

**COGNITIVE DOMAIN OF TASKS IN INTERNATIONAL COMMUNICATION 3 PUPILS' BOOK BY AMERICAN CORNER UNTAN: A REVISED BLOOM'S TAXONOMY ANALYSIS**

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**Abstract:** This descriptive qualitative study aims to assess the relevance of the pupils' tasks to the revised Bloom's taxonomy cognitive domain and the prominent cognition aspect in the pupils' book. This study focuses on the English pupils' book, "International Communication 3, " brought out by American Corner UNTAN. This study was based on a phenomenon of inaccuracies of tasks in pupils' books. The tasks were reviewed using a proof inventory diagram of revised Bloom's Taxonomy based on the cognitive domain to categorize the task as either a query or an instructional task. The outcome revealed that the textbook has 102 tasks and 0 queries. The tasks were divided into 80 (78.43%) remembering, 4 (3.92%) comprehending, 10 (9.80%) implementing, 3 (2.94%) analyzing, 3 (2.94%) assessing, and 2 (1.96%) producing. The main bulk task was remembering the lowest section of the revised Bloom's taxonomy's cognitive domain. The quantity of low- and high-order thinking skill tasks in every unit is also variable. As a result, it is essential to do more than employ an English pupils' book as a teaching tool to upgrade pupils' critical thinking skills.

**Keywords:** revised Bloom's taxonomy; cognitive feature stages; international communication

## **INTRODUCTION**

A lesson book is a book that teachers and pupils use to lay the framework for classroom instruction. A lesson book covers contents and tasks designed to clarify a study topic. In an educational system, a book is a primary teaching and learning source (Seddighi et al., 2021). Thus, books containing English materials are essential, and teachers must be able to choose the appropriate one to use during the teaching and learning process (Nurhamsih & Syahril, 2018). Moreover, lesson books are currently available in both print and digital editions.

Meanwhile, English teachers frequently utilize lesson books as the principal teaching-learning resources. English lesson books provide various resources, guidance, and assignments to help pupils develop their English skills (Damayanti, 2018). They pull several tasks from a textbook to make it seem like a "piece of cake" to design exercises for their pupils. English teachers must control relevant lesson books that offer pupils desired materials. The substance and project in the books can impact what unfolds in the room to study.

Furthermore, rational thought is one of the most important themes in the 2013 Curriculum that would be used in gaining knowledge. Critical reflection refers to the capacity to investigate and objectively evaluate anything. As a result, it is critical to examine the sorts of tasks found in an English lesson book. A book represents what pupils need. It is expected to be ideal for the readers.

Besides, Bloom's Taxonomy is mentioned in the pedagogical aim of the cognitive domain. Benjamin S. Bloom, an American psychologist, proposed this postulation idea (Birlik, 2015). The capacity, which varies from low to high, is defined by the hierarchical structure. The objective of taxonomy is straightforward: to help teachers attain the goal of pedagogy. The Revised Bloom's Taxonomy is a practical approach for developing modules, distributing instruction, and evaluating learning. Bloom and Krathwohl (1956) categorize cognitive domains into awareness, approval process, investigation, distillation, and assessment. The cognitive domain of Bloom's taxonomy changed in the 1990s, and terminology or phraseology was employed.

Remembering, comprehending, implementing, analyzing, assessing, and producing are all examples of cognitive abilities (Anderson & Krathwohl, 2011). Then, it is broken down into a low order of thinking for remembering, comprehending, and implementing and a high order for analyzing, assessing, and producing.

Thus, a lesson book's proportionate shipment of high- and low-thinking order skills is critical because lesson book tasks influence the learning process, influencing future learning outcomes. This study aimed to establish the relevance of lesson book contents to the relational domain of Revised Bloom's Taxonomy (RBT) and the prominent cognition aspect of RBT since lesson books are essential instructional resources teachers must use to lay the groundwork for educating and student learning to meet curricular objectives.

In the lesson book, Hartini et al. (2021), Sukma et al. (2020), Astuti (2017), and Febriyani et al. (2020) have completed various studies on HOTS and LOTS. However, the present research employed Krathwhol and Anderson's revised Bloom's taxonomy. The cognitive domain classified as HOTS in a lesson book is vital to achieving the curriculum aim of critical thinking as one of the 21st-century skills pupils must possess. It is also supported by Yang & Sianturi (2017), who report that variances most likely influenced pupils' performance in lesson book tasks and the required cognitive domain.

The earlier research examining school lesson books reported that remembering was the dominant cognitive domain. Then, it was interesting to investigate American Corner UNTAN's International Communication 3 Pupils' Book utilizing the cognitive domain of Revised Bloom's Taxonomy (RBT). This lesson book was selected to incorporate the Reform Edition Curriculum 2013. This lesson book provided pupils with HOTS-based tasks. It is the final level for the International Communication (IC) Class course at American Corner UNTAN. Furthermore, studies on the subject have yet to be discovered. The researcher intended to investigate and analyze the tasks presented in the International Communication 3 Pupils' Book, published by American Corner UNTAN, for the sake of determining what level of a cognitive domain is

detected in the tasks in this lesson book for IC students and whether lower or higher categories of thinking skills are the most prevalent in the book.

As the primary responsibilities of a teacher include educating, teaching, guiding, directing, training, assessing, and evaluating pupils (Sinaga et al., 2019), teachers are expected to be able to enrich books with creations in the form of other appropriate and relevant activities originating from the social and natural environment of their respective regions. Thus, as the central controller in the classroom's teaching and learning process, the teacher needs to look first at the pupils' books and teacher handbooks that have been provided. The findings of this research are expected to reveal the following steps to resolve any discrepancies or inaccuracies in the book.

## **METHOD**

The present study uses the descriptive qualitative study, which describes the occurrence of the categories of analysis precisely. Aspers & Corte (2021) refer to the qualitative study as an iterative process in which greater scientific understanding is acquired by making new meaningful distinctions to get closer to the subject researched. It employed descriptive-analytical research to explain and elaborate on the data before evaluating them. Understanding may be obtained as the consequence of a study that is the outcome of an iterative process linking facts, concepts, and evidence (Becker, 2017).

The data analysis was content analysis. This type of analysis provided descriptive knowledge and understanding of the phenomenon under study (Assarroudi et al., 2018). The researcher used the pupils' book entitled "International Communication 3" to gather the data, and the obtained data were analyzed using the proof inventory diagram of revised Bloom's taxonomy. The book was published by American Corner Universitas Tanjungpura (UNTAN) Pontianak. The scope of the study is limited to examining the English lesson book's English tasks, which will be utilized by the third level of international communication (IC) pupils of American Corner UNTAN.

The Revised Bloom's Taxonomy table was applied to determine which level they belonged to remembering (C1), comprehending (C2), implementing (C3), analyzing (C4), assessing (C5), or producing (C6). It discovered which tasks were classified as low or high order and which group was more prevalent in this lesson book.

The tool utilized in this research was task documentation from the pupils' book International Communication 3 for IC Pupils, prepared and published by American Corner UNTAN. The lesson book adopts the 2013 curriculum reform. Each volume contains specific themes that have been examined. This textbook is divided into nine central units and two expansion units.

A proof inventory diagram was applied to characterize the task based on the revised Bloom's taxonomy cognitive domain. Miles et al. (2014) proposed an approach to examine the

obtained data. The approach is known as an automated one. It involved three activities: feature extraction, visual analytics, and inference or affirmation.

Data trimming was the process through which the writer chose, pinned down, sorted, and ciphered relevant data for her research. The data-trimming procedure could affect whether or not an outcome was observed (Zhou & Krott, 2016). The data were reduced at this level by evaluating tasks (edifying products or probing stems) using Revised Bloom's taxonomy. The data were displayed in phrases, narratives, or tables (Sugiyono, 2015). After studying and exhibiting the data, the researcher concluded or withdrew verification.

Some steps were taken during the data analysis procedure. Firstly, the researcher read the pupil's book instructional items or question stems. The instructional items or question stems refer to the cognitive domains of Bloom's Taxonomy. Cognition is the ability of the brain to acquire, process, store, and retrieve information (Khera & Rangasamy, 2021). Meanwhile, the taxonomy concept separates terms into groups and hierarchies of opinions (Ulum, 2016). Then, the researcher identified the pupil's book in terms of how much its tasks section involves cognitive thinking levels. After that, the researcher classified the instructional items or question stems in every unit of the book into the cognitive domain of the revised Bloom's taxonomy: remembering (C1), comprehending (C2), implementing (C3), analyzing (C4), assessing (C5), or producing (C6), based on the taxonomy for studying, sharing knowledge, and evaluating (Anderson & Krathwohl, 2011). Each unit examined the data. Next, the researcher collected, listed, and analyzed the tasks according to Bloom's Taxonomy. It was then decided whether the cognitive domain was low-order thinking skills (LOTS) or high-order thinking skills (HOTS). Finally, the researcher calculated the percentage and frequencies at which each level of cognition appeared for each unit.

## **FINDINGS AND DISCUSSION**

Descriptive analysis is undoubtedly one of qualitative research's most sophisticated, adaptable, and widely used tools (Kemp et al., 2017). The descriptive analysis covered classifying all tasks according to the six cognitive domain categories of Bloom's taxonomy, calculating frequencies, and reporting percentages. Results of the data were then clarified in terms of lower and higher-level categories, and percentages were calculated to determine the extent to which tasks in the American Corner UNTAN pupil's book: International Communication 3 emphasize lower- and higher-level tasks. All descriptive analysis data, such as frequencies and percentages, were used in the inferential data analysis component.

The following tables and their descriptions bring to light the aspects mentioned above. As it is clear from the following table, the lower (remembering, comprehending, implementing) and higher-order (analyzing, assessing, producing) cognitive domains are presented. There were 102

tasks examined in this textbook. The results consisted of 80 (C1), 4 (C2), 10 (C3), 3 (C4), 3 (C5), and 2 (C6). It shows that the pupil's book of International Communication 3 by American Corner UNTAN was mostly dominant by remembering tasks or low-order thinking skills. Remembering is retrieving knowledge that can be used to generate items such as definitions or lists (McNulty, 2019).

**Table 1. Frequency and Percentage of the Tasks in the Six Cognitive Domains**

No	Unit (Theme)	Cognitive Domains					
		C1	C2	C3	C4	C5	C6
1	What do you say first?	8	1	1	-	-	-
2	Sights and sounds	8	-	3	-	-	-
3	Dating	8	1	1	-	1	-
4	Communication and Culture	8	1	2	-	1	-
5	Expansion 1 Russia	4	-	-	-	-	-
6	The Internet	8	-	1	-	-	1
7	Superstitions	8	-	1	1	-	-
8	Natural Health	8	-	-	1	-	-
9	Expansion 2 Ireland	4	-	-	-	-	-
10	Science trivia	8	1	1	-	1	-
11	Study abroad	8	-	-	1	-	1
	Total	80	4	10	3	3	2

The above table shows the tasks in International Communication 3, each assigned to only some cognitive domains. The sample excerpts from the data are illustrated below to clarify the issue in detail:

- What do you do when you meet someone for the first time? Check (✓) the things you do. (Lower level, Unit 1, page 1)
- Listen. How can the senses affect the shoppers? Number the items from 1 to 4. (There is one extra item.). (Lower level, Unit 2, page 7)
- Think about dating. What is important to you in a partner? Add one idea to each category. Then check (✓) five things that are important to you. (Lower level, Unit 3, page 12)
- Look at the scene from a university class. Read the statements. Circle the ones you agree with. (Lower level, Unit 4, page 13)
- Listen. People are talking about Russia. What are they talking about? Write the topics in the chart below. (Lower level, Expansion 1, page 17)
- Design your homepage. What features would you include? What would visitors be able to do there? Draw a picture of your homepage on a separate piece of paper. (Higher level, Unit 5, page 22)
- Read the meanings these objects have in different cultures. Are they the same or different for you? Write *S* (same), *D* (different), or *N* (no special meaning). (Lower level, Unit 6, page 23)
- Join another pair. Do you know any other natural health remedies and their benefits? Write as many as you can on a separate piece of paper. Then share them with the class. (Lower level, Unit 7, page 27)
- Listen again. What do people believe about superstitions? Complete the sentences with the missing information. (Lower level, Expansion 2, page 32)
- Work with a partner. Student A, use this page. Student B, turn to page 78. Don't show your page to your classmates! Read the trivia questions and try to guess the missing answers. (Higher level, Unit 8, page 36)
- Work with a partner. Imagine you are going to open your English school. Design your school's brochure on a separate piece of paper. (Higher level, Unit 9, page 40)

It is clearly stated from the example of excerpts above that the rates of thinking skills of Bloom's Taxonomy in each unit of the book were dominant with the lower-order ones. Pupil's book is still made with non-equal tasks division. It was proved by some research findings, which say that Indonesian students' critical thinking skills are below average (Zubaidah et al., 2018). Thus, English pupils' books need to be well-designed. Furthermore, materials must always be re-contextualized (Widodo, 2018), and curricula must be re-evaluated (A. Dakhiel & A. Ahmed, 2022).

In correlation with the tasks, the statistical result indicates that the number of tasks requiring a cognitive domain (C1) was the most significant element in this pupil's book, accounting for 78.43 percent of the total. C3 subsequently followed it, that is, ten times (9.80 percent); C2 that is four times (3.92%); then C4 and C5, each of which occurred three times (2.94 percent), and only twice occurrence of C6 (1.96 percent). The findings reveal that the cognitive domain of the tasks belongs to low-order thinking, as shown in the following table.

**Table 2. Cognitive Domain Allocation in the International Communication 3**

NO		COGNITIVE DOMAIN	FREQUENCIES	PERCENTAGE
1	LOW ORDER THINKING	REMEMBERING	80	78.43
2		COMPREHENDING	4	3.92
3		IMPLEMENTING	10	9.80
		<b>TOTAL</b>	<b>94</b>	<b>92.15</b>
4	HIGH ORDER THINKING	ANALYZING	3	2.94
5		ASSESSING	3	2.94
6		PRODUCING	2	1.96
		<b>TOTAL</b>	<b>8</b>	<b>7.84</b>

Remembering tasks are the most common in the English lesson book "International Communication 3" for pupils at American Corner UNTAN. They consist of retrieving, recognizing, and recalling relevant knowledge from long-term memory (Shabatura, 2022). Remembering and recalling are two cognitive processes that are related. The recognition task includes identification, defining, and forcing a choice. Meanwhile, when pupils reflect on something, they look for it in long-term memory and then bring it to working memory to be processed. The tasks for the remembering level are spread throughout the pupil's book. Since the pupils are freshmen, they are still developing foundational knowledge, so the learning outcomes are targeted toward the lower order of Bloom's skills. However, in an undergraduate setting, they should be able to master higher-order learning objectives. A high number of lower-level outcomes may lead to boredom or apathy.

On the other hand, comprehending only 0.98% occurs more than analyzing and assessing tasks with similar percentages, implying that pupils aim to be developed in learning outcomes and assisted during learning. When pupils comprehend, they can grasp the meaning of the

materials. And when pupils genuinely understand the material, they naturally integrate their knowledge across disciplines, making connections and improving their problem-solving abilities. This pupil's book contains pairs or group discussions in some tasks, considered a second-level classification of Bloom's. The excerpted sample of the task below clarifies the following: "Work with a partner. Choose a culture you know well. What are five important communication tips for visitors to the culture? Complete the chart." (Lower level, Unit 4, page 13) As the pupils' levels in this course vary, considering all of the steps of the taxonomy presented would be tedious for both the teacher and the pupils. Thus, the learning process and the various steps available to the appropriate age groups should be organized and considered according to the cognitive dimensions of Bloom's revised taxonomy. Dagienė et al. (2021) state that a way of developing an informatics curriculum that provides new generations with the critical skills required to survive and thrive in today's knowledge society while also allowing them to take part in the future development of society is to give them strong support for developing their intellectual potential and creativity. Pupils who get strong support for developing their intellectual potential and creativity might be motivated to find a solution.

Moreover, implementing appears in several book units, implying that the teacher utilizes various easy assessments to assess pupils' understandings. As a result, to measure the cognitive domain, teachers must also employ other assessment instruments. These will aid in determining the various levels of cognition and inciting the different thinking systems (Mahboob, 2019). Additionally, assessment is the stimulus for learning and a vital phase in the educational process (Kadiyala et al., 2017). Thus, the International Communication 3 pupils' book, which includes a significant application level of Bloom's taxonomy, may assist pupils in truly demonstrating what they have learned in the course. However, the teacher knows that not all pupils have fulfilled the requisite outcomes.

Therefore, the book identified little production tasks that must be balanced. However, this level is more complex (Heer, 2012) than other levels, which causes only two portions of all the necessary tasks in the book to meet the level of pupils at American Corner UNTAN. Teachers might adopt strategies during the learning process to solve challenges that pupils may encounter throughout the higher order of Bloom's taxonomy. Based on a study by Wang (2022), the influence of teachers can often trigger positive teaching effects and impact pupils' learning engagement. In line with this, one of them is the asking task. This task can help the questioner learn more (Syafryadin et al., 2021). A lesson book may supply the necessary knowledge and information, but the teacher's role in exploring materials with the pupils is critical. Thus, in addition to using taxonomies in the classroom, there is a need for classroom interaction, as it can

help pupils improve their levels of comprehension of the learning materials and motivate them to be more engaged during the learning process (Nasir et al., 2019).

The above findings from this study on the English lesson book International Communication 3 for UNTAN pupils at American Corner covered only some cognitive domain levels. The distribution is uneven, with lower-order thinking skills far outweighing higher-order thinking skills. Furthermore, the lesson book's authors should emphasize higher-order thinking skills to help pupils think critically and survive in English interaction. After all, higher-order thinking skills tackle real-world difficulties in education and daily life, resulting in reasonable awareness and consequences. Creating learning materials and providing tasks in the lesson book and other resources appropriate to the educational goals and pupils' level is essential.

## **CONCLUSION**

The lesson book is an integral segment of education and study. It has a significant influence on pupils' learning outcomes. This study aimed to ascertain the suitability of the International Communication 3 pupils' book with the cognitive domain of Revised Bloom's Taxonomy and the main cognitive level in Revised Bloom's Taxonomy as divisions for inspection, explanatory verbs, and inquiry stems were defined. They are gathered, cataloged, and evaluated following the cognitive domain of Revised Bloom's Taxonomy. Based on the findings, the overall number of tasks, including higher-order thinking skills (HOTS), is 8 out of 102, or 7.84 percent.

On the contrary, low-order thinking skill (LOTS) tasks account for 94 of 102 tasks or 92.15 percent. Remembering is the most prevalent action, the bottom feature of the revised Bloom's taxonomy's cognitive level. Additionally, the quantity of LOTS and HOTS tasks varies significantly between units. As the data was gathered, the researcher concluded that the lesson book needs to supply a balance of tasks to support pupils' critical thinking skills. Thus, it is more than simply using an English lesson book as a teaching tool to upgrade pupils' critical thinking skills.

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