

COGNITIVE DOMAINS ON SPEAKING ACTIVITIES IN ENGLISH
TEXTBOOK FOR JUNIOR HIGH SCHOOL GRADE VII

SKRIPSI

*Submit in Partial Fulfillment of the Requirement
For the Degree of Sarjana Pendidikan (S.P.d)
English Education Program*

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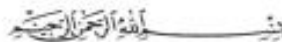
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ABSTRACT

Malia Anjani, Ritonga. 1602050004. Cognitive Domains on Speaking Activities in English Textbook for Junior High School Grade VII. Skripsi. English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2020.

This research deals with the cognitive domains on speaking activities in English textbook of Junior High School grade VII. It was intended to investigate the categories and processes of cognitive domains applied on speaking activity in the English textbook. The method used in this study was descriptive qualitative method. The data were gained from speaking activities written in the English textbook entitled “When English Rings a Bell” published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. There were 48 data of speaking activities taken from the English textbook. The data collected were analyzed based on Miles and Huberman analysis model, including data reduction, data display, and conclusion. The research findings from the analysis showed that there were only four categories of cognitive domains realized in the English textbook for seventh grade of Junior High School, namely; Remembering, Understanding, Applying, and Creating while the two others (Analyzing and Evaluating) disappeared. It was also found that there were only three kinds of speaking activities in the English textbook realized; Information-gap Activities, Simulations, and Project-based Activities. Meanwhile, Communication Game was any process of speaking activity was not realized. So, it was concluded that not all categories of cognitive domains were found on speaking activities in the English textbook and those were not realized into the whole processes of speaking activity. Thus, the English textbook for seventh-grade Junior High School entitled “When English Rings a Bell” was not good enough in terms of cognitive domain distributions and speaking activities variations. In addition, although the textbook did not include all cognitive domains, it was still categorized as high order thinking skill-textbook criteria because creating as one level of cognitive represent the criteria.

Keywords: *cognitive domains, speaking activities, English textbook, junior high school*

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Finally, the researcher realized that the writing of this thesis was far from the perfectness. Therefore, the researcher asked for suggestions and constructive criticism for its perfection and may be useful for all of us. Aamiin.

Medan, 16 September 2020

The Researcher,

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CHAPTER I

INTRODUCTION

A. Background of the Study

One of the four skills students must be mastered in learning English was spoken skill. It was one way to interact and communicate with others. By speaking, people can convey information, share thoughts, ideas, and feelings about something verbally. Then, in English learning speaking skills were very important to teach because it was considered that speaking was one of the branches in language skill functions as a communication tool in conveying something to people. Rifa'at (2018) argues that of all four complex skills (listening, reading, speaking, writing), speaking seems to be the most important because people who know the languages were referred to as speakers of that language, as if speaking included all other skills of the language. Therefore, Torkey (2006) explained that speaking represents an interactive process that involves producing and processing or receiving information to serve both instructional and transactional. As an instructor and transactional communication, speaking always deals with questions and every question needs an answer. The answer to that question will give information or things that were unknown become known.

Speaking activities for seventh grades was expected to be a reference for students to work on assignments given by the teacher from the textbook or directly. From these speaking activities, students can improve their understanding of adjusting the answers that have been submitted. Then, speaking activities were

also very important and useful in learning English by considering those that can help students improve their ability to speak well and convey thoughts effectively. To expedite that, the textbooks must have good activities that would guide students in working on activities to speak with critical thinking and interact with the text widely. As stated by Day and Jeong-Suk (2005) that well-designed questions help students interact with texts, create and construct meanings, and begin to think critically and intelligently. Therefore, English textbooks must have a good level of activities as proposed in a revised Bloom's taxonomy by Anderson and Krathwohl (2001). By which, students enable to think critically; it was not just limited in remembering, understanding, applying, but it must be at a higher level such as analyzing, evaluating, and creating.

There were various types of activities found in the students' English textbook for seventh grade, such as information-gap activities, communication games, simulations, and project-based activities. Furthermore, the speaking activities embedded in the textbook were important to build students' ability to think deeply. Hence, to build students' speaking abilities, teachers must provide the various speaking assignments to students. The variations should involve the higher levels of thinking as proposed by Anderson and Krathwohl (2001)

In reality, the students have problems to answer the activities clearly, especially project-based activities. The difficult to answer the activities were affected by the existence of textbook they use. The textbook as one of teaching references they frequently deal with less of providing the activities with higher cognitive domain. So, they were accustomed to processing their mind in the lower

level. This case was experienced directly by the researcher when doing actual teaching practice. However, project-based activities may indicate the higher level of speaking activities that demand the students' ability to think critically. This research was also supported by the research done by Sanggenafa (2016) that investigated cognitive domains on speaking questions in the English textbook. Their research finding shows that among five categories of cognitive domains found in the questions about speaking skill in the textbook, remembering was the dominant category. Thus, the textbook they investigated belongs to lower-order thinking.

In reference to the above explanation, the researcher was interested in performing a research about speaking activities with the title 'Cognitive Domains on Speaking Activities in English Textbook for Junior High School Grade VII.'

B. Focus of the Study

This research was focused on the cognitive domains contained in revised Bloom's taxonomy. It concerned on the analysis of cognitive domains on speaking activities in an English textbook for Junior High School Grade VII.

C. Formulation of the Problem

Referring to the focus of the study above, the research problems were formulated as follows:

1. What categories of cognitive domain were found on speaking activities in English textbook for Junior High School Grade VII?
2. How such speaking activities were realized in English textbook?

D. Objective of the Study

In line with the research problems above, the objectives were formulated below:

1. To find out the categories of cognitive domain found on speaking activities in English textbook for Junior High School Grade VII.
2. To describe the realizations of speaking activities in English textbook.

E. Significance of the Study

The results of this research were expected to give some theoretical and practical advantages as elaborated as the followings:

1. Theoretically, this research contributed to widen the insight about speaking materials analysis included in the textbook. It was to check the existence of speaking activities in the aspect of the cognitive domain.
2. Practically, the results of this study were beneficial for those in the followings:
 - a. For schools, this research was expected to make schools more selective in providing textbooks for students.
 - b. For English teachers, this research was beneficial in choosing the textbooks which were compatible with cognitive domain the students must achieve.
 - c. For the English textbook writers, the results of the study reminded them to be more aware and careful in designing English textbooks by considering the completeness of competences must be included.
 - d. For other researchers, it would give an inspiration and motivation for them to do the next deeper analysis of English textbooks.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

2.1 Cognitive Domains

One of domain in learning objectives that must be covered is a cognitive domain that emphasizes intellectual aspects, such as knowledge, understanding, and other thinking skills. According to Anderson and Krathwohl (2001), there were attempts to separate and categorize the varied domains of human learning such as, cognitive (knowing), affective (feelings) and psychomotor (doing). The result gave efforts yielded several taxonomies for every area. The word of taxonomy was just a word used to categorize the cognitive domains in the theory. They add that the aforementioned taxonomies deal with the varied aspects of human learning and were arranged hierarchically, proceeding from the simplest functions to those that are more complex.

Cognitive Domains related to the learner's thinking. It is goal emphasizes remembering or reproducing something which has been learned. Cognitive objectives vary from simple recall of material learned to highly original and creative ways of combining and synthesizing new ideas and materials. Winecoff (1998), states that the cognitive domain has six levels or categories around which learning outcomes and objectives can be developed. The levels proceed from the lower –basic knowledge (recall of facts, events, term) to the highest –evaluation (informed judgment). And, Anderson (2001) revises the cognitive domain in the

learning taxonomy and made some changes. The most prominent changes are: 1) the names in the six categories from noun to verb forms, and 2) slightly rearranging them. The revised cognitive domains are remembering, understanding, applying, analyzing, evaluating, and creating.

Based on the theories above, it was concluded that the cognitive domain refers to the study about students' critical thinking. Which the knowledge becomes one of the important aspects of increasing students' critical thinking in the learning process. From the knowledge possessed by students, they will be able to understand the subject matter well.

2.1.1 Cognitive Domains in Bloom's Taxonomy

The cognitive domain in the original defined for each of the six major categories in the cognitive domain. It involves the development of our mental skills and the acquisition of knowledge. Bloom's Taxonomy classifies behavior into six categories, from simple (knowing) to more complex (evaluating). The cognitive domain consists of (successive from the simplest to the most complex). Bloom (1956) classify that the six categories under this domain are: (a) Knowledge, (b) Comprehension, (c) Application, (d) Analysis, (e) Synthesis, and (f) Evaluation.

a. Knowledge

It is the ability to recall data and/or information. Contains the ability to recognize and remember facts without necessarily understanding, collect, define, find, identify, memorize, list, name, order, outline, repeat, show and state ideas.

b. Comprehension

This category means understanding the essence of something; a form of understanding or understanding that causes someone to know what is being communicated, and can use the material or ideas that are being communicated without having to link it with other materials.

c. Application

The third level of Bloom's cognitive domain is Application. It is the ability to apply ideas, procedures, methods, formulas, theories, principles in various situations.

d. Analysis

This level of cognitive is defined as the ability of the breakdown or separation of a communication into its constituent elements, so that the idea (understanding, concept) is relatively clearer and / or the relationship between ideas is more explicit.

e. Synthesis

Synthesis is the ability to integrate different elements or concepts in order to form a sound pattern or structure so a new meaning can be established. This may involve the production of a unique communication, a plan of operations or a set of abstract relations. Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.

f. Evaluation

Evaluation is determining the value of material and methods for a particular purpose. Evaluation is concerned with determining quantitatively or qualitatively about the value of material or method for a purpose by meeting certain benchmarks. Learning outcomes in this area are higher in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgements based on clearly defined criteria. Bloom's taxonomy of consecutive cognitive domains from the simplest to the most complex was illustrated in Figure 2.1 below.



Figure 2.1 Original Version of Bloom's Taxonomy

2.1.2 The Revised Bloom's Taxonomy

The levels of Bloom's Taxonomy have been used for almost half a century as a basis for setting educational goals, test preparation, and curriculum throughout the world. This mindset makes it easy for teachers to understand, organize, and implement educative goals. Based on that, Bloom's Taxonomy has become something important and has a wide influence in a long time. But, in 2001 a book *A Taxonomy for Learning, Teaching, and Assessment: A Revision of*

Bloom's Taxonomy of Educational Objectives compiled by Lorin W. Anderson and David R. Krathwohl. So, Bloom's cognitive taxonomy has been revised by Anderson and Krathwohl (2001), namely: remembering, understanding, applying, applying, analyzing, evaluating, and creating (creating) create). Those new terms of the six categories are presented in the following figure.

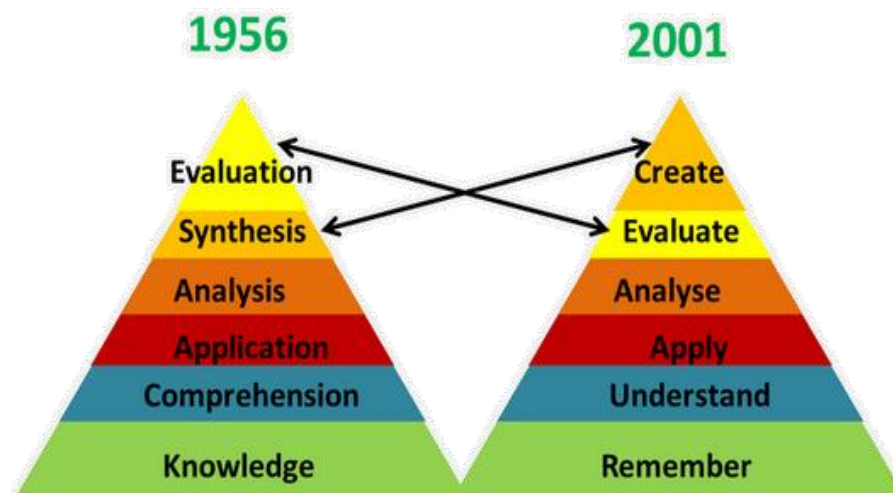


Figure 2.2 The New Version of Cognitive Domains

As Anderson and Krathwohl (2001) described that the new terms are explained in detail as follows:

a. Remembering

Remembering is an attempt to retrieve knowledge from memory or memories that have been in the past, both those that have been acquired and those that have long been obtained.

b. Understanding

Understanding relates to building an understanding from various sources such as messages, reading and communication. It also refers to classifying and comparing activities. Classifying will arise when a student tries to recognize knowledge that is a member of a particular knowledge category.

c. Applying

Applying is a continuous process, starting with students solving a problem using known standards / standard procedures. This activity runs regularly so that students are truly able to carry out this procedure easily, then continue with the emergence of new problems that are foreign to students, so students are required to be familiar with the problem and choose the right procedure to solve the problem.

d. Analyzing

Analyzing is solving a problem by separating each part of the problem and looking for the linkages of each part and finding out how these links can cause problems. In simple, separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.

e. Evaluating

Relating to the cognitive process of providing an assessment based on criteria and standards that already exist. The criteria usually used are quality,

effectiveness, efficiency, and consistency. These criteria or standards can also be determined solely by students.

f. Creating

This leads to the cognitive process of putting elements together to form a coherent unity and directing students to produce a new product by organizing several elements into different forms or patterns from before.

The two versions described above, the change between the original version and the new version, were very complex. The original version was a noun whereas in the new version, it becomes a verb. From both versions, the researcher concluded that the involvement of the cognitive domain category was very important for education because it can increase students' knowledge of learning. So, the researcher applied the latest version of cognitive domain to conduct this research.

2.2 Textbook

A textbook is a lesson book in a specific field of study, which is a standard book written by the experts in that field, according to the instructional purpose, completed by suitable teaching media which is easy to be understood by the users in schools or colleges. According to Tarigan (1990), a textbook is a lesson book in the specific field of study, which is a standard book written by the experts in that field, according to the instructional purpose, completed by suitable teaching media which is easy to be understood by the users in schools or college. He also adds that the textbook is a learning medium that is used in schools and colleges to

support a teaching program. Then, Sitepu (2012) points out that the textbook is all book used in the teaching and learning process, including working books, modules, and reference books. Additionally, a textbook is a learning tool that is used in schools and colleges to support a teaching program.

In summary, the textbook was a manual of instruction or a standard book in any branch of study, which was produced according to the demands of educational institutions. To use a textbook systematically and flexibly, it was important to understand how it was being put together and how it can be adapted to meet the needs of the particular learners. The textbook provides a plan for learning, a visible outline of what was to be learned in the classroom as a bank of resource materials and ideas. What happened in the classroom fills out and transforms the outline into a learning experience for students.

2.2.1 Kinds of Textbook

According to Tarigan (1990), there are three kinds of textbook, including:

(a) Single Textbook, (b) Bound Textbook, and (c) Series Textbook.

a. Single Textbook

Single textbook is a textbook that consists of one book. For example, *Ramlan, M. 1983. Sintaksis. Yogyakarta: CV Karyono.*

b. Bound textbook

Bound textbook is a lesson book for a specific class or grade. For instance, *Depdikbud. 1981. Bahasa Indonesia I, II, dan III. Jakarta: Proyek Pengadaan Buku Pelajaran, Perpustakaan dan Keterampilan SLU.*

c. Series Textbook

Series textbook is bound lesson book includes several grades, such as from Elementary School –Junior High School –Senior High School. The examples of series book are (1) Kemendikbud, 2014, Bahasa Inggris, (for the XI grade of Senior High School), Jakarta: Kementrian Pendidikan Dan Kebudayaan, (2) Kemendikbud, 2014, Bahasa Inggris, (for a VII grade of Junior High School), Jakarta: Kementrian Pendidikan Dan Kebudayaan.

2.2.2 The Function of Textbook

The textbook is one of the important educational points used in schools and colleges to support a teaching program. Sitepu (2012), states that the textbook has functions for the student as a manual instructor in studying, and for teachers as direction to teach a lesson. The student uses the textbook as the main source for preparing the student as an individual or group before the teaching and learning process in the class, interacting in the class teaching and learning process, doing the assignments given by the teacher, preparing the student for the test or formative and summative examination. While for the teachers the textbook used as the source for making teaching design, preparing the other learning source, developing contextual learning source, giving the assignments, arranging, and evaluation materials.

According to Weddel (2009) textbook has many benefits. Namely: (a) assuring a measure of structure, consistency, and logical progression in a class, (b) minimizing preparation time for teachers, (c) allowing learners to review material or preview other lessons, (d) meeting a learner's needs or expectations of having

something concrete to work from and take home for further study, (e) providing novice teachers with guidance in course and activity design, and (f) providing multiple resources: tapes, CDs, videos, self-study workbooks, etc.

2.2.3 Criteria of Textbook

The textbook is one of the important media of teaching and learning activity in the classroom, so it must have a good quality. Jack C. Richard (2001) determined that the standard of textbook in the purpose to complete the teaching and learning objectives, it becomes the tool that makes the teaching and learning process efficient and effective. Tarigan (1990) have made the way to arrange the textbook in ten criteria, they are:

- a. The textbook must be interesting and attractive to the learners. So, they will be interested in using textbooks.
- b. The textbook must be able to motivate the learners.
- c. The contents of textbook must be illustrative.
- d. The textbook should consider the linguistic aspect. So, it will be suitable with the learner`s ability.
- e. The contents of textbook must be related to the other branch of science.
- f. The textbook must stimulate the personal activity of the learners.
- g. The contents of textbook must be clearly written to avoid the children to be confused in using a textbook.
- h. The textbook must have the clear point of view because it will be the learner`s point of view.

- i. The textbook must be able to give the balance and emphasis on the value of the learners.
- j. The textbook must be able to respect the differences of the individual.

2.3 English Textbook

Textbooks play an important role in the teaching and learning process. As one of the main instructional resources, the textbook has many advantages for the teachers and students in the teaching and learning process. In this case, Harmer (2007) states that the most important purpose of using textbooks is for teachers to try to engage students with the content they will face. English textbook also is a reference for foreign language learners in learning. It provides instructions on what to learn and provide information in the form of knowledge. And, Yulianti (2011) stated that a textbook is an instructional material that consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process. It means, the use of English textbooks provides a clear framework that the teacher and students could know what they are going to do and review what they have learned before. Then, Airasian and Russel (2008) explain that the instructional resources available to teachers not only affect the nature of teaching but also the possible learning outcomes. It is clearly said that, the textbook as one of the instructional resources, could help the teachers to make the better outcomes in the teaching and learning process. Additionally, Cunningsworth (1998) mentions that the textbook has multiple roles in the English language teaching and can serve as: (a) a resource for presentation material (spoken and written), (b) a source for activities

for learner practice and communicative interaction, (c) a reference source for learners on grammar, vocabulary, pronunciation, etc., (d) a source of stimulation and ideas for classroom language activities.,(e) a syllabus (where they reflect learning objectives which have already been determined), (f) a resource for self-directed learning or self-access work, and (g) a support for less experienced teachers who have yet to gain in confidence.

In hence, the researcher inferred that the English textbook was one of the instructional tools used in learning English, foreign language and as a reference in the teaching and learning process and very useful for both students and teachers.

2.4 Textbook of “When English Rings a Bell”

English textbook is one of the tools in learning English lesson. The textbook entitled “When English Rings a Bell” is student’s textbook in English lessons for seventh-grade junior high school. In the textbook provides subject matter material that is able to sharpen the brains of students. And, the use of the textbook is to support the success of students in the learning process. Without this textbook, students will not run a learning well. Then, English textbooks are always a complement to the ongoing process of learning English. As Callahan (1966) textbooks provide an available source of materials for teachers to doing the real works for their students.

The textbook used in this study refers to the textbook whose title was ‘When English Rings a Bell’. It was published by the Ministry of Education and culture Indonesia for Seventh Grades of Junior High School and was printed in 3,2016 revised edition. It consists of eleven chapters. In brief, the textbook of

“When English Rings a Bell” is a textbook seventh grade student manual at a junior high school level that provides subject matter according to its level.

2.5 Speaking

Speaking is a production of specific language by humans verbally in which is aimed to communicate with each other in order to express ideas, opinions, or feeling to get some purposes. According to Nunan (2003) states that speaking is a productive skill which consists of systematic verbal utterances that carry out a meaning. This means that speaking plays an important role in communication. And, Irawati (2014) defines that speaking as an activity to produce sayings in the form of words and sentences orally in order to communicate with others. Then, Bahadorfar and Omidvar (2015) explain that speaking skills can be categorized as good speaking skills when the listener can understand the words produced by the speaker. Furthermore, Torkey (2006) describes that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Additionally, speaking is also defined as the ability to express something orally, coherently, fluently, and appropriately in giving a meaningful context to serve both transactional and instructional purposes using correct pronunciation, grammar, and vocabulary and adopting the pragmatic and discourse rules of the spoke language.

In conclusion, speaking was a tool for communicating ideas that were arranged and developed according to the needs of the listener. In speaking activities not only sounds that can be heard verbally by the listener, but can also

be seen from the listener's movements or the expression of the speaker that supports the subject.

2.5.1 The Importance of Speaking Skill

Speaking skill is the most important skill in obtaining foreign or second language learning. The importance of speaking in the language classroom is not just as a communication skill, but also as a means of facilitating the acquisition of the target language and the learning of academic content (Christine and Burns, 2012). This ability can't be separated from everyday life, because with the ability to speak can train themselves to be more confident in doing something.

In the present global world, speaking skill plays a vital role in getting success in all fields. Speaking is part of language skill. Language is used as equipment for communication. Because speaking is a branch of language skills as a communication tool in conveying something to others. Good communication is not possible for people without having skill in speaking. Therefore, It is why speaking skills very important to learn. In line with this, Parupalli (2019) proposes that those are some importance of being able to master the speaking ability as shown in the following figure.



Figure 2.3 The Importance of Speaking Skill

Based on the theories above, the researcher took the conclusion that speaking was very important in various aspects, both in the world of education and in everyday life. This ability makes it easy to convey the things the people want to know.

2.5.2 The Advantages of Speaking Skills

Speaking as a communication tool used in conveying various things in life, surely this ability has benefits. Because people who have these skills are certainly proficient in speaking skills to become a knowledgeable communicator, the ability to speak gives the speakers several distinct advantages. The main advantages of speaking skills according to Parupalli (2019) mentions that are, to participate actively in debates and group discussions, to develop critical thinking among the learners, to pursue higher studies in foreign countries, to interact with people all around the globe, to make living abroad simpler and easier, to get better employment opportunities, to perform well in job interviews, to travel to a foreign country, to communicate effectively with others, to boost up the speakers' self-confidence, to know the different culture of the world, and to acquire more knowledge.

Since there were many advantages of speaking skills, the English teachers should concentrate more on these skills and give the best priority to them as they were very useful for the overall development of the English learner's performance. Thus, the teachers have to think of various techniques and approaches of speaking skills to develop the learners' oral communication which was the most essential one in this contemporary world.

2.6 Speaking Activities in English Textbook

Speaking activities are activities carried out by students to improve their ability to speak English which is contained in textbooks. And, speaking activities are means to help students in applying the new language. According to Bygate (1987), there are four speaking activities in the classroom, namely information-gap activities, communication games, simulation, and project-based activities.

a. Information-gap activities

In this activity, the students have to work in pairs. One student has some information and the other partner does not have. The student who has information will share the information to their partners. Therefore, they have to communicate in order to get information. The examples of this activity are instructions, descriptions, comparisons, and narration.

b. Communication games

A communication game is an activity in which the students do something in dealing with the tasks. This activity should be done in a group or more than one participant. For example, in “Describe and Draw” activities, there is one student who describes a picture and the others draw it.

c. Simulations

This is an activity in which students may act as themselves or somebody else. In simulation, the students are put into a situation and act out in that situation. For instance, a simulated interview, the student can bring a recorder to record the interview.

d. Project-based activities

Based on this activity, the students have to think critically in order to create a solution to the problem. The activities include structured or framed question and answer exchanges based on the topic, oral interviewing and reporting back to the group, and comparative discussion with a colleague

In conclusion, that the speaking activities contained in the textbook greatly affect students in understanding the subject matter and help student to applying new language, especially English. And the speaking activities listed in the textbook were able to quantify the level of thinking among students.

B. Relevant Study

There were some relevant studies that relate to this research. Firstly, the study conducted by Sanggenafa (2016) in the journal of English Department, Faculty of Letters, Petra Cristian University, Surabaya, East Java. The research entitles ‘Analyzed the cognitive domains found on speaking skill question used in Interlanguage: English textbook for Third Grade Senior High School.’ The theory used to be from Anderson and Krathwohl (2001) to analyze the data. The research finding shows that there were five of six categories of the cognitive domains applied in the questions on speaking skills used in the textbook with the dominant category was ‘remembering’. Then, the researcher concluded that the questions on speaking skill in this textbook belong to lower order thinking skill.

The second related study was done by Amrina (2018). Her thesis entitles ‘An Analysis Of “Bahasa Inggris” Textbook Used In The Second Grade of Senior

High School'. The research findings of her study produced some conclusions, those were: (1) the English Textbook of "Bahasa Inggris" was compatible with the curriculum 2013, as every single KI and KD successfully implemented in the textbook, (2) the materials provided in the textbook completely developed, as all the suggested English language skills exercises of writing, speaking, reading and listening materials in the curriculum 2013 are implemented, and (3) the feasibility of content has mostly met the standard of an English textbook in delivering curriculum 2013, using the basic frequency formula from Sudjiono assessment score acquired with 80% in feasibility of content fulfilled.

Thirdly, the study was performed by Fadillah (2018). Her thesis was entitled 'Content Analysis Of Cognitive And Psychomotoric Domains In English Textbook 'Pathway To English' For Tenth Grade Of Senior High School'. She analyzed the relevance of the materials with the core and basic competence in 2013 curriculum in term of cognitive domain and the relevance of the materials with the core and basic competence in 2013 curriculum in term of psychomotor domain. In her research, the finding indicates that there are more materials relevant with the 2013 English Standard Competence than the materials which not. Thus, it was concluded that the materials in this textbook are quite relevant with 2013 curriculum, especially with the cognitive and the psychomotor aspects.

Related to the previous researches, it seems that the present study tended to make the almost similar case but it was certainly still different. Similarly, the three researchers above and the current researcher had the same focus, namely the

English textbook analysis. Meanwhile, the difference was in term of the research data source that the three previous studies took the textbooks of Senior High School. But, in this study, the researcher analyzed the English textbook of Junior High School.

C. Conceptual Framework.

In this conceptual framework, textbooks become one of the important roles in learning English as a foreign language. Textbook also a reference for teachers and students in the course of teaching and learning process. This textbook has many benefits for students and teachers; one of them is as a tool to assess students' ability to understand the lesson. Therefore, a good textbook must consist of four skills, namely; reading, writing, speaking, and listening.

Speaking was one of the four basic language skills in learning English as a foreign language. Learning English as a foreign language is diverse activity for the most Indonesian understudies, since it can't be adapted normally as their first language. Moreover, speaking ability was also very difficult for students because they live in an environment that did not use English as their language. However, in learning English, students would not be separated from speaking activities, the speaker have to engage their higher other thinking skill. To assess students' speaking abilities, a textbook usually contained speaking text and was followed by several questions. The purpose of the questions contained in the textbook is to evaluate the ability of students (cognitive) in answering questions.

Revised Bloom's Taxonomy was one of the best ways of evaluating the students' abilities in the cognitive domain. Based on Revised Bloom's taxonomy version, in the cognitive domain, there were six categories of cognitive domains: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.

As a result, the researcher provided an analysis of cognitive domain in English textbooks for class VII was important to point out that speaking activities in the textbooks include the six cognitive domain revised Bloom's Taxonomy.

After knowing the brief explanation made by the researcher above, the conceptual framework of this study was described in detail in the following figure.

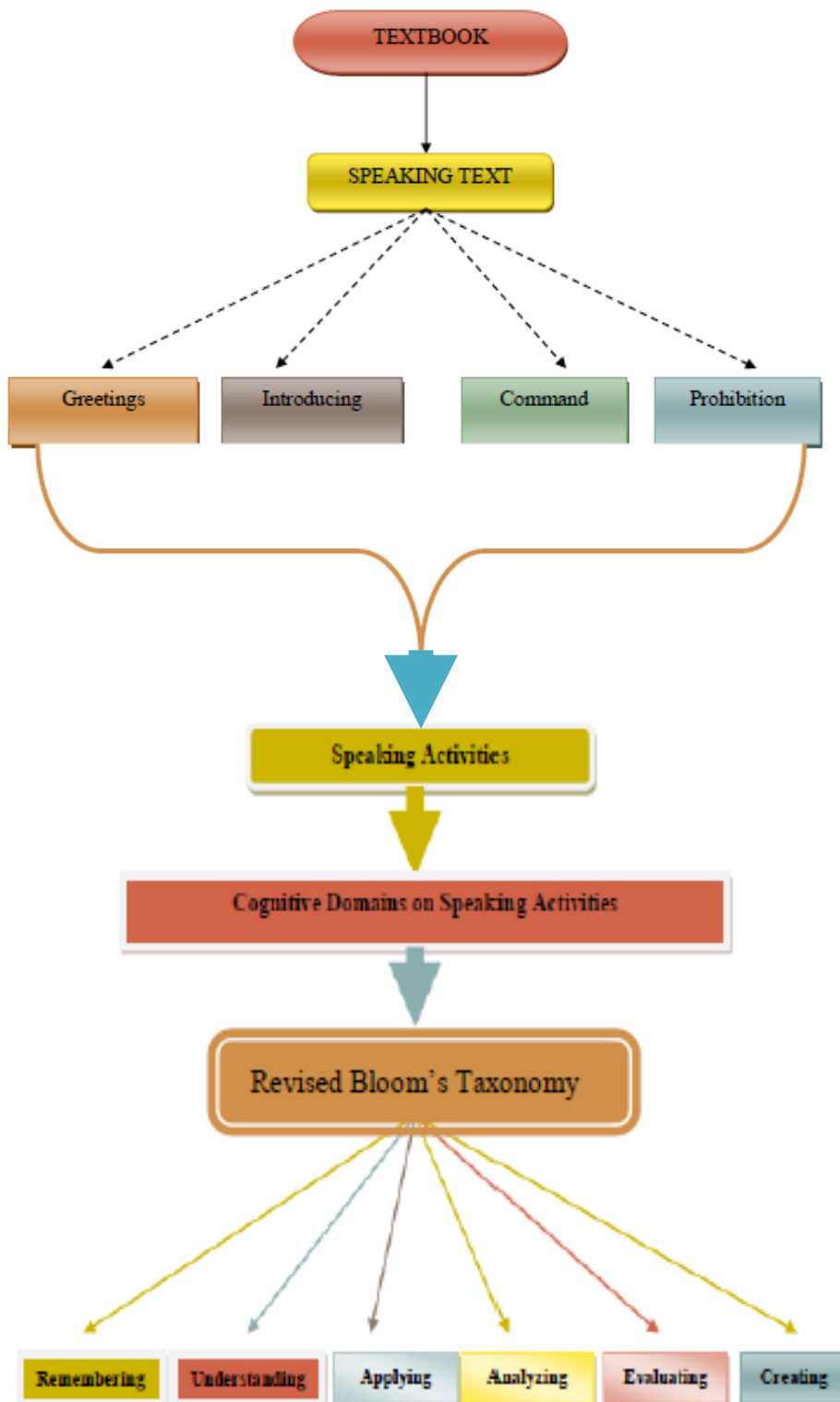


Figure 2.1.4 Conceptual Framework

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was performed by utilizing a descriptive qualitative research with a content analysis plan. It had been elucidated descriptive qualitative since this research managed the analysis of the textbook particularly as archive books. As stated by Setiawati (2015), qualitative research is a research which has a purpose to understand the phenomenon of what is happening to the research subject. For instance behavior, perception, motivation, act, and etc. Holistically, in a descriptive form of words and languages, in nature and specific contexts using various natural methods. In hence, this research applied a descriptive qualitative designed through content analysis since it was intended to analyze any material that has been given or reported, composing efforts in the English textbook.

B. Data and Source of Data

The data of this research were the cognitive domains on speaking activities. Those were gotten from English textbook entitles “When English Rings a Bell” published by Ministry of Education and Culture Indonesia for Seventh Grade of Junior High School, in 2014 edition.

C. Research Instrument

The instrument has an important function in the research to collect the data needed. In the case of this study, the research instrument was carried out by the researcher herself. In other words, the researcher was the key-instrument of this research.

D. Technique of Data Collection

The data in this research were collected through documentary technique.

There were some steps attempted as follows:

1. Reading the textbook and identifying all speaking activities there.
2. After identifying the activities, the researcher marked them.
3. Classifying the marked data to be easier to do data analysis

E. Technique of Data Analysis

After collecting the data, the data were analyzed by using the model of Miles & Hubermann (2004) that involves: (a) data reduction, (b) data display, and (3) conclusion. Each step was explained briefly as follows:

1. Data Reduction

The first step of data analysis was data reduction. That was the process of reducing the data that occurs repeatedly. Reducing data means summarizing, choosing the main things, focusing on the important things, finding topics and forms. At this stage, the researcher obtained data from English Textbook involving more than one language skills. But, the researcher only focused on

speaking skill, especially on speaking activities. So, the irrelevant data were omitted and the useful ones were included.

2. Data Display

The second step of data analysis was data display. It was the process of displaying data in tabular form and using check marks to analyze the data so that it was easier to understand. In this study, researcher used tables and check marks in displaying data which were most commonly used in qualitative research.

3. Conclusion

The last step of data analysis was making a conclusion. In this step, the researcher began to see what data they were, to classify them into the same codes, and to match them with the categories of data analysis. Then, she continued to provide explanations and descriptions of the research data displayed. Finally, the researcher got the research findings and lead to formulating the conclusions

F. Trustworthiness of the Study

This research required several ways to improve the validity of qualitative research data so that it was able to be accounted for and verified. According to Moleong (2005), in the qualitative study, there are 4 types of validity criteria, namely: (1) credibility, (2) dependability, (3) conformability, and (4) transferability.

1. Credibility

The credibility of the data was intended to cause the data collected according to the truth. There were several techniques to achieve credibility, including triangulation, source, member checking, the extension of the researcher's presence in the field, peer discussions, and checking for the adequacy of references. Then, in this study, the researcher had done member check to achieve credibility of this research. Member check was a strategy for the validity of the result. It was achieved by doing affirmation and explanation of the research data.

2. Dependability

This criterion was used to safeguard caution, especially if there was a possibility of errors in the collection and interpretation of data. So, the data can be accounted for scientifically. Errors were often carried out by humans themselves, especially research due to limited experience, time, and knowledge. In this study, researcher conducted a dependability test by conducting an audit of the entire research process. It was also carried out by an independent auditor or supervisor to audit the overall activities of researcher in conducting research.

3. Conformability

Testing conformability means testing the results of research, related to the process carried out. If the research results were functioned to the research process carried out, then the research meets the conformability standards. Therefore, the

researcher conducted the conformability test together with the dependability test by the supervisor.

4. Transferability

In this study, transferability was useful as an activity relating to the transfer value that can still be applied / used in other situations. For researchers the transfer value was very dependent on the user, so that when research can be used in different contexts in different social situations, the transfer value can still be justified. Then, to make other people can understand the results of this qualitative research; the researcher was possible to apply the results of the research. In compiling this study, the researcher gave a detailed, clear, systematic, and trustworthy description. Thus, it was clear about the results of this study to possibly apply elsewhere.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

In this chapter the researcher depicted the research findings as the responses to the formulation of the problems expressed in the previous section. Those problems were what the cognitive categories of speaking activities found in English textbook and how such speaking activities were realized in English textbook.

1. Category of Cognitive Domains

Looking at the research data found, the six categories of cognitive domain proposed by Bloom's (1956) and revised by Anderson and Kratwohl (2001) were not realized on speaking activity in an English textbook "When English Rings a Bell" for seventh-grade of Junior High School. There were only four categories realized, namely; Remembering, Understanding, Applying, and Creating. Meanwhile, the two categories (Analyzing and Evaluating) were not applied. Furthermore, the table below describes the occurrence and percentage of each cognitive domain.

Table 4.1**The Occurrence and Percentage of Cognitive Domain**

No	Categories of Cognitive Domain	Occurrences	Percentages
1	Remembering	10	21%
2	Understanding	15	31%
3	Applying	21	44%
4	Analyzing	0	0%
5	Evaluating	0	0%
6	Creating	2	4%
	Total	48	100%

As displayed in the table above, there were four categories of cognitive domain realized on speaking activities in the English textbook published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud*. The most dominant category of cognitive domain appeared in English textbook was Applying category at 21 occurrences with percentage at 44%. The second category belonged to Understanding category at 15 occurrences (31%). Thirdly, it was followed by remembering category with 10 occurrences and percentage at 21%. Then, the next category included in the speaking activities was Creating category with the occurrence appeared 2 times (4%). Lastly, the category of Analyzing and Evaluating were not found in the speaking activities.

a. Remembering

Remembering category is the activity to locate knowledge in long-term memory that is consistent with presenting the material. Suitable learning result action words in this category include: define, describe, identify, know, label, list, name, recall, state, select, ask, and match. This category was appropriated with the data below.

Data 1

Please **ask** your classmates about their feelings (SA.I.7a)

Referring to the data above, the speaking activity went to Remembering Category. It was detected from the use of verb “Ask”. This verb was classified into remembering category because it only claimed the activity to demand the ability of students to ask other people. The verb “Ask” was included in the remembering category as one of action words.

Data 2

What kind of greetings you should say? (SA.I.8)

Based on the Data 2, it additionally displayed that the speaking activity was also incorporated into Remembering Category. It was clearly described from the use of the word “What”. This word was restricted into remembering category because in this context, the word “What” only needs the ability to recognize something. Additionally, the question just needs the answers to give kind of greetings.

b. Understanding

Understanding is constructs meaning from instructional messages, including oral, written, and graphic communication. In understanding category, there are some key verbs such as: explain, identify, translate, classify, paraphrase, interpret, observe. This category was exacted with the data below.

Data 3

Observe the expression of greeting below (SA.I.1)

The Data 3 was classified into Understanding Category. It was seen from the use of verb “Observe”. This verb was classified into understanding category because the verb “Observe” only claimed the ability to understand about the expression. In this case, the activity needs the answer to observe about the expression of greeting.

Data 4

Please **tell** the class about each picture (SA.I.4)

The example of speaking activity as presented in Data 4 was also involved into Understanding Category. The activity asked students to tell what happened to the picture; to tell the picture the students exactly understand what the picture was shown. This was classified into understanding category because the verb “Tell” only needs to explain to the class about each picture.

c. Applying

Applying is level to know when and how to use ideas, procedures, method, formulas, principles, theories. There are some key verbs of this category: execute, practice, compute, demonstrate, modify, discover, predict, show, solve, implement. This theory was fitted to the data below.

Data 5

Please **practice** the greetings with people around you (SA.I.3)

The data above was involved into Applying category. It was seen from the use of verb “Practice”. This verb was included into the applying category. In

this activity, students were only appealed to practice the greetings with people around.

Data 6

Use the model expression above (SA.I6b)

Data 6 also indicated that the speaking activity was included to Applying Category. It was seen from the use of word “Use”. This word was involved into applying category because the instruction from word “Use” demanded to adjust the model expression. At the point, the activity just asked students to use the model expression.

d. Analyzing

Analyzing is breaking down complex information into simpler parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing or implementing. Suitable learning result action words in this category include: diagram, illustrate, outline, infer, conclude, differentiate, attributes, compare, construct.

From what the researcher analyzed, no data were matched with the category of analysis on speaking activity included in the English textbook. It was proven that there was no speaking activity with any operational verb of analysis category.

e. Evaluating

Evaluating is the value of proposed ideas, solution, and making judgments based on criteria and standards. Making judgments based on previous levels of

learning to compare a product of some kind against a designated standard. Suitable learning result action words in this category include judge, appraise, compare, contrast, criticize, justify, critique. Therefore, evaluating category was not found in the speaking activity in the seventh grade since there was no instruction of speaking activity dealt with evaluating category.

f. Creating

Creating is putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through planning or producing. Suitable learning result action words in this category include: create, compose, design, reorganize, formulate, write a new ending, and tell. This category was relevant to the data below.

Data 7

Please **make** your own dialogue (SA.I6a)

Based on the data 7, it displayed that the speaking activity was included into Creating Category. It can be seen from the verb “Make”. This verb was classified into creating category because it needs students’ creativity. In this case, the activity asked the students to create their own dialogue.

Data 8

Please **make** a dialogue based on each picture below (SA.I.12)

The example of speaking activity as presented in Data 8 was also included into Creating Category. It was classified into creating category because the verb “Make” asked students to create a dialogue based on each picture. In this regard,

the activity demanded the students to create their own dialogue by looking each picture.

2. The Realization of Speaking Activity

In realization of speaking activity in English textbook, the four kinds of realizations as proposed by Bygate (1987) were not realized completely in the speaking activities of English textbook. There were only three types of speaking activities found, namely Information-gap activities, Simulations, and Project-based activities. Meanwhile, Communication Game was any kind of speaking activity was absent in the seventh grade English textbook.

a. Information-gap Activities

Information-gap activities are the activities that require the students to work in pairs. One student has some information and the other partner doesn't have. The student who has information will share the information to their partners. This kind was referred to the data below.

Data 9

Practice spelling names as the model dialog below (SA.II.4)

Data 9 appointed that the speaking activity belonged to Information-gap Activities because the activity demanded a work in pairs. Then, the answer of this activity just needed to spell the students' names one by one.

Data 10

Please **ask** your classmates about their feelings (SAI.7a)

Data 10 also indicated that the speaking activity was involved into Information-gap Activities because the activity was also done in pairs. The activity required to describe the classmate feelings.

b. Simulations

This is an activity in which students may act as themselves or somebody else. In simulation, the students are put into a situation and act out in that situation. This kind was attributed to the data below.

Data 11

Let me introduce myself (SA.II.1a)

From the Data 11, it displayed that the speaking activity belonged to Simulation. It was seen from the word “introduce myself”. This word belongs to their own actions because the activity needed an answer in an action of introducing themselves.

c. Project-based Activities

Project-based activities are the activities that the students have to think critically in order to create a solution to the problem. It includes structured or framed question and answer exchanges based on the topic, oral interviewing and reporting back to the group, and comparative discussion. This kind was supported by following data.

Data 12

Use different names of the days (SA.III.1c)

Based on the Data 12, it was shown that the speaking activity was involved into Project-based Activities. It was proven from the use of the word “different”. This word meant the students had to change the answers so those were not same with the provided example. In this case, they thought critically to find their own names of the days.

Data 13

Please **make** your own dialogue (SAI.6a)

The speaking activity from Data 13 also belonged to Project-based Activities. It was indicated from the use of the word “make”. This word was classified into project-based activities because the activity needed the answer to think critically by creating the students’ own dialogue.

B. Discussion

Regarding the research findings, there were some points to discuss. The first finding indicated that there were only four categories of cognitive domains involved on speaking activities in the English textbook. The second research finding revealed that not all the kinds of speaking activity realized in the English textbook for speaking activities.

Based on first finding, the four categories that realized were Remembering, Understanding, Applying, and Creating. While the two categories of cognitive domains, namely Analyzing and Evaluating were not found in the speaking activity. Therefore, it was said that the English textbook that published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud was not fully relevant

with the theory presented by Revised Bloom's Taxonomy because the categories of cognitive domains were not fully found in the textbook. This finding was in line with the research finding done by Sanggeanafa and Rini (2016). In their research entitled "Cognitive Domain Found on Speaking Skill Questions Used in English Language Textbook" tells about cognitive domain on speaking questions in an English textbook entitled *Interlanguage: English for Third Grade Senior High School*. Their finding showed that there were only five categories realized in the textbook, namely; Remembering, Understanding, Analyzing, Evaluating, and Creating while Applying was absent.

Referring to the second finding that there were three kinds of speaking activities applied in the English textbook; Information-gap Activities, Simulation, and Project-based Activities. Meanwhile, Communication Game as one kind of speaking activities was not found. It was not fully relevant to the theory of Bygate (1987), because there was any kind of speaking activity not realized in the English textbook. This finding had nothing in common with this research finding of others. Because as far as researcher had read and searched for other people's research findings, the researcher had not found anything similar. So, this finding was purged from the researcher's own.

In brief, the researcher had been able to draw the conclusion that the study was not entirely in accordance with the theory that had been used by the researcher. And this research was also different from the results of other people's research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research findings of the analysis in the previous chapter enabled the researcher to draw some conclusions as follows:

1. The English Textbook for seventh-grade Junior High School entitled “When English Rings a Bell” was not good enough in term of cognitive domain distributions. In this case, not all cognitive domains included in revised Bloom Taxonomy were realized in the English Textbook for seventh-grade Junior High School entitled “When English Rings a Bell”, especially in the speaking activities. There were only four categories of cognitive domains realized on speaking activities, namely; remembering, understanding, applying, and creating. Meanwhile, the two unrealized categories were analyzing and evaluating.
2. Such English Textbook was not very good in term of speaking activities variations. There were only three kinds of speaking activities applied in the English textbook for seventh-grade of Junior High School, namely Information-gap Activities, Simulations, and Project-based Activities while another one which was not realized was Communication Game.
3. Although the textbook did not include all cognitive domains, it was still categorized as high order thinking skill-textbook criteria because creating as one level of cognitive represent the criteria.

B. Suggestion

Referring to the conclusions above, the researcher offered some suggestions listed below:

1. For the school; it was suggested to be more aware in providing or selecting the textbook for students.
2. For the English teacher; this research result was helpful in determining the textbooks which were compatible with the cognitive domains the students must achieve.
3. For the book writer; to be more careful in designing English textbooks by considering the completeness of competences must be included.
4. For the other researchers; this research gave an inspiration and motivation for them to do the next deeper analysis of English textbooks.

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APPENDIX 1

Cognitive Domains on Speaking Activities in English Textbook

Chapter/ Topic	Activity Number	Speaking Activity	Cognitive Domains						Code
			C1	C2	C3	C4	C5	C6	
I. How Are You?	2	Please practice the greetings with people around you			√				SAI.2.C3
	3	Please practice with your parents the expressions below			√				SAI.3.C3
	4	Please tell the class about each picture.		√					SAI.4.C2
	5	Please practice the greetings with people around you			√				SAI.5.C3
	6	a. Please make your own dialogue						√	SAI.6a.C6
		b. Use the expressions above. For example, How are you?, get well soon, and thanks a lot.			√				SAI.6b.C3
	7	a. Please ask your classmates about their feelings.	√						SAI.7a.C1

		b. And write them down here	√					SAI.7b.C1
		c. Use the model expression above. For example, how are you Beni?			√			SAI.7c.C3
	8	Observe the expression of taking leave below.		√				SAI.8.C2
	9	What kind of greetings should you say?	√					SAI.9.C1
	10	Observe the expressions of thanking below.		√				SAI.10.C1
	11	Use the words under the picture to help you.			√			SAI.11.C3
	12	Please make a dialogue based on each picture below!					√	SA.I.12.C1
II. It's Me	1	a. Let me introduce myself.	√					SA.II.1a.C1
		b. Use the clues below. For example, Hello, my name is...			√			SA.II.1b.C3
	2	a. Please practice with your classmates			√			SA.II.2a.C3
		b. Use the expressions below.			√			SA.II.2b.C3






		For example, what is your name?							
		a. Please ask your classmates about their favorite food	√						SA.II.3a.C1
	3	b. Use the question above. What is your favorite color?, and what is your favorite food?			√				SA.II.3b.C3
		c. Complete the table below		√					SA.II.3c.C2
	4	Work in pairs. Practice spelling names as the model dialog below			√				SA.II.4.C3
		a. Please ask your classmates about their names	√						SA.II.5a.C1
		b. And how they spell them.			√				SA.II.5b.C3
	6	Please spell your teachers' names!		√					SA.II.6.C2
III. It's My Birthday	1	a. Observe the expression .		√					SA.III.1a.C2

		b. Then take turns with your friends practising the expressions.			√				SA.III.1b.C3
		c. Use different names of the days. For example, after Sunday is Monday.			√				SA.III.1c.C3
		a. Practice the expressions above .			√				SA.III.2a.C3
	2	b. Use different days. Today is Sunday, tomorrow is Tuesday, and yesterday was Sunday.			√				SA.III.2b.C3
	3	Please tell the class what you learn each day.			√				SA.III.3.C2
	4	a. Please tell the class about your daily activities.			√				SA.III.4a.C2
		b. Use the guiding questions to help			√				SA.III.4b.C3



		you							
	5	Observe the expressions below.		√					SA.III.5.C2
	6	a. Please practice saying the expressions above with your friends			√				SA.III.6a.C3
		b. Use different months. For example, august is after july.			√				SA.III.6b.C3
	7	Please ask your friends about their birthday!	√						SA.III.7.C1
	8	Complete the short dialog based on the picture		√					SA.III.8.C2
IV. Love People Around Me	1	Now tell about Mr. Yahya and Mrs. Yoana Pataya		√					SA.IV.1.C2
	2	Tell about your sister and brother		√					SA.IV.2.C2
	3	a. With friends, take turns talking about your family members.			√				SA.IV.3a.C2
		b. Refer to the examples below.	√						SA.IV.3b.C1



		This is my father.His name is Didi. He is 45 years old. He likes reading.							
VIII. She's so Nice	4	Please ask about your classmates' characteristic	√						SA.VIII.4.C1
	5	Please practice with your friends about the expressions below!			√				SA.VIII.5.C3
IX. My Grand-father is a Doctor	1	Please ask your classmates about traditional food in each restaurant	√						SA.IX.1.C1
	2	a. Now, please tell about your family.		√					SA.IX.2a.C2
		b. Use these questions. What is he/she?, What does he/she do?, and, Where does he/she do the activity?				√			SA.IX.2b.C3

APPENDIX 2

 <p>UMSU <small>UIN Sunan Gunung Djati 1</small></p>	<p>MAJELIS PENDIDIKAN TINGGI UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238 Website : http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id</p>	FORM K 1												
<p>Yth : Bapak/Tbu Ketua & Sekretaris Program Studi Pendidikan Bahasa Inggris FKIP UMSU</p>														
<p>Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI</p>														
<p>Dengan hormat, yang bertanda tangan di bawah ini :</p>														
<p>Nama : Malia Anjani Ritonga NPM : 1602050004 Program Studi : Pendidikan Bahasa Inggris Kredit Kumulatif : 135 SKS IPK = 3,58</p>														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Persetujuan Ketua/Sek Prodi</th> <th style="width: 65%;">Judul yang diajukan</th> <th style="width: 20%;">Disyahkan Oleh Dekan Fakultas</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: middle;">  </td> <td style="vertical-align: top;"> Cognitive Domains on Speaking Questions in English Textbook for Junior High School Grade VII </td> <td style="text-align: center; vertical-align: middle;"> <input type="checkbox"/> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"> <input type="checkbox"/> </td> <td style="vertical-align: top;"> An Onomatopoeia Translation in A Turtle Tale : Sammy's Adventure Movie </td> <td style="text-align: center; vertical-align: middle;"> <input type="checkbox"/> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"> <input type="checkbox"/> </td> <td style="vertical-align: top;"> Sarcasm and Irony Speech Analysis of Stand Up Comedy Raditya Dika (SUCRD) </td> <td style="text-align: center; vertical-align: middle;"> <input type="checkbox"/> </td> </tr> </tbody> </table>	Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas		Cognitive Domains on Speaking Questions in English Textbook for Junior High School Grade VII	<input type="checkbox"/>	<input type="checkbox"/>	An Onomatopoeia Translation in A Turtle Tale : Sammy's Adventure Movie	<input type="checkbox"/>	<input type="checkbox"/>	Sarcasm and Irony Speech Analysis of Stand Up Comedy Raditya Dika (SUCRD)	<input type="checkbox"/>		
Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas												
	Cognitive Domains on Speaking Questions in English Textbook for Junior High School Grade VII	<input type="checkbox"/>												
<input type="checkbox"/>	An Onomatopoeia Translation in A Turtle Tale : Sammy's Adventure Movie	<input type="checkbox"/>												
<input type="checkbox"/>	Sarcasm and Irony Speech Analysis of Stand Up Comedy Raditya Dika (SUCRD)	<input type="checkbox"/>												
<p>Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Tbu saya ucapkan terima kasih.</p>														
<p>Medan, 25 April 2020</p> <p>Hormat Pemohon,</p> <p style="text-align: center;">  Malia Anjani Ritonga </p>														
<p>Dibuat Rangkap 3 :</p> <ul style="list-style-type: none"> - Untuk Dekan/Fakultas - Untuk Ketua/Sekretaris Prodi - Untuk Mahasiswa yang bersangkutan 														

APPENDIX 3

 <p>UMSU UIN (Ar-Raniry) 1999</p>	<p>MAJELIS PENDIDIKAN TINGGI UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238 Website :http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id</p>	<p>FORM K 2</p>
<hr/>		
<p>Kepada Yth : Bapak/Tbu Ketua & Sekretaris Program Studi Pendidikan Bahasa Inggris FKIP UMSU</p>		
<p>Assalamu'alaikum Wr. Wb.</p>		
<p>Dengan hormat, yang bertanda tangan di bawah ini :</p>		
<p>Nama NPM ProgramStudi</p>	<p>: Malia Anjani Ritonga : 1602050004 : Pendidikan Bahasa Inggris</p>	
<p>Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :</p>		
<p>Cognitive Domains on Speaking Questions in English Textbook for Junior High School Grade VII</p>		
<p>Sekaligus saya mengusulkan/menunjuk Bapak/Tbu sebagai :</p>		
<p>Dosen Pembimbing : Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya</p>	<p>Yenni Hasnah, S.Pd, M.Hum <i>acc. PAF</i></p>	
<p>Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Tbu saya ucapkan terima kasih.</p>		
<p>Medan, 25 April 2020 Hormat Pemohon,</p>		
<p> Malia Anjani Ritonga</p>		
<p>Dibuat Rangkap 3 : - Untuk Dekan/Fakultas - Untuk Ketua/Sekretaris Prodi - Untuk Mahasiswa yang bersangkutan</p>		

 <p>UMSU UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA</p>	<p>MAJELIS PENDIDIKAN TINGGI UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN Jl. Kapten Mukhtar Basri No.3 Telp.(061) 6619056 Medan 20238 Website : fkip.umsu.ac.id E-mail: fkip@umsu.ac.id</p>	FORM K 3
<p>Nomor : 646/IL.3/UMSU-02/F/2020 Lamp. : --- Hal : Pengesahan Proposal dan Dosen Pembimbing</p>		
<p>Bismillahirrahmanirrahim AssalammualaikumWr. Wb.</p>		
<p>Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proposal skripsi dan Dosen Pembimbing bagi mahasiswa yang tersebut di bawah ini :</p>		
<p>Nama : Malia Anjani Ritonga N P M : 1602050004 Program Studi : Pendidikan Bahasa Inggris Judul Penelitian : Cognitive Domains on Speaking Questions in English Textbook for Junior High School Grade VII</p>		
<p>Pembimbing : Yenni Hasnah,S.Pd,M.Hum</p>		
<p>Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal skripsi dengan ketentuan sebagai berikut :</p>		
<ol style="list-style-type: none"> 1. Penulisan berpedoman kepada ketentuan atau buku <i>Panduan Penulisan Skripsi</i> yang telah ditetapkan oleh Dekan 2. Proposal Skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditetapkan. 3. Masa Daluarsa tangan : 25 April 2021 		
<p>Medan, <u>02 Ramadhan 1441 H</u> 25 April 2020 M Wassalam Dekan</p>		
<p> Dr. H. Elfrianto, S.Pd, M.Pd.</p>		
<p>Dibuat Rangkap 4 :</p> <ol style="list-style-type: none"> 1. Fakultas (Dekan) 2. Ketua Program Studi 3. Dosen Pembimbing 4. Mahasiswa yang bersangkutan (WAJIB MENGIKUTI SEMINAR) 		



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Nama : Malia Anjani Ritonga
 NPM : 1602050004
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Cognitive Domains on Speaking Questions in English
 Textbook for Junior High School Grade VII

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
02/03/2020	Consulting research title	
12/04/2020	Approving the research title	
10/05/2020	Cover Chapter I: Background-Significance Chapter II: Theoretical Framework- Relevant Studies Chapter III: research design-data analysis	
15/05/2020	Cover & Chapter I-III	
19/05/2020	Table of Contents, Chapter I-III, and References	
23/05/2020	Table of Contents, Chapter I-III, and References	
25/05/2020	Ratifying research proposal to proceed on the seminar	

Medan, 25 Mei 2020

Diketahui/Disetujui
 Ketua Prodi Pendidikan Bahasa Inggris

Dosen Pembimbing

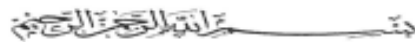
Mandra Saragih, S. Pd., M. Hum.

Yenni Hasnah, S.Pd., M.Hum.

APPENDIX 6



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umma.ac.id> E-mail : fkip@umma.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama : Malia Anjani Ritonga
N P M : 1602050004
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Cognitive Domains on Speaking Activities in English Textbook
for Junior High School Grade VII

Pada hari Kamis bulan Juni tahun 2020 sudah layak menjadi proposal skripsi

Medan, 11 Juni 2020

Disetujui oleh :

Dosen Pembahas

Dosen Pembimbing

Mandra Saragih, S.Pd, M.Hum


Yenni Hasnah, S.Pd, M.Hum

Diketahui oleh
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

APPENDIX 7

FORMULIR



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS
KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website: <http://www.fkip.umu.ac.id> Email: fkip@umu.ac.id

Kepada Yth Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP1 MSU

Perihal Permohonan Perubahan Judul Skripsi

Bismillahirrahmanirrahim
Assalamu alaikum Wa' Wa'

Dengan hormat, yang bertanda tangan di bawah ini

Nama : Mela Anjani Ritonga
NPM : 1602050004
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut

Judul Pertama


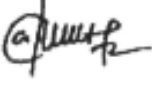


"Cognitive Domain on Speaking Questions in English Textbook for Junior High School Grade VII"

Menjadi

"Cognitive Domain on Speaking Activities in English Textbook for Junior High School Grade VII"

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 29 Juli 2020

Ketua Program Studi Pendidikan Bahasa Inggris	Hormat Pembaca
	
Mandra Saragih, S.Pd., M.Hum	Mela Anjani Ritonga
Dosen Pembina	Dosen Pembimbing
	
Mandra Saragih, S.Pd., M.Hum	Yenni Hastuti, S.Pd., M.Hum



**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20228 Telp. (061) 8622400
Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Halaman ini adalah surat resmi dan berlaku
jika terdapat stempel resmi dan ditandatangani

Nomor : 1002/II.3/UMSU-02/F2020 Medan, 27 Syawal 1441 H
Lamp. : -- 19 Juni 2020 M
Hal : Mohon Izin Riset

Kepada Yth :
Bapak/Tu Kepala Perpustakaan UMSU
Di

Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan aktifitas sehari-hari, selubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Tu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat yang Bapak/Tu Pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Melis Anjani Ritonga
NPM : 1602050004
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Cognitive Domains on Speaking Questions in English Textbook for Junior High School Grade VII

Demikianlah hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasana yang baik dari Bapak/Tu kami ucapkan terima kasih.

Akhirnya selamat sejahteralah kita semuanya, Amin.
Wassalamu'alaikum Warahmatullahi Barakatuh

Dekan

Dr. H. Elfrianto S.Pd., M.Pd.
NIDN : 011.5057302

Tembusan :
- Paringgal

APPENDIX 9



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umhu.ac.id> E-Mail: fkip@umhu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Malsa Anjani Ritonga
 N.P.M : 1602050004
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Cognitive Domains on Speaking Activities in English Textbook for Junior High School Grade VII

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
11-08-2020	Research Data	
13-08-2020	Research Data Display	
19-08-2020	Chapter IV	
26-08-2020	Abstract, Acknowledgements, Table of Contents, Chapter I-V	
04-09-2020	Abstract, Acknowledgements, Table of Contents, Chapter I-V	
16-09-2020	Table of Contents, Chapter IV-V, Appendix	
17-09-2020	Ratifying thesis to proceed on the green table exam	

Diketahui oleh:
 Ketua Prodi

 (Mandra Saragih, S.Pd., M.Hum.)

Medan, 17 September 2020
 Dosen Pembimbing

 (Yenni Hasnah, S.Pd, M.Hum)

APPENDIX 10



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umma.ac.id> E-mail: fkip@umma.ac.id

LEMBAR PENGESAHAN SKRIPSI



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Malia Anjani Ritonga
N.P.M : 1602050004
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Cognitive Domains on Speaking Activities in English Textbook for Junior High School Grade VII

sudah layak disidangkan.

Medan, 17 September 2020

Disetujui oleh:

Pembimbing

Yenni Hasnah, S.Pd, M.Hum

Diketahui oleh:

Ketua Program Studi



Dr. H. Saipulianto Nasution, S.Pd., M.Pd.

Mandra Saragih, S.Pd., M.Hum.

APPENDIX 11



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN

Jl. Kapt. Mukhtar Basri No. 3 Telp. 6624567 - Ext. 113 Medan 20238
Website: <http://perpustakaan.umsu.ac.id>

SURAT KETERANGAN

Nomor: 1641/KET/119-AU/UMSU-P/M/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Malia Anjani Ritonga
NPM : 1602050004
Univ./Fakultas : UMSU/ Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pendidikan Bahasa Inggris/ S1

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

"Cognitive Domains on Speaking Activities in English Textbook for Junior High School Grade VII"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 26 Muharram 1442 H
14 September 2020 M

Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd

APPENDIX 12



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: kip@umsu.ac.id

SURAT PERNYATAAN



Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Malia Anjani Ritonga
N.P.M : 1602050004
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : Cognitive Domains on Speaking Activities in English
Textbook for Junior High School Grade VII

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, September 2020
Hormat saya
Yang membuat pernyataan,

Malia Anjani Ritonga

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

APPENDIX 13

CURRICULUM VITAE

I. Personal Detail

Name : Malia Anjani Ritonga
Place/Date of Birth : Suka Makmur/ September 28, 1997
NPM : 1602050004
Majoring : English Education
Gender : Female
Religion : Moslem
Status : Single
Address : Sopoonggang Baru Desa Langkimat Kab.Paluta
Phone/Number : 082273561970
Email : maliaanjani1997@gmail.com

II. Formal Education

2004-2010 : SDN 101780 Langkimat Simangambat Kab. Padang
Lawas Utara
2010-2013 : Pondok Pesantren Ahmadul Jariah Kota Pinang Kab.
Labuhan Batu Selatan
2013-2016 : SMK Negeri 1 Rantau Utara Kab. Labuhan Batu 2016-
2016-2020 : Students of English, Department of FKIP UMSU

III. Hobbies

I have many hobbies, especially in the field of editing, taking pictures, traveling, and one of my favorite hobbies is to be a K-popers.

IV. Personality

I'm Friendly, communicative, discipline, honest and responsible also good attitude.