

## **CONTENT ANALYSIS OF ENGLISH TEXTBOOK “WHEN ENGLISH RINGS A BELL” IN TERMS OF COGNITIVE DOMAIN**

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### **ABSTRACT**

*The objective of this research is to determine if the junior high school English textbook "When English Rings a Bell" is still relevant in light of the 2013 curriculum. The study's findings are anticipated to assist publishers and teachers in learning more about a textbook's content and in determining whether any necessary content has to be added in order to meet national textbook standards. 11 chapters make up the population of the English textbook "when English Rings a Bell," and the author used 6 chapters as examples. The author employs the qualitative method, specifically document analysis. The writer is the research instrument, and the data is gathered from the English textbook "When English Rings a Bell" for junior high school grade VII and a curricular document from 2013. According to the findings of this study, 87.5% of the components in the English textbook "When English Rings a Bell" meet the viability of content requirements. 42 of the 48 categories receive a score of 4, while only six receive a score of 1.*

*Keywords: Content Analysis, Textbook, Cognitive Domain*

### **INTRODUCTION**

Numerous factors can influence student learning results in the English language teaching and learning process. These elements could develop during the pre-teaching preparations, during the teaching and learning, or after the teaching and learning. Teachers' roles in the teaching and learning process are obviously vital. They design the curriculum, prepare the resources, and teach in the classroom, among other things. (Marto et al., 2021; Marzuki et al., 2021; Marzuki., 2015). That's a lot of tasks to be done by a teacher as teaching material.

Furthermore, according to (Liando, 2009), "Indonesia has adopted English as a means of communication in order to create links with other countries." English, according to the statement, is a foreign language that must be mastered. From kindergarten to college, English is taught (Lengkoan & Rombepajung, 2022). English is also taught in schools, and one of the key goals of education is to assist students develop and deepen their critical thinking skills. Nowadays, critical thinking is a prominent issue (Karisi et al, 2021). Politicians talk about it, corporations demand it, and schools and universities try to educate about it. Thorndahl and Stentoft (2020). Furthermore, (Alexander et al, 2010) noted that developing and improving learners' capacity to think critically about their information, actions, and beliefs is an important goal in education. According to

the assertions above, one of the primary aims of education is to develop and strengthen students' ability to critically analyze their own information, behavior, and beliefs.

It's crucial to understand why English is taught. If the learning activities for the students lack a defined goal, teachers cannot know how to make them simpler. The best method to engage in a learning activity is to be provided with the appropriate resources, which is one of the elements necessary to meet the teaching and learning objectives (Liando & Tatipang, 2022). Textbooks, workbooks, and handouts can all be used in education to deliver learning material. The instructional resources, which come from several sources yet work together as a whole to complement one another, comprise a unit.

Textbooks are not only valuable for teachers in terms of assisting them in preparing materials and achieving teaching purposes and objectives, but they also assist students in achieving their learning needs. It appears to be obvious solutions to the challenges of producing a nice and improved teaching environment in the classroom. A good compromise can be obtained with well-prepared materials and tests offered by the textbook, combined with teacher flexibility in teaching utilizing the textbook in the class.

The cognitive domain of educational objectives makes reference to the Bloom Taxonomy. Beginning in 1956, Dr. Benjamin Bloom developed and unveiled Bloom's Taxonomy. It is the framework that separates between low and high skill levels, as mentioned by Orey (2010). The primary purpose of Bloom Taxonomy is to help teachers accomplish their academic goals (Paranduk, 2021). Both Bloom's Taxonomy and the cognitive domain vocabulary have been updated in The cognitive domain, which comprises remembering, understanding, applying, analyzing, evaluating, and producing, has been transformed from a noun to a verb in the revised Bloom's Taxonomy. The researcher decided to study the Cognitive Domain of the Revised Bloom's Taxonomy of WH-question in "*Bahasa Inggris When English Rings a Bell*" based on the explanation provided above. As a result, this study will examine an English textbook's content to determine how it affects students' thinking. This analysis determines whether the book only fosters and encourages students or if it actually fosters and improves students' capacity to use higher thinking abilities.

## **METHOD**

The researcher employed document analysis in this research. Without actually seeing a particular phenomenon, this document analysis used library research. Document analysis "represents a good source for text data in qualitative investigation," according to Creswell (2012). He indicated that using textbook, essay, newspaper, novel, magazine, song, picture, and public or private papers, this data analysis would be used to comprehend key phenomena. When English Rings the Bell, a textbook for pupils, served as the data's primary source (Revised Edition). The first through sixth chapters of the textbook were examined by the researcher. The author will provide the English textbook's content and analyze it for data analysis, paying particular attention to its grammar-related elements.

## **FINDINGS**

Before examining the applicability of the textbook materials to the cognitive domain, the researchers split the textbook materials into chapters and three basic competences. The textbooks have 12 chapters, and 6 of them are used for the samples. The researchers matched the materials in the book with the 37 sub-basic competences of basic competency three. The end result is as follows:

### **Chapter 1**

The First Chapter From the book "It's English Time." This chapter can be found on pages 8 through 25. Students can learn four different materials in this chapter. The first material sought someone's attention, the second material tests a person's comprehension, the third material delivers and solicits opinions, and the last content expresses gratitude to friends. The researcher determined that the material written in this chapter is appropriate for the basic competence 3.1 after analyzing the material. Basic competence 3.1, according to the 2013 curriculum English lesson syllabus for eight students in the first middle class, is about using text structures and language features to apply social functions to get attention, examine understanding, provide praise, and ask and provide expressions and responses based on context.

Basic Competence 3.1 consists of four sub-basic competences, sub-basic competency 3.1.1 comprising spoken sentences to elicit responses and expressions, sub-basic competence 3.1.2 comprising spoken texts to assess comprehension by expressions and answers, sub-basic competence 3.1.3 comprising spoken texts to provide feedback on expressions and responses, as well as sub-basic competency 3.1.4 comprising spoken messages in the form of phrases and responses to seek and give opinions. The researchers then matched the sub-basic competence in basic competence 3.1 with the material in chapter 1, and the results are as follows: sub-basic competence 3.1.1 is matched with the first material, which is about gaining attention expression, sub-basic competence 3.1.2 is matched with the second material, which is about checking understanding expression, sub-basic 3.1.3 is matched with the last material, which is about showing appreciation, and sub-basic 3.1.4 is matched with the last material, which is about showing

### **Chapter 2**

In chapter 2 the title of the book is "Can You Play Guitar?" and it can be found on pages 26 through 39 of this book. This chapter has two materials: the first declares and requests someone's ability, and the second expresses and requests someone's willingness. After assessing the material, the researchers determined that the material in this book is appropriate for the basic competence 3.2. According to the 2013 curriculum English lesson syllabus for Junior High School eighth graders, basic competency 3.2 is about text structure and language features to implement the social function of saying and asking ability and willingness based on context.

This basic skill is split up into two sub-basic competences, 3.2.1 and 3.2.2. Sub-basic competence 3.2.1 is about using spoken and written text to state and ask

ability using the modal can, and sub-basic competence 3.2.2 is about using spoken and written text to state and ask willingness using the modal will. The researchers then matched the sub-basic competences in basic competence 3.2 with the materials in chapter 2, way that results in sub-basic competence 3.2.1 being matched with the first material of chapter 2, which is about stating and asking someone's ability, and sub-basic competence 3.2.2 being matched with the second material, which is about stating and asking someone's willingness.

### **Chapter 3**

Chapter 3 From the book "Do You Want to Come?" This chapter runs from page 40 to 56. This chapter contains four materials. The first material is about providing and responding to directions. The second material is about offering and responding to invitations. The third material is about delivering and responding to prohibition. The fourth material is about requesting permission. After assessing the material, the researchers determined that the material in this book is appropriate for basic competence 3.3.

According to the 2013 curriculum English lesson syllabus for Junior High School eighth graders, basic competence 3.3 is about text structure and language features to implement the social function of giving instruction, giving invitation, giving prohibition, asking for permission expressions and responses based on context.

The first is sub-basic competence 3.3.1, which contains spoken and written text for giving instruction in terms of expressions and responses, the second is sub-basic competence 3.3.2, which contains spoken and written text for giving invitation in terms of expressions and responses, and the third is sub-basic competence 3.3.3, which contains spoken and written text for giving prohibition. The researcher then incorporates the sub-basic competence in basic competence 3.3 with resources from Chapter 3 Books. As a result, sub-basic competence 3.3.1 corresponds to the first material in chapter 3, which is about giving and responding instruction, sub-basic competence 3.3.2 corresponds to the second material, which is about giving and responding invitation, sub-basic competence 3.3.3 corresponds to the third material, which is about giving and responding prohibition, and sub-basic competence 3.3.4 corresponds to the last material in chapter 3, which is about asking for permission.

### **Chapter 4**

Section 4 This book can be found on pages 57-66. This chapter's subtitle is "you are invited." This chapter includes two materials: one for making a personal invitation and one for making a greeting card. Following an analysis of the material, the researcher determined that the material written in this chapter is consistent with fundamental competence 3.4.

According to the 2013 curriculum English lesson syllabus for Junior High School eighth graders, basic competency 3.4 is about text structure and language feature to implement the social function of personal invitation letter and greeting card based on context. This basic competence is divided into two sub-basic competences: sub-basic competence 3.4.1, which contains written text in the form

of a very short and simple personal invitation letter, and sub-basic competence 3.4.2, which contains written text in the form of a very short and simple greeting card.

The researchers then matched the sub-basic competences in basic competency 3.4 with the materials contained in textbook chapter 4. As a result, sub-basic competency 3.4.1 is matched with the first material of chapter 4, which is making a personal invitation, but not with the second material of chapter 4, which is making a greeting card.

### **Chapter 5**

Chapter 5 "My Uncle is a Zookeeper," a textbook. This chapter can be found on pages 67 through 85. In this chapter, students will learn to convey regular portions and events or as broad truth to enjoy nature, indicate their pride in something, and give positive and poor examples. This chapter also contains information regarding the presence of people, animals, and stuff. After reviewing the material, the researcher determined that the material in this chapter relates to the basic competences of 3.5, 3.6, and 3.7.

According to the Junior High School's 2013 English lesson syllabus for eighth graders, fundamental competency In 3.5, the text's language features are used to carry out the social function of expressing and invoking the presence of people, things, and animals in an uncountable number in accordance with the situation. In 3.6, the social function of stating and inquiring about a common occurrence or general truth in light of the context and fundamental competency is implemented.

### **Chapter 6**

Section 6 Page 86 to page 107 of this book are available. "What do you do?" is the slogan on this bracelet. There are three parts to this chapter: the first discusses the current events, the second examines relationships and their repercussions, and the third examines the polar opposite relationship. Following a thorough analysis of the data, the researcher came to the conclusion that the information in this chapter is consistent with the fundamental competency 3.7 and 3.8.

The basic competence 3.7 is about text structure and language feature to implement the social function of stating and asking event that happens right now according to context, and the basic competence 3.8 is about text structure and language feature to implement the social function of stating and asking cause and effect relation and contrary relation according to context, according to the 2013 curriculum English lesson syllabus for eighth graders of junior high school. Sub-basic competence 3.7.1, which contains spoken text to state and ask something that is happening right now, and sub-basic competence 3.7.2, which contains material concerning written language to state and ask something that is happening right now, are both part of basic competence 3.7.

Basic competence Sub-basic competency 3.8.1 contains spoken and written text for declaring and asking cause and effect relations, while sub-basic competence 3.8.2 contains spoken and written language for stating and asking opposing relations. These two sub-basic competences make up the entire chapter

3.8. Then, the researcher matched sub-basic competences in basic competence 3.7, 3.8, 4.8, and 4.9 with the materials written in chapter 6, and the result is suspected competence of 3.7.1, 3.7.2 matched with the first material Chapter 6, that is events in progress right now, the second basic competence 3.8.1 is matched by the second material in this chapter, the relationship and the consequences, the relationship and sub-basic competence 3.8.2 is matched with the third material that is contrary relation.

After analyzing the book's written content in accordance with the fundamental competence three of the 2013 curriculum and determining its applicability to the cognitive domain of learning using the aforementioned checklist instrument, the researchers continued to present her findings. Here, the researchers came to the following conclusion regarding the conformity of textbook materials to the third basic competence:

The relevant	The basic competence three
Relevant	Sub-Basic Competence 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.2, 3.3.1, 3.3.2, 3.3.3, 3.5.1, 3.5.2, 3.6.2, 3.7.1, 3.7.2, 3.8.1
Partly relevant	Sub-Basic Competence 3.3.4, 3.5.3, 3.8.2, and 3.15.1.
Irrelevant	Sub-Basic Competence 3.4.1, 3.4.2, 3.6.1 and 3.15.1.

### **Interpretation**

The researchers created a percentage form of the data analysis after examining the data. First, a book's cognitive domain relevance was calculated as a percentage. The list of pertinent materials includes 15 items that are pertinent to the cognitive domain. Therefore, 65.21 percent of the items are pertinent.

There are four pieces of information that are partially relevant to the cognitive domain. 17.39 percent of the materials are just somewhat relevant. The four materials listed below are not relevant to the cognitive domain. Therefore, 17.39 percent of the items are irrelevant.

These numbers suggest that the textbook contains approximately 65.21 percent of materials that are pertinent to the cognitive domain and capable of fulfilling the objectives of the subject, language features, and social functions of the ideal materials that are intended to be achieved by the students.

### **CONCLUSION**

The relevance of the materials in the English student book "When English Rings a Bell" with the main and basic competence three materials written in the English lesson syllabus for eight graders of Junior high school stated in Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning the Basic Framework and Curriculum Structure of Junior High Schools and the instruction of each material with the Bloom's Taxonomy. There are 23 materials in the book that are relevant or about 65.21

percent, 4 materials that are partly relevant or approximately 17.39 percent, and 4 materials that are irrelevant or approximately 17.39 percent. According to those findings, the researcher concluded that the textbook covers approximately 65.21 percent of materials that are relevant to the cognitive domain and capable of fulfilling the topic's purposes, language features, and social functions of the ideal materials that are intended to be achieved by the students.

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