AN ANALYSIS OF COGNITIVE PROCESS DIMENSION IN THE READING TEST OF ENGLISH TEXTBOOK ENTITLED "BUPENA ENGLISH" FOR NINTH-GRADE STUDENTS OF JUNIOR HIGH SCHOOL

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Abstract

This study aimed to analyze the category of cognitive process dimension of revised bloom's taxonomy and the types of reading test in the reading test of English textbook entitled "Bupena English" for ninth-grade students of junior high school. It used a content analysis as the type of qualitative approach. Document analysis was used in collecting the data. The data of this research was the entire of reading test. Based on the finding, the most dominant category represented was "understand" category which consist of 322 items or 40%, and the lowest was create which consist 21 items or 3%. The most dominant type of reading test was "open-ended and miscellaneous items" which consist 21 times or 27%, and one of type reading test which didn't represent in the English textbook was cursory reading.

Kata kunci: cognitive process dimension, reading test, textbook

1. Introduction

Reading is a basic skill which it becomes an interaction between text and the reader. Therefore, the reader can increase their knowledge and insight by reading. The readers could read newspaper, workbooks, textbooks, etc. It can be used according to the language program. Besides, it has advantages and disadvantages. It means the role

of the students is needed to choose an appropriate textbook to the students' need. In addition, the content of English textbook has such as materials, illustrations, and test.

The test is a subset of assessment. The assessment is a continuing process that includes a much broader domain when the students reply to a question, give a comment, or produce word or structure, and the teacher creates assessment of the students' performances. One of test that can be assessed in the teaching and learning process is reading test.

Reading test is closely related to practice material that used by the teacher to increase the students' reading skills. Reading test has some of types reading test; matching test, true or false reading tests, multiple choices, completion items, rearrangement items, cloze procedure, open-ended and miscellaneous items, and cursory reading. It will increase the students' thinking ability. Besides, thinking ability is related to the cognitive process dimension of revised bloom's taxonomy.

According to the cognitive process dimension, it involves the process of information as well as the growth of thinking skills and abilities. The cognitive process dimension of revised bloom's taxonomy has six levels which it has been revised by Anderson and Krathwohl; remember, understand, apply, analyze, evaluate, and create. Those will be needed by the students in the teaching and learning process.

Based on preliminary study, the students couldn't remember what they have learned in the classroom, didn't have enough vocabulary, and were unconfident. Whereas, in the English education process, students could remember, understand, apply, analyze, evaluate, and create what they have learned in the class.

According to the explanation above, the researcher was concerned to analyze the reading test and types of reading test that found in English textbook entitled "Bupena English" by Erlangga for ninth-grade students of junior high school.

This research is not the first research in analyzing reading test. The researcher found some research that related to this study, some of them are; (1) Article in Journal by Kurnia Atiullah, Sri Wuli Fitriati, and Dwi Rukmini "Using Revised Bloom's Taxonomy to Evaluate Higher Order Thinking Skills (HOTS) in Reading Comprehension Questions of English Textbook for X of High School", 2019. The similarities are both researchers analyzed the reading test based on Revised Bloom's Taxonomy and differences are previous research analyzed English textbook by ministry of education while this research analyzed English textbook by Erlangga, analyzed the order thinking skills (HOTS) while this research analyzed the cognitive process dimension, and applied intuitive approach to the analysis of qualitative data while this research used the qualitative approach, content analysis by Donald Ary, at, al.

Another studies is a Thesis by Yasya Indillah, "An Analysis of Reading Comprehension Question by Using Revised Bloom's Taxonomy through Quizizz Application", 2020. The similarities are both researchers analyze the reading test in the textbook according to cognitive domain of Revised Bloom's Taxonomy, and both researchers used qualitative approach. The differences are previous research analyzed Quizizz Application while this research analyzed English textbook.

A Journal by Maha Nader Tayyeh, Asst. Prof. Sabeeha Hamza Dehham, and Asst. Prof. Dr. Hadeel Aziz Muhammed, "An Analysis of Reading Comprehension Questions in English Textbook "English for Iraq" According to Revised Bloom's Taxonomy", 2021. The similarities are both researchers analyze the reading test in the textbook according to cognitive domain of Revised Bloom's Taxonomy. The differences are previous research analyzed textbook "English for Iraq" while this research analyzed textbook "Bupena English", and previous research used mixed method of content analysis while this research used the qualitative approach, content analysis by Donald Ary, et al.

Meanwhile, the differences between this research with three pieces of previous research were to examine the types of reading tests by J.B. Heaton in the English textbook entitled "Bupena English" for ninth-grade students in junior high school and the researcher applied the content analysis by Donald Ary, et al. as the type of qualitative approach.

The cognitive process dimension of revised bloom's taxonomy involves the information process as well as thinking skills and abilities development(Singh, 2019). The Taxonomy system idea was designed by college examiners in 1948 years. It was recognized in 1956 under the leadership of Dr. Benyamin Bloom as an educational psychologist but A revision of Bloom's Taxonomy was published by Anderson, Krathwohl, and colleagues in 2001. It was named Bloom's Revised Taxonomy. Usman and Muslem (2019) suggest that the significant changes are the use of the verb to describe an action and the position of cognitive level that evaluate (C5) comes before create (C6). Those are described in the following;
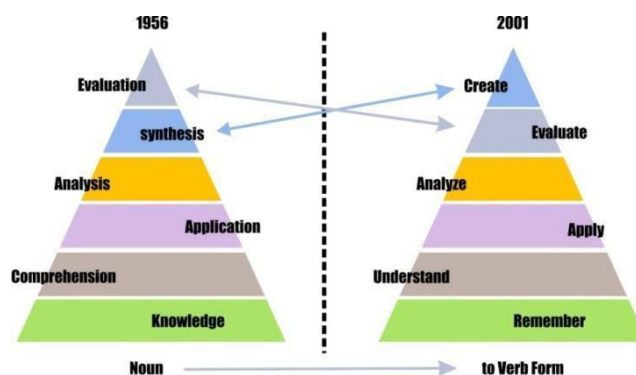
Picture 1. The Differences of Bloom's Taxonomy and
Revised Bloom's Taxonomy

Cognitive process dimension of revised bloom's taxonomy consist six categories based on Anderson and Krathwohl (2001). There are;

1. Remember; recognizing, and recalling.
2. Understand; interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
3. Apply; executing, and implementing.
4. Analyze; differentiating, organizing, and attributing.
5. Evaluate; checking, and critiquing.
6. Create; generating, planning, and producing.

According to explanation of cognitive process dimension by Revised Bloom's Taxonomy, the six categories may extent the students' understanding and develop students' thinking ability.

The types of reading test based on J. B. Heaton. There are;

1. Matching test
2. True or false reading test
3. Multiple choices
4. Completions items
5. Rearrangement items
6. Cloze procedure
7. Open-ended and miscellaneous items
8. Cursory reading

Some ways to examine the students' reading comprehension can be done as the explanation above. Several item types are suitable to examine certain reading comprehension rather than other types.

2. Method

This research used a qualitative approach. Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down

into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data.   This research used content analysis as a type of qualitative approach. The content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. Therefore, in this research, the researcher analyzed and interpreted the category of cognitive process dimension based on Revised Bloom's Taxonomy and types of reading test based on J. B. Heaton in the reading test of English textbook entitled "Bupena English" for ninth-grade students' junior high school.

The data was taken from the entire reading test in the textbook. There were sixty-five reading tests as the total of assignment and evaluation tests provided in the English textbook. The detail could be seen in the following table;

Table 1
Total Reading Test in the Textbook

No	Chapter	Assignment	Evaluation	Total	Page
1.	Chapter I	3	1	4	1-12
2.	Chapter II	3	1	4	13-24
3.	Chapter III	3	1	4	25-40
4.	Chapter IV	5	1	6	41-60
5.	Chapter V	6	1	7	61-72
6.	Chapter VI	7	1	8	73-84
7.	Chapter VII	7	1	8	85-102
8.	Chapter VIII	7	1	8	103-114
9.	Chapter IX	7	1	8	115-136
10.	Chapter X	7	1	8	137-155
Total Reading Test		**55**	**10**	**65**	

In this research, the main sources of data were taken from an English Textbook Entitled "Bupena English" for Ninth Grade Students of Junior High School. It was published by Erlangga.

The researcher used document analysis to collect the data. Document analysis can be off written or text-based artifacts (textbooks, novels, journals, meeting minutes, letters, etc.) or non-written records (photographs, audiotapes, videotapes, etc.) (Ary et al., 2010). The steps were; Preliminary study; Interviwed the English teacher and students to decide the textbook, deciding: English Textbook "Bupena English" for ninth- grade students of junior high school, and document analysis: buying the English textbook entitled "Bupena English" by Erlangga, familiarizing the English textbook

deeper, identifying the reading test based on categories of cognitive processs dimension of revised bloom's taxonomy and the types of reading test based on J. B. Heaton, classifying the reading test based on its categories and types, and deciding the reading test to be analyzed.

In this research, the researcher used content analysis based on Donald Ary et, al (2010), theory to analyze the data. There were some steps used to analyze the data. Those were Familiarizing and organizing, coding and reducing, and interpreting and representing;

This research applied an investigator triangulation. The type of this triangulation is often used by the researcher who used library research. Investigator triangulation engages independently by more than one observer (Cohen, 2018). The steps were; Researcher analyzes the data individually, researcher meets and discusses with two investigators, researcher checks and compares the result of analyzing data from investigators, and researcher decides whether it needs to be revised or not based on the validity result.

3. Findings and Discussion

Cognitive process dimension of revised bloom's taxonomy represented in the reading test of English textbook entitled "Bupena English" for ninth-grade students of junior high school

Remembering. Researcher found remember category in the entire chapters. The total of remember category represented in the English textbook entitled "Bupena English" for ninth-grade students of junior high school was 167 (one hundred sixty- seven) items. The total percentage of remember category in the textbook was 21%. The indicators of remember category that appeared in the reading test were recognizing and recalling.

Understanding. The researcher found understand category in some chapters. The total of remember category represented in the English textbook entitled "Bupena English" for ninth-grade students of junior high school was 322 (three hundred twenty- two) items. The total percentage of remember category in the textbook was 40%. The indicators of understand category that appeared in the reading test were interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

Applying. The researcher found understand category in some chapters. Total of apply category represented in the English textbook entitled "Bupena English" for ninth-grade students of junior high school was 126 (one hundred twenty-six) items. The total

percentage of remember category in the textbook was 16%. The indicators of apply category that appeared in the reading test were executing and implementing.

*Analyzing.*The researcher found analyze category in some chapters. The total of analyze category represented in the English textbook entitled "Bupena English" for ninth-grade students of junior high school was 90 (ninety) items. The total percentage of analyze category in the textbook was 11%. %. The indicators of analyze category that appeared in the reading test were differentiating, organizing, and attributing.

Evaluating. The researcher found evaluate category in some chapters. The total of evaluate category represented in the English textbook entitled "Bupena English" for ninth-grade students of junior high school was 68 (sixty-eight) items. The total percentage of analyze category in the textbook was 9%. The indicators of evaluate category that appeared in the reading test were checking, and critiquing.

*Creating.*The researcher found create category in some chapters. The total of create category represented in the English textbook entitled "Bupena English" for ninth-grade students of junior high school was 21 (twenty one) items. The total percentage of analyze category in the textbook was 3%. The indicators of create category that appeared in the reading test were generating, planning, and producing.

Types reading test represented in the reading test of English textbook entitled "Bupena English" for ninth-grade students of junior high school

a. Matching test. The researcher found matching test in some chapters. The total matching test types in the English textbook entitled "Bupena English" for ninth-grade students of junior high school was 10 (ten) types. The percentage of matching test types in the textbook was 13%.
b. True or false reading. The researcher found true or false reading test in some chapters. The total of true or false reading test in the English textbook entitled "Bupena English" for ninth-grade students of junior high school was 6 (six) types. The percentage of true or false reading test types in the textbook was 8%.
c. Multiple choices. The researcher found multiple choices in the entire chapters. The total of multiple choices in the English textbook entitled "Bupena English" for ninth-grade students of junior high school was 18 (eighteen) types. The percentage of multiple choices types in the textbook was 23%.
d. Completion items. The researcher found completion item in some chapters. The total of completion items type in the English textbook entitled "Bupena English" for ninth-grade students of junior high school was 12 (twelve) types. The percentage of completion items types in the textbook was 16%.

e. Rearrangement items. The researcher found rearrangement items in some chapters. The total of rearrangement items type in the English textbook entitled "Bupena English" for ninth-grade students of junior high school was 2 (two) types. The percentage of rearrangement items type in the textbook was 3%.

f. Cloze procedure. The researcher found cloze procedure in some chapters. The total of cloze procedure type in the English textbook entitled "Bupena English" for ninth-grade students of junior high school was 8 (eight) types. The percentage of cloze procedure type in the textbook was 10%.

g. Open-ended and miscellaneous items. The researcher found open-ended and miscellaneous items in some chapters. The total of open-ended and miscellaneous items type in the English textbook entitled "Bupena English" for ninth-grade students of junior high school was 21 (twenty one) types. The percentage of open- ended and miscellaneous items type in the textbook was 27%.

The researcher found all categories in the reading test of English textbook which explained in the finding. One of category that found in the reading test of English textbook was;

Data: CH3.P27.A1

Question Number: 2

According to Anderson and Krathwohl's (2001), remembering is recovering relevant knowledge from the long-term memory. Remembering knowledge is meaningful learning to solve the problem in more complexes. The students can be assessed in the simplest process category by giving them recognition or recall task under conditions very similar to those in which students learned the material. In recalling, the students seek long term memory to find a few of information and bring the information to the working memory which it can be processed. Therefore, the student could recall what they learned about vocabularies itself to answer the question given.

The researcher found seventh types of reading test in the English textbook which explained in the finding. One of data was;

Data: CH4.P3.A1
Question Number: 1

The data showed that the reading test provided a picture and some sentences. The test ordered the student to match the vocabulary to the appropriate sentence. According to the J. B. Heaton theory, matching test is focused on word and sentence recognition. The student discriminates visually between words that are spelled in similar ways. In matching test, there are three kinds of matching test; word matching, sentence matching, and pictures and sentence matching.

According to the test provided, the test was into pictures and sentence matching. Pictures and sentence matching are the students concentrating on word and sentence comprehension by using pictures to test this skill (Heaton, 1988). The test maker provided a picture and some the different sentence but there was a sentence that fits the picture itself. Thus, this test included in the term of matching test.

4. Conclusion and suggestion

The researcher found some findings. 1) There were six categories of cognitive process dimension found in the reading test of this English textbook. Based on the finding, the most dominant category represented was "understand" category which consist of 322 items or 40%. Remember was 167 items or 21%, apply was 126 items or 16%, analyze was 90 items or 11%, evaluate was 68 items or 9%, and the lowest was create which consist 21 items or 3%. 2) There were seven types of reading tests represented in the English textbook. The most dominant type of reading test was "open-ended and miscellaneous items" which consist 21 times or 27%. The matching test was 10 times or 13%, true or false reading test was 6 times or 8%, multiple choices were 18 times or 23%, completion items was 12 times or 16%, rearrangement items was 2 times or 3%, cloze

procedure was 8 times or 10%. There was one of type reading test which didn't represent in the English textbook. It was cursory reading. In addition, the entire reading test was represented by the cognitive process dimension of revised bloom's taxonomy. The researcher suggested other researchers can analyze the effective and psychomotor of English textbook and use a better technique in analyzing the data.

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