

**COGNITIVE LEVELS ON WRITING TASKS IN ENGLISH
TEXTBOOK FOR SENIOR HIGH SCHOOL GRADE XII**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education*

By:

MARDIAH
160205085



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2020**



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

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-I Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari jumat, 27 Oktober 2020, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan, dan memutuskan bahwa:

Nama Lengkap : Mardiah
NPM : 160205085
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Cognitive Levels on Writing Tasks in English Textbook for Senior High School Grade XII
Ditetapkan : (**A**) Lulus Yudisium
() Lulus Bersyarat
() Memperbanyak Skripsi
() Tidak Lulus

Dengan diterimanya skripsi ini, sudah lulus dari ujian komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd.).

PANITIA PELAKSANA

Ketua

Sekretaris

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

Dra. Hj. Svamsuyurnita, M.Pd.

ANGGOTA PENGUJI:

1. Erlindawaty, S.Pd., M.Pd. 1.
2. Pirman Ginting, S.Pd., M.Hum. 2.
3. Yenni Hasnah, S. Pd., M.Hum. 3.



[Handwritten signature of Dr. H. Elfrianto Nasution]

[Handwritten signature of Dra. Hj. Svamsuyurnita]

[Handwritten signatures of the three examiners]



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

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Mardiah
NPM : 1602050085
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Cognitive Levels on Writing Tasks in English Textbook for Senior High School Grade XII

sudah layak disidangkan.

Medan, 18 September 2020

Disetujui oleh:

Pembimbing

Yenni Hasnah, S.Pd, M.Hum

Diketahui oleh:

Dekan

Ketua Program Studi



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

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



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



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Mardiah
N.P.M. : 1602050085
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Cognitive Levels on Writing Tasks in English Textbook for Senior High School Grade XII

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
25-07-2020	Research Data	
30-07-2020	Research Data Display	
13-08-2020	Chapter IV	
19-08-2020	Abstract, Acknowledgements, Table of Contents, Chapter I-V	
05-09-2020	Abstract, Acknowledgements, Table of Contents, Chapter I-V	
14-09-2020	Table of Contents, Chapter IV-V, Appendix	
18-09-2020	Ratifying thesis to proceed on the green table exam	

Diketahui oleh:
Ketua Prodi

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

Medan, 18 September 2020
Dosen Pembimbing

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

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Mardiah
N.P.M : 1602050085
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Cognitive Levels on Writing Tasks in English Textbook for Senior High School Grade XII

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas 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, Oktober 2020

Hormat saya

Yang membuat pernyataan,



Mardiah

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Mardiah. 1602050085. Cognitive Level on Writing Task in English Textbook for Senior High School Grade XII. Skripsi.English Education Department of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2020.

The objective of this study was to investigate the levels of cognitive and their realization processes on writing tasks in the English textbook for Senior High School Grade XII based on revised version of Bloom's Taxonomy. This study used descriptive qualitative approach. To collect the data, this research applied documentation technique. There were eighty writing tasks obtained from the English textbook published by PusatKurikulumdanPerbukuan, Balitbang, Kemdikbud. Those data were analyzed by applying Miles and Hubermann's (1994) analysis model including data reduction, data display and conclusion drawing. The research finding showed that the six levels of cognitive domain as proposed by Anderson and Kratwohl (2001) were realized on writing tasks in the English textbook published by PusatKurikulumdanPerbukuan, Balitbang, Kemdikbud. It was also found that the four types of writing tasks as proposed by Brown (2004) namely imitative, intensive, responsive and extensive were applied. So, it was concluded that the six levels of cognitive domains and the four types of writing tasks were realized totally in the English textbook.

Keywords: cognitive levels, writing tasks, English textbook.Senior high school

ACKNOWLEDGEMENTS



In the name of Allah, The Most Gracious and The Most Merciful Firstly of all, the researcher would like to thank Allah SWT who has blessed and has given her favor, ideas and inspirations in accomplishing this research. Secondly, blessing and peace be upon to our prophet Muhammad SAW, who has brought human being from the darkness into the bright era.

This research entitled “Cognitive Level of Reading Questions in English Textbook for Senior High School for Grade XI” and it was written to fulfill one of requirement to obtain the degree of Sarjana Pendidikan in Faculty of Teacher Training and Education at University Muhammadiyah of North Sumatera. In writing this research, the researcher faced a lot of difficulties and problems and without help from other people it might be impossible for her complete it. Thus, the researcher would like to express her thanks to her beloved parents, Thamrin and Hamidah for their love, prayer, and great support both material and moral before, during and after her study. Then the researcher also would like to thank:

1. Dr. Agussani, M.AP., as the rector of University of Muhammadiyah Sumatera Utara.

2. Dr. Elfrianto Nst, S.Pd., M.Pd., the Dean of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.
3. Mandra Saragih, S.Pd., M.Hum., and Pirman Ginting, S.Pd., M.Hum., as the head and secretary of English Education Program of FKIP UMSU, who had allowed and facilitated the researcher to carry out the research.
4. Yenni Hasnah, S.Pd., M.Hum., her supervisor who had given her guidance, valuable suggestions and advice to complete the ideas of this research.
5. Erlindawati, S.Pd., M.Pd., the researcher's reviewer who had given suggestion, advice and comment for the researcher.
6. All of lecturers, especially those of English Education Department who had given their valuable knowledge during her academic year in UMSU.
7. All staffs of FKIP UMSU who had given help in administrative system service to complete the needed requirements.
8. Muhammad Arifin, S.Pd., M.Pd., as the head of library of UMSU who had allowed her to run the research in the library.
9. Her old sister, Khairunissa and her big family who had given support, pray, and advices, may Allah SWT blessing them.
10. Her beloved friends especially Puput, Reka, Ulva, Alpen, Ayuk, Defi, and also all of friends in class VIII B- Morning (2016-2020) who always support her.

11. All people who helped and supported the researcher during her study, may

Allah SWT bless them all.

Finally the researcher realized that this research was still far from being perfect in spite of the fact she had done her best in completing this work.

Therefore criticism, constructive comments and suggestion were welcomed for further improvement of this research.

Wassalamu'alaikumWr. Wb

Medan, September 2020

The Researcher,

MARDIAH

NPM: 1602050085

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS	v
LIST OF TABLE	viii
LIST OF FIGURES	ix
LIST OF APPENDICES	x
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Focus of the Study	4
C. Formulation of the Problem	4
D. Objective of the Study	4
E. Significance of the Study	4
CHAPTER II REVIEW OF LITERATURE	6
A. Theoretical Framework	6
1. Bloom Taxonomy	6
1.1 Cognitive Domain	6
1.2 Affective Domain.....	7
1.3 Psychomotor Domain.....	7
2. Cognitive Levels of Blooms' Taxonomy.....	8

2.1 Cognitive Level (Original Version) of Bloom’s Taxonomy.....	8
2.2 Cognitive Level (Revised Version) of Bloom’s Taxonomy	10
3. Textbook	13
3.1 Types of Textbook	14
4. English Textbook	16
5. Textbook of Bahasa Inggris for Senior High School Grade XII.....	17
6. Writing Task in English Textbook.....	18
6.1 Purpose of Writing Task	19
6.2 Component of Writing Task.....	22
6.3 Types of Writing Task	21
7. Cognitive Level on Writing Task.....	23
B. Relevant Study	24
CHAPTER III METHOD OF RESEACRH	26
A. Research Design	26
B. Data and Source of Data.....	26
C. Instrument of Research.....	26
D. Technique of Data Collection.....	27
E. Technique of Data Analysis	27
F. Trustworthiness of the Study.....	28
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	30
A. Research Findings	30
1. Level of Cognitive Domain	30

2. The Realization of Writing Task.....	36
B. Discussion	39
CHAPTER V CONCLUSION AND SUGGESTION	41
A. Conclusion.....	41
B. Suggestion	41
REFERENCES	
APPENDICES	

LIST OF TABLE

Table 4.1 The Occurrence and Percentages of Cognitive Domain	30
--	----

LIST OF FIGURES

Figure 2.1 Original Version of Bloom's Taxonomy.....	8
Figure 2.2 New Version of Bloom's Taxonomy.....	10

LIST OF APPENDICES

Appendix 1 English Textbook by Kemendikbud.....	
Appendix 2 Form K-1	
Appendix 3 Form K-2.....	
Appendix 4 Form K-3	
Appendix 5 Lembar Pengesahan Hasil Seminar Proposal.....	
Appendix 6 Surat Pernyataan Bukan Plagiat	
Appendix 7 Surat Permohonan Izin Riset	
Appendix 8 Surat Keterangan Selesai Riset.....	
Appendix 9 Berita Acara Bimbingan Proposal.....	
Appendix 10 Berita Acara Bimbingan Skripsi.....	
Appendix 11 Curriculum Vitae.....	

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of skills in English out of three other skills namely reading, listening, and speaking. In writing, the activity done is very complex that consists of written language to express human thoughts, feelings, and ideas by considering other language aspects such as grammatical rules. This means that writing is not only the activity to write but it involves more than one activities included. Nunan (2003) explained that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Similarly, Harmer (2001) also explained that writing involves planning what are going to write, namely drafting, reviewing, editing what have been written, and producing final version.

In the language skills, writing is always placed last after three other skills. Its last position does not mean that writing is an ignored skill. However, it is an important part of communication. In writing skill, all elements of language skills must be fully concentrated in order to get good results. Harris (2004) explained that writing can be useful to encourage students to focus on accurate language, reinforce language that has been thought, prepare some other activity, become integral part of a larger activity, and to be questionnaire-type of activities. Thus, writing is the key of

other language skills; if the writing skill is good, then it is also good for other language skills.

In learning writing, English textbook is needed. According to Khoirina and Ananto (2013), English textbook is one of the main instructional materials covers all macro skill including writing. English textbook is needed by teachers and student to support learning process and to guide teachers and students in teaching learning process to be active, communicative and effective. Bahasa Inggris for students grade XII textbook is English textbook that contains of four skills namely listening, speaking, reading and writing. In each material consists of the tasks and of course writing task.

Writing tasks are provided in English textbook in order to help students improve their ability. Hoel (1990) explained that writing tasks can be used to introduce students to a literary text, to motivate and help them their own understanding of a text, and to articulate their own interpretation of a text. Writing tasks has many types, in this English textbook, such as writing and describing captions tasks, making a sentence tasks, identifying the text tasks, writing information tasks, news writing and broadcast tasks and summary writing tasks. Tasks are expected to be a reference and as tool for teachers to measure the ability of students about what have they learnt.

Unfortunately, the reality showed that the students had difficulty in answer the writing tasks because they have to answer clearly and with complex information, especially on writing description and writing imagination tasks. Based on research

findings of Indriani (2016) there are some problems that students got in learning about writing. First, students got difficulties in developing their ideas; actually they do not know what they are going to write into paragraph even sentence, so it makes their writing lack details. Second, the students' difficulty refers to the way they organize the ideas; when they write some sentences, they do not know how to arrange them into logical sequence. In addition, their sentences are not too relevant to the main idea. And the last, most of students were lack of vocabularies; this is the most significant problem.

On the other side, Bahasa Inggris for students grade XII textbook is expected to have high levels in material and tasks it is designed based on the 2013 curriculum. It is the curriculum designed to welcome 21st century learning models or high order thinking skills. Thus, the textbook should be appropriate with the revision of taxonomy Bloom to encourage the students think critically. One of domain included in this taxonomy is cognitive domain. Fadilah (2018) defined that a good textbook should have cognitive domain to guide students and teacher in teaching learning process. The cognitive domain has six levels, namely remembering (C1), Understanding (C2), applying (C3) and analyzing (C4), Evaluating (C5) and Creating (C6).

Based on the explanation above, the researcher was interested in doing a research referring to the existence of cognitive level in the textbook. The research is entitled as 'Cognitive Levels on Writing Task in English Textbook for Senior High School Grade XII'.

B. Focus of the Study

This study focused on cognitive levels included in Bloom's Taxonomy. It was concerned on the analysis of cognitive levels found in the writing tasks of English textbook for Senior High School Grade XII.

C. Formulation of the Problem

The research problems were formulated below:

1. What are the cognitive levels of writing tasks used in English textbook?
2. How are such writing tasks realized in English textbook?

D. Objective of the Study

In line with the research problems, the objectives of the study were staged as the followings:

1. to investigate the cognitive levels of writing tasks found in English textbook,
2. to describe the realizations of writing tasks in English textbook.

E. Significance of the Study

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

1. Theoretically

This research provided referential contributions in terms of students' learning competency domains, particularly on cognitive domain/level found in writing tasks realized in the English textbook. Then, this research also enlarged the knowledge about the realization of writing tasks provided in the textbook.

2. Practically

The results of this research were beneficial for those in the followings:

- a. Schools; to be more selective in providing the textbooks for the students.
- b. Teachers; to be more creative to instruct the students in order to complete the competences which are not covered in any textbook used.
- c. Book writers/publisher; to be more careful in writing/publishing students' textbooks which are compatible with competences needed.
- d. Other researchers: to inspire them in doing the further researches, particularly investigating students' textbooks in other aspects.

CHAPTER II

REVIEW OF LITERATURE

1. Theoretical Framework

This chapter covered review of theoretical study. Theories were needed to explain some concepts applied in the research concerned. The terms were made clearly to avoid confusing the readers. The researcher presented some theories related to the study in order to get the points clearly.

1. Bloom Taxonomy

Bloom's taxonomy refers to taxonomies created for educational objectives, and educational objectives are divided into several domains. Bloom (1956) divides the three parts major of domains, they are (1) Cognitive, (2) Affective and, (3) Psychomotor domains. Each of domain was briefly elaborated below.

1.1 Cognitive Domain

According to Bloom (1956) cognitive domain included those objectives which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills. This is the domain which is most central to the work of much current tests development. It is domain in which most of the work curriculum development has taken place and where the clearest definitions of objectives are to be found phrased as descriptions of student behavior.

Based on the theory above the researcher concluded that cognitive domain is domain that relates to the aspects of human mental skill, human ability of thinking and the acquisition of knowledge. Thus, in learning objective, this domain is usually presented through operational verbs relate to those aspects.

1.2 Affective Domain

Bloom (1956) explained that affective domain include objectives which described changes in interest, attitudes, values, and the development of appreciations and adequate adjustment. Objectives in this domain are not stated very precisely: and, in fact, teachers do not appear to be very clear about the learning experiences which are appropriate to these objectives. It is difficult to describe the behaviors appropriate to these objectives since the internal or covert feelings and emotions are as significant for this domain as are the overt behavioral manifestation. This domain is categorized into sub domains, which include (a) Receiving, (b) Responding, (c) Valuing, (d) Organization and (e) Characterization.

The theory above lead the researcher to took conclusion that affective domain is domain that relates to human behaviors/attitudes involving feelings and emotions as its vital aspects. Thus, in learning objective, this domain is usually represented through operational verbs relate to those aspects.

1.3 Psychomotor Domain

Bloom (1956) said that psychomotor domain is the manipulative or motor-skill area, which is included physical movement, coordination, and use of the motor-

skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures or techniques in execution.

Based on the explanation the researcher deduced that the psychomotor domain is domain that refers or related to motor skills, coordination, and physical movement of human.

2. Cognitive Levels of Blooms' Taxonomy

Levels of cognitive that are originally proposed by Bloom (1956) are classified into six levels. He explained that the learning levels of cognitive domain are knowledge, comprehension, application, analysis, synthesis and evaluation. Then, Anderson and Kratwhol (2001) revised those six levels of cognitive from noun to verb forms. The knowledge becomes remember, comprehension to be understand, and application to apply. Thus, the levels of cognitive domain from revised version are: remember, understand, apply, analyze, evaluate and create.

2.1 Original Version of Cognitive Level

As identified by Bloom (1956) that there are six levels of the cognitive domain, namely (1) Evaluation as the highest, (2) Synthesis, (3) Analysis, (4) Application, (5) and (6) Knowledge. This version is figured out in the following figure.



Figure 2.1 Original Version of Bloom's Taxonomy

a. Knowledge

Knowledge is defined as remembering of previously learned material such as remember terminology, definitions, facts, ideas, patterns, sequences, methodologies, and basic principles.

b. Comprehension

This second level of old Bloom taxonomy, comprehension, is defines as the ability to understand the meaning of material.

c. Application

Application refers to ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principle, laws, and theories.

d. Analysis

Analysis refers to the ability to break in or crack up material into a piece of component. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principle involved.

e. Synthesis

Synthesis belongs to the ability to put parts together to form new whole. a person at the synthesis level will be able to explain the structure or pattern of a previously unseen scenario, and be able to recognize data or information that must be.

f. Evaluation

Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose, using appropriate criteria or standards to ensure the value of its effectiveness or benefits.

2.2 Revised Version of Cognitive Level

Anderson and Kratwohl (2001) revised the six levels of cognitive in Bloom's taxonomy from noun to verb forms. In this case, the knowledge becomes remember, comprehension to be understand, and application to apply. Thus, the levels of the revised cognitive domains are:(1) remember, (2) understand, (3) apply, (4) analyze, (5) evaluate, and (6) create. This version is illustrated in the figures below.

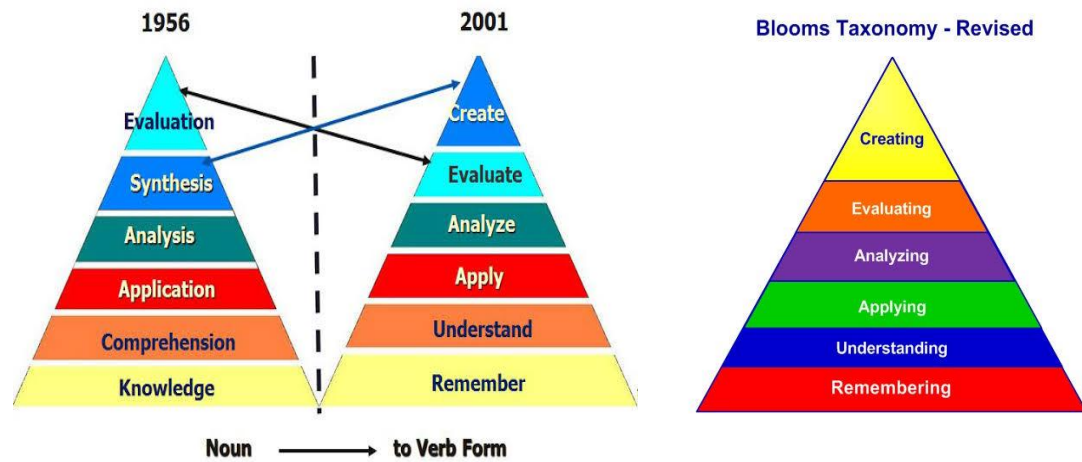


Figure 2.2 Revised Version of Bloom's Taxonomy

a. Remember

Remember level includes brain activity to recall or recognize relevant knowledge from long-term memory. Appropriate learning outcome verbs for this level include: cite, define, describe, identify, label, list, match, name, recall, report, show and tell.

b. Understand

Understand level demonstrates comprehension through one or more forms of explanation. Appropriate learning outcome verbs for this level include: abstract, associate, categorize, clarify, contrast, defend, estimate, interpret, match, outline, paraphrase, summarize, and translate.

c. Apply

Level of Apply is activity to make use of something or use it for practical purpose. Appropriate learning outcome verbs for this level included: apply, carry out, complete, demonstrate, dramatize, employ, manipulate, modify, solve and use.

d. Analyze

Analyze level refers to break material into its constituent parts and determine how the parts relate to one another or discover or reveal something through detailed examination. Appropriate learning outcome verbs for this level includes: analyze, arrange, connect, categorize, detect, diagram, differentiate, discriminate, distinguish, divide, explain, relate, separate, and structure.

e. Evaluating

Evaluating is defined as making judgments based on criteria and standards. An example of evaluate is when a teacher reviews a paper in order to give it a grade. Appropriate learning outcome verbs for this level includes: appraise, argue, asses, contrast, convince, critique, decide, grade, evaluate, select, and validate.

f. Create

Level of create means to build, to assemble, or to produce an object or idea. Appropriate learning outcome verbs for this level includes: make, design, modify, plan, prepare, perform, rewrite, specify, and write.

3. Textbook

One of the most useful in teaching learning process is the textbook. According to Langeenbeach (1997) textbook is a book that presents a body of knowledge in organized and usually simplified manner for purpose of learning. While, Thomson (2000) stated textbook is stimulus or instrument for teaching and learning. Meanwhile, Nunan (2003) defines textbook as learning tools shared by teachers and learners which can be used in systematic and flexible ways, providing a plan for learning, a visible outline of what is to be learned in a classroom, and a bank of resource material and ideas. In the same way, Richards (2001) explain that textbooks are used in different ways in language programs. For example, a reading textbook might be the basis for a course on reading skills, providing both a set of reading tests and exercise for skill practice. A writing textbook might provide model compositions and a list of topics for students to write about. A grammar textbook might serve as a reference book and provide examples as well as exercise to develop grammatical knowledge. A speaking textbook might provide passages for students to read and discuss. A listening textbook together with audiocassettes or CDs might serve as the primary listening input in a listening course.

Based on the definition, the researcher deduced that textbook is one of materials which is most frequently used in teaching learning process and textbook is a book that contains written material to provide lessons in order to guide teaching learning process, also textbook contains of some tasks and questions to help students understand well about the material and help teachers to know the ability of students.

3.1 Types of Textbook

According to Tarigan (1986), there are four basic types of textbooks including: (a) Based on subjects or fields of study (such as in elementary, junior high school, and senior high school). (b) Based on courses in their field (such as in college). (c) Based on approving textbook, and (d) Based on the number of textbook authors.

a. Based on Subjects or Fields Of Study

This type is specified and made specifically for the user such as elementary students, junior high school students and senior high school students.

b. Based on Course in Their Field

This type of book is designed to help students to understand subject matter such as, biology textbook for biology subject, English textbook for English subject, and so on.

c. Based on Approving Textbook

This type is based on who approves the textbook and the textbook was through approval process.

d. Based on the Number of Textbook Authors

This type is divided into single author textbooks and group authors. A single author is a writer who prepares a particular textbook alone (single textbook). Single textbook are usually produced by individual authors.

In other aspect, Surahman (2014) generally differentiated books into four types, namely: (a) source book, (b) reading book, (c) handbook and, (d) textbook. Firstly, the source book is a book that is usually used as a reference, and source for the study of certain sciences, usually containing a complete science study. Secondly, reading books refer books that only function for reading material, for example stories, legends, novels and so on. Thirdly, handbooks belong to books that can be used as guide for teachers or instructors in carrying out the teaching process. In the last, textbook is book that is prepared for the learning process, and contain material or subject matter be taught.

4. English Textbook

According to Fadilah (2018), textbooks are books which are designed to be used in the class accurately compiled and prepared by the experts or experts of the field and compiled with appropriate teaching tool". Then, according to Yulianti (2011) a textbook is an instructional material which consist of content and material of the subject that is well organized in written form and has a great contribution in teaching and learning process. Moreover, Richards (1998) said that textbook is seen as an essential component of instructional design and often viewed as a way of influencing the quality of classroom interaction and language use.

Since, English as one of the subjects applied in the Indonesian education system, of course English textbook needed in English teaching learning, because in general each lesson certainly requires books to support learning activities in order to

create effective and efficient class, therefore English textbooks support the teacher to serve contains of learning. Khoirina and Ananto (2013) defined that English textbook which is one of the main instructional materials covers all macro skill including writing.

In English textbook contains of four basic language skills namely reading, speaking, listening and writing and the subject used in different ways in language programs. For example, in writing skill contains of the main materials of writing skill, some writing tasks and some questions for measuring students' achievement in this skill, and help students maximize their understanding to the subject, it is equal to other language skill.

Based on the explanation above, the researcher took the conclusion that English textbook is course book which is as a tool to delivers materials about English subject through kinds of texts, tasks and questions in order to help student easy understand about English material.

5. Textbook of "Bahasa Inggris for Senior High School Grade XII "

Bahasa Inggris for Senior High School Grade XII is textbook compiled by government within the framework of implementing the 2013 curriculum and it designed to welcome the 21st century learning model. This book describes the minimum effort students to achieve the expected competencies. In accordance with the approach used in the 2013 curriculum, students are invited to dare to look for other learning resources that are available and spread out around it. The role of the

teacher in improving and adjusting the absorption of students with the availability of activities in this book is very important. Teachers can enrich it with creations in the form of other activities that are appropriate and relevant, sourced from the social and natural environment.

The textbook of Bahasa Inggris for Senior High School Grade XII is illustrated as Bahasa Inggris : Buku Siswa Kementerian Pendidikan dan Kebudayaan. Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan, 2018. 176 pages: illus: 25cm. It is intended for SMA/MA/SMK/MAK Grade XII. The details of the book are presented as the following:

ISBN : 978-602-427-106-0
 Writer : Utami Widiati, Zuliati Rohmah, and Furaidah
 Reviewers : Emi Emilia, Helena Indyah Ratna Agustien, and Tri Wiranto
 Editor : Rasti Setya Anggrain
 Providers : PT Gramedia

6. Writing Task in English Textbook

Writing, as one of the four language skill, is important to second language learners. According to Harmer (2004) writing is a way to produce language and express idea, feelings, and opinions. While, Richard (2000) state, writing is functional communication, making learners possible to create imagine words of their own

design. Writing is usually done by someone to express their ideas or imagination. For students, it can provide the opportunity to express themselves through a writing task.

According to Breen (1987) task is any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the tasks. "Task" is assumed to refer to a range of work plans which have the overall purpose of facilitating language learning – from the simple and brief exercise types to more complex and lengthy activities such as group problem-solving or stimulations and decision making. Further, Homstad and Thorson (1994) defined that writing tasks can be used to introduce students to a literary text, and to articulate their own interpretation of text. Besides that, Fauziati (2010) said writing task is primarily on grammar, students will get good marks if the texts are free from errors or have only just very few errors.

From the explanation above, it was concluded that writing is activity to produce the language which comes from thought and express into written form. Then, writing tasks is exercise about writing such as questions and instructions it is provide in order to improve students ability in writing skill, and for teachers, writing tasks is a gauge to determine student's writing ability.

6.1 Purpose of Writing Task

Writing task in English textbook come forth to assert writing for development of linguistics forms, rhetorical structures, and communicative competence. Selecting writing tasks that reflect purposes are inadequate in developing student's writing

confidence and thinking abilities. Through writing task students will considerable in constructing meaning and making decisions in their writing. It is important to ensure that writing experience help students become confident writers and independent thinkers.

6.2 Component of Writing Task

There are some components of writing task that should be completed. Candling (1987) suggests that tasks should contain input, roles, setting, actions, monitoring, outcomes and feedback. Input refers to the data presented for learners to work on. Roles specify the relationship between participants in a task. Setting refers to the classroom and out of class arrangements entitled in the task. Actions are the procedures and sub-tasks to be performed by the learners. Monitoring refers to the supervision of the task in progress. Outcomes are the goals of the task, and feedback refers to evaluate the task. While, Shavelson and Stren (1981) explain that task design should take into consideration the following elements:

- a) Content: the subject to be taught,
- b) Materials: the things that learners can observe/manipulative,
- c) Activities: the things that learners and teacher will be doing during the lesson,
- d) Goals: the teachers' general aim for the task,
- e) Students: their abilities, needs and interest are important, and
- f) Social community: the class as a whole and its sense of group.

Meanwhile, Wright (1987) suggested that tasks minimally contain just two elements. These are input data and goals. Input data which may be provided by materials, teacher or learners and initiating question which instruct learners on what to do with the data. And goals are the vague general intentions behind any given learning task. Goals may relate to a range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behavior.

Based on the explanation above, the researcher deduced that writing task contain of materials, students' interest and needs, and goals. In this case, material refers to data which students get from learning teaching process. Then, students' interest and needs refer to desire and requirement of students , to makes students comfortable and focus in learning teaching process, teachers should selective to provide task. Finally, goals refer to the aim of the tasks. Thus, teacher should be selective in choosing tasks, what kind of tasks that can help students to achieve the goals of learning. In brief, in writing tasks, the components are same with the task components in other subjects but those are different in term of materials. In writing tasks, surely the materials are about writing skill.

6.3 Types of Writing Task

Writing task involve some variations to do. According to Brown (2004), there are four types of writing tasks; they are (1) Imitative, (2) Intensive, (3) Responsive, and (4) Extensive. Each of them is elaborate in the followings.

a. Imitative

This type is concern with the fundamental skill such as handwriting letters, copying, spelling tasks, completing form, one word dictation and pictured cue writing exercise.

b. Intensive

This type requires students to bring their ability in producing vocabulary, the tasks in this type such as dictation of phrases or simple sentences, grammatical transformation and picture description.

c. Responsive

This type focus on how students connect the sentences into a paragraph and create sequenced paragraphs. The tasks in this type such as paraphrasing, guided writing, and paragraph construction.

d. Extensive

This type involves the long process of multiple drafts to construct a final product. The tasks in this type such as essay writing, task in different types of writing (narrative, descriptive, etc.), and tasks in genres of writing.

Then, the types of writing tasks demanded by the syllabus of 2013 curriculum are categorized to be: (a) arranging scrambled word into good sentences, (b) completing text or sentence, (c) writing sentence dealing with grammar, (d) writing short functional texts, and (e) developing vocabulary into sentences. In the first, arranging scrambled word into good sentences belongs to a guide tasks since

paragraphs function as the guidelines. In the second, completing text or sentence is categorized into controlled or guide tasks. It is controlled when the students have right to complete their essays freely. In the third, writing sentences dealing with grammar; it is guide since the students are asked to complete sentences and the sentences function as the guidelines. It was controlled tasks since students asked to write grammatical correctly. In the fourth, writing short functional text; it is guided when there are some guidelines provided. In the last, developing vocabulary into sentences; it is guide tasks when the students have to vocabulary and then developing into the sentences.

7. Cognitive Level in Writing Task

Writing tasks refers not only to evaluating a student's final paper and assigning its grade, but also to measuring a student's knowledge of the elements of writing. Homstad and Thorson (1994) explain that writing tasks can be used to introduce students to a literary text, and to articulate their own interpretation of text. Additionally, Hayes and Flower (1980) classify the various activities that occur during writing and their relationships to the task environment and to the internal knowledge state (cognitive) of the writer.

Each writing tasks has different cognitive level. For example, in level of remember (C1), the cognitive task word such as recognizing and it involves retrieving relevant knowledge from long term memory. In level of understand (C2), the cognitive tasks such as classifying, summarizing, explaining and the determining the

meaning of instructional message, including oral, written and graphic. In level of apply (C3), the cognitive tasks such as implementing and carrying out or using a procedure in a given situation. In level of analyze (4), the cognitive tasks such as organizing and breaking material into parts and detecting how the parts relate to one another and to an overall structure or purpose. In level of evaluate (5), the cognitive task such as making judgments based on criteria and standards. And in level of create (6), the cognitive task like generating or putting elements together to form a novel, coherent whole or make an original product.

7. Relevant Study

There were some previous related studies refer to this present study. The first was the study conducted by Rahayu (2018) that entitles ‘Cognitive levels of reading questions in English textbook for senior high school grade XI’. The study dealt with cognitive levels on reading questions in English textbooks published by Kemendikud and Erlanga. The findings of the research showed that there was one cognitive level not realized namely creating level in English textbook published by Erlangga. Then, reading questions were realized into two kinds only, namely yes-no question and interrogative-word question. Meanwhile, tag question was not found in reading question realization.

The second previous related study was conducted by Pratiwi (2014). It entitles ‘Analysis the Reading Exercises in “Pathway to English” Textbook for the Eleventh Grade of Senior High School Students’. She focused her study on

investigating English textbook regarding reading exercises. The finding of the study indicated that the distribution of the higher order thinking level was lower than the lower order thinking level.

The third study related to the current research was done by Nurul (2018) with the title was 'Cognitive Domain of English Textbook'. In this research, the researcher focused on cognitive level used in English textbook, English Year 5. Her finding showed that the type of cognitive domain reflected in the textbook was Creating as the higher cognitive domain found in "English Year 5" textbook.

The three previous relevant studies above had the similarity and the difference with what the researcher did in this research. All of them focused on the same point, namely cognitive levels analysis found in English textbook. However, they were certainly different in any case. The first and second studies focused on reading skills whereas this present one dealt with writing skill. Then, the third study was also different with this current research in term of the textbook users (students' level). It focused on textbook for primary school while in this study, the researcher focused on textbook for senior high school students.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This study was conducted by used descriptive qualitative research with content analysis design. It was descriptive qualitative since the study tried to describe any object, namely English textbook. In this research, the descriptive qualitative was designed through content analysis because it was intended to analyze any material that has been provided or documented writing tasks in English textbook.

B. Data and Source of Data

The data of this research were writing tasks written in English textbook. Those were obtained from English textbook entitles ‘Bahasa Inggris for Senior High School Grade XII’ which was published by Kemendikbud (2017). This book consisted of eleven chapters with 176 pages.

C. Instrument of the Research

In collecting data the researcher need tools as instruments. Since this research was designed into qualitative one, the researcher herself was the instrument in this research. In this case, she functioned as the key-instrument in performing the research.

D. Technique of Data Collection

In collecting the research data of this study, the researcher used documentation method. Documentation method is a technique of collecting data through document whether books, newspaper, magazine, etc. Furthermore, regarding the data collection method applied, the steps were sequenced below:

1. Reading the writing tasks in the textbook.
2. Identifying the writing task in the textbook.
3. Coding the identified writing tasks in textbook to be easier to classify.
4. Classifying the coded writing tasks in the textbook to make them easier to analyze.

E. Technique of Data Analysis

After collecting the data, those were analyzed qualitatively through three activities as proposed by Miles and Huberman (1994) namely (1) data reduction, (2) data display, and (3) conclusion drawing.

1. Data Reduction

Data reduction means the process of selecting, identifying, classifying and coding the data that are considered important. The researcher reduced the data in this research by applying those all processes.

2. Data Display

Data Display refers to the process of simplifying the data in the form of sentence, narrative, or table. By which, the data that have been reduced in form of patterns that shown. It benefits to help the researcher in understanding data. In this research, the researcher used table included checklist mark in displaying the data in order to be easier to understand.

3. Data Conclusion

In qualitative research, the characteristic of conclusion is temporary. It changes if the researcher does not discover strong evidence to support the next collecting data. However, the conclusion credible if the conclusion in the previous data can be proven through validity and consistency criteria when the researcher is going back to the field. Therefore, in this research, after displaying the data, the researcher took conclusion credibly by providing the trustworthiness of the study.

F. Trustworthiness of the Study

The qualitative research need the validity data to prove if the data are valid or not. In this research, the researcher needed to do credibility test. Test of credibility or a test of trust is the result of data research presented by researcher so that it had no doubt as a scientific work carried out. Then, there are many ways to check the credibility of the data. Usually there are six ways to establish credibility: (1) extension of observation, (2) increase accuracy in research, (3) triangulation (source,

technique, and time), (4) negative case analysis, (5) using reference materials, and (6) membercheck. So, in this research, the researcher did member check to achieve the credibility of this research. It is done by doing discussion with experts (reviewer/examiner) in the process of completing this study.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this chapter the researcher described the research findings as the answer to the formulation of the problems as written in the first chapter. Those problems were what the cognitive levels of writing tasks found in English textbook were and how such writing tasks were realized in English textbook.

1. Level of Cognitive Domain

Referring to the research data analysis that the six types of cognitive levels as proposed by Bloom (1956) and revised by Anderson and Kratwhol (2001) were realized on writing tasks in English textbooks published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. Those cognitive levels were Remember, Understand, Apply, Analyze, Evaluate, and Create levels. In detail, the occurrence and percentage of each cognitive level were presented in the following table.

Table 4.1
The Occurrence & Percentages of Cognitive Domain

NO	Levels of Cognitive Domain	Occurrence	Percentages
1	Remember	18	22.5%
2	Understand	9	11%
3	Apply	19	24%
4	Analyze	21	26%
5	Evaluate	6	7.5%
6	Create	7	8%
	Total	80	100%

Based on Table 4.1, there were six types of cognitive levels realized on writing tasks in English textbook published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. The most level of cognitive domain realized was Analyze Level at 21 occurrences (26%). The second level belonged to Apply Level with 19 times of occurrences (24%). Then, Remember Level of 18 occurrences (22,5%), Understand Level of 9 times (11%), and Create Level of 7 occurrences (8%) were the next levels included in the writing tasks of English textbook. The least level of cognitive domain realized on writing task was Evaluate Level at 6 occurrences (7.5%).

a. Remember Level

Remember level is brain activity to recall or recognize relevant knowledge from long term memory. Appropriate learning outcome verbs for this level include: cite, cite, define, describe, identify, label, list, match, name, recall, report, show and tell. This level was matched with the following research data.

Data 1

Identify the “if clauses” in your text together with your group (WT II.1c)

The data above was classified into Remember Level. It was seen from the use of verb “identify”. This verb was included into remembering level because it only needed the activity to recall or recognize relevant knowledge from long-term memory. Then, the verb “identify” was clearly included as one of operational verb for level of remember.

Data 2

What is the Trending News? (WT V.1a)

The example of writing task as presented in Data 2 also went to remembering level. It was clearly identified from the use of question word “what” in the writing task. It required the activity to define something (Trending News). Additionally, the word of “to define” was also the part of remembering level since it only required the ability of recalling knowledge from long term memory.

b. Understand Level

Understand level demonstrates comprehension through one or more forms of explanation. Appropriate learning outcome verbs for this level include: abstract, associate, categorize, clarify, contrast, defend, estimate, interpret, match, outline, paraphrase, summarize, and translate. This theory was relevant with the data below.

Data 3

Present your text neatly and attractively (WTV.2d)

The data above showed that the writing task refers to understand level. It was seen from the word “present”. The word of “present” is belongs to understand level, because the task asked students to present the text with neatly and attractively, means to answer the task students need the ability of understand to be able present the text with neatly and attractively.

Data 4

Rewrite the lyrics. (WT XI.1a)

The data above also referred to understand level. The task asked students to rewrite the lyrics, in rewrite student need understand surely, when student understand they are able to re-explain, re-write and paraphrase. Wherefore the word “rewrite” were classified on understand level.

c. Apply Level

Apply is activity to use something or use something for practical goal. Appropriate learning outcome verbs for this level included: apply, carry out, complete, demonstrate, dramatize, employ, manipulate, modify, solve and use. This theory was line with the data as follow.

Data 5

Use this sentence to begin your writing (WT V.4b)

Based on the data above, the writing task indicated that the task was involved into applying level. It was seen from the application of verb “use” in the writing task. The verb “use” were classified into apply level. In this task student asked to use or apply the sentence to begin their write.

Data 6

Write down **the commands** (imperative sentences), (WT IX.2b)

Based on the data above, it also showed that the writing task was included into apply level. It was seen from the use of word “the command”. In this task student asked to carry out the commands or imperative sentence. The Activity carry out was classified into applying level.

d. Analyze Level

Analyze level refers to break material into constituent parts and determine how the parts relate to one another or discover or reveal something through detailed examination. Appropriate learning outcome verbs for this level includes: analyze, arrange, connect, categorize, detect, diagram, differentiate, discriminate, distinguish, divide, explain, relate, separate, and structure. This theory referred to these data below.

Data 7

Find other text that uses “if clause” in it. (WT II.1b)

Based on Data 7, it showed that the data were appertain into analyzing level, because the word of “find” went to appropriate learning outcome verbs in analyze level. In this task students asked to detect text which use “if clause” word. Means that students should analyze the text to find or detect “if clause” word on the text.

Data 8

Analyze whether you can find the parts of application letters that you have learn (IV.3b)

Data 8 also displayed that the data went to analyze level, because the verb “analyze” clearly classified into analyze level of cognitive domain. To answer this task student needed to analyze and found whatever parts of application letters.

e. Evaluate Level

Evaluating is defined as making judgments based on criteria and standards. Appropriate learning outcome verbs for this level includes: appraise, argue, asses, contrast, convince, critique, decide, grade, evaluate, select, and validate. This theory was appropriate with the data next.

Data 9

You may give some **corrections and suggestions** in other piece of paper (WTII.2c).

Data 9 expressed that the writing task was appertain in evaluating level. It was seen from the use of word “corrections and suggestion”. This task asked students to give correction and suggestion, means student need to give critique. To give corrections, suggestion or critique students previously do evaluate. The word “critique” is operational word for evaluate level.

Data 10

Work together to write and **edit** news report based on the information you have collected. Study again the previous discussion on the grammar, expressions, and organization of ideas of news report. (WTVII.1e)

Data 10 indicated that the writing task also appertained in evaluating level. It was seen from the use of word “edit”, edit is activity to prepare or presentation by correcting, or revising, “edit” is operational verb for evaluate level. In this task student needed to answer by editing the news report. Before editing the news report, students did evaluation to the news report previously.

f. Create Level

Level of create means to build, to assemble, or to produce an object or idea. Appropriate learning outcome verbs for this level includes: make, design, modify, plan, prepare, perform, specify, and write. This theory interconnected with the data below.

Data 11

Now, **write** a procedural text of your **own** (WT IX.5a).

Data 11 appointed that the data belonged to creating level. It was seen from the use of verb “write and own”. This verb genuinely classified into creating level because, the word “write and own” demanded students to make a procedural text of their own word. In this case, to answer the task student needed the creative thinking ability.

Data 12

Rearrange the following sentences to form a good paragraph (WT IX.7a).

Data 12 revealed that the writing task was also appertain to creating level. It was seen from the use of verb “rearrange”. This verb was classified into creating level because the verb of “rearrange” was activity to modify the text.

2. The Realization of Writing Task

As proposed by Brown (2004) that there are four kinds in realizing a writing task namely; imitative task, intensive task, responsive task and extensive task. Based on the data collected, the researcher found the four kinds of writing tasks were realized in English textbook published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.

a. Imitative

This task concerned with the fundamental skill such as handwriting letters, copy, spelling tasks, completing form, one word dictation and pictured cue writing exercise. This task was in line with the Data 13

Data 13

Use the words in the box to **complete** the sentence (WT XI.1c).

Based on the data above, it showed that the writing task was classified into imitative task because the task commanded students to complete the sentence with the words that had been provided. And the students just needed to answer the task by completing the sentences with the words that had been provided.

b. Intensive

This task required students to bring their ability in producing vocabulary, the tasks in this type such as dictation of phrases or simple sentences, grammatical transformation and picture description. This task was referred to the data below.

Data 14

Write **a caption on each picture** (WT III.3e)

Based on the data above, it showed that the writing task was classified into intensive task because the task commanded to write a caption for each picture. It meant the task required the students to bring their own ability in producing vocabulary.

c. Responsive

This task focuses on how students connect the sentences into a paragraph and create sequenced paragraphs. The tasks in this type are such as paraphrasing, guided writing, and paragraph construction. This task was realized in the following data.

Data 15

Use the following questions to help you select the text. (1)What is the goal? (2) What are the materials/things/ingredients needed? (3)What are the steps to take? (WT IX.1c).

Data 15 showed that the writing task was classified into responsive task because the task provided the instructions to guide students in writing a text. Then, guided writing was classified into responsive task.

d. Extensive

This task involves the long process of multiple drafts to construct a final product. The tasks in this type such as essay writing, task in different types of writing (narrative, descriptive, procedure, etc.), and tasks in genres of writing. This task was provided in Data 16.

Data 16

Now, **write a procedural text** of your own. (WT IX.5a).

Data 16 displayed that the writing task was classified into extensive task because the task asked the students to make a text based on any genres of writing especially in procedural text.

B. Discussion

Referring to the research findings, there were some points to need discussions. Based on the first finding that there were six cognitive levels realized on writing tasks in English textbook published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. Those levels were Remember, Understand, Apply, Analyze, Evaluate and Create. This finding was relevant with the theory as proposed by Bloom (1956) and revised by Anderson and Kratwhol (2001).In

addition, this research was also in line with the research finding gotten by Fadilah (2018) that entitled “Cognitive Domain of English Textbook for Grade 5 Elementary School in Malaysia. Her finding also revealed that there were six levels of cognitive domain applied in English textbook published by Kementrian Pendidikan Malaysia.

The second research finding that there were four kinds of tasks realized on the writing tasks in the English textbook published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud, namely; imitative, intensive, responsive and extensive tasks. The type of writing task that delicate to response was extensive task. It involved the long process of multiple drafts to construct a final product; the students are asked to make essay writing such as defining something by writing a text with their own words. Thus, this second finding was also in line with the theory as proposed by Brown (2004) about kinds of writing tasks.

Based on the discussion above, the researcher concluded that the theories used in this research were well realized. Additionally, the theory as proposed by the expert was also supported by other researches' findings.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the writing tasks in the English textbook published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud based on Bloom's revised cognitive levels, the researcher concluded that:

1. There were six types of cognitive domains realized on writing tasks in English textbook, namely: Remember, Understand, Apply, Analyze, Evaluate, and Create.

In other words, the theory of Bloom's revised cognitive levels worked in this research.

2. There were four kinds of writing tasks applied in English textbook namely, imitative, intensive, responsive and extensive tasks. It meant that the theory of Brown (2004) was also done well in this study.

3. The textbook analyzed in this study tended to High Order Thinking Skills (HOTS). It was seen from the research finding that the use of operational verbs in HOTS categories (Analyze, Evaluate and Create) were more dominant than others.

B. Suggestion

Based on the conclusions, the researcher gave some suggestions as presented below:

1. It was suggested for the English teachers to be more selective in choosing a textbook in order to meet the educational goal in accordance with the curriculum applied.
2. It was suggested for publishers to minimize the errors in skill distributions in order to balance the contents of the textbook.
3. It was suggested for further researchers who would like to conduct the same research to do the deeper and broader analysis.

REFERENCES

- Alnofal, A. I. (2018). Cognitive Levels in Saudi EFL Teachers' and Textbook Questions. *Journal of Language Teaching and Research* , 100-108.
- Ambarwati, Y. M. (2014). An Analysis on Writing Task of English Textbook Entitled Talk Active For The Tenth Grade Student of Senior high School. 1-19.
- Bloom, Benjamin S. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*. New York: Longman.
- Brown, H. d. (2004). *Language Assessment Principles and Classroom*. New York: Longman.
- Eckert, M. A. (2016). Cognitive Components of Developmental Writing Skill. *Psychology in the Schools* , 617-625.
- Fauziati, E. (2010). *Teahing English as a Foreign Language*. Surakarta: Era Pustaka Utama.
- Harmer, J. (2001). *The Practie of English Language Teaching*. Edinburgh: Longman.
- Henry, G. T. (1986). *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Krathwohl, L. W. (2001). *A Taxonomy for Learning Teaching and Assessing*. London: Pearson education.
- Lisa, M. (2018). An Analysis of Writing Material in English Textbook " When English Rings the Bell for Eight Grade. *Retain* , 79-85.
- Nunan, D. (2003). *Practical English Language Teahing*. New York: M Graw Hill.
- Nurul, F. (2018). Cognitive Domain of English Textbook. *Journal of Research on Applied Linguistics Language and Language Learning* , 139-148.
- Pratiwi, 2014. *Analysis of Reading Exercises in pathway to English Textbook for the Eleventh Grade of Senior High School Students*. Thesis. The Syarif Hidayatullah State Islamic University. Jakarta.
- Richards. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Pers.
- Rahayu, 2018. *Cognitive Level of Reading Question in English Textbook for Senior High School Grade XI*

Sulistiyani, 2017. An Analysis of The Textbook " Learning More English 2" for the Eighth Grade of MTs N Surakarta 1 in the 2015/2016 Academic Year. Thesis. Islamic Institute of Surakarta. Surakarta.

Utami Widiati, Z. F. (2018). Bahasa Inggris Kelas XII. Jakarta: Kementerian Pendidikan dan Kebudayaan.

APPENDIX

WRITING TASK IN ENGLISH TEXTBOOK PUBLISHED BY PUSAT KURIKULUM DANPERBUKUAN, BALITBANG, KEMDIKBUD

Chapter / Topic	Task Number	Writing Task	Cognitive Levels						Code
			C1	C2	C3	C4	C5	C6	
II. Why Don't You Visit Seattle?	1	a. Work in groups of 3-5 students.			√				II. 1a. C3
		b. Find other text that uses "if clause" in it.				√			II.1b. C4
		c. Identify the "if clauses" in your text together with your group.	√						II.1c. C1
		d. Find the patterns as well.				√			II.1d. C4
		e. Write the result in the following space.	√						II.1e. C1
	2	a. Exchange your group's work with other group's work.	√						II.2a. C1
		b. Check the work.					√		II.2b. C5
		c. You may give some corrections and suggestions in other piece of paper					√		II.2c. C5
III. Creating	1	a. What's the caption?	√						III.1a. C1
		b. Look at the following picture	√						III.1b. C1
		c. and write a caption for the picture						√	III.1c. C6

Caption s	2	a. Bring a picture from home and			√				III.2a. C3	
		b. Make four copies		√					III.2b. C2	
		c. Distribute them to your friends and				√			III.2c. C4	
		d. Ask them to	√						III.3d. C1	
		e. Write a caption on each picture						√	III.3e. C6	
IV. Do You Know How to Apply for a Job?	1	a. Read the vacancy and	√						IV.1a. C1	
		b. Consider whether you meet the qualification or not				√			IV.1b. C4	
	2	a. Write an application letter to respond to the above job vacancy.						√	IV.2a. C6	
		b. Use these points about parts of application to help you			√				IV.2b. C3	
	3	a. Find another example of application letters in the internet				√			IV.3a. C4	
		b. Analyze whether you can find the parts of application letters that you have learn				√			IV.3b. C4	
		c. Exchange with friends.	√						IV.3c. C1	
		1	a. What is the Trending News?	√						V.1a. C1
			b. Write a piece of news item					√		V.1b. C6
c. by responding to these questions					√				V.1c. C3	
		a. Write a news item.					√		V.2a. C6	

V. Who Was Involve d	2	b. Choose an interesting or newsworthy event that has happened at or around the school.				√			V.2b. C4
		c. Then, follow these steps.			√				V.2c. C3
		d. Present your text neatly and attractively.		√					V.2d. C2
	3	a. Work in pairs. Exchange your writing			√				V.3a. C3
		b. Check your friend's writing					√		V.3b. C5
		c. Pay attention to these points when reading it.				√			V.3c. C4
	4	a. Rewrite the news above using your opinion		√					V.4a. C2
		b. Use this sentence to begin your writing.			√				V.4b. C3
	5	a. Write a news report			√				V.5a. C3
		b. Read it carefully	√						V.5b. C1
		c. Then, follow the instructions bellow!			√				V.5c. C3
	VI. Online School Registr ation	1	a. Summarize the news					√	
b. Cut any news from any newspaper			√						VI.1b. C1
c. And bring it to the class.			√						VI.1c. C1
		a. Follow these steps to make an interesting role-play			√				VII.1a .C3
		b. Choose one of the role plays provided below.				√			VII.1b .C4
		c. Work in groups of four to five.			√				VII.1c .C3

VII. It's Garbage In Art Works Out	1	d. Look for interesting things in the class and school or around that are worth reporting.				√		VII.1d .C4
		e. Work together to write and edit news report based on the information you have collected. Study again the previous discussion on the grammar, expressions, and organization of ideas of news report.					√	VII.1e .C5
		f. Decide who will be the broadcaster, reporter, and actor.			√			VII.1f .C3
	1	a. In groups, find a procedure text about how to make something or how to do something.				√		IX.1a. C4
		b. You can go to library or search in the internet				√		IX.1b. C5
		c. Use the following questions to help you select the text.			√			IX.1c. C3
	2	a. Look through your text				√		IX.2a. C4
		b. Write down the commands (imperative sentences).			√			IX.2b. C3
		c. Share what your group has with the class.		√				IX.2c. C2
	3	a. Look through your text.				√		IX.3a. C4
		b. Write down the tie sequencers.			√			IX.3b. C3
		c. Share what your group has with the class		√				IX.3c. C2
			a. Look through your text.				√	IX.4a. C4

IX. Do It Carefully!	4	b. Write down the adverbials.			√				IX.4b. C3
		c. Share what your group has with the class		√					IX.4c. C2
	5	a. Now, write a procedural text of your own						√	IX.5a. C6
		b. Choose a goal that you are good at.				√			IX.5b. C4
		c. You can go to library or search in the internet				√			IX.5c. C4
		d. Use these points when writing the text.			√				IX.5d. C3
	6	a. Exchange your writings with other pairs.	√						IX.6a. C1
		b. Work in pairs to edit the text				√			IX.6b. C4
		c. Check your friends' writing.					√		IX.6c. C5
		d. Pay attention to these points when reading it.	√						IX.6d. C1
	7	a. Rearrange the following sentences to form a good paragraph.						√	IX.7a. C6
	1	a. Rewrite the lyrics.		√					XI.1a. C2
		b. Refer back to the lyrics in sub B.	√						XI.1b. C1
		c. Use the words in the box to complete the sentence			√				XI.1c. C3
	a. Do the comprehension questions			√				XI.2a. C3	

XI. Let's Make a Better World for All	2	b. Read again the lyrics of the song above, then, answer this following questions	√						XI.2b. C1
		1. What does the title describe?	√						XI.2c 1. C1
		2. How does the composer describe the world that we live in now?				√			XI.2c 2. C4
		3. Mention some phrases from the lyrics		√					XI.2c 3. C2
		4. What dream does the singer have about this world?	√						XI.2c 4. C1
		5. How can the dream be realized?				√			XI.2c 5. C4
		6. What is one thing that can solve problems in this world?		√					XI.2c 6. C2
7. What do you understand about these lines?				√			XI.2c 7.C4		




**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

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Mardiah
NPM : 1602050085
Program Studi : Pendidikan Bahasa Inggris
IPK Kumulatif : 135 SKS IPK = 3,51

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Cognitive Levels on Writing Tasks in English Textbook for Senior High School Grade XII	
	Stylistic Analysis on William Golding Novel Lord of The Flies	
	An Error Analysis on The Use of Future Tense in Student's Conditional Sentences	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 7 April 2020

Hormat Pemohon,


Mardiah

- Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Prodi
 - Untuk Mahasiswa yang bersangkutan



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

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Mardiah
NPM : 1602050085
ProgramStudi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Cognitive Levels on Writing Tasks in English Textbook for Senior High School Grade XII

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Yenni Hasnah, S. Pd, M. Hum
Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

acc Pp

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

Medan, 17 April 2020
Hormat Pemohon,

Mardiah

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



FORM K 3

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

Nomor : 736/II.3/UMSU-02/F/2020
Lamp. : ---
Hal : **Pengesahan Proposal dan
Dosen Pembimbing**

Bismillahirrahmanirrahiim
Assalamu'alaikumWr. Wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proposal skripsi dan Dosen Pembimbing bagi mahasiswa yang tersebut di bawah ini :

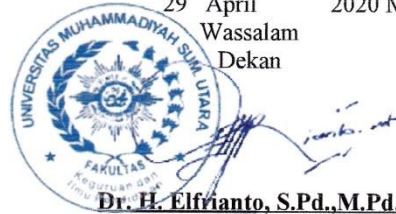
Nama : **Mardiah**
N P M : 1602050085
Progam Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Cognitive Levels on Writing Tasks in English Textbook for Senior High School Grade XII

Pembimbing : **Yenni Hasnah, S. Pd, M. Hum**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal skripsi dengan ketentuan sebagai berikut :

1. Penulisan berpedoman kepada ketentuan atau buku *Panduan Penulisan Skripsi* yang telah ditetapkan oleh Dekan
2. Proposal Skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditetapkan.
3. Masa Daluarsa tanggal : **29 April 2021**

Medan, 06 Ramadhan 1441 H
29 April 2020 M
Wassalam
Dekan



Dr. H. Elfrianto, S.Pd.,M.Pd.

Dibuat Rangkap 4 :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Dosen Pembimbing
4. Mahasiswa yang bersangkutan
(**WAJIB MENGIKUTI SEMINAR**)



UMSU
Universitas Muhammadiyah Sumatera Utara
Bila membuat surat ini agar disebutkan nomor dan tanggalnya

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

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 905/II.3/UMSU-02/F2020 Medan, 20 Syawal 1441 H
Lamp. : -- 12 Juni 2020 M
Hal : Mohon Izin Riset

Kepada Yth.:
Bapak/Ibu Kepala Perpustakaan UMSU
Di
Tempat


Assalamu'alaikum Warahmatullahi Wabarakatuh.

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

N a m a : **Mardiah**
NPM : 1602050085
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Cognitive Levels on Writing Tasks in English Textbook for Senior High School Grade XII.

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

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


Dekan
Dr. H. Elfrianto S.Pd., M.Pd.
NIDN : 0115057302

Tembusan :
- Peringgal



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 : MARDIAH
NPM : 1602050085
Program Studi : Pendidikan Bahasa Inggris
: Cognitive Levels on Writing Tasks in English Textbook
JudulSkripsi for Senior High School Grade XII

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
10/03/2020	Consulting research title	
23/03/2020	Approving the research title	
29/04/2020	Cover Chapter I; Background-significance Chapter II: Theoretical Framework- Relevant Studies Chapter III: research design-data analysis	
08/05/2020	Cover & Chapter I-III	
13/05/2020	Table of Contents, Chapter I-III, and References	
14/05/2020	Table of Contents, Chapter I-III, and References	
15/05/2020	Ratifying research proposal to proceed on the seminar	

Diketahui/Disetujui
Ketua Prodi Bahasa Inggris

Medan, 15 Mei 2020
Dosen Pembimbing

Mandra Saragih, S.Pd., M. Hum

Yenni Hasnah, S.Pd., M. Hum



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: .../Ket/II.10-AU/UMSU-P/M/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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

Nama : MARDIAH
NPM : 1602050085
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 Levels on Writing Tasks in English Textbook for Senior High School Grade XII"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 18 Safar 1442 H
06 Oktober 2020 M

Kepala UPT Perpustakaan,



Muhammad Arifin, S.Pd, M.Pd

DAFTAR RIWAYAT HIDUP

1. Data Pribadi

Nama : Mardiah
NPM : 1602050085
Tempat dan Tanggal Lahir : Medan, 13 Maret 1997
Jenis Kelamin : Perempuan
Agama : Islam
Kewarganegaraan : Indonesia
Anak Ke : 4 (empat) Dari 6 (enam) Bersaudara
Alamat : Jln.Pasar Nippon Gg Bestari No 03
No. Telephone : 085270538952
Email : diah.thamrin91@gmail.com

2. Data Orang Tua

Nama Ayah : Thamrin
Nama Ibu : Hamidah
Pekerjaan Ayah : Pegawai Swasta
Pekerjaan Ibu : Pegawai Swasta
Alamat : Jln.Pasar Nippon Gg Bestari No 03
No. Telephone : 082367169567

3. Data Pendidikan Formal

Sekolah Dasar : SD Negeri 066430
Sekolah Menengah Tingkat Pertama : SMP Swasta Muhammadiyah 06
Sekolah Menengah Tingkat Atas : SMA Swasta Budi Agung
Perguruan Tinggi : UMSU

Medan, 11 November 2020



(Mardiah)