

**COGNITIVE DIMENSION ANALYSIS OF EXAMINATION
PREPARATION IN “MANDIRI: PRACTISE YOUR ENGLISH
COMPETENCE” TEXTBOOK FOR 9TH GRADE OF JUNIOR
HIGH SCHOOL**



THESIS

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as a Partial Fulfillment of the Requirements for Achieving the Degree of
Sarjana Pendidikan (S. Pd.) in English Education Study Program**

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Purwokerto, 4th January 2021

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This thesis, entitled

**COGNITIVE DIMENSION ANALYSIS OF EXAMINATION PREPARATION IN
“MANDIRI:PRACTISE YOUR ENGLISH COMPETENCE” TEXTBOOK FOR 9TH
GRADE OF JUNIOR HIGH SCHOOL**

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Assalamu'alaikum Warahmatullahi Wabarakaatuh

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**COGNITIVE DIMENSION ANALYSIS OF EXAMINATION
PREPARATION IN “MANDIRI: PRACTICE YOUR ENGLISH
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Wassalamu'alaikum Warahmatullahi Wabarakaatuh

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MOTTO

To do and regret rather than not do and regret

Johnny Suh



DEDICATION

I dedicate this thesis to:

My dearest parent; Mom and Dad (Siti Musrifah and Prasetyo)

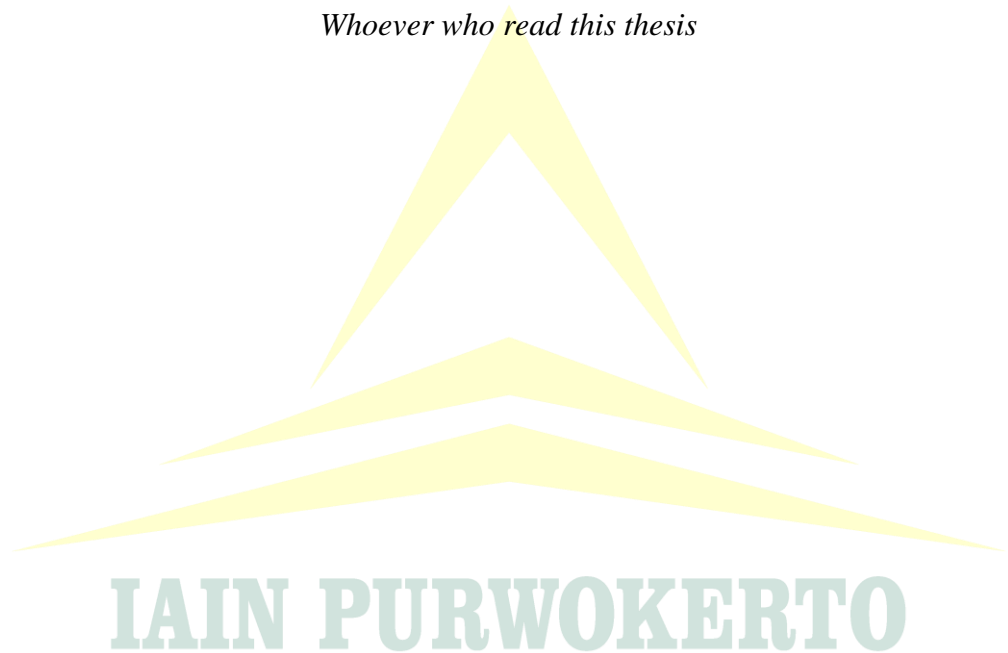
My forever bronemy (Dedek Zaqi)

My Almamater, IAIN Purwokerto

My beloved friends

And

Whoever who read this thesis



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Purwokerto, 4th January 2021

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Cognitive Dimension Analysis of Examination Preparation in “Mandiri: Practise Your English Competence” for 9th Grade of Junior High School

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ABSTRACT

This research aimed to analyze the cognitive dimension based on the Revised Bloom’s Taxonomy and the use of LOTS and HOTS in the exercises of the final examination preparation within “Mandiri: Practise Your English Competence” textbook for 9th grade of Junior High School. To enclose knowledge and improvement of intellectual behavior in students, a research about cognitive dimension within an assessment is needed. This research focused on the exercises of the final examination preparation whose questions were arranged according to the cognitive dimension that has been divided into six levels and two order-thinking skills: LOTS and HOTS.

This research employed qualitative-quantitative approach which utilized content analysis as the qualitative method and percentage calculation of the results as the quantitative method. The data of this research were taken from the contents of “Mandiri: Practise Your English Competence” textbook which consisted of 135 question items within the exercises of examination preparation in “Mandiri: Practise Your English Competence”. The data of this research were gathered through document analysis and checklist table. Then, the researcher used formula and Excel 2013 to analyze the data.

The results of this research showed that the six levels of cognitive dimension from the Revised Bloom’s Taxonomy in the exercises of the final examination preparation within “Mandiri: Practise Your English Competence” textbook are spread over all the question items. The dominant use was LOTS with 82% of the total or 111 question items of 135. In the other side, the use of HOTS was 18% of the total or only 24 question items of 135. The results were nearly in the same line with national examination form in the academic year 2019 which used 90% LOTS and 10% HOTS. The exercises of examination preparation in “Mandiri: Practise Your English Competence” tried to challenge the students to give them more HOTS question items in the exercises so that the students will be more familiar with it.

Keywords: Cognitive Dimension, HOTS, LOTS, and Textbook

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CHAPTER I INTRODUCTION

A. Background of The Research

Language is an urgent thing to learn as a tool in communication with society. Besides the mother tongue that people naturally had since they were born, people necessary to learn the English language as the first language used in the world. English is an international language needed to learn by people around the world. Also, almost all schools around the world have English as a subject to learn by students. In Indonesia, English subject is introduced since elementary school year and become more intense in Junior High School followed Senior High School. This is because of the importance of learning English in this era.

As the subject in every grade of school, in studying English students need guidance from an English teacher. In learning English, both teachers and students need material to reach their goals in the study. The material used by them obviously from the textbook. According to Richard, most language learning program used a textbook as a key component.¹ The textbook used must follow the criteria needed by the learner and how the curriculum leads education's object to achieve education's goals that are already settled by The Minister of Education and Culture of Indonesia. The Curriculum that applied in this era is Curriculum 2013. Curriculum 2013 has similar basic to the basics of the competency curriculum that is used before the KTSP curriculum, which aims to produce students competent and competitive.² Therefore, this curriculum and the previous curriculum have different goals to reach off. In this case, the textbook that was already used in school got renewal fitted with the newest curriculum. According to The Minister of Education and Culture of Indonesia that created Curriculum 2013 to intending to produce students with

¹ Richards, J. C., *The role of textbooks in a language program*. Cambridge, UK: Cambridge University Press, 2001, p.1

² Zohra I. Nasir. *Teaching English Based on 2013 Curriculum at Junior High School in Gowa*. Makassar: UIN Alaudin. 2015. Vol 1. P. 247

productivity, creativity, innovative skill, and affectivity through reinforcement integrated of attitudes, skills, and knowledge.³

English textbook that is used as a material source in the learning process can be published by the government, foreign publisher, and local publisher. The Decree of The Ministry of Education (Permendikbud) number 71 in 2013 about the textbook lesson and teacher manual for primary and secondary education. The rule maintained that there are two books used in learning as a textbook for students and the teacher's manual.⁴ This research focuses only on the textbook for students which is intended as a media of learning and a means of developing students' knowledge. All publishers already fixed the material fitted with the newest curriculum, so that the intentions of students learning the same as the education's goals in Curriculum 2013. School's staffs and teachers coordinate together to observe the book that appropriate and suitable to use both for teachers and students. There are a lot of numbers of English textbook which might be used in the learning process and said it is compatible with the criterion of Curriculum 2013, in which has four aspects in scoring: cognitive, affective, skill, and behavior. Therefore, the school's staff and teachers should concern about electing appropriate and challenging English textbooks which could support the learning process and accomplish the objectives of the study itself.

A textbook contains material such as the text of comprehension about the subject, quiz, and exercise as well to evaluate how far students understanding the subject they are studying. In evaluating students' understanding, there is one of the taxonomies that can be used to determine the cognitive level in determining material named Bloom's Taxonomy. Bloom's Taxonomy is a multi-tiered model of ordering

³ Kemendikbud. *Konsep dan Implementasi Kurikulum 2013*. Jakarta. 2014. P. 24

⁴ Peraturan Menteri Pendidikan dan Kebudayaan RI no. 71 tahun 2013

thinking level, according to six cognitive levels of complexity.⁵ This taxonomy ordered thinking skills and objectives into two parts: Lower Order Thinking Skills and Higher Order Thinking Skills. Both thinking skills are applied in evaluating students' understanding of the forms such as questions of practice or examination. Questions that are written in the textbook must appropriate with the development's purpose of students learning process as it is able to make students think critically and use their different thinking skills in one and other questions.

Said above there are four aspects scored in the learning process with curriculum 2013. One of the aspects is cognitive that is firmly related to students' knowledge and their skill in thinking to solve questions in practice or examination. Following the theory of Revised Bloom's Taxonomy by Anderson and Kartwohl, there are six levels of cognitive process: Remembering, Understanding, Applying, Analysing, Evaluating, and Creating or shorten by calling them as C1, C2, C3, C4, C5, and C6. This taxonomy is arranged with the order from the lower above and down to the higher-order which helps to measure students' understanding of the material by answering the questions that appropriate with thinking skills that should be utilized to answer the questions.

Among the number of English textbooks published in this country, teachers should choose the best English textbook that will be used in the learning process in the class. Bloom's Taxonomy is the one taxonomy that could help the teachers in determining learning material or textbooks by analyzing the questions in the task given in the textbook. An analysis of the textbook is needed to find out which is the textbook already appropriate with what the textbook should be to use in the learning process in the class or not. To appropriate with the cognitive dimension in Revised Bloom's Taxonomy which has six levels in order thinking skill in every

⁵ Mary Forehand, *Bloom Taxonomy: Emerging Perspectives on Learning, Teaching and Technology*, The University of Georgia, 2005, p. 2, retrieved in July, 27th 2020 from <http://projects.coe.uga.edu/epltt>

question in exercise inside the textbook, the analysis of the textbooks should be conducted.

This research is literature research in the English textbook entitled *Mandiri: Practise Your English Competence* published by Erlangga that is used in some schools for English subjects. The researcher focuses on analyzing the questions in exercise to examination preparation in which the order thinking skill has dominant in the textbook.

B. Conceptual Definition

This research will focus on analyzing question items in exercise to examination preparation of the textbook and find out what is the dominant order thinking that used. To avoid misleading of concept in this research, the researcher will explain about research variable below:

1. Textbook

According to Yulianti as cited in Reinildis and Suharmanto, a textbook is an instructional material that consists of content and material of the subject that is well established in written form and has a great contribution to the teaching and learning process.⁶ The researcher assumed that textbook is an urgent thing to devise in the teaching and learning process as the guide to lead how the process going to achieving the objective of the study itself. A textbook was made by experts to help both teachers and students in studying the subject in the teaching and learning process. In this research, the researcher used an English textbook published by Erlangga entitled “Mandiri: Practise Your English Competence” for 9th grade of Junior High School revised-edition written by Nur Zaida with Curriculum 2013 as the object of the research in terms of the exercise of examination preparation.

2. Exercise of Examination Preparation

By the definition from an online dictionary, exercise means something performed or practiced to develop, improve, or display a specific

⁶ Reinildis ACR and Suharmanto R, *Content Analysis on the English Textbook “ENGLISH IN MIND STARTER (STUDENTS’S BOOK)”*, State University of Malang, p.1

capability or skill.⁷ Examination preparation is one of the contents included in an English textbook “Practice Your English Competence” as special for 9th grade which needs to prepare for the final examination of Junior High School. In this research, the researcher analyzes the exercise of examination preparation which has 135 questions divided into three parts in the English textbook “Mandiri: Practise Your English Competence” to categorize it into Lower Order Thinking skill and Higher Order Thinking skill and find out which is the dominant order-thinking that used in the textbook.

3. Cognitive Dimension

Cognitive is a word that is related to knowledge in the study and students’ order-thinking. According to Revised Bloom’s Taxonomy which shows that the cognitive dimension has six levels of order thinking and classifying in lower to higher-order thinking of students, the researcher concludes that the cognitive dimension is enclosing knowledge and improvement of intellectual behavior in students. The classification of cognitive dimension process was planned to afford a comprehensive set of students cognitive process that also contain objectives. The six levels of cognitive dimension range from the lower to higher-order thinking: remember, through understand, and apply as the common found in objectives and analyze, evaluate, and create as the less frequently found.⁸

To analysis the exercise of examination preparation in the English textbook “Mandiri: Practise Your English Competence” the researcher used six levels of cognitive dimension from Revised Bloom’s Taxonomy in this research also classified the use of cognitive dimension in the questions of examination preparation into lower-order

⁷ Definition of Exercise in Merriam-Webster, <https://www.merriam-webster.com/dictionary/analysis>, accessed on August 1, 2020, at 9:40.

⁸ Anderson et al, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives*, United States: Addison Wesley Longman, Inc, 2001, p.30

thinking skill and higher-order thinking skill according to Revised Bloom's Taxonomy. The cognitive dimensions that are included in LOTS are: remember, understand, and, apply. The rest left are included in HOTS, there are: analyze, evaluate, and, create.

4. Revised Bloom's Taxonomy

Former students of Bloom, Anderson, and Kratwohl revised Bloom Taxonomy and published Revised Bloom's Taxonomy in 2001 with the reason of it to appropriate the objective of education in this era. The essential revision is the use of verbs rather than nouns for each category and rearranged the sequences from the lower order to higher order. For the original version of Bloom's Taxonomy, every level in the cognitive dimension used nouns and change to the verb as it was revised. The reason it changed because the objectives of education indicated that students will do something (verb) with something (noun).⁹

C. Research Questions

In this research the researcher tries to analyze the exercise of examination preparation in "Mandiri: Practise Your English Competence" textbook for 9th grade of Junior High School in cognitive dimension based on Revised Bloom's Taxonomy with two research questions:

1. What is the most applied cognitive dimension level in the exercise of examination preparation in "Mandiri: Practise Your English Competence" textbook?
2. How is the percentage of LOTS and HOTS in the exercise of examination preparation in "Mandiri: Practise Your English Competence" textbook?

⁹ Imam Gunawan & Anggraini R P, *TAKSONOMI BLOOM – REVISI RANAH KOGNITIF: KERANGKA LANDASAN UNTUK PEMBELAJARAN, PENGAJARAN, DAN PENILAIAN*, published journal, p. 24

D. Objectives and Significances of the Research

1. Objectives of the Research

Based on the research question written above, there are the objectives of this research:

- 1) To find out the most applied cognitive dimension of Revised Bloom's Taxonomy that is used in the exercise of examination preparation in "Mandiri: Practise Your English Competence" textbook.
- 2) To find out the dominant cognitive dimension in percentage between LOTS and HOTS in the exercise of examination preparation in "Mandiri: Practise Your English Competence" textbook.

2. Significance of the Research

The researcher has intentions in conducting this research such as to give a contribution to the English language teaching and learning process. There are some significances of this study:

1) Theoretical Significance:

The researcher expects that this research can help education practitioners and whoever who read this research in gaining more knowledge/understanding about Cognitive Dimension of Revised Bloom's Taxonomy that used in the question items especially in the textbook that researcher used in this research.

2) Practical Significance:

The researcher hopes that this research can be useful for material developer in developing material specially English subject. Also, for English teachers in using a textbook as the material in the teaching and learning process to choose the appropriate textbooks based on its cognitive dimension according to Revised Bloom's Taxonomy.

3) Pedagogical Significance:

The researcher expects that this research can be a reference to administrators, professional specialists, research workers, and other researchers to discuss related study and evaluation problems with better precision.

E. Limitation of the Research

The researcher limited the research on analyzing the exercise of examination preparation in English textbooks with the title “Mandiri: Practise Your English Competence” textbook for 9th grade of Junior High School published by Erlangga. The questions in the exercise of examination preparation were analyzed using the cognitive dimension of Revised Bloom’s Taxonomy and the percentages of LOTS and HOTS of the questions will calculate afterward.

F. Review of Relevant Studies

Bunch of studies related to an analysis of English textbooks already conducted in the past. The analysis not at all the same to one another; the method, subject, and focus of the study are conducted differently. Yet, there are some studies related to each other which have a similar component in one and other in accomplished as a study. Therefore, this research reference some previous relevant studies:

The first previous study is written by Rania and Abdullah entitled *The Higher and Lower-Order Thinking Skills (HOTS and LOTS) in Unlock English Textbooks (1st and 2nd Editions) Based on Bloom’s Taxonomy: an Analysis Study* that published in 2020.¹⁰ This previous study is a descriptive content analysis that aimed to analyze Unlock English Reading, Writing, and Critical Thinking Skills Textbooks (1st and 2nd Edition) in terms of categorizing the lower and the higher-order thinking skills. The result of this previous study was that dominant of the cognitive objectives in the second edition belong to both LOTS (Comprehension)

¹⁰ Qasrawi, R., & BeniAndelrahman, A. *The higher and lower-order thinking skills (HOTS and LOTS) in Unlock English textbooks (1st and 2nd editions) based on Bloom’s Taxonomy: An analysis study*. International Online Journal of Education and Teaching (IOJET), 2020, 7(3). 744-758.

and HOTS (Analysis and Synthesis) whereas the focus of the first edition was mainly on comprehension and analysis. The difference between this previous' study with this research is the previous study used two subjects to analyzed and compared; the first and second editions of the compared; the first and second editions of the textbook. Meanwhile, this research only utilizes one subject to analyze and focuses on question items in the exercise of examination preparation of the textbook. The similarity of both studies is analyzed based on the checklist table containing the cognitive level of Bloom's Taxonomy.

The second previous study is a thesis entitled *The Analysis of The Dimension of Thinking Process (LOTS, MOTS, HOTS) on Objective Test of English Evaluation Instrument* written by Mahdiah in 2019.¹¹ This study purposed to know the level of dimension thinking process (LOTS, MOTS, HOTS) applied on an objective test of English evaluation instrument of MAN 2 Tapin, and to find out which the dimension of thinking process (LOTS, MOTS, HOTS) was dominant at the objective test of English evaluation instrument of MAN 2 Tapin. The design of the previous study is descriptive qualitative with the subject is forty-five English item questions made by an English teacher at MAN 2 Tapin as an instrument evaluation in the final exam of the second semester of the twelve-grade academic year 2018/2019. The test's items were analyzed and codified based on the dimension of the thinking process of revised Bloom's Taxonomy. The result of the previous study showed that LOTS was a more dominant dimension than other skills of thinking process based on revised Bloom's Taxonomy. Both studies are analyses of question item reference to cognitive dimension and order thinking skill based on Revised Bloom's Taxonomy. The difference between this previous' study with this research is the previous study took the subject of study from an evaluation instrument made by the teacher and categorizing

¹¹ Mahdiah, *The Analysis of The Dimension of Thinking Process (LOTS, MOTS, HOTS) On Objective Test of English Evaluation Instrument*, Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University, 2019, p. vi

the order thinking skill into three-levels (LOTS, MOTS, HOTS). For this research, the subject from an English textbook published by Erlangga Publishing. The order thinking skill in this research is categorizing into two-levels according to Revised Bloom's Taxonomy (LOTS and HOTS only).

The last relevant study is a thesis entitled *Analysis of English Workbook for SMP/MTsN by Using Revised Bloom Taxonomy* written by Nana Pratiwi in 2015.¹² She analyzed the workbook's content appropriate with the cognitive dimension of Revised Bloom Taxonomy (RBT) and knowing the dominant cognitive dimension of the Revised Bloom Taxonomy (RBT) in the textbook. On the other hand, this research focuses on analyzing the cognitive dimension of Revised Bloom Taxonomy in the exercise of examination preparation in the English textbook. The textbook used in the previous study and this research is different, Ms. Nana used an English textbook from Richmond Publishing meanwhile this research uses the English textbook From Erlangga Publishing. The method used in the previous study is a descriptive qualitative and analyzes the data through a data analysis table to categorizing the activity based on the cognitive dimension of the Revised Bloom Taxonomy (RBT). In line with the previous study, this research analyzes the data through data analysis to categorizing the question level into High Order Thinking Skill (HOTS) or Low Order Thinking Skill (LOTS). The result of the previous study is the textbook does not appropriate with the cognitive dimension theory of Bloom Taxonomy.

G. Research Methodology

1. Types of the Research

This research uses the qualitative-quantitative method and descriptive analysis as the design. A qualitative-quantitative method used in this research because there are two steps different to conduct in

¹² Nana Pratiwi, *Analysis of English Workbook for SMP/MTsN by Using Revised Bloom Taxonomy*, Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Syarif Hidayatullah State Islamic University, 2015, p.iv

its way. First, to analyze the book the researcher used a qualitative method and for measuring the outcome after analyzing the data the researcher used a quantitative method to make the percentage of LOTS and HOTS questions. In presenting the result, the researcher will elaborate through descriptive analysis design.

2. Object of the Research

The tool of this research is content analysis in an English textbook published by Erlangga entitled “Mandiri: Practise Your English Competence” focuses on the questions of examination preparation according to the level in the cognitive dimension of Revised Bloom Taxonomy. The questions of examination preparation in the textbook were analyzed according to the level in the cognitive dimension of Revised Bloom’s Taxonomy table in order to found out which level each question is based on remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), or creating (C6). The percentage of which level in the cognitive dimension of Revised Bloom’s Taxonomy that applied more dominant and less dominant in the examination preparation will show in quantitative data after analyzed of each question according to the level.

The data that used in this research are questions stems from examination preparation of the English textbook entitled “Mandiri: Practise Your English Competence” for 9th grade of Junior High School written by Nur Zaida and published by Erlangga in curriculum 2013 revised version that published in 2018. This textbook has a role as the complement textbook which gave a summary in every face of the chapter over a main point of the material that students learn to remind the students about it and excessively exercises for students to understand more about the materials.

This book mostly focuses on students’ skills within solve an individual problem. It presents many exercises to develop students’ skills. One of the exercises taken by the researcher as the object of

research is the exercise of examination preparation for 9th grade who will face national examination in the 6th semester. The number of questions analyzed by the researcher in the exercises of examination preparation is about 135 questions with 120 multiple choice questions and 15 essay questions. These are divided into three parts and every part consists of 40 multiple choice questions and 5 essay questions.

3. Sources of Data

Data used in this research were taken from two types below:

a. Primary Data Sources

This one is data that take from the main source. The data was collected for a specific research goal.¹³ This research, which is content analysis research focuses on an English textbook as the primary data source. The book was published by Erlangga entitled “Mandiri: Practise Your English Competence” for 9th grade of Junior High School. The book used as the primary data source in this research is the revised one that published in 2018.

b. Secondary Data Sources

The secondary sources of data are possible data to use in which data was collected before by the researcher to accomplish information in this research.¹⁴ The secondary data of this research is taken from the previous related studies, theories related to the object of this research, or data statistic published before related to this research also.

4. Techniques of Collecting Data

The researcher used documentation technique to collecting the data in this research. Documentation technique is a way to collect data through document analysis. It is used to describe textual data

¹³ Joop J. Hox & Hennie R. Boeije. Data Collection, Primary vs. Secondary. Encyclopedia of Social Measurement. Vol. 1. 2005. P. 593

¹⁴ Ibid., P. 596

such as journals, textbooks, novels, etc.¹⁵ In this research, the researcher collected the data through a documentation technique that focused on gathering the data from the printed book as the object of this research.

The instrument used to collecting the data in this research is checklist table. The checklist table helps the researcher in analyzing the data to categorize the questions of examination preparation. The number of questions that analyze in this research are 135 questions and analyzed one by one according to the table of cognitive dimension in Revised Bloom's Taxonomy, also seeking where is every question included to what level of order-thinking (LOTS and HOTS) through checklist table form.

Table 3. Data Analysis Table of Cognitive Dimension of Revised Bloom's Taxonomy

No.	Instructional Verb/Questioning Stems	Cognitive Level					
		Lower-Order Thinking Skill (LOTS)			Higher-Order Thinking Skill (HOTS)		
		C1	C2	C3	C4	C5	C6
<i>The number of the test item</i>	<i>Instructional verbs or questioning stems that are stated in the textbook.</i>	<i>The appropriate cognitive level of the instructional item based on Revised Bloom's Taxonomy</i>					

5. Techniques of Analyzing Data

¹⁵ Dhini Anjarwati. Gender Representation in the English Textbook (A Content Analysis of Pathway to English for Tenth Grade Senior High school published by Erlangga). (Purwokerto: IAIN Purwokerto). 2020. P. 39

Data analysis is an effort to give an interpretation against the incoming data and then ordered in a particular sentence theory.¹⁶ This research is a content analysis type that analyzes documented information in the form of text, media, or physical items. This research, it is analyzing the exercise of examination preparation in “Mandiri: Practise Your English Competence” English textbook. There are several steps as the technique used by the researcher to analyze the data in this research:

a. Identification of the Data

The activity of identification in analyzing the data by reading the instructional verbs or questioning stems one by one in examination preparation of the textbook to identify the question itself.

b. Classification of the Data

This technique is to categorize the instructional verbs or questioning stems one by one according to the checklist table of cognitive dimension in Revised Bloom’s Taxonomy, in which to know what level it applied in the questions: remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6).

In classifying the data into what level the question belongs to, the researcher uses indicators of the instructional verb for the questions by Danise Tarlinton in Bloom’s Revised Taxonomy presented in Pupil Free Day.

c. Calculating the Data

In this stage, the researcher counts the number of each level cognitive dimension used in every unit. Also, calculate which order thinking skill that dominant or less applied in the questions of exercises of examination preparation in the textbook. Here the formula that will be utilized by the researcher to make the percentage

¹⁶ Sugiyono. Metode Penelitian Kuantitatif, KUaitatif, dan R&D. (Bandung: Alfabeta, CV). 2017. P. 19

of every part of the cognitive dimension and two thinking orders (LOTS and HOTS):

$$\frac{X}{Y} \times 100\% = \%$$

In which:

X: the number of question with C1/C2/C3/C4/C5/C6

Y: the total number of questions in a part/unit.

Besides the formula written above, the researcher helped by calculator to calculate the data and Microsoft Excel 2010 to compose pie charts in presenting the result.

d. Displaying the Data

This is the stage of analyzing data in which the researcher shows the conclusion of this research by interpreting the result of data analysis through table results and narrative.

H. Structure of the Research

The researcher made the structure of chapters to be presented in this thesis to make it easier to be understood. Here the following structure for this thesis which contains five chapters:

Chapter I presents an introduction that consists of the background of the research, operational definition, the research questions, the objectives of the research, the significances of the research, the scope limit of the research, reviewe of relevant studies, research methodology, and the structure of the research.

Chapter II presents the literature review. This chapter contains the a literature review of the object in this research (textbook, the exercise of examination preparation, cognitive dimension, and revised Bloom's taxonomy).

Chapter III presents about profile of the textbook used for this research. This chapter consists of identity of the textbook and structure of the textbook

Chapter IV talks about cognitive dimension analysis in the exercises of examination preparation in “Mandiri: Practise Your English Competence” for 9th grade of Junior High School. This chapter presents the result of data analysis, findings, and discussions of the research.

Chapter V presents conclusions and suggestions based on the result of the research. Finally, the research was completed with references and appendices.



CHAPTER II

LITERATURE REVIEW

A. Textbook

1. The definition of Textbook

As one of the important component in the educational field, a textbook has a big role to complete the teaching and learning process in the class. The regulation of the Ministry of National Education (Permendiknas) number 11 in 2005, explains that textbooks play an important role strategically to develop the quality of education, especially for primary and secondary education.¹⁷ Tomlinson, cited in Mega and Tyas, mentions that a textbook is a guide for teachers and students and a map of what they will do and what they have done.¹⁸ For the teachers, a textbook can be the source of ideas in teaching the students, also, it can be the guide for them in teaching the students during the teaching and learning process. For the students, the textbook may provide the major content and material of the subject they learn for, also, provide some practices to measure their skill in understanding the materials.

At this moment, there is a lot of series of textbooks that are used in school. Because textbooks are the main part of any educational system. They help to give meaning to the curriculum and can either significantly help or hinder the teacher.¹⁹ The textbooks come from different publishers that published the textbook and were designed according to the standard of the curriculum arranged by the government. It was written by experts according to the curriculum 2013 to appropriate with students needed to reach the objectives of education. The researcher assumed that textbook is an urgent thing to devise in the

¹⁷ Peraturan Menteri Pendidikan Nasional RI no. 11 tahun 2005

¹⁸ Safitri M and Tyas PA. *An Analysis of English Textbook Entitled "Bahasa Inggris SMA/MA SMK/MAK Kelas X"*. J. Eng. Educ. Society. 4:1. 2019. p. 1

¹⁹ Altbach, Philip G.. *"Instruction". Textbook in American Society*. New York: SUNY Press. 1991. p. 1

teaching and learning process as the guide to lead how the process going to achieve the objective of the study itself.

2. Advantages and Disadvantages of Using Textbook

As one of the components in the educational field, the use of textbooks in the teaching and learning processes has both advantages and disadvantages. According to Richards,²⁰ there are benefits and limitations of the textbook:

1) It provides structure and a syllabus for a program

Without a textbook, a program may have no main core and learners may not receive a syllabus that has been systematically planned and improved.

2) It helps standardize instruction

The use of a textbook in a program can ensure that the students in different classes receive similar content and accordingly can be tested in the same way.

3) It maintains quality

If a well-developed textbook is used students are exposed to materials that have been tried and tested, which is based on sound learning principles, and that is paced appropriately.

4) It provides a variety of learning resources

Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a lot and varied resources for teachers and learners.

5) It is efficient

They save the teacher's time, enabling teachers to devote time to teaching rather than materials production.

6) It can provide effective language models and input

²⁰ Richards, J. C.. *The role of textbooks in a language program*. Cambridge. UK: Cambridge University Press. 2001. p. 1

Textbooks can provide help for teachers whose first language is not English and who may not be able to generate accurate language contributions on their own.

7) It can train teachers

If teachers have limited teaching experience, a textbook together with the teacher manual can serve as a medium of initial teacher training.

8) It is visually appealing

Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.

However, there are also potential negative effects of the textbook according to Richard.²¹ For example:

1) It may contain inauthentic language

Textbooks sometimes present inauthentic language since texts, dialogs and other aspects of the content tend to be specially written to incorporate teaching points and are often not representative of real language use.

2) It may distort the content

Textbooks often present an idealized view of the world to represent real issues. To make textbooks acceptable in some different contexts, controversial topics are avoided and instead of an idealized white middle-class view of the world is portrayed as the norm.

3) It may not reflect students' needs

Since textbooks are often written for the global market they often do not reflect the interests and needs of students.

4) It can deskill teachers

If the teachers use textbooks as the primary source of their teaching, leaving the textbook and teacher's manual to make the major instructional decisions for them the teacher's role can be reduced to

²¹ *Ibid.*, p. 2

that of a technician whose primary function is to present materials prepared by others.

5) It is expensive

In many parts of the world, commercial textbooks may represent a financial burden for students.

3. Criteria of Good Textbook

As an important role in the teaching and learning process, the textbook that will be used must appropriate with the criteria of a good textbook. If it is, the used textbook helpful to fulfill teachers' and students' needs in studying. There are three criteria stated by Hutchinson and Waters cited in Astuti:²²

a. Textbook encourages learners to learn:

- 1) Interesting texts.
- 2) Pleasing activities that hire the learners thinking capacities.
- 3) Opportunities for the learner to use their existing knowledge and skill.
- 4) Content which both learners and teachers can handle.

b. Provide a clear and coherent unit structure that will lead teacher and learner through various activities in such a way as to maximize the chances of learning.

c. Involve both opportunities for analysis and synthesis.

For this research, the researcher uses the English textbook from Erlangga Publisher entitled "Mandiri: Practise Your English Competence" for 9th grade of Junior High School revised edition written by Nur Zaida in 2018. This book provides the material needed by students in 9th grade with a renewal curriculum as used at this time. It is a thin book with only 154 pages. The content of the book was arranged systematically according to the kind of textbook. Every main point started with short theories that easily can be understood.

²² Riski Wahyu Astuti, Thesis: "An Analysis of English Course Book: Content Analysis of Bahan Ajar Inggris Used by Ninth Grade Students of Junior High School in Madiun" (Ponorogo: IAIN Ponorogo, 2019), p. 29-30

Summaries of material served in every chapter following with some practices to affirm students' understanding of the material they learn of.

B. Exercise of Examination Preparation

As an English textbook for 9th grade of Junior High School which the final grade in junior high school level, the students in this stage will face their final exam in which for this country is National Examination. National Examination is an annual event that has become a liability for student-stage end of each level of education in Indonesia.²³ By the definition from an online dictionary, exercise means something performed or practiced to develop, improve, or display a specific capability or skill.²⁴ Examination forms commonly present in multiple choices form for students in Junior High School level. This form is the simplest since it is easier for both students and teachers. For students, there are choices to answer the question and it is easier to scoring by the teacher.

Examination preparation is one of the contents included in the English textbook "Practice Your English Competence" as special for 9th grade which needs to prepare for the final examination of Junior High School. In this research, the researcher analyzes the exercise of examination preparation which has 135 questions divided into three parts in the English textbook "Mandiri: Practise Your English Competence" to categorize it into Lower Order Thinking skill and Higher Order Thinking skill and find out which is the dominant order-thinking that used in the textbook.

To analyze every item of the question in exercise of examination preparation, here the points of questions in good quality with multiple-choice form according to Arikunto:²⁵

²³ MI Rozien. *Analysis of Junior High School National Examination*. Online article accessed in iopscience.iop.org on Friday, October 23, 2020 at 12:21 PM

²⁴ Definition of Exercise in Merriam-Webster, <https://www.merriam-webster.com/dictionary/exercise>, accessed on August 1, 2020, at 9:40.

²⁵ Evy Ratna K. Waty. *Menelaah Kualitas Soal Ujian Sekolahh Buatan Guru Pada Pencapaian Kelulusan Siswa*. (Sumatera Selatan: Universitas Sriwijaya). 2017. P. 14-15

- 1) Material, involve: the questions must match the indicators, the trickster function, and there is only one correct answer.
- 2) Construction, involve:
 - a. Questions are formulated clearly.
 - b. Formulate the main subject of the question without giving direction to the correct answer.
 - c. The question does not contain double negative statements.
 - d. The choice of answers must be homogeneous and logical in terms of material.
 - e. The length of the answer choices formula must be relatively the same
 - f. The answer choices do not contain a statement that all the above answer choices are false or all of the answer choices above are true.
 - g. Answers with a number or time form should be arranged according to the order of the sequence of the number value or chronological time.
 - h. Each question must use the appropriate language rules.

Questions that will analyze in this research are not only in multiple-choice form but also in essay form. Here the good quality of question in essay form according to Arikunto cited in Waty:²⁶

- 1) Material, involve;
 - a. Questions must match the indicator.
 - b. The question must refer to the expected answer.
 - c. The material asked is by following the measurement objectives.
 - d. The material must be in accordance with the type of school level or grade level.
- 2) Construction, involve:
 - a. Using question words/commands demands an answer in essay form.
 - b. There are clear instructions on how to solve the problem.

²⁶ *Ibid.*, p. 14-15

- c. There are scoring guidelines.
 - d. Tables, graphics, pictures, maps, or kind of those things are presented clearly and legibly.
- 3) Language, involve;
- a. The sentences of questions form must be communicative.
 - b. Use good and correct language.
 - c. Do not use phrases that give rise to multiple interpretations or misunderstandings.
 - d. Do not use the regional language.
 - e. Does not contain words that offend students.

C. Cognitive Dimension

1. LOTS and HOTS

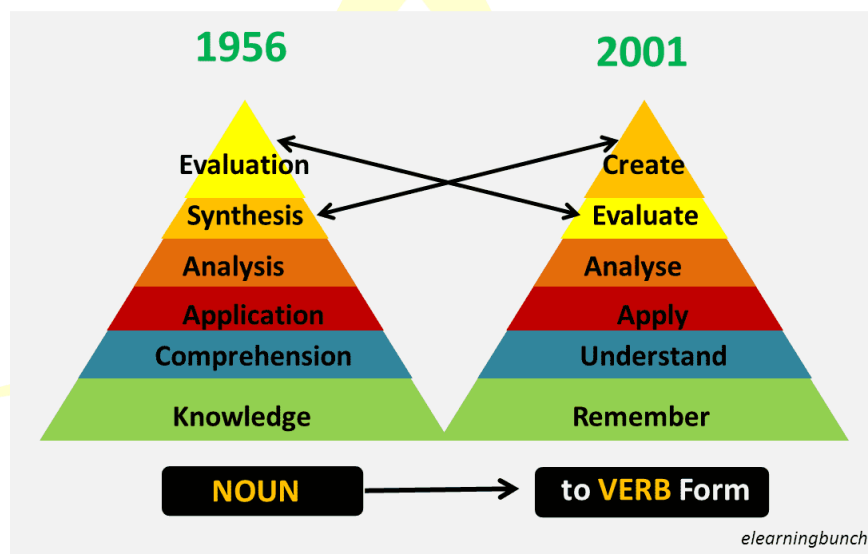
Revised Bloom's Taxonomy has two-dimensional, they are cognitive processes and knowledge processes. The cognitive process dimension contains six categories: remember, understand, apply, analyze, evaluate, and create. The structure of the cognitive process dimension is assumed to be cognitive complexity: that is, *understand* is believed to be more cognitively complex than *remember*, *applying* is believed to be more cognitively complex than *understand*, and so on. The knowledge dimension contains four categories: Factual, Conceptual, Procedural, and Metacognitive. These categories are assumed to lie along a continuum from concrete (Factual) to abstract (Metacognitive). The Conceptual and Procedural categories overlap in terms of abstractness, with some procedural knowledge being more concrete than the most abstract conceptual knowledge.²⁷

This research only focuses on the cognitive dimension to determine the order thinking that is used in questions. Cognitive dimension in Revised Bloom's Taxonomy are verbs that give results as in the original version of Bloom's Taxonomy. As before, the levels in

²⁷ Anderson et al, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, United States: Addison Wesley Longman, Inc, 2001, p.5

Bloom's Taxonomy have used nouns and now those become the result of the actions in Revised Bloom's Taxonomy. For example, the first level in the original Bloom's Taxonomy is *knowledge*, in the Revised Bloom's Taxonomy, it changed to be *remember*. The action of remembering has become knowledge that everyone has after they are remembering things.

The cognitive dimension of Revised Bloom's Taxonomy has six levels of order thinking which are divided into two groups; Lower Order Thinking Skill (LOTS) and Higher Order Thinking Skill (HOTS). These are based on the six-level which is sequenced from the easier to the harder. The name of every level has changed from the original before; noun to be verb form.



Picture 1. Original Bloom's Taxonomy by Bloom (1956) & Revised Bloom's Taxonomy by Anderson (2001)

Besides the name changed of every level from noun to be verb form in the revised Bloom's Taxonomy, there is also the position changed of the level shown in the picture above; *synthesis* and *evaluation* places which were the two latest of the pyramid changed

the position in each other place to be *evaluate* and *create* as the latest in the revised Bloom's Taxonomy.

The cognitive dimension of Revised Taxonomy has six levels that deal with students' order thinking; Remember, Understand, Apply, Analyze, Evaluate, and Create which is divided into two groups; lower-order thinking skills and higher-order thinking skills. Based on the pyramid shown above, the three highest (analyzing, evaluating, and creating) are categorized as higher-order thinking skills, meanwhile, the three lowest (applying, understanding, and remembering) are categorized as lower-order thinking skills. These levels are also known as C1, C2, C3, C4, C5, C6 are used to formulating the educational objectives in the study.

LOTS and HOTS are two sets of thinking skills compared in terms of the complexity degree of a thinking process.²⁸ Cited in Lewis and Smith, Meier described higher-order thinking skills as reasoning or productive behavior. Meanwhile, lower-order thinking skills are categorized as learned behavior or reproductive thinking.²⁹ In the cognitive dimension of Revised Bloom's Taxonomy that has six levels of order thinking and distinguished as two categorize: LOTS and HOTS appropriate with it where should be. The first three stages of the cognitive dimension that belongs to lower-order thinking used by students make them reproductive their thought to solve the problem or answer the question. The three other upper stage that used by students which belong to higher-order thinking skill that used to solve the problem or answer the question make the students to knowing deeper and process what their thought to reasoning thing.

²⁸ Kurnia Atiullah et.al., *Using Revised Bloom's Taxonomy to Evaluate Higher Order Thinking Skills (HOTS) in Reading Comprehension Questions of English Textbook for Year X of High School*. EEJ 9 (4) (2019) 428-436. P. 429 (<http://journal.unnes.ac.id/sju/index.php/eej>)

²⁹ Lewis, A., & Smith, D. *Defining Higher Order Thinking. Theory into practice*. 32(3), 131-137. P. 132

The table below is showing the categories of cognitive process dimension to elaborate more about every stage to make it easier to understand each of them.

Table 1. The Categories of Cognitive process dimension³⁰

Categories and Cognitive Process	Alternative Names	Definition and Examples
1. Remember – Recalling relevant knowledge from long-term memory		
1.1 Recognizing	Identifying	Setting knowledge in long-term memory that is consistent with presented material (e.g., recognize the dates of important events in Indonesia)
1.2 Recalling	Retrieving	Retrieving relevant knowledge from long-term memory (e.g., recall the dates of important events in Indonesia)
2. Understand – Build meaning from instructional messages, including oral, written, and graphic communication		
2.1 Interpreting	Clarifying Paraphrasing Representing Translating	Changing from one form of illustration (e.g., numerical) to another (e.g., verbal) (e.g., paraphrase important speeches from the written article)
2.2 Exemplifying	Illustrating Instantiating	Discover a specific example or illustration of a concept or principle (e.g., give examples of various genres of music)

³⁰ Anderson et al, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, United States: Addison Wesley Longman, Inc, 2001

2.3 Classifying	Categorizing Subsuming	Determining that something belongs to a category (e.g., concept or principle) (e.g., classify observed or described cases of bullying)
2.4 Summarizing	Abstracting Generalizing	Abstracting a general theme or major point(s) (e.g., write a short summary of the events happened on a videotape)
2.5 Inferring	Concluding Extrapolating Interpolating Predicting	Drawing a logical conclusion from presented information (e.g., in learning a foreign language, infer grammatical principles of the texts)
2.6 Comparing	Contrasting Mapping Matching	Detecting correspondences between two ideas, objects, and the like (e.g., compare past events to present situations)
2.7 Explaining	Constructing models	Constructing a cause-and-effect model of the system (e.g., explain the causes of important event happened in Hiroshima and Nagasaki in 1945)
3. Apply – Carry out or use a procedure in a given situation		
3.1 Executing	Carrying out	Applying a procedure to a familiar task (e.g., divide one whole number by another whole number, both with multiple digits)
3.2 Implementing	Using	Applying a procedure to unfamiliar tasks (e.g., use Pascal Law in situations in which it is appropriate)
4. Analyze – Break material into its constituent parts and determine how the		

parts relate to one another and to an overall structure or purpose		
4.1 Differentiating	Discriminating Distinguishing Focusing Selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., distinguish between relevant and irrelevant situation based on the reading text)
4.2 Organizing	Finding Coherence Integrating Outlining Parsing Structuring	Determining how elements fit or function within a structure (e.g., structure evidence in a historical description into evidence for and against a particular historical explanation)
4.3 Attributing	Deconstructing	Determine a point of view, bias, values, or intent underlying presented material (e.g., determine the point of view of the author of a novel in terms of his or her experience)
5. Evaluate – Make judgments based on criteria and standards		
5.1 Checking	Coordinating Detecting Monitoring Testing	Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., determine if a researcher's conclusions follow from observed data)
5.2 Critiquing	Judging	Detecting in the consistencies

		between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., judge between two methods is the best way to solve a given problem)
6. Create – Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure		
6.1 Generating	Hypothesizing	Coming up with alternative hypotheses based on criteria (e.g., general hypotheses to explain for an observed phenomenon)
6.2 Planning	Designing	Devising a procedure for accomplishing some task (e.g., plan a research paper on a given topic)
6.3 Producing	Constructing	Inventing a product (e.g., build a typical location for a specific purpose)

To identify every question as to the object in this research, here is the table of instructional verb and question stems for each level of cognitive dimension in Revised Bloom's Taxonomy.

Table 2. Instructional Verbs and Question Stems for Each Level of Cognitive Dimension in Revised Bloom's Taxonomy³¹

N	Cognitive Dimension	Instructional Verbs	Question Stems
1	Remembering	Cite Recite	• What happened

³¹ Danise Tarlinton, *Bloom's Revised Taxonomy*, Presented in Pupil Free Day, 2003, (www.qacps.schoolwires.net).

.	<p>(Lower Order-Thinking Skill)</p>	<p>ChooseRecord GiveRelate GroupRepeat ExampleReproduce Label Review ListenSelect MatchShow MemorizeUnderline Outline Write Read</p>	<p>after...?</p> <ul style="list-style-type: none"> • How many...? • What is...? • Who was it that...? • Name... • Find the definition of... • Describe what happened after... • Who spoke to...? • Which is true or false...?
2	<p>Understanding</p> <p>(Lower Order-Thinking Skill)</p>	<p>AssociateRecognize Describe Reorganize DiscussReport Give examples ofResearch Give main ideaRestate Identify Retell Interpret Review Observe Summarizes Paraphrase Translate</p>	<ul style="list-style-type: none"> • Explain why... • Write in your own words... • Would you feel if...? • How effective are...? • What are the consequences • How would you explain...? • Write a brief outline... • What do you think could have happened next...? • Who do you think...? • What was the main idea...? • Clarify...

			<ul style="list-style-type: none"> • Illustrate...
3	Applying (Lower Order-Thinking Skill)	Apply Make Change Operate Collect Practice Demonstrate Sequence Discover Show Draw Solve Interpret Use Interview	<ul style="list-style-type: none"> • Explain another instance where... • Group by characteristics such as... • Which factors would you change if...? • What questions would you ask of...? • From the information given, develop a set of instructions about...
4	Analyzing (Higher Order-Thinking Skill)	Analyze Inquire Arrange Investigate Calculate Order Categorize Question Compare Relate Contrast Research Debate Separate Detect Survey Diagram Sequence Discriminate Test Distinguish Group	<ul style="list-style-type: none"> • Which events could not have happened? • If... happened, what might the ending have been? • How is...similar to...? • What do you see as other possible outcomes? • Why did...changes occur? • Explain what must have happened when... • What are some of the problems of...?

			<ul style="list-style-type: none"> • Distinguish between... • What were some of the motives behind...? • What was the turning point? • What was the problem with...?
5	<p>Evaluating</p> <p>(Higher Order-Thinking Skill)</p>	<p>AppraiseInfer</p> <p>ArgueJudge</p> <p>AssessJustify</p> <p>ChooseMeasure</p> <p>ComparePredict</p> <p>ConcludeProbe</p> <p>CriticizeRate</p> <p>DecideRevise</p> <p>DeduceRecommend</p> <p>DetermineScore</p> <p>DiscriminateTell why</p> <p>Evaluate</p>	<ul style="list-style-type: none"> • Judge the value of... • What do you think about...? • Defend your position about... • Do you think...is a good or bad thing? • How would you have handled...? • What changes to...would you recommend? • Do you believe...? How...? • What influence will...have on our lives? • What are the pros and cons of...? • Why is...of value? • What are the

			<p>alternatives?</p> <ul style="list-style-type: none"> • Who will gain & who will lose?
6	<p>Creating</p> <p>(Higher Order-Thinking Skill)</p>	<p>Compile Improve</p> <p>Compose Invent</p> <p>Construct Organize</p> <p>Design Plan</p> <p>Devise Predict</p> <p>Formulate Prepare</p> <p>Generate Produce</p> <p>Imagine Revise</p>	<ul style="list-style-type: none"> • Design a...to... • Devise a possible solution to... • If you had access to all resources, how would you deal with...? • Devise your own way to... • What would happen if...? • How many ways can you...? • Create new and unusual uses for... • Develop a proposal which would...

2. Revised Bloom's Taxonomy

Taxonomy comes from two words in Greek; *tassein* which means classify and *nomos* which means rule.³² It is also known as the classification of things according to its hierarchy/concept is the general information of Taxonomy. It was created by Benjamin Bloom in 1940, Bloom and other educators worked to classify educational objectives which produced three learning domains and thinking process categories. Three domains in the original version of Bloom's

³² Retno Utari. *Taksonomi Bloom: Apa dan Bagaimana Menggunakannya?*. Pusdiklat KNPK. 2011. P.1

Taxonomy are the cognitive domain (knowledge), affective domain (attitudes), and psychomotor domain. Bloom proposed the categorization of the cognitive domain to make the process of question arrangement was easier.³³

This research is provisioned by Revised Bloom's Taxonomy which is Bloom's Taxonomy itself is a multi-tiered model of classifying thinking process according to six cognitive levels of complexity³⁴. In the 1990s, Bloom's Taxonomy had been revised by Lorin Anderson, a student of Bloom's. The result of the revised Bloom's Taxonomy was published in 2001 by the name of Revised Bloom's Taxonomy.³⁵ The revised Bloom's Taxonomy is shown in categorizing the classes used verbs rather than nouns. It is said that there are six levels of cognitive learning according to the Revised Bloom's Taxonomy. Those levels are similar to the original version of Bloom's Taxonomy but showed in verbs and have changed position in pair of the level.³⁶ The levels are remembering, understanding, applying, analyzing, evaluating, and creating.



IAIN PURWOKERTO

³³ Krathwohl Anderson, et.al. A Taxonomy for Learning, Teaching, and Assessing, A Revision of Bloom's Taxonomy of Educational Objective. (New York: Addison Wesley Longman). P. 7

³⁴ Mary Forehand. Bloom's Taxonomy – Emerging Perspectives on Learning, Teaching and Technology. (Georgia: The University of Georgia). 2011. P. 2

³⁵ David Krathwohl. *Theory into Practise*. Vol. 41. Number 4 autumn. 2002. P. 211

³⁶ Andrew Churches. Edorigami, Bloom's Taxonomy and Digital Approaches. 2007. <http://edorigami.wikispaces.com/Bloom%27s+and+ICT+tools> accessed on October 2, 2020 at 10:07 am

CHAPTER III

PROFILE OF THE TEXTBOOK

A. Identity of the Textbook

1. Textbook Identity

The textbook used by the researcher as the object of this research is an English textbook entitled “Mandiri: Practise Your English Competence” for 9th grade of Junior High School revised edition. The textbook was written by Nur Zaida and edited by E. Tiyas Utami and Dwi Wahyu Priyanto. The layout of this textbook is set by the Division of Production in Erlangga Publisher with Power Mac G5. The cover was designed by Didit Jaksa Tranggono. Lastly, the textbook pressed by PT. Gelora Aksara Pratama in 2018.

2. Objective of the Textbook

The curriculum and Standar Kompetensi Lulusan (SKL) of English subject in Indonesia are too common and normative so that the publisher takes it as a challenge in publishing a book based on curriculum 2013 and in the revised edition in the year 2018. The textbook has a role to guide both teachers and students in the teaching and learning process within the class. As a reference to the teaching and learning process, this book is arranged according to teachers' and students' needs. This textbook has objectives to help students in understanding the concept of learning English subject and role as the guidance for the students to reach successes of study.

3. Position of the Textbook

As the media in the teaching and learning process, textbook placed as important position to be used. For the book that the researcher used in this research, “Mandiri: Practise Your English Competence” textbook place as complementary in the teaching and learning process.

Though this book is complementary, it still has important role in the teaching and learning process so the selection of textbook need to be considered with the needs of teachers and students itself.

B. Structure and Context of the Textbook

This textbook is arranged systematically based on the type of text. Each subject starts with a brief theory that easy to understand. Then students are faced with various types of questions, from normative and predictive forms according to competency standards at each grade level. This textbook will help students understand the key concepts in English subjects as well as introduce the characteristics of the questions for school exams and national exams. This textbook contains 10 chapters and at the end of the chapter is equipped with a competency test on the material in the chapter. At the end of the textbook section, there are 3 packages of exercises of examination preparation.

Each chapter has a different theme that distributed below:

Chapter 1: Wishing and Greeting

Chapter 2: Agreement and Disagreement

Chapter 3: Food and Medicine Labels

Chapter 4: Procedure

Chapter 5: Continous Tense

Chapter 6: Present Perfect Tense

Chapter 7: Narrative

Chapter 8: Passive Voice

Chapter 9: Report

Chapter 10: Advertisements

This textbook has 154 pages. Content of the textbook in every chapter is a short explanation or summary of the materials according to the theme and following by the practice with multiple-choice form. Each chapter has a different practice form, it is based on what is needed within the chapter or theme. It can be filling the blank form practice or multiple choice.

At the end of the textbook, complete the packages of exercises of examination preparation. This textbook set 3 units for examination preparation. Every unit consists of a multiple-choice form and essay form.

Each unit has 45 question items with 40 question items in the multiple-choice form and 5 question items in essay form.



CHAPTER IV

COGNITIVE DIMENSION ANALYSIS OF EXAMINATION PREPARATION IN “Mandiri: Practise Your English Competence” TEXTBOOK FOR 9TH GRADE OF JUNIOR HIGH SCHOOL

A. Analysis of Cognitive Dimension in the Exercises of Examination Preparation

By using the checklist table, the researcher classified the question items into what they supposed to placed between C1/C2/C3/C4/C5/C6 below:

**Table 4. Data Analysis of Cognitive Dimension of Revised Bloom’s
Taxonomy in Unit 1**

No.	Instructional Verb/Questioning Stems	Cognitive Level					
		Lower-Order Thinking Skill (LOTS)			Higher-Order Thinking Skill (HOTS)		
		C1	C2	C3	C4	C5	C6
Multiple Choices							
1.	Show the place of text.	√					
2.	Interpret the intended of text.		√				
3.	Select the closest meaning of word.	√					
4.	Recite the reason why from the text.	√					
5.	Summarize what should Julio does next.		√				
6.	Identify what the Resitos want Lola to do.		√				
7.	Summarize what the guests will do at the party.		√				

8.	Give the main idea of the text.		√				
9.	Relate the answer to the question with the text.				√		
10.	Review the information from the text.		√				
11.	Discover the best word to fill the blank based on the text.			√			
12.	Interpreting the correct word in filling the blank.		√				
13.	Interpret the word to another word with the same meaning.		√				
14.	Sequence paragraphs if there is an addition.			√			
15.	Inquire the reason of fold the paper.				√		
16.	Demonstrate to lock the two flaps in place.			√			
17.	Select the closest meaning of the word.	√					
18.	Identify the function of double-sided sticky tape.		√				
19.	Interpret the reason why based on the text.		√				
20.	Select the closest meaning of the word.	√					
21.	Questioning the reason why.				√		
22.	Conclude the intention of the text.					√	
23.	Give main idea of the text.		√				
24.	Choose the best word to fulfill	√					

	the blank based on the text.						
25.	Retell the activity done by the family after rafting.		√				
26.	Select the closest meaning of the word.	√					
27.	Review the text to provide the reader with.		√				
28.	Discover the best answer based on the text.			√			
29.	Tell why to always keep the prepared iced tea refrigerated.					√	
30.	Interpret the word to another word that has the same meaning.		√				
31.	Identify the intended of the text.		√				
32.	Select the closest meaning of the word.	√					
33.	Show who may join the party based on the text.	√					
34.	Identify the intention of the text.		√				
35.	Paraphrase the sentence to other words that representative.		√				
36.	Discover the best word to fulfill the blank based on the text.			√			
37.	Predict the best answer that logic according to the text.					√	
38.	Conclude the function of lycopene based on the text.					√	
39.	Infer the best logical answer to					√	

	fulfill the blank.						
40.	Select the closest meaning of the word.	√					
Short Essay							
1.	Write the function of Zebra's stripes based on the text.	√					
2.	Show where is the paragraph that tells about Zebra's diet.	√					
3.	Interpret the word to another sentence.			√			
4.	Analyze what the Zebra will do if they see predators.				√		
5.	Compose two sentences use suitable <i>conjunction</i> .						√
Total		12	17	6	4	5	1

Here the table result of percentage for every cognitive dimension used in unit 1 after the data analyzed:

$$\text{Calculated with } \frac{X}{Y} \times 100\% = \%$$

In which:

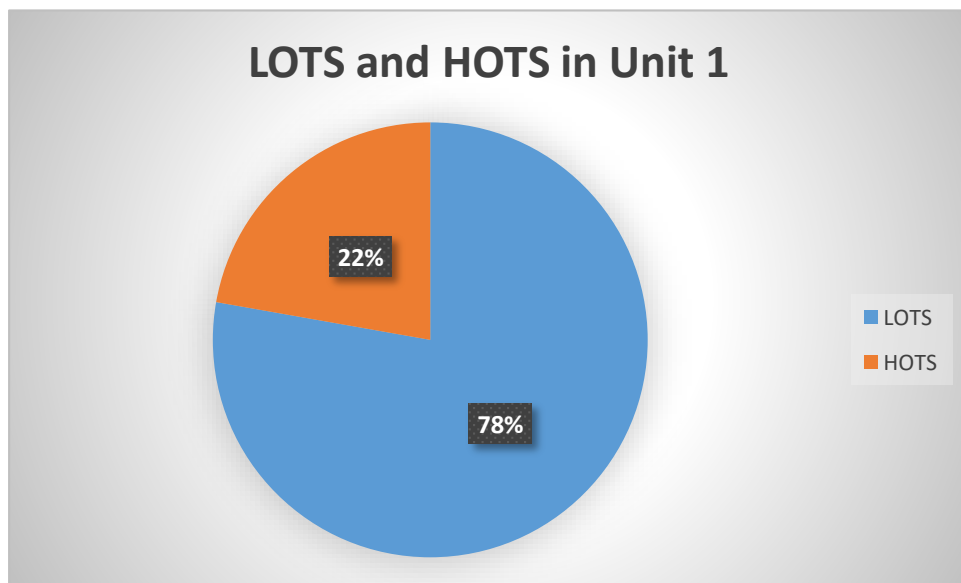
X: the number of question with C1/C2/C3/C4/C5/C6

Y: the total number of questions in a part/unit.

Table 5. The result of LOTS and HOTS that used in question items from Unit 1

LOTS		HOTS	
C1	26,7%	C4	8,9%
C2	37,8%	C5	11,1%
C3	13,3%	C6	2,2%
total	77,8%	total	22,2%

Based on table 5., the most used cognitive level in unit 1 is C2 or Understand level with 37,8% of the total or 17 question items use understand level. For the question items use LOTS model is 77,8% of the total or 35 items of 45 and for question items use HOTS model is 22,2% or 10 items of the entire question items in unit 1. The percentages of both levels LOTS and HOTS presented in the chart below:



Picture 2. Chart of LOTS and HOTS that used in the question items in unit 1 from exercises of Examination Preparation in “Mandiri: Practise Your English Competence” for 9th grade of Junior High School

Table 6. Data Analysis of Cognitive Dimension of Revised Bloom’s Taxonomy in Unit 2

No.	Instructional Verb/Questioning Stems	Cognitive Level					
		Lower-Order Thinking Skill (LOTS)			Higher-Order Thinking Skill (HOTS)		
		C1	C2	C3	C4	C5	C6
Multiple Choices							
1.	Show the place of text.	√					
2.	Interpret the intended of text.		√				

3.	Select the closest meaning of the word.	√					
4.	Recite the reason why from the text.	√					
5.	Tell what supposed Dona does after reading the message.		√				
6.	Give information from the text.		√				
7.	Identify what the recipient is supposed to do after receiving the invitation.		√				
8.	Give the main idea of the text.		√				
9.	Identify who might be interesting in the activity in the text.		√				
10.	Review the information from the text.		√				
11.	Discover the best word to fill the blank based on the text.		√				
12.	Select the closest meaning of the word.	√					
13.	Change the sentence with the same implies.			√			
14.	Concluding what the writer is.					√	
15.	Give information based on the text.		√				
16.	Inquire the reason for a certain activity in the text.				√		
17.	Select the closest meaning of the word.	√					
18.	Review the information related		√				

	to multiple-choice to the text.						
19.	Show the first visitor for Lion based on the text.	√					
20.	Interpret the word in the text to the multiple-choice that correct to fulfill the blank.		√				
21.	Identify the condition of Fox.		√				
22.	Give the value of the text.					√	
23.	Give the main idea of the text.		√				
24.	Select the best conjunction to complete the sentence.	√					
25.	Tell the reason for father stop driving based on the text.		√				
26.	Tell the reason the family failed to visit the temple.		√				
27.	Review the exception information in the text.		√				
28.	Choose the best modal to complete the sentence.					√	
29.	Tell why to always keep the product in a cool place.					√	
30.	Interpret the word to another word that has the same meaning.		√				
31.	Tell the intention of writing the text.		√				
32.	Select the closest meaning of the word.		√				
33.	Give the intention of the activity in the text.		√				

34.	Interpret the use of the text.			√			
35.	Give a conclusion based on the text.					√	
36.	Inferring a paragraph tell about to one sentence.					√	
37.	Discover the answer based on the text.			√			
38.	Sequence paragraphs if there is an addition.			√			
39.	Associate to who the text will be useful.		√				
40.	Paraphrasing the words.		√				
Short Essay							
1.	Show the number of temples in Bali based on the text.	√					
2.	Give two activities of tourists based on the text.		√				
3.	Explain why visit the temple during weekdays.		√				
4.	Review what people can see in the sea near the temple.	√					
5.	Compose two sentences using <i>conditional clause</i> .						√
Total		9	24	4	1	6	1

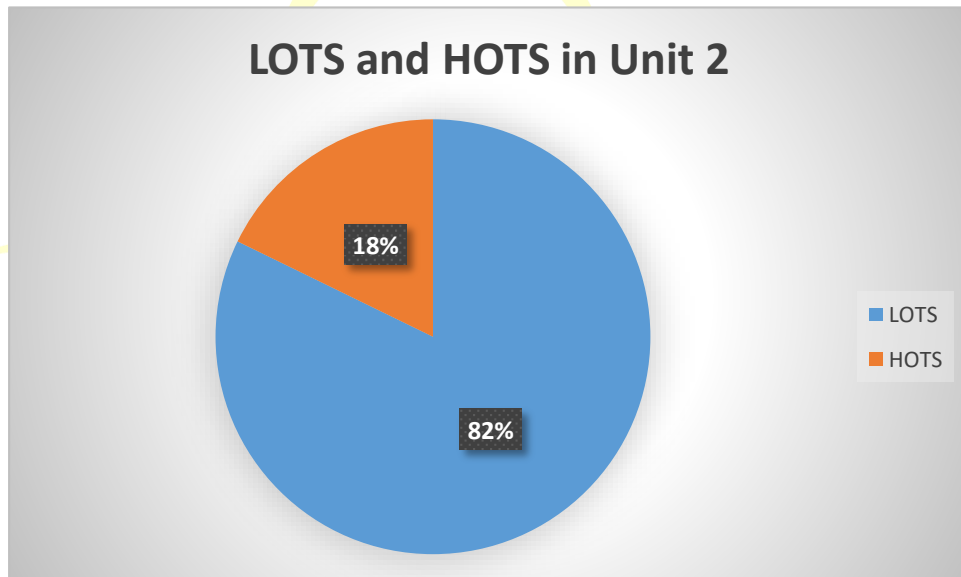
The total of every question items use each level from the six levels of cognitive dimension in unit 2 also calculated with $\frac{x}{y} \times 100\% = \%$

And here is the table that shows the result after calculation:

Table 7. The result of LOTS and HOTS that used in question items from Unit 2

LOTS		HOTS	
C1	20%	C4	2,2%
C2	53,3%	C5	13,4%
C3	8,9%	C6	2,2%
total	82,2%	total	17,8%

In unit 2, the most used cognitive dimension is also C2 or understand level with 53,3% of the total in line with unit 1. The number of question items utilize C2 is 24 question items of the rest 45 question items in total. The use of LOTS also more dominant than HOTS. As shown in the table that the total of question items with LOTS is 82,2% or 37 items and HOTS is 17,8% with 8 items of the question in unit 2. The percentages of LOTS and HOTS in unit 2 presented in the chart below:



Picture 3. Chart of LOTS and HOTS that used in the question items in unit 2 from exercises of Examination Preparation in “Mandiri: Practise Your English Competence” for 9th grade of Junior High School

Table 8. Data Analysis of Cognitive Dimension of Revised Bloom's Taxonomy in Unit 3

No.	Instructional Verb/Questioning Stems	Cognitive Level					
		Lower-Order Thinking Skill (LOTS)			Higher-Order Thinking Skill (HOTS)		
		C1	C2	C3	C4	C5	C6
Multiple Choices							
1.	Show the place of text.	√					
2.	Interpret the intended of text.		√				
3.	Select the closest meaning of the word.	√					
4.	Recite the reason why from the text.	√					
5.	Identify what will Ilham does next.		√				
6.	Recognize what party that Nando invited to.		√				
7.	Select the closest meaning of the word.	√					
8.	Show the description of the restaurant based on the text.			√			
9.	Find the best answer based on the text.	√					
10.	Paraphrasing sentence to find the best word in filling the blank.		√				
11.	Review which paragraph tell about a certain topic.		√				
12.	Give the meaning of the		√				

	underlined word.						
13.	Interpret the intention of the text.		√				
14.	Find the best word to fill the blank according to the text.		√				
15.	Detect what will happen if do not follow the third instruction.				√		
16.	Review what to do before closing the lid.		√				
17.	Select the closest meaning of the word.	√					
18.	Show when we know that process of cooking already finish.			√			
19.	Identify the reason Crow challenge the Swans.		√				
20.	Select the closest meaning of the word.	√					
21.	Analyze what would happen if the Swan did not help the Crow.				√		
22.	Conclude the moral value of the text.					√	
23.	Give the main topic of the text.		√				
24.	Paraphrase the sentence to a word in filling the blank.		√				
25.	Give the reference of the word based on the text.		√				
26.	Tell the way how the teacher helps the writer.		√				
27.	Illustrate what the text tells		√				

	about.						
28.	Analyze the best answer to fill the blank.			√			
29.	Give the answer according to the text.		√				
30.	Select the closest meaning of the word.	√					
31.	Identify the intended of text.		√				
32.	Select the closest meaning of the word.	√					
33.	Give the correct answer according to the text.		√				
34.	Identify the intention of the text.		√				
35.	Paraphrase the sentence to other words that representative to fill the blank.		√				
36.	Review the second paragraph tell about.		√				
37.	Observe who might be interesting in the text.		√				
38.	Discover the best word to fulfill the blank.			√			
39.	Interpret the intention of writing the text.		√				
40.	Select the closest meaning of the word.	√					
Short Essay							
1.	Tell when do the fruit becomes sweet-sour according to the	√					

	text.						
2.	Show in which paragraph we find the function of Tamarind.			√			
3.	Draw the meaning of the underlined word.			√			
4.	Inferring how Tamarind protects us against heart diseases, cancer, and diabetes.					√	
5.	Compose two sentences using <i>if clause</i> .						√
Total		11	23	5	3	2	1

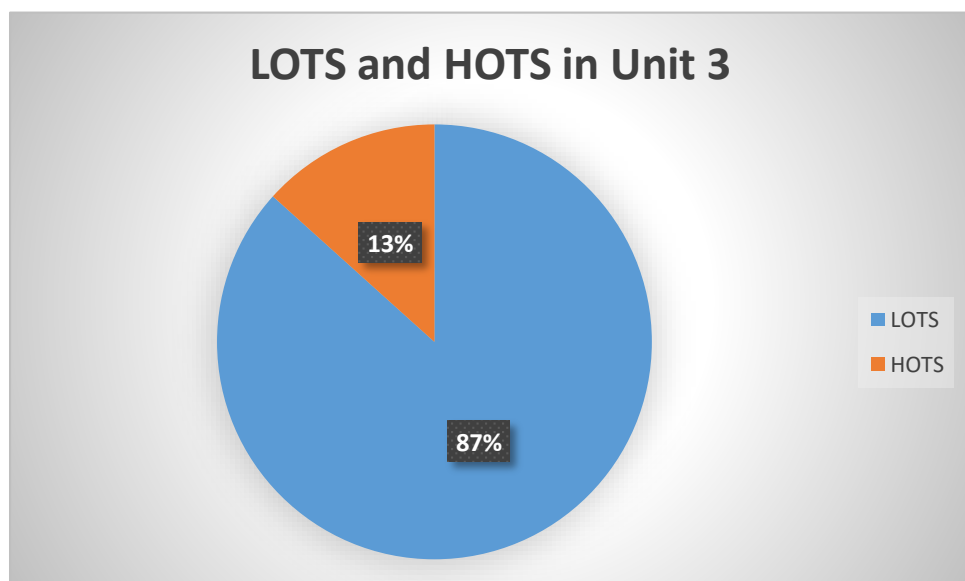
The total of every question items use each level from the six levels of cognitive dimension in unit 3 also calculated with $\frac{x}{y} \times 100\% = \%$

And here is the table that shows the result after calculation:

Table 9. The result of LOTS and HOTS that used in question items from Unit 3

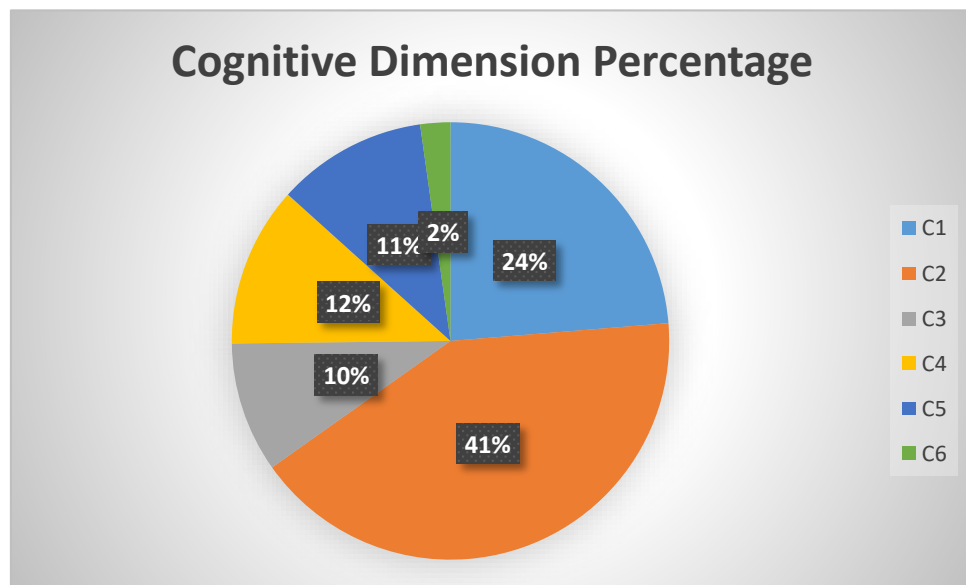
LOTS		HOTS	
C1	24,4%	C4	6,7%
C2	51,1%	C5	4,5%
C3	11,1%	C6	2,2%
total	86,6%	total	13,4%

Based on table 9., it is also shown that the most used level of cognitive dimension from revised Bloom's Taxonomy in this unit is C2 or understand level with the number of percentages is 51,1% or 23 question items of the total 45 items. The percentages between LOTS and HOTS are 86,6% and 13,4% which stated that question items with LOTS model more dominant in this unit. The percentages of LOTS and HOTS presented in the chart below:



Picture 4. Chart of LOTS and HOTS level used in the question items in unit 3 from exercises of Examination Preparation in “Mandiri: Practise Your English Competence” for 9th grade of Junior High School

Dealing with the research questions of this research, what is the most applied cognitive dimension in Revised Bloom's Taxonomy that used in examination preparation of “Mandiri: Practise Your English Competence” for 9th grade for Junior High School which analyzed by the researcher, here the chart to show the result:



Picture 5. Chart level of cognitive dimension used in the exercise of Examination Preparation in “Mandiri: Practise Your English Competence” textbook for 9th grade of Junior High School

The researcher has done a qualitative method in this research through analysis of question items in the exercises of examination preparation within “Mandiri: Practise Your English Competence” textbook for 9th grade of Junior High School using the checklist table. The checklist table referenced to the cognitive dimension of Revised Bloom’s Taxonomy in which every level shortens as C1, C2, C3, C4, C5, and C6, the way shown in the chart above.

Based on Picture 5 shows the chart level of cognitive dimension, there are six levels of cognitive dimension in Revised Bloom Taxonomy that are all used for the question items in the exercises of examination preparation in “Mandiri: Practise Your English Competence” textbook. The most dominant level that used for the question items in the exercises of examination preparation is C2/Understand and following by C1/Remember as the second dominant.

The researcher peeling one by one level of cognitive dimension in Revised Bloom's Taxonomy used in the question of examination preparation in "Mandiri: Practise Your English Competence":

1. Remember Level

Included in Lower Order-Thinking Skill and as the lowest also, this level is the simplest process in Revised Bloom's Taxonomy. Remembering counted in retrieving relevant knowledge from long-term memory.³⁷ The question items within this level included retrieving relevant knowledge from long-term memory or recall information from the text.

Example:

Scent-Free

In order to prevent any health problems for employees, visitors, patients, and volunteers, we have strictly eliminated the use of products with scents or other properties. Thus, please do not use perfume and other scented personal products in the hospital or when visiting a patient.

Management

Where can you probably find the text?

(Show the place of text.)

- a. A library.
- b. A school.
- c. A market.
- d. A hospital.

This kind of question included to remember level for the instructional verb within the question itself that command to show the place of sort of text written before. Hence, the instructional verb for

³⁷ L. W. Anderson, et.al. *A Taxonomy for Learning, Teaching, and Assessing*. (New York: Longman). 2001. P. 70

remember level according to Denise Tarlinton is: cite, choose, give, group, example, etc. (in table 3 of Chapter III)

2. Understand Level

To construct their meaning of instructional message including oral, written, and graphic, students need to understand the context.³⁸ The type of question within this level is intended to seek students' understanding.

Example:

To: Dona

Ivan called up while you were taking a bath. He said his family was going to have a picnic tomorrow. They invited you to join them. If you want to, please let him know as soon as possible.

Aunt Jaya

What should Dona likely after reading the message?

(Identify what supposed Dona does after reading the message.)

- a. Call Aunt Jaya
- b. Tell or call Ivan
- c. Do packing for the picnic.
- d. Buy some food for the picnic.

This level is mostly used for questions in the examination preparation of this textbook. The researcher finds this question included to understand level due to the instructional verb used in the question. The instructional verb used in this question is to identify what is supposed to do next of Dona based on the text presented before. For the understanding level, Denise Tarlinton stated the instructional verb such as: describe, discuss, identify, observe, report, research, interpret, translate, etc.

³⁸ *Ibid.*, P. 70

3. Apply Level

This level is closely linked with procedural knowledge.³⁹ When the students know the procedure used to fix the problem, so the students can improve it. But if students do not know the procedure used to fix the problem they need to find another procedure to fix the problem.

Example:

THE CLASSY

Proudly serving you our family recipes from our family-run restaurant with authentic and exquisite Italian cuisine for over 70 years!

We are special, so are you!

Parties for any occasion.

\$25 per guest

Let us plan the event with you and create such an unbelievable and unforgettable experience and pleasure.

Our restaurant is the perfect place with a perfect ambiance for your private or corporate event! Many of those who have visited us and experienced our cuisine return. Those who have moved from the area will surely make a visit to recall amazing experience they have had in the Classy Restaurant.

Grab your phone and contact Joe at 574-098-1208

Our location:

096 N. Advantie Blvd #222

Dalas, TX 75218

Telephone:

(214) 312-4444

³⁹L. W. Anderson, et.al. *A Taxonomy for Learning, Teaching, and Assessing*. (New York: Longman). 2001. P. 77

How does the restaurant management describe themselves?

(Show the description of the restaurant based on the text.)

- a. Great food with reasonable price.
- b. Great restaurant located in the downtown.
- c. Experienced restaurant with pretty and attractive waitresses.
- d. A family-run restaurant with authentic and exquisite Italian cuisine.

The instructional verb used for the applying level is: apply, change, discover, operate, show, solve, etc. For this question, it used the instructional verb “*show* the description of the restaurant” based on the text presented before the question.

4. Analyze Level

Starting from this level is included in Higher Order Thinking Skill (HOTS), which more complex than the three before. Analyze includes learning to determine the relevant important pieces of a message, how the message is organized, and the underlying purpose of the message.⁴⁰

Example:

A group of swans landed on a beach where a crow was hopping around. The crow watched the swans arrogantly.

He came closed and said, “You fly gracelessly! All you know is how to flap your wings. Can you glide? Can you acrobatics in the air? No, that’s impossible!” He laughed. “Let’s compete. I’ll show you what flying really is!”

The swan agreed and both aunched themselves into the air. They began flying. While making derisive comments on the swan’s manner of flying, the crow flew around him. They kept flying and flying until the land was lost to sight and the water stretched endlessly everywhere. Slowly, the crow started to give less comments and finally

⁴⁰ *Ibid.*, p. 79

stopped. He felt tired and it made it hard for him to fly. He struggled to not fall into the water.

Seeing the tired crow that started to touch the water several times, the swan asked, “Is that another trick? Why do you keep touching the water, brother?”

“No,” cried the crow. He was very tired so that this desire to show off had completely gone. “I’m in trouble... a curse on my boasting! If you are not willing help me, I’ll drown...”

Looking at the crow, the swan had pity in him. Then he took the crow on his shoulder and flew back to the shore.

What would happen if the swan did not help the crow?

(Analyze what would happen if the Swan did not help the crow.)

- a. The crow would fall into the sea.
- b. The crow would leave him away.
- c. The swan would be happy forever.
- d. The swan would never come back.

As the analyze level, the instructional verb used in this question also to analyze what would happen if the swan did not help the crow. As for, the instructional level within analyze is: analyze, arrange, investigate, inquire, compare, sequence, etc.

5. Evaluate Level

The further it goes, the level of cognitive dimension in Revised Bloom’s Taxonomy is more complicated than the previous level. Evaluate level is above the analyzed level. This level is to make judgments based on criteria and standards.⁴¹ Students make judgments about whether a specific example fits the category.

Example:

Many people are still confused whether tomatoes are fruit or vegetable. In fact, tomatoes are fruit. This fruit has a lot of benefit for

⁴¹ L. W. Anderson, et.al. *A Taxonomy for Learning, Teaching, and Assessing*. (New York: Longman). 2001. P. 83

our body, one of them is the lycopene. Lycopene is an important antioxidant that helps the body fight against cancer and other diseases.

Tomatoes have a high level of antioxidant called lycopene that gets rid of free radicals in the human body. The red color of tomatoes comes from that nutrient. The human body needs lycopene, but the body does not naturally produce this antioxidant. There is no other fruit or vegetable that has a high concentration of lycopene compared to tomatoes.

Many studies show that tomatoes are a beneficial fruit that can prevent cancer, high cholesterol, and heart diseases. This proves that the health benefits of consuming tomatoes are pretty phenomenal. A daily glass of tomato juice has the potential to keep a person healthy.

The text might be useful for those who...

(Infer the best logical answer to fulfill the blank.)

- a. Work in a hospital.
- b. Want to plant tomatoes.
- c. Own a restaurant business.
- d. Are concerned about health.

The instructional verb used for this question is 'infer'. Word 'infer' is one of the instructional verbs included in the evaluating level along with the other instructional verb such as argue, assess, judge, infer, conclude, determine, etc.

6. Create Level

This is the highest level in the cognitive dimension of Revised Bloom's Taxonomy. Create involves putting elements together to form a functional whole.⁴² Students are asked to produce a new thing with their creative thinking based on what the question's instruction.

Example:

Combine the two sentences using the if clause.

- We consume tamarind regularly.
- We are healthy.

⁴² *Ibid.*, P.84

(Compose two sentences using the *if clause*.)

This is the least level used in the questions of examination preparation in this textbook. The position of this level is highest with the instructional verbs like compile, compose, design, improve, produce, formulate, generate, etc. This question used the instructional verb 'compose' so that the researcher puts this question into creating level.

B. The Use of LOTS and HOTS in the Exercises of Examination Preparation

After done analyzing the data in every unit in the exercises of examination preparation in "Mandiri: Practise Your English Competence" textbook, here is the answer to the second question research of this research to find out which is the most used level between LOTS and HOTS and the percentage of every level:

Table 10. Percentage of LOTS and HOTS in every unit

UNIT	LOTS	HOTS
1	78%	22%
2	82%	18%
3	87%	13%

The use of lower-order thinking skills:

$$\frac{\%LOTS1 + \%LOTS2 + \%LOTS3}{3}$$

$$= \frac{78\% + 82\% + 87\%}{3}$$

$$= \frac{247\%}{3} = 82,3\% = 82\%$$

It said that the question items with lower-order thinking skills in the exercises of examination preparation from unit 1 until unit 3 are 82%. The number of question items used in lower-order thinking is 111 question items.

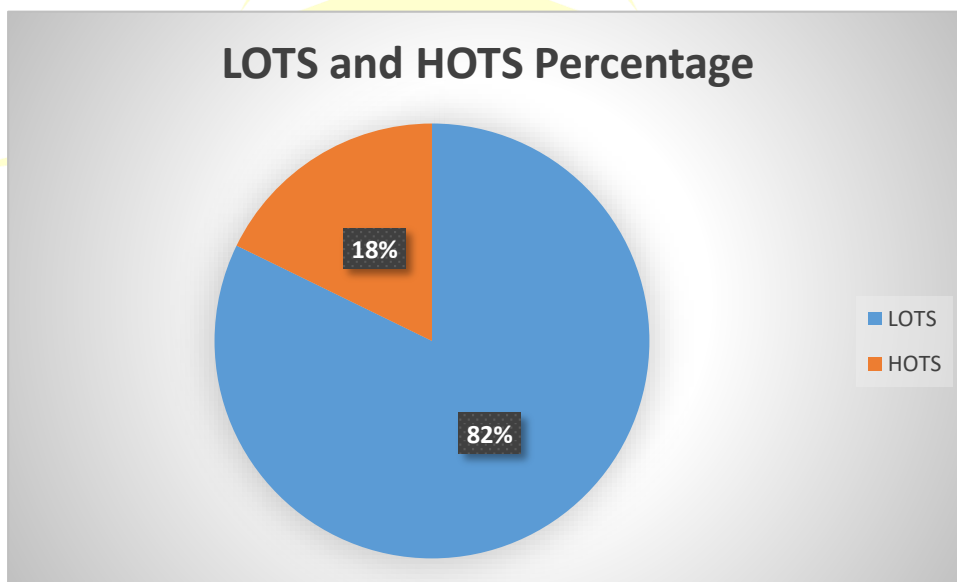
The use of higher-order thinking skills:

$$\frac{\%HOTS1+\%HOTS2+\%HOTS3}{3}$$

$$= \frac{22\%+18\%+13\%}{3}$$

$$= \frac{53\%}{3} = 17,7\% = 18\%$$

Shown that the percentage in the use of higher-order thinking skills for the questions in examination preparation from unit 1 until unit 3 is lower than the use of lower-order thinking skills. It is 18% of all the question items.



Picture 6. Chart level of LOTS and HOTS used in the exercises of Examination Preparation in “Mandiri: Practise Your English Competence” textbook for 9th grade of Junior High School

As shown in the chart pie above, it said that the use of LOTS for the question items in the exercises of examination preparation from unit 1 to 3 is more than the use of HOTS itself. The use of LOTS got 82% of the total and question items with HOTS model only got 18% of the total.

Table 11. The results number of the used LOTS and HOTS in exercise Examination Preparation in “Mandiri: Practise Your English Competence” textbook for 9th grade of Junior High School

Unit	LOTS	HOTS
1	35	10
2	37	8
3	39	6
Total	111	24

By the data shown in the table the number of every unit used LOTS and HOTS are different. The gap for the use of LOTS in every unit only 2 questions so on in the use of HOTS for the questions in every unit also gap with 2 questions different.

C. Discussion

Based on the analysis done by the researcher, the cognitive dimension in Revised Bloom’s Taxonomy is all used in the question items for the exercises of examination preparation in “Mandiri: Practise Your English Competence” textbook. The author of the book gave all the cognitive dimension for the questions in every unit. But, one another of level used has different amount to be used. The dominant used level between LOTS and HOTS is LOTS in every unit. The percentage for the use of LOTS in every unit is higher than the use of HOTS. In the use of LOTS, the most used cognitive dimension is *understanding*. In *understanding*, students need to be able to construct their own meaning

from the instructional message written.⁴³ The number of question items used *understanding* is 64 of 135 or 47% of all the question items. The second most frequently used is *remembering* with 24% of all the question items or 32 of 135 question items. The third most frequently used is *applying*. *Applying* level used for 11% of all the question items or 15 of 135 question items. The following level with 10% used in examination preparation is *evaluate* level with the number of question items used are 13 of 135. Two last cognitive levels are *analyze* and *create* level which has 6% and 2% with 8 of 135 and 3 of 135 question items in the exercises of examination preparation in “Mandiri: Practise Your English Competence” for 9th grade Junior High School published by Erlangga.

It revealed that the use of LOTS and HOTS for question items in the exercises of examination preparation in “Mandiri: Practise Your English Competence” close to the government’s regulation. The used of LOTS is higher than the used of HOTS for the question items in the exercises of examination preparation within the textbook. The percentage is shown in the chart from picture 4 that the use of LOTS is 82% and HOTS is 18%. The result of LOTS and HOTS percentage is nearly in line with Putra and Abdullah, they found the percentage of HOTS that used in English National Examination Test package from 2013 until 2018, the percentage of question items that are classified as HOTS is 25,23%.⁴⁴ Also, Singh and Shaari found that the use of LOTS and HOTS in some schools in Malaysia does not balance, the percentage of used LOTS is 80% and HOTS only 20%.⁴⁵ Other research about HOTS analysis by Ardiana and As Sabiq showed the result of data analysis that the lower-order thinking level obtained 80,2% and higher-order thinking level

⁴³ Kratwohl Anderson, et.al., *A Taxonomy for, Learning , Teaching and Assessing. A Revision of Bloom’s Taxonomy of Educational Objective*. P. 70

⁴⁴ Tomy Kartika Putra & Debiga Fikky Abdullah. *Higher-Order Thinking Skill (HOTS) Questions in English National Examination in Indonesia*. Jurnal Bahasa Lingua Scientia. 2019. Vol. 1. P. 1

⁴⁵ Randip Kaur Valdev Singh & Azianura Hani SHAari. *The Analysis of Higher-Order Thinking Skills in English Reading Comprehension Tests in Malaysia*. Malaysian Journal of Society and Space. 2019. Vol. 1. P. 17

obtained 19,8% out of 100%.⁴⁶ The results nearly in the line with this research findings show that the use of LOTS and HOTS still not balance.

The result of the analysis in this research close to the use of LOTS and HOTS in national examinations in Indonesia. In 2019, Kemendikbud stated that the use of LOTS in question items for national examination is 90% and the rest are used HOTS model.⁴⁷ They also said that in 2020 the amount of question items with HOTS model will increase, but it did not happen since the National Examination for this year was negated. This book tries to challenge the students in giving more HOTS question items in the exercises of examination preparation according to the result of analysis in this research shows it has 18% of HOTS question items from unit 1 to 3. It 8% more than the use of HOTS in real national examination in 2019, so it might help the student familiar with question items in HOTS model. The use of question items with HOTS model is needed in this decade because students need to feed more critical and creative thinking to face the 21st century by giving students question items with HOTS model as one of the ways to provoke it.



IAIN PURWOKERTO

⁴⁶ Aulia Putri Ardiana & Agus Husein As Sabiq. HOTS-Based Analysis on English Reading Comprehension Formative Assessment. Tarling:Journal of Language Education. 2020. Vol. 4. P. 31

⁴⁷ Koran Sindo. Kemendikbud Pertahankan Persentase Soal HOTS Sebesar 10%. Jakarta. 2019.
<https://www.google.com/amp/s/edukasi.sindonews.com/beritaamp/1383696/144/kemendikbud-pertahankan-persentase-soal-hots-sebesar-10> accessed in November 27, 2020 at 6:30 pm.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research conducted in analyzing cognitive dimension in the exercises of examination preparation in “Mandiri: Practise Your English Competence” textbook, it can be concluded that the use of cognitive dimension from simple to complex in the Revised Bloom’s Taxonomy, the six-level: remember, understand, apply, analyze, evaluate, and create is spread over the question items. In arranging the question items of examination preparation in “Mandiri: Practise Your English Competence”, the author of this textbook managed all the levels of cognitive dimension to be used in the question items. In every unit, the number of question items used with every level of cognitive dimension in Revised Bloom’s Taxonomy are different. The number of question items used *understanding* is 64 of 135 or 47% of all the question items. The second most frequently used is *remembering* with 24% of all the question items or 32 of 135 question items. The third most frequently used is *applying*. *Applying* level used for 11% of all the question items or 15 of 135 question items. The following level with 10% used in examination preparation is *evaluate* level with the number of question items used are 13 of 135. Two last cognitive levels are *analyze* and *create* level which has 6% and 2% with 8 of 135 and 3 of 135 question items in the exercises of examination preparation in “Mandiri: Practise Your English Competence” for 9th grade Junior High School published by Erlangga.

To answer the first research question within this research, the results from this research show the most applied cognitive dimension level in the exercises of examination preparation in “Mandiri: Practise Your English Competence” is *understanding* level. The number of question items used *understanding* from unit 1 until unit 3 is 64 of 135 or 47% of all the question items. The percentage for understanding level is almost a half from the total. For the less used level in the exercises of examination

preparation in “Mandiri: Practise Your English Competence” is *create* level with 2% of all the question items or 3 question items of 135 in total.

The cognitive dimension in revised Bloom’s Taxonomy is divided into two order thinking skill level: LOTS and HOTS, and also the use of both levels are unequal in this research findings. According to the form of final examination which is in multiple-choice tests, the use of LOTS more dominant than HOTS in the exercises of examination preparation in “Mandiri: Practise Your English Competence” textbook. The use of LOTS and HOTS are 82% and 18% in the exercises of examination preparation in “Mandiri: Practise Your English Competence”, placed close to the use of LOTS and HOTS in the real national examination in Indonesia within 2019. In which, Kemendikbud stated that the use of LOTS is 90% of the total question items and the use of HOTS is 10% of the total question items. This pattern has been used within Curriculum 2013 in which should be more focused on developing students’ critical thinking. But, in Indonesia, the use of HOTS applied slowly, little by little to adapt with the students. The use of HOTS should more than LOTS or at least equal in between. Therefore, the use of cognitive dimension in Revised Bloom’s Taxonomy as in the question items in the exercises of examination preparation in “Mandiri: Practise Your English Competence” textbook is nearly in the same line with the pattern of national examination form. So that the exercises of examination preparation in “Mandiri: Practise Your English Competence” textbook for 9th grade published by Erlangga is acceptable to be utilized as the exercise of examination for students to prepare in facing final examination or national examination.

B. Suggestion

After finishing this research and dealing with the result of this research, the researcher sums some suggestions that might be useful for the reader, teacher/staff curriculum, students, and further researchers. The suggestions are written below:

1. For the teacher/staff curriculum

Through this research, the researcher thinks that the teacher and staff curriculum are expected to be aware of the content of textbooks that are related to education's objectives so that the goal of reach the objective of education runs well. In choosing the textbook, especially a textbook with examination preparation that needed by students in the final stage of school should give more attention to the exercise content inside the book which is the question items in the exercise of examination preparation similar to the questions that will present in the final examination itself or not. This one is important to help students in practicing what the students got in studying during learning and teaching activity and even more to help the students in preparing themselves for the final examination in the last stage of school.

2. For the further researchers

Further researchers are expected to do research about the cognitive dimension in Revised Bloom's Taxonomy because this taxonomy is nearly related to the objective of education that should reach nowadays, in different content. Also, the use of LOTS and HOTS in question items for examination in Indonesia should be more equal, or maybe should be more question items with HOTS model since the use of the curriculum in this era is curriculum 2013 that put forward in students' critical thinking. To develop critical thinking of students, question items with HOTS model is appropriate to be utilized.

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