

CONTENT ANALYSIS OF MANDATORY ENGLISH TEXTBOOK
BASED ON BLOOM'S TAXONOMY OF COGNITIVE DOMAIN AND
ITS IMPLICATION FOR MATERIAL DEVELOPMENT

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ABSTRAK

Buku teks memainkan peranan penting dalam proses belajar mengajar bahasa Inggris terlebih dalam melatih siswa dalam berfikir tingkat tinggi (HOTS) yang telah menjadi tuntutan dalam kurikulum 2013 bahasa Inggris. Berhubungan dengan itu, menjadi penting untuk buku teks agar sesuai dengan kurikulum dan tujuan pembelajaran dalam perkembangan HOTS saat ini. Penelitian ini bertujuan untuk 1) menemukan distribusi ranah kognitif dari Taxonomy Bloom dalam buku teks "Bahasa Inggris SMP/MTS kelas VII When English Rings a Bell", dan 2) memberikan masukan untuk pengembangan material berdasarkan latihan dalam buku teks tersebut. Metode penelitian ini adalah deskriptif kualitatif (analisis isi). Data diambil secara purposive sampling dari 4 bab pertama buku teks "Bahasa Inggris SMP/MTS kelas VII When English Rings a Bell". Hasil penelitian memperlihatkan bahwa dari 189 aktifitas dari 4 bab terdiri dari 72 aktifitas C1, 45 aktifitas C2, 37 aktifitas C3, 11 aktifitas C4, 2 aktifitas C5 dan 22 aktifitas C6. Oleh karena itu, dapat disimpulkan bahwa penyebaran dari aktifitas level kognitif di buku teks tersebut tidak merata dan aktifitas LOTS lebih menonjol dari HOTS. Temuan tersebut memperlihatkan perlu adanya penambahan variasi latihan untuk pengembangan materi disetiap bab untuk mengakomodir pembelajaran HOTS. Peningkatan variasi latihan ini jatuh pada latihan analisis (C4), evaluasi (C5) dan mencipta (C6).

Kata Kunci: *Buku teks, Berpikir tingkat tinggi, ranah kognitif, Taxonomy Bloom, Pengembangan materi.*

ABSTRACT

Textbook plays an important role in the English teaching and learning process especially in order to train student's Higher Order Thinking Skills (HOTS) which is in demand for Indonesian English curriculum of 2013. In relation to that, it is important for textbook to be able to fit the curriculum and correspond with the aims for the learning process in current development of HOTS. This research aims to 1) discover the distribution of cognitive domain of Revised Bloom's Taxonomy in exercises found in textbook "Bahasa Inggris SMP/MTS Class VII When English rings a Bell", and 2) To give insight for material development based on exercises found in the textbook. The research Method was a descriptive qualitative research (content analysis). Data will be taken with purposive sampling from exercises in English textbook titled "Bahasa Inggris SMP/MTS Class VII When English rings a Bell" of the first four chapters of the textbook. Result of research shows that out of the first four chapters there were total 189 activities that consist of 72 C1 activity, 45 C2 activity, 37 C3 activity, 11 C4 activity, 2 C5 activity and 22 C6 activity. Therefore, there is an uneven spread of cognitive level activity in the textbook and more prominence of LOTS exercise than HOTS. This finding shows the need to increase variety of exercises for material development in each chapter to be able to accommodate HOTS learning. This increase of variation of exercise falls into analyzing (C4), evaluating (C5) and creating (C6) exercises.

Keyword: Textbook, Higher Order Thinking Skills, Cognitive domain, Revised Bloom's Taxonomy, Material development.

INTRODUCTION

English has been considered as lingua Franca – as it is used by Indonesian as foreign language and included in Indonesian curriculum and carried out in school levels such as elementary, junior high and senior high school. In order to

aid teachers in conducting instructions and achieve the objectives, teacher uses instructional materials as source of teaching and learning activities in the classroom. Instructional materials, as stated by Tomlinson (2011) are divided into two forms: printed materials taken from textbook, module & newspaper; and non-

printed materials taken from video, internet, podcast, etc. Most commonly used instructional material today is a textbook. According to Yulianti (2011), a textbook is an instructional material which 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.

Textbook plays an important role in the English teaching and learning process. Cunningsworth (1995) as cited in Pratiwi (2015) & Penny Ur (2009) identifies a textbook as a resource in presenting the material, a source for learners to practice and to do exercises. They claims that a course book provides a clear framework, texts and learning task appropriate level for most of the class which saves time for teachers to prepare material. On the learner's side, it also influences their attitudes and performance. Harmer (2007) explains the most important aspect of textbook use is for teachers to try to engage learners with the content they are going to be dealing with and provides learner with opportunity to communicate English in the classroom.

However, many researches have shown that despite its important role, there are many components in a textbook that still that needed be develop such as layout, exercises, instructions, teaching materials, and many more. This is line with Ngyuen (2015) who claims that English textbook often not always professionally design and do not always fit the curriculum and correspond with the aims of the teaching program and the need of students. Furthermore, Penny Ur (2005) emphasize that textbook has to provide variety of topics and tasks for different learners' level, learning style and interest. Therefore, textbook needs to be developed consistently in order to fit the learning process in current development.

Tomlinson (2003) explains the concept of materials development involves of production, evaluation, adaptation of language teaching materials. Among the different existing taxonomies and models for textbook evaluation such as Vygotskian, Piagetian, and situated learning theories (Anderson & Krathwohl, 2001), Revised Bloom's Taxonomy (RBT) can be an effective criterion to analyze tasks and exercises within the cognitive learning domain. This is also in line with Zareian, et. all (2015) and Marzano & Kendall (2007) who stated that Bloom's influential taxonomy is a practical instrument for course evaluation.

In this framework concept, Bloom divided education into three domains namely cognitive domain, affective domain and psychomotoric domain. This research will focus more to cognitive domain deals with intellectual and thinking ability. Saifer (2018) explains that the order of thinking skills in cognitive domain represents a continuum of practical thinking skills to conceptual thinking skills that involves intellectual activities such as interpreting, problem solving and thinking critically. Krathwohl (2002) further explains this concept by introducing its component that comprises of remembering (C1), understanding (C2), applying (C3), analysing (C4), evaluating (C5) and creating (C6).

Preceding studies that has been conducted specifically analyze reading exercises English textbook based of Revised Bloom Taxonomy (Nunu Pratiwi: 2014; Nana Pratiwi 2015) concluded that textbook did not cover the entirety of cognitive dimension and consisted of uneven distributions of activities. Based on that, it is apparent that there are relations between evaluation of textbook and cognitive domain. However, it have not explicitly explains how textbook analysis in cognitive domain can be used to develop textbook material. Therefore, the researcher will use textbook analysis in cognitive domain using RBT in English textbook to give suggestion for further material development of textbook.

The purpose of the research are 1) to discover the distribution of cognitive dimension found of Revised Bloom's Taxonomy in the textbook "*Bahasa Inggris SMP/MTS Class VII When English rings a Bell*" and 2) to give insight for material development based on exercises found in the textbook "*Bahasa Inggris SMP/MTS Class VII When English rings a Bell*" using Bloom's taxonomy of cognitive domain.

METHOD

The research method used in this research is content analysis qualitative research. Edmonds (2017) claim "qualitative method represents a form of data collection and analysis, with a focus on understanding and emphasis on meaning" as cited in Fadhilah (2017, p.24). Wamboldt (1992) explains the concept of content analysis as "a research method that provides a systematic and objective means to make valid inferences from verbal, visual, or written data in order to describe and quantify specific phenomena"

Data source in this research is English textbook for 7th grade of Junior High School (SMP/MTs) titled “Bahasa Inggris SMP/MTS Class VII When English rings a Bell” revised edition that consist of 8 chapters and 194 pages. The textbook was published by Ministry of National Education and Culture (Kemendikbud) in 2017. The unit for analysis is exercise that appear in the textbook from each chapters.

The data collected from research is analyzed based on each chapter in the textbook “Bahasa Inggris SMP/MTS Class VII When English rings a Bell”, with defined as any one of the following: a question or instructional activity. It used data analysis table to categorizing the activity according the cognitive level of Revised Bloom’s Taxonomy.

Table 1. Data analysis table for data collection

No	Activities (Instructional Verbs or Questioning Stems)	Cognitive level					
		C1	C2	C3	C4	C5	C6

Number of item	Instructional verbs or of questionin g stems stated on the textbook.	The appropriate cognitive level of the Instructional item based on Revised Bloom’s Taxonomy
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The procedures in data analysis techniques are given in the followings steps below 1) Read the instructional item or questioning stems used, 2) Group the instructional items/ questioning stems according to cognitive level of Revised Bloom’s Taxonomy in order to know which level they cover: remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), or creating (C6). The data were analyzed per chapter, 3) Count the number of the instructional items/questioning stems included in each category, and 4) Interpret the result of data analysis and presented in table.

RESULT AND DISCUSSION

a) Overall distribution

The results of this study are showing the level of activity, frequency and percentage in the six levels of cognitive dimensions in chapters available of the textbook.

Table 2. Overall result of cognitive domain distribution in English textbook

No	Chapters (Theme)	Cognitive Dimensions						Total
		C1	C2	C3	C4	C5	C6	
1.	Good Morning!	8	4	4	-	-	-	16
	How are you?	50%	25%	25%	0%	0%	0%	100%
2.	It’s Me!	10	2	8	5	-	6	31
		32,2%	6,4%	25,8%	16,1%	0%	19,3%	100%
3.	What time is it?	18	12	5	3	-	6	44
		40,9%	27,3%	11,3%	6,8%	0%	13,6%	100%
4.	This is My World	34	27	20	3	2	10	96
		35,4%	28,1%	20,8%	3,1%	2,1%	10,4%	100%
5.	It’s a beautiful day!	25	9	16	6	1	-	57
		43,8%	15,7%	28,1%	10,5%	1,7%	15,51%	100%
6.	We love what we do	17	7	8	12	-	1	45
		37,7%	15,5%	17,8%	26,6%	0%	2%	100%
7.	I’m Proud of Indonesia!	31	4	9	9	2	3	58
		53,4%	6,8%	15,5%	15,5%	3,4%	5,1%	100%
8.	That’s what friends are supposed to do	6	1	-	-	-	1	8
		75%	12,5%	0%	0%	0%	12,5%	100%
Total		72	45	37	11	2	22	189
Percentage		38,1%	23,8%	19,6%	7,9%	1,0%	11,6%	100%

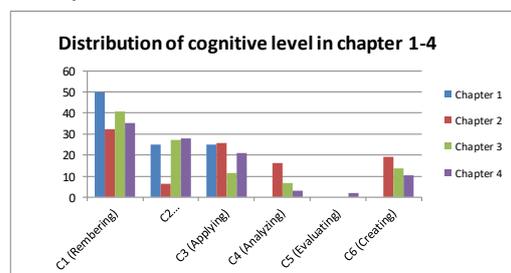
Based on the table above, the distribution of cognitive level of English textbook “Bahasa Inggris SMP/MTS Class VII When English Rings a bell Class VII” will be illustrated through chart below:

Figure 1 Distribution of cognitive level in English textbook “When English Rings a Bell Class VII” Chapter 1-4

There are four chapters analyzed that consisted total of 189 activities. The activities are spread over six cognitive domains activity which consisted of Lower order thinking skills (LOTS) which divided into Remembering (C1), Understanding (C2) and Applying (C3) and higher order thinking skills (HOTS) that consisted of analyzing (C4), Evaluating (C5) and creating (C6). From a total of 189 activities, there are 72 activities (38,1%) of remembering (C1), 45 activities (23,8%) of understanding (C2), 37 activities (19,6%) of applying (C3), 11 activities (7,9%) of analyzing (C4), 2 activities (1%) of evaluating (C5) and 22 activities (11,6%) of creating (C6). The level of cognitive domain activities that most commonly occurring is remembering (C1) with total percentage of 38,1 %. The total frequency of remembering is 72 of 189 activities and it is most occurring in unit 4 with 34 activities. Second most occurring activity is understanding (C2) with a total percentage of 23,8% or total frequency of 45 of 189 activities and mostly occurring in unit of 4 with 27 activities. As for the third most occurring activities, remembering of applying (C3) which consisted of total activities of 37 out of 189 total activities or 19.6%. The level of this cognitive aspect mostly occurred in unit 4 with total of 37 activities.

As for the least occurring cognitive domains activities in the textbook “Bahasa Inggris SMP/MTS Class VII When English rings a Bell” falls to cognitive activity of evaluating (C5) with total percentage of 1,0 % or total frequency of 2 of 189 activities which only occurred in unit 4. This type of activity does not occurred in chapter 1-3. Second least occurring activities is creating (C4) with total percentage of 7,9 % or total frequency of 11 out of 189 activities. This activity does not appear in chapter and and only available in chapter 2 with 5 activities and chapter 3 and 4 with 3 activity. Lastly, the third least occurring activities is creating (C6) with total percentage of 11,6% or

total frequency of 22 out of 189 total activities with the least occurring in unit 1 and 8 with 0 activity. Similarly to the previous chapter, activity creating (C6) only occurred in chapter 2 -3. It is mostly appear in chapter 4 with 10 activity as well as chapter 2 and 3 with 6



Based on table and charts above, English textbook “Bahasa Inggris SMP/MTS Class VII When English rings a Bell” in chapter 1-4 have included every domain of cognitive of revised Bloom’s taxonomy. However, it is also apparent that the distribution of each cognitive level is not spread evenly. The distribution of Lower order thinking skills (LOTS) activity such as remembering (C1), understanding (C2) and applying (C3) is more prominent than the Higher order thinking skills (HOTS) activity such as analyzing (C4), evaluating (C5) and creating (C6). To explain details of the research, analysis further will be supported with picture and instructional sentence for different variation of exercise in chapter 1-4. The rest of the chapters will be analyze using sentence constructions and quotation from the textbook to accommodate appearance of another example of the activity occurred in the same cognitive level that uses different instructional verb to show data variation.

b) Distribution of cognitive domain chapter 1: Good Morning! How are you?

In this part, only one illustration of one description of chapter will be shown.. Chapter 1 titled : ”good morning! How are you?” consisted of 18 total activities divided into 8 remembering exercises, 4 understanding exercises and 4 applying exercises. The detail of exercise distributions can be seen in chart as seen below:

Figure 2 Distribution of Cognitive level in Chapter 1: Good Morning! How are you?

Based on the chart above, it is apparent that out of 6 levels in cognitive exercises there are only 3 cognitive level exercises that appear in chapter 1 which is remembering,

understanding and applying. The exercises in page 4, 11, 14 & 18 fall into the category of remembering (C1) with instructional verb “listen” and “repeat”. The exercise in these pages uses sentence such as “We will listen carefully.... Then, we will repeat....” This type of instruction hope for students to be able to remember general idea / information (how to do greeting) from the exercise by repetition. To support the exercise, activity for instructional verb “listen” and “repeat” will be visualize using



Picture 1. Example of remembering exercise in chapter 1 (page 4)

Based on the picture, there are series of conversation that students need to listen to such as on the left picture where students greet each other using common English expression such as “Good morning, Lina” and “Good Morning, Beni. How are you?” and on the right picture similarly to the left picture, student greeted the teacher using common English expression such as “Good morning, Lina. How are you?” and “Good morning, Mrs. Rita. I’m fine, thank you.” This dialogue will be spoken by the teacher and then student will have to repeat the conversation spoken by the teacher. There are another similar activity appears in pages previously mentioned. The example of conversation above refers to instructional verb “listen” and “repeat” that falls into cognitive level remembering because it hopes for students to be able to store and recalling information in their mind such as common English expression use for greeting, vocabulary of word and pronunciation of sentence.

The second type of exercises in page 9, 13, 14 & 18 fall into the category of understanding (C2) with instructional verb “state” and “respond”. The exercise in these pages uses sentence such as “one person will state Then, the other person will respond

to....” This type of instruction hopes for student to be able to state a proper way to say thank or sorry in a situation given by the teacher and understanding how to use correct response by identifying specific information from previous example. To support this cognitive level activity, students learn using pictures and dialogue to illustrate a situation as seen below:



In this picture, there are series of conversation spoken by teacher in a variety of setting that students need to hear and ultimately understand how to respond to, as seen in an example above with a situation where Beni forgot to bring Udin’s sports shirt. Based on the situation previously mentioned, students will learn how to properly say sorry as seen in conversation where Beni apologizing to Udin saying “Udin, I’m sorry I forgot to bring your sports shirt” and Udin responding to Beni’s apology by saying “That’s okay, Beni. You can bring it tomorrow. I have another one.” After that, the student will have to re-state the dialogue in the similar situation as the example and give an appropriate answer to the statement.

The example of conversation above refers to instructional verb “state” and “respond” that falls into cognitive level understanding because it hope for students to understand how to us language expression as a statement as well as make an appropriate and reciprocal answer in a certain context to a statement/ question given.

The exercises in page 4 & 11 fall into the category of applying (C3) with instructional verb “demonstrate” by role playing. The exercise in these pages uses sentence such as “.... Then, we will play the roles of the speaker....” To support this cognitive level activity, students learn by using pictures and dialogue to learn from as seen in picture below:



Picture 2. Example of understanding exercise in chapter 1 (page 5)

In this type of exercise, students are given a series of conversation in a form of a picture as seen in the picture. The picture above illustrates a situation where one person (a girl) greeting group of people. The girl said “Hi, guys. How are you?” and to respond to that statement, the group of people respond by saying “Hi, we are fine. Thanks.” After reading the text, group of students will have to demonstrate a similar conversation in real life through role play with their peers. What differentiate this activity to the previous activity is the students need to be able to not only say the dialogue correctly, but they’ll also need to act it out in front of the class. Another example of exercise for the implementation of cognitive level applying in chapter 1 is using instructional verb “practice” by filling in a table given in the exercise in page 10 & 13. It is shown in the picture of a table as seen below:

Picture 3. Example of analyzing exercises in chapter 1 (page 10)

In the second exercise, the students are instructed to fill in a table given by the example in textbook. On each column, the student will have to write down name of the person they greeted, time and expression they use to greet them. The students can only fill in the table after they have finish greetings their friend/ teacher

No.	Who?	What time?	What did you say?
1.	Nyoman	6.30	Good morning, Nyoman?
2.	Mr. Erry	10.00	Good morning, Sir. How are you?
3.			
4.			
5.			

The conversation in first example refers to implied instructional verb “demonstrate” and falls into cognitive level applying because it hope for students to be able to apply their knowledge on how to re-enacting the conversation by role play demonstration with their peers using expression shown in the example. The second example uses instructional verb “practice” and falls into cognitive level

applying because it hope for students to practice their greeting with their peers and/or teacher and able to use variety of expression in order to greet their peers and/or teacher based on the examples given previously. To simplify, both activity falls in cognitive level applying because they require process in which students needs to be able to solve problem to a new yet similar situation by applying knowledge they have previously acquired (imitating).

c) Design for material development

For material development, researcher will chose chapter four for material development. In this chapter, there are very few exercises that fall into HOTS activity. Therefore, it is important to give more variation of exercise in the textbook that is in line with the core competence of Indonesian curriculum (KI) for English subject. Core competence (KI) of Indonesian curriculum (K13) for the fourth chapter can be seen below:

“Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.”

Based on core competence (KI), HOTS activity students hope to be able to analyze, evaluate and create an action asking or giving information about the name and quantity of animals, items, and public buildings in students’ daily life while paying attention towards the social functions, structure, language elements. In order to accommodate that, example of analyzing exercise that can be implemented is to give an exercise where students are given picture of at least two rooms and they have to write down at least five activities that can be done in said room.

During this exercise, students are instructed to analyze the picture and write down activities that can be done in that room. This means that students will have to be able to make an analysis (C4) of activity students can do based on their experience and understanding of the picture being shown. For example, there will be illustrated the picture of living room and kitchen, in the living room students can see the picture of two kids looking at the television. Therefore, watching TV is an activity that can

be done in living room. Second picture is a picture of mother and child cooking food. Therefore, cooking food is an activity that can be done in a kitchen. Students can also use their imagination to think of an activity that they usually do daily in that room.

As for the evaluating (C5) exercise, the illustration will be shown of someone who would like show about his house. Based on the statement given in the picture, students will have to give their own personal opinion of the room being described by the person in the picture such as the room's name, things mentioned in the room, activity can that can be done there, etc.

In this exercise, students have to write down their opinion based the picture of a room and the description of said room. This means that will have to be able to do an evaluation based on the picture and statement of the exercise that will be based on their experience and understanding of the picture and statement being shown. For example, there will be an illustration of a kid named Benny describing his living room and the activity he tend to do in said room. However, the picture shows a garage, not a living room. Therefore, students are expected to comment on that mistake and point out the mistake as detailed as possible.

Lastly, in creating exercise (C6) students will be shown a picture of a room. Based on picture, they will have to make a short paragraph that describe said picture. To illustrate this activity, an example of exercise will be shown below:

Exercise 1. Pick one of the pictures below. After that, make description text with picture provided and like the example below.

Example:



My Pet Cat

The cat is a pet animal. It is a pretty animal. It has a lovely round face. It has four legs, two ears, two eyes and a tail. Its body is covered with soft fur. Cats are different colours. It has sharp teeth and sharp claws. It walks without making sound. It can climb up a tree and can jump from one roof to another. It is

found all over the world. It is found of milk and fish. It also eats meat, rice and curry. The cat kills rats. It is very useful to us. It makes a sound "Mew" When it sounds Mew, the rat runs away and she catches it. It looks like a tiger. Its eyes are bright. The eyes of the cat which are of gray colour, shine at night. Everybody loves this creature.

CONCLUSION

Based on the research findings and discussion, the researcher concluded that this research shows distribution of content analysis for mandatory English textbook based on cognitive domain of Bloom's taxonomy. The content analysis of will be the foundation of researcher to create material development that will be based on Indonesian curriculum (K13). As previously state, the content analysis of textbook will be based on revised cognitive domain of Bloom taxonomy that is divided into six cognitive levels namely remembering (C1), understanding (C2), applying (C3) as lower order thinking skills (LOTS) and Analyzing (C4), Evaluating (C5), and Creating (C6) as higher order thinking skills.

In this research, researcher decided to use English Mandatory textbook titled *Bahasa Inggris SMP/MTS class VII When English Rings a Bell* that consist of 8 chapters however only 4 chapters will be further examined. These chapters titled on chapter 1 titled "Good morning! How are you", chapter 2 titled "It's me", chapter 3 titled "What time is it?" and chapter 4 titled "This is my world".

Core competence for the chapter one urge students to be able to analyze, evaluate and create a language expression to say greeting, say good bye, thanks and to apologize. The first chapter consisted of only three cognitive domain activities which are remembering (C1), understanding (C2) and applying (C3). The most commonly occurring activity in chapter one is remembering (C1) with total activity of 8 out of 16 total activities. Second most occurring activities is understanding (C2) and applying (C3) with four activities. There is no activity that falls into cognitive domain activity analyzing (C4), evaluating (C5) and creating (C6).

Core competence for the chapter two hopes for students to be able to analyze, evaluate and create self-introduction expressions/text that used for asking and giving personal information such as full name, date of birth, address, school & grade, age, hobby, etc.

This chapter consisted of five out of six cognitive domain activities namely remembering (C1), understanding (C2), applying (C3), analyzing (C4) and creating (C6). The most commonly occurring activity falls into remembering (C1) with 10 activities and the least occurring activity falls into understanding (C2) with only 2 activities out of total 31 activities. The overall occurrence activity in chapter two are 10 remembering (C1) activity, 2 understanding (C2) activity, 8 applying (C3) activity, 5 analysing (C4) activity and 6 creating (C6). However, there is no occurrence of evaluating (C5) activity.

The core competence in the chapter three hope for students to be able to analyze, evaluate and create expressions use for giving and asking information about name of days, months, times, time in the form of number, date and year with correct social functions, structure and language elements. This chapter consisted of five out of six cognitive domain activity which is remembering (C1), understanding (C2), understanding (C3), analyzing (C4), and creating (C6). The most commonly occurring activity falls into remembering (C1) with 18 activities and the least occurring activity falls into analysing (C4) with only 3 activities out of total 44 activities. The overall occurrence activity in chapter three are 18 remembering (C1) activity, 12 understanding (C2) activity, 5 applying (C3) activity, 3 analysing (C4) activity and 6 creating (C6) and no occurrence of evaluating (C5) activity.

As for the chapter four, core competence for this chapter hope for students hope to be able to analyze, evaluate and create an action asking or giving information about the name and quantity of animals, items, and public buildings in students' daily life while paying attention towards the social functions, structure, language elements. This chapter consisted of all of the six cognitive domain activities which is remembering (C1), understanding (C2), understanding (C3), analyzing (C4), evaluating (C5) and creating (C6). The most commonly occurring activity falls into remembering (C1) with 34 activities and the least occurring activity falls into evaluating (C5) with only 2 activities out of total 96 activities. The overall occurrence activity in chapter four are 34 remembering (C1) activity, 27 understanding (C2) activity, 20 applying (C3) activity, 3 analysing (C4) activity 2 evaluating (C5) and 10 creating (C6) activity.

In conclusion, there is an uneven spread of cognitive level activity for each chapter which resulted in the prominence of lower order thinking skill (LOTS) than higher order thinking skills (HOTS). This claim is based on the fact that out of the total of 189 activity, 154 activity (81,48%) deals with lots while only 35 (18,52%) activity deals with hots. LOTS and HOTS activity mostly occurring in chapter 4 titled "This is my world" with total 81 lots activity and 15 hots activity. Instructional verb that mostly appear in chapter 1 – 4 is remembering (C1) with 34 occurrence. English text book "*When English rings a bell*" is struggling to balance the occurrence of its LOTS and HOTS activity because activity that falls into LOTS activity is occurring more than its HOTS counterpart.

Based on explanation above, the cognitive level exercise distribution in chapter 1-4 are not evenly distributed because the most commonly occurring exercise is LOTS activity which consist of cognitive domain remembering (C1), understanding (C2) and applying (C3). This is not in line with HOTS learning where students needs to be able to think critically and therefore student's cognitive thinking such analyzing (C4), evaluating (C5) and creating (C6) needed to be provoked. In order to do so, possible material development need to be designed that based on basic core competence (KI) of English subject in Indonesia curriculum (K13) for each chapter.

In order to accommodate HOTS exercise that almost not available in chapter 1-3, an analyzing and evaluating exercise to give students some phrase where they needs to determine whether said phrase falls to certain category that is in line with core competence of K13 in that chapter. As for the creating exercise in chapter 1-3, students are given context about a certain situation and they are asked to create a short dialogue conversation that correlate with the context given.

Specifically for chapter 4, all cognitive domain exercises from C1-C6 have mostly occurred. However, researcher decided to give different type of HOTS exercise that can be implemented in that chapter as to give variation of exercise for students. Implementation of analyzing exercise is to give an exercise where students are instructed to write down 5 activities that can be done based two picture of a room given. As for the evaluating (C5) exercise, the picture will be shown of someone who would like show about his house. Based on the statement given

in the picture, students will have to give their own personal opinion of the room being described by the person in the picture such as the room's name, things mentioned in the room, activity can that can be done there, etc. Lastly, in creating exercise (C6) students will be shown a picture of a room. Based on picture, they will have to make a short paragraph that describe said picture in greater detail.

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