explain, relate, separate, and structure.

### **Evaluating**

Evaluating is defined as making judgments based on criteria and standards. An example of evaluate is when a teacher reviews a paper in

order to give it a grade. Appropriate learning outcome verbs for this level includes: appraise, argue, asses, contrast, convince, critique, decide, grade, evaluate, select, and validate.

### **Create**

Level of create means to build, to assemble, or to produce an object or idea. Appropriate learning outcome verbs for this level includes: make, design, modify, plan, prepare, perform, rewrite, specify, and write.

### **Textbook**

One of the most useful in teaching learning process is the textbook. According to Langeenbeach (1997) textbook is a book that presents a body of knowledge in organized and usually simplified manner for purpose of learning. While, Thomson (2000) stated textbook is stimulus or instrument for teaching and learning. Meanwhile, Nunan (2003) defines textbook as learning tools shared by teachers and learners which can be used in systematic and flexible ways, providing a plan for learning, a visible outline of what is to be learned in a classroom, and a bank of resource material and ideas. In the same way, Richards (2001) explain that textbooks are used in different ways in language programs. For example, a reading textbook might be the basis for a course on reading skills, providing both a set of reading tests and exercise for skill practice. A writing textbook might provide model compositions and a list of topics for students to write about. A grammar textbook might serve as a reference book and provide examples as well as exercise to develop grammatical knowledge. A speaking textbook might provide passages for students to read and discuss. A listening textbook together with audiocassettes or CDs might serve

as the primary listening input in a listening course.

Based on the definition, the researcher deduced that textbook is one of materials which is most frequently used in teaching learning process and textbook is a book that contains written material to provide lessons in order to guide teaching learning process, also textbook contains of some tasks and questions to help students understand well about the material and help teachers to know the ability of students.

#### **Types of Textbook**

According to Tarigan (1986), there are four basic types of textbooks including: (a) Based on subjects or fields of study (such as in elementary, junior high school, and senior high school). (b) Based on courses in their field (such as in college). (c) Based on approving textbook, and (d) Based on the number of textbook authors.

#### **English Textbook**

According to Fadilah (2018), textbooks are books which are designed to be used in the class accurately compiled and prepared by the experts or experts of the field and compiled with appropriate teaching tool". Then, according to Yulianti (2011) a textbook is an instructional material which consist of content and material of the subject that is well organized in written form and has a great contribution in teaching and learning process. Moreover, Richards (1998) said that textbook is seen as an essential component of instructional design and often viewed as a way of influencing the quality of classroom interaction and language use.

Since, English as one of the subjects applied in the Indonesian education system, of course English textbook needed in English teaching

learning, because in general each lesson certainly requires books to support learning activities in order to create effective and efficient class, therefore English textbooks support the teacher to serve contains of learning. Khoirina and Ananto (2013) defined that English textbook which is one of the main instructional materials covers all macro skill including writing. In English textbook contains of four basic language skills namely reading, speaking, listening and writing and the subject used in different ways in language programs. For example, in writing skill contains of the main materials of writing skill, some writing tasks and some questions for measuring students' achievement in this skill, and help students maximize their understanding to the subject, it is equal to other language skill.

#### **Textbook of "Bahasa Inggris for Senior High School Grade XII "**

Bahasa Inggris for Senior High School Grade XII is textbook compiled by government within the framework of implementing the 2013 curriculum and it designed to welcome the 21st century learning model. This book describes the minimum effort students to achieve the expected competencies. In accordance with the approach used in the 2013 curriculum, students are invited to dare to look for other learning resources that are available and spread out around it. The role of the teacher in improving and adjusting the absorption of students with the availability of activities in this book is very important. Teachers can enrich it with creations in the form of other activities that are appropriate and relevant, sourced from the social and natural environment.

### Writing Task in English Textbook

Writing, as one of the four language skill, is important to second language learners. According to Harmer (2004) writing is a way to produce language and express idea, feelings, and opinions. While, Richard (2000) state, writing is functional communication, making learners possible to create imagine words of their own design. Writing is usually done by someone to express their ideas or imagination. For students, it can provide the opportunity to express themselves through a writing task.

### Component of Writing Task

There are some components of writing task that should be completed. Candling (1987) suggests that tasks should contain input, roles, setting, actions, monitoring, outcomes and feedback. Input refers to the data presented for learners to work on. Roles specify the relationship between participants in a task. Setting refers to the classroom and out of class arrangements entitled in the task. Actions are the procedures and sub-tasks to be performed by the learners. Monitoring refers to the supervision of the task in progress. Outcomes are the goals of the task, and feedback refers to evaluate the task.

### Types of Writing Task

The types of writing tasks demanded by the syllabus of 2013 curriculum are categorized to be: (a) arranging scrambled word into good sentences, (b) completing text or sentence, (c) writing sentence dealing with grammar, (d) writing short functional texts, and (e) developing vocabulary into sentences.

### Cognitive Level in Writing Task

Writing tasks refers not only to evaluating a student's final paper

and assigning its grade, but also to measuring a student's knowledge of the elements of writing. Homstad and Thorson (1994) explain that writing tasks can be used to introduce students to a literary text, and to articulate their own interpretation of text.

### METHOD OF RESEARCH

This study was conducted by used descriptive qualitative research with content analysis design. It was descriptive qualitative since the study tried to describe any object, namely English textbook. In this research, the descriptive qualitative was designed through content analysis because it was intended to analyze any material that has been provided or documented writing tasks in English textbook.

### RESULT

Referring to the research data analysis that the six types of cognitive levels as proposed by Bloom (1956) and revised by Anderson and Kratwhol (2001) were realized on writing tasks in English textbooks published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. Those cognitive levels were Remember, Understand, Apply, Analyze, Evaluate, and Create levels. In detail, the occurrence and percentage of each cognitive level were presented in the following table.

**Table 1. The Occurrence & Percentages of Cognitive Domain**

<b>N</b>	<b>Levels of Cognitive Domain</b>	<b>Occurrence</b>	<b>Percentages</b>
1	Remember	18	22.5%
2	Understand	9	11%
3	Apply	19	24%
4	Analyze	21	26%

5	Evaluate	6	7.5%
6	Create	7	8%
<b>Total</b>		<b>80</b>	<b>100%</b>

Based on the table, there were six types of cognitive levels realized on writing tasks in English textbook published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. The most level of cognitive domain realized was Analyze Level at 21 occurrences (26%). The second level belonged to Apply Level with 19 times of occurrences (24%). Then, Remember Level of 18 occurrences (22,5%), Understand Level of 9 times (11%), and Create Level of 7 occurrences (8%) were the next levels included in the writing tasks of English textbook. The least level of cognitive domain realized on writing task was Evaluate Level at 6 occurrences (7.5%).

#### **Remember Level**

Remember level is brain activity to recall or recognize relevant knowledge from long term memory. Appropriate learning outcome verbs for this level include: cite, cite, define, describe, identify, label, list, match, name, recall, report, show and tell.

#### **Understand Level**

Understand level demonstrates comprehension through one or more forms of explanation. Appropriate learning outcome verbs for this level include: abstract, associate, categorize, clarify, contrast, defend, estimate, interpret, match, outline, paraphrase, summarize, and translate.

#### **Analyze Level**

Analyze level refers to break material into constituent parts and determine how the parts relate to one another or discover or reveal something through detailed examination. Appropriate learning outcome verbs for this level includes: analyze, arrange, connect,

categorize, detect, diagram, differentiate, discriminate, distinguish, divide, explain, relate, separate, and structure.

#### **Evaluate Level**

Evaluating is defined as making judgments based on criteria and standards. Appropriate learning outcome verbs for this level includes: appraise, argue, asses, contrast, convince, critique, decide, grade, evaluate, select, and validate.

#### **Create Level**

Level of create means to build, to assemble, or to produce an object or idea. Appropriate learning outcome verbs for this level includes: make, design, modify, plan, prepare, perform, specify, and write.

### **CONCLUSION**

After analyzing the writing tasks in the English textbook published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud based on Bloom's revised cognitive levels, the researcher concluded that:

1. There were six types of cognitive domains realized on writing tasks in English textbook, namely: Remember, Understand, Apply, Analyze, Evaluate, and Create. In other words, the theory of Bloom's revised cognitive levels worked in this research.
2. There were four kinds of writing tasks applied in English textbook namely, imitative, intensive, responsive and extensive tasks. It meant that the theory of Brown (2004) was also done well in this study.
3. The textbook analyzed in this study tended to High Order Thinking Skills (HOTS). It was seen from the research finding that the use of operational verbs in HOTS categories were more dominant than others.

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