Cognitive Level In Writing Tasks Of English TextbookAt Tenth Grade Entitled "Bahasa Inggris"

M Yogi Eka Saputra L S[1], Armilia Riza[2], Siska[3]
Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Sosial dan Humaniora,Universitas PGRI Sumatera Barat, Padang, Indonesia
Email : myogieka01@gmail.com[1],

Abstract
This study aims to analyze the writing tasks in "Bahasa Inggris" textbook. The researchers examined the cognitive level of writing task and the most dominant level in this textbook based on level of Bloom's Taxonomy Revised Edition. There are 6 levels of cognitive levels, namely: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. This research is a descriptive qualitative research because the data collected is in the form of words. It used textbook "Bahasa Inggris" as the data source and used a checklist table in collecting and analyzing data. The researcher analyzed writing tasks in one textbook, but only focused in chapter 1 to 4. There were 13 writing tasks analyzed. The results showed that the cognitive level of tasks was only 5 levels, namely Remembering, Understanding, Applying, Analyzing, and Creating. The percentage of each level is 15.39% of 2 tasks for Remembering, 15.39% of 2 tasks for Understanding, 7.69% of 1 task for Applying, 23.07% of 3 tasks for Analyzing, and 38.46% of 5 tasks for Creating. It can be seen that there are 5 (38.46%) tasks included in Creating. This indicates that Creating has the highest percentage and has the most dominant writing task in "Bahasa Inggris" textbook.

Keywords: *Bloom's Taxonomy Revised, Cognitive Level, Textbook, Writing Tasks*

INTRODUCTION

Textbooks are among the most commonly used educational tools globally, and boththeir accessibility and use have an advantageous effect on student accomplishment. They educate students about valid social and cultural values and transform their perceptions of people from other ethnic and racial backgrounds (Lucy et al., 2020). In learning about writing, students should be given some tasks as it isthe most useful tool to measure students' abilities whether they understand the material or not (Limbong et al., 2019). In selecting writing tasks, teachers should pay attention to whether or not there is a cognitive level in the writing task because cognitive level can make students think critically. And the cognitive level should vary from the level that requires low to higher understanding. Most students stillhave a lack of ability to make good writing. It happens because the cognitive level in writing tasks is not considered or there is no the cognitive level in writing tasks. Not paying attention to the cognitive level in writing tasks can affect students' writing skills and it cannot make students think critically. Thus, to make

students improve their critical thinking, it is very important to pay attention to the cognitive level of writing tasks (Decker & Roberts, 2016). The cognitive level for writing tasks is very important because it can improve the students' critical thinking that become something focus now and improve their writing skill. Thus, the textbooks in Kurikulum Merdeka should contains writing tasks that there is cognitive level in it. The one of theory is Bloom's Taxonomy Revised (Febrina et al., 2019). In the cognitive domain of remembering, understanding, applying, analyzing, evaluating, and creating, he introduced six grades of cognitive process, the first trio of which are categorized as lower-order thinking skills and the remaining three upper stages as higher-order thinking skills(Atiullah et al., 2019). Based on (Akinboboye & Ayanwale, 2021) and Dunham et al., 2015), there are six grades of cognitive process and their action. The problem in this research is focus on analyzing the writing tasks in students' textbook "Bahasa Inggris" at tenth grade of Senior High School. The writing tasks must to be closely related to the cognitive level. The research questions for this study is

"What are the classification of cognitive level of writing tasks in students' textbook "Bahasa Inggris" at tenth grade in Senior High School Based on Bloom's Taxonomy ?". The purpose of this research is toexplain and classify what are the cognitive level of writing tasks in students' textbook "Bahasa Inggris" based on Bloom's Taxonomy Revised.

METHOD

The approach used in this research is qualitative research as a research design. Qualitative research is a process of knowledge social or human issues through, and when done well, it can offer a meaningful knowledge of people's experiences and viewpoints in the context of their own particular situations. The basic premise of constructivist qualitative research is that reality is the result of social processes (Mikkonen et al., 2020). Content analysis is validate the written material, images, or characters that have been collected (Noor & Chaerani, 2022). Since the study investigated the textbook's content, content analysis is used. The source of datais document used in this research was taken from the writing tasks in the textbook usedat senior high school's tenth grade "Bahasa Inggris" subject from chapter 1 to 4. Checklist was the instrument used by the researchers in this research (Sukendra & Atmaja, 2020). The data collection in this research is the "Bahasa Inggris" students' textbook that the researcher would investigate was discovered first. The cognitive level of the writing tasks provided in the textbook would next beanalyzed. The document checklist was utilized by the researchers to categorized the data. The research's researchers produced a list of cognitive level indications that occur in. The analysis of thedata entailed many steps. One of these elements was the data analysis procedure. The procedure included preparing data for analysis, designing various analyses, carefully understanding the data, presenting the results, and interpreting the broad meaning of the data. (Creswell, 2014)stated six steps made up the general process of performing a specific research, 1. Organizing and preparing the data for being analyzed, 2. Read the data, 3. Starting detailed analysis with a coding process, 4. Using the coding process, 5. Advance, 6. Making interpretation of the data.

RESULTS AND DISCUSSIONS

The researchers found the result about cognitive level of writing tasks based on Bloom's Taxonomy revised. Cognitive level based on Bloom's Taxonomy consists of remembering level, understanding level, applying level, analyzing level, evaluating level, and creating level. Based on the data analysis that have been done, theresearchers found the cognitive level in writing tasks of the students' textbook"Bahasa Inggris", they are remembering level, understanding level, applying level,analyzing level, and creating level. The researchers did not found the evaluatinglevel. The findings are explained as follow:

Cognitive Level	Writing Tasks	Chapter 1	2	3	4	Indicators
Remembering Level	Write the traits of the athletes that were mentioned in the game.	√				Memorizing the previous subject matter by recalling information
	Write the words you learn from the question and answer session in the vocabulary box.		√			Memorizing the previous subject matter by recalling information
Understanding Level	Write the things about Cristiano Ronaldo that you already know.	√				Understanding the materia by discussin the information.
	Write the things you learned about him (Cristiano Ronaldo).	√				Understanding the information by restating the information.
Applying Level	Complete the table below to make a draftof procedure text about how to eat healthily to maintain your health.			√		Applying the material by making draf

Creating Level

Writing Tasks	Chapter 1	2	3	4	Indicators
exciting experiences. Explain the reasons why.					
Rearrange the paragraphs into a meaningful text.		√			Analyzing text by rearrange the information
Write a description of your favorite athlete based on thedata in the table below.		√			Developing the information exist by adding some information
Write a description of the sports event you attended or watched.		√			Creating original or new work
Based on the writing prompt. Create your own tips and					Creating original or new work

Analyzing Level	Draw in the box the person your classmate is describing.	√				Analyzing the material by illustrating the information			write your ideas on this organizer to help you plan your tips.			√		
	Your teachers will give you two pictures of sports game. Decide in which activity they have more		√			Breaking down by categorizing the information			Write a simple procedure text of how to maintain health based on the draft you have prepared.				√	Developing the information exist by adding some information
									Write a simple					Developing the
	procedure text on how to eat healthily to maintain your health based on the draft you have prepared.				√	information exist by adding some information		5.	Creating		5			38.46%
									Total		**13**			**100%**

The table illustrated that there are five cognitive level of writing tasks in the students' English textbook "Bahasa Inggris" and it distributed a complete enough of cognitive level in the textbook. The findings showed that creating is the highest level in the textbook with percentage of 38.46%.

The data were analyzed into parts of level. This research covers 4 chapters of writing tasks. A total of 13 tasks analyzed. Based on the analysis, the tasks spread over 2 (15.39%) remembering, 2 (15.39%) understanding, 1 (7.69%) applying, 3 (23.07%) analyzing, and 5 (38.46%) creating. The findings showed that creating is the highest level in the textbook with percentage of 38.46%. The frequency of creating is 5 of 13 tasks. The next is analyzing with a percentage of 23.07% and the frequency is 3 of 13 tasks. Then, remembering and understanding with 2 frequency of 13 tasks and the percentage is 15.39% in each of both level. The last level and the lowest number of cognitive level in the textbook is applying with 1 frequency of 13 tasks and the percentage is 7.69%. And for the evaluating level, there is no writing task found in the textbook.

The result of this research are shown in table which shows the level of writing tasks, the frequency, and the percentage of the cognitive level in writing tasks from 4 chapters of the "Bahasa Inggris" students' English textbook. The findings are explained as follow:

No.	Cognitive Level	Total of Writing Tasks	Percenta ges
.	Remembering	2	15.39%
.	Understanding	2	15.39%
.	Applying	1	7.69%
.	Analyzing	3	23.07%

CONCLUSIONS

Based on the finding research data and the discussion, the researcher concludes that the level cognitive process dimension of Revised Bloom Taxonomy theory which are Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. From whole writing tasks in "Bahasa Inggris" students' textbook (13

writing tasks), the researcher found 38.46% (5 tasks) of writing tasks are dominated by the Creating level. 23.07% (3 tasks) of writing tasks are in Analyzing level. 15.39% (2 tasks) of writing tasks are Remembering level and Understanding level. The last, 7.69% (1 task) of writing task is in Analyzing level. There is no writing tasks in the level of the Evaluating. It means the writing tasks in "Bahasa Inggris" students' textbook is dominated by Creating level, because it has 5 writing tasks and the percentage of Creating level is 38.46%.

SUGGESTIONS

Related to conclusion above is suggested for the author, for the teacher, and for the next researcher. For the author, it would be better for the author to create writing tasks that cover all six levels of cognitive levels based on Bloom's Taxonomy Revised. In creating writing tasks, so that students can improve their critical thinking more optimally, the author must sort the cognitive levels from low levels to higher levels. For the English teacher as expected to be creative in improved critical thinking of the students. They can make a test to supporting the level thinking that help in

achieving the learning objective. Thus, English teacher must be selective in using textbooks for students. Besides that, the researcher suggests to the next researcher to understand this research for additional information or references about affective or psychomotor in writing tasks or cognitive level but in others skill in English.

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