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EXPLORING COGNITIVE DOMAIN OF REVISED TAXONOMY BLOOM ON MY NEXT WORDS GRADE 1 ENGLISH TEXTBOOK

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ABSTRACT

The purpose of this study is to identify cognitive domain categories included in the textbook used to teach English for first-grade elementary school students in Indonesia. The study's findings can help publishers and educators understand textbook material and determine if more content is needed to achieve national requirements. The identification was based on the revised Bloom's taxonomy, which proposes six degrees of cognitive dimension. The authors adopt the qualitative method. The activities were categorized according to the levels of the cognitive dimensions, and the data were arranged in the data analysis table. The result showed that there were 82 tasks in the textbook. 46 (56,1%) remembering, 12 (14,6%) understanding, 15 (18,3%) applying, 9 (11%) analyzing, 0 (0%) evaluating, and 0 (0%) creating. Moreover, 73 activities were classified as lower order thinking (LOTS) and 9 activities as higher order thinking (HOTS) activities. The main task was remembering which the highest cognitive level listed in the Revised Bloom's Taxonomy. Furthermore, there are considerable differences in how LOTS and HOTS tasks are distributed throughout chapters but some chapters also do not have HOTS. These results imply that students' higher-order thinking skills (HOTS) may not be sufficiently developed by depending just on the textbook.

Keywords: Cognitive Domain, Revised Bloom's Taxonomy, LOTS

INTRODUCTION

English textbook is media for teaching and learning English. In schools, a lot of teachers rely on textbooks as their primary source of content (Herdiansyah & Pujiati, 2021). It has materials and exercises that are meant to make it easier for students to develop their language skills. English textbooks normally have different types of grammar, vocabulary, reading comprehension, listening, speaking among other sample questions and exercises that enhance the student's English abilities. The best text books in English need to be clear and have specific objectives as well as approaches as they need a catchy design coupled with easy understanding organization too. Language content must be comprehensive; therefore, it should include grammar rules, words' meanings and correct use of sounds for learners at various levels. Additionally, the textbook should provide opportunities for students to practice and apply language skills like reading, writing, listening or speaking thereby encouraging critical thinking and analytical thought on relevant topics of interest.

Merdeka Curriculum is an introduction to a curriculum that has been made in Indonesia which is there to support the national education vision and learning

recovery. This system is more flexible and deals with core materials as well as learner´s character development and competencies. By permitting teachers to have a choice of teaching resources, this curriculum enables learning to be adapted towards the interests and requirements of individual students. Merdeka learning is a form of education that gives students and their teachers the freedom to express their creativity in order to make learning enjoyable and fulfilling.(Shadri et al., 2023) Furthermore, Merdeka curriculum highlights soft skills and personality development.

Rena, Kamil, and Al-Baaekani (2023) stated that teachers frequently confront difficulties while selecting textbooks that meet the needs of students in the classroom. The challenges arise from different aspects such as the numerous ranges of student proficiency levels plus the need for culturally appropriate and interesting content that also relates to curriculum standards. Moreover, teachers should ignore balance between grammar, vocabulary, reading and writing skills within a textbook but instead focus on an all-encompassing language development resource. Consequently, this leads us into talking about how teachers typically do waste quite a bit of their time and energy in going through various textbooks not just for finding suitable ones which can address different learning styles and needs among students while at same time aligning with overall educational goals but also to see if they can fit all those jigsaw pieces together.

Textbooks design with Bloom's taxonomy in mind can help teachers create more complex and varied courses, exposing students to a range of question types and assignments that need higher order thinking. Bloom's Taxonomy is a framework, which has some categories (Herdiansyah & Pujiati, 2021). A systematic framework is what Bloom's taxonomy offers to test the varying levels of student understanding and cognitive ability from simple knowledge to higher analysis and assessment. When researchers view textbooks through this framework, they are able to see how much the subject matter contributes towards developing a student's cognitive skills at large. This study can also guide curriculum developers and authors of textbooks on areas that need attention for improving quality of instructional materials; in case it is determined that existing textbooks do not address specific aspects of Bloom's taxonomy, recommendations resulting from this research could be used for further revision efforts. These revisions aim not only at meeting academic standards but also ensuring that support is provided

throughout students' cognitive development.

The background of this research can be explained by highlighting the development of Bloom's taxonomy theory that has been updated and its relevance in the context of education. The Revised Bloom's Taxonomy offers a more dynamic and structured approach to categorizing learning objectives, both cognitively and affectively. In the context of teaching English to 1st-grade students, the application of this taxonomy can be very beneficial in helping educators design curricula that are more targeted and aligned with the cognitive development stages of children. The importance of this research lies in how the textbook used in English learning for 1st grade, *My Next Words*, can integrate the Revised Bloom's Taxonomy in developing learning materials that support students' cognitive development. This textbook, as the primary teaching resource, should not only provide content based on memorization but also include aspects that encourage the development of higher-order thinking skills that align with the revised Bloom's taxonomy.

Revised Bloom's Taxonomy and LOTS-HOTS are terms used in cognitive analysis in education. Bloom's taxonomy has six cognitive tiers, namely remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6). LOTS-HOTS is used to categorize students' thinking ability into two levels: LOTS (Lower Order Thinking Skills) and HOTS (Higher Order Thinking Skills). LOTS includes lower order thinking skills, such as remembering, understanding, and applying knowledge. While HOTS includes higher order thinking skills, such as analyzing, evaluating, and creating information. According to Nurmatova and Altun (2023) one benefit of using Bloom's Taxonomy even for inexperienced educators is that it helps students develop their critical thinking skills. The quality of the questions and the critical thinking abilities of the students are enhanced by this study.

The existence of High Order Thinking Skills (HOTS) and Low Order Thinking Skills (LOTS) in textbooks has been the subject of several research. Such research that was carried out by Rustiyani, Sofyan, and Syafryadin (2021) titled "Levels of Cognitive Domain of Tasks in English Textbooks for Senior High School: A Revised Bloom's Taxonomy Analyses" using Revised Bloom's Taxonomy. Another researched by Rena et al. (2023) titled "An Analysis of Speaking Activities in Indonesian ELT Textbook Based on Cognitive Domain of Bloom's Taxonomy Revised" in speaking exercises of the

textbook. In this analysis, the author chose the book “My Next Word Grade 1 - Student Book for Elementary School” because the author wants to know whether HOTS in the grade 1 textbook is comparable to LOTS because it is seen from the thickness of the textbook. Authors also want to see if this learning support textbook is suitable for grade one to improve their four skills. This study offers a new approach by examining the *My Next Words* textbook through the lens of the Revised Bloom's Taxonomy, with a focus on applying various cognitive levels suitable for young children. This opens new insights into how textbooks used in elementary schools can facilitate the development of critical and analytical thinking skills at a level appropriate to the cognitive development of 1st-grade students

RESEARCH METHODS

The researchers used a qualitative research method for their study. By employing qualitative techniques such as content analysis they were able to gather rich, detailed data on how the textbook aligns with Bloom's taxonomy. This approach allowed the researchers to capture nuanced insights into the cognitive demands placed on students and the ways in which different levels of thinking skills are addressed. The creation of substantial "quantities" might benefit greatly from the use of qualitative methodologies (Shoshanna, 1999). Through careful coding and thematic analysis, they were able to identify patterns and themes that provided a comprehensive understanding of the textbook's effectiveness in promoting higher-order thinking. Additionally, the qualitative method facilitated an examination of the contextual factors influencing the textbook's use in the classroom, providing a holistic view of its impact on teaching and learning processes. This in-depth, contextualized analysis was crucial for drawing meaningful conclusions and making informed recommendations for educators and curriculum developers.

This study focused on the assignments in the My Next Word Grade 1 Textbook which written by Lala Intan Gemala, Heni Dwi Utami, Ulin Farichah and published by Pusat Kurikulum Dan Perbukuan on 2021 by examining them using the Revised Bloom's Taxonomy's cognitive
domain levels. The textbook is implementing the Merdeka curriculum. The textbook consists of 13 chapters divided into two semesters.

Using the Revised Bloom's Taxonomy, the researcher in this study used a data analysis table to categorize the activities according to their cognitive level.

Using the framework provided by the Revised Bloom's Taxonomy table, the activities were assessed to establish the cognitive level to which they corresponded: remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), or creating (C6). For educators looking to create evaluations and educational objectives that are appropriate for their students' levels, Bloom's Taxonomy provides invaluable advice (Nurmatova & Altun, 2023). This analysis's main goal was to establish if the exercises belonged in the Higher Order Thinking Skills (HOTS) or Low Order Thinking Skills (LOTS) categories, and which type was more prevalent in the textbook. The process by which researchers choose, recognize, categorize, and code the relevant information for their study is known as data reduction. At this stage, tasks (instructional items or questioning stems) were analyzed using Revised Bloom's taxonomy in order to reduce the amount of data. The process of displaying data as a sentence, narrative, or table is known as data display. The data in this study were shown using a table by the researcher. After analyzing the data by doing data reduction and displaying data then the researcher drew conclusion or withdrew verification.

There were several phases involved in the data analysis techniques procedure. First, the author read the textbook's instructional material or questioning stems. Second, in order to determine which level of the Revised Bloom's Taxonomy remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), or creating(C6), the author grouped the instructional items/questioning stems. Every chapter included an analysis of the data. Third authors classified as either LOTS or HOTS based on its cognitive level. The author then tallied how many questioning stems and instructional pieces were included in each category. Finally, the writer interpreted the result of data analysis.

FINDINGS AND DISCUSSION

In the analysis of this textbook, a total of 82 activities were examined. These activities were distributed across various cognitive levels as follows: 46 activities (56,1%) were categorized under remembering, 12 activities (14,6%) under understanding, 15 activities (18,3%) under applying, 9 activities (11%) under analyzing, and 0 activities (0%) under evaluating and creating. The detailed distribution of these activities is presented in the table below:

Table 1. Frequencies of and Percentages of Activities in Six Levels of the Cognitive

NO	CHAPTER	COGNITIVE DIMENSIONS						TOTAL
		C1	C2	C3	C4	C5	C6	

1	Chapter 1 :	5	2	3	-	-	-	10
		50%	20%	30%	-	-	-	100%
2	Chapter 2 :	2	-	2	1	-	-	5
		40%	-	40%	20%	-	-	100%
3	Chapter 3 :	2	-	1	-	-	-	3
		66,7%	-	33,3%	-	-	-	100%
4	Chapter 4 :	3	1	1	-	-	-	5
		60%	20%	20%	-	-	-	100%
5	Chapter 5 :	4	2	-	3	-	-	9
		44,5%	22,2%	-	33,3%	-	-	100%
6	Chapter 6 :	4	1	-	-	-	-	5
		80%	20%	-	-	-	-	100%
7	Chapter 7 :	2	-	-	4	-	-	6
		33,3%	-	-	66,7%	-	-	100%
8	Chapter 8 :	3	-	1	-	-	-	4
		75%	-	25%	-	-	-	100%
9	Chapter 9 :	7	2	1	-	-	-	10
		70%	20%	10%	-	-	-	100%
10	Chapter 10 :	3	2	-	-	-	-	5
		60%	40%	-	-	-	-	100%
11	Chapter 11 :	4	-	2	-	-	-	6
		66,7%	-	33,3%	-	-	-	100%
12	Chapter 12 :	4	2	-	1	-	-	7
		57,1%	28,6%	-	14,3%	-	-	100%
13	Chapter 13	3	-	4	-	-	-	7
		42,9%	-	57,1%	-	-	-	100%
Total = 82		46	12	15	9	0	0	82
Percentage = 100%		56,1%	14,6%	18,3%	11%	0%	0%	100%

In My Next Word Grade 1 - Student's Book the classification of tasks by cognitive level in each chapter is uneven, as shown in table 1. Rather than that, it can be seen that in each chapter there is a dominant cognitive dimension activity from the Revised Bloom's Taxonomy

This finding shows that the number of remembering have the highest activity in this textbook by 46 activities representing 56,1% of the total. In the second place is applying with a percentage of 18,3% and the frequency is 15 out of 82 activities. Understanding took the third place by 12 activities or 14,6%. Then, analyzing present 9 activities or 11% of the total. Furthermore, the lowest cognitive level dimensions are evaluating and creating that have 0 activities.

Based on the explanation above, the following is a summary of the frequency and percentage distribution of the cognitive dimensions of Bloom's Taxonomy that have been revised throughout all the chapter.

Table 2. Cognitive Dimension Distribution in the My Next Word Grade 1 - Student's Book

No	Cognitive Dimension Level		Frequencies	Percentage
1	**Lower Order Thinking**	Remembering	46	56,1%
2		Understanding	12	14,6%
3		Applying	15	18,3%
Total			**73**	**89%**
4	**Higher Order Thinking**	Analyzing	9	11%
5		Evaluating	0	0%
6		Creating	0	0%
Total			**9**	**11%**

From the table it can be seen that low-level thinking skills which are understanding, remembering, and applying including 89% of activities with a frequency of 73 out of 82 activities. Otherwise, evaluating, creating, and analyzing, which belong to higher-level thinking skills, only make up 11% or just 9 activities.

The textbook My Next Word Grade 1 - Student's Book's data analysis shows that remembering is the most prevalent cognitive attribute in the Revised Bloom Taxonomy. This textbook primarily

focuses on memorizing previously taught material during the learning process. According to the analysis results table, 46 out of 82 actions involve remembering. It appeared the most frequently, accounting for 56.1% of all activities. Applying is ranked second in the cognitive dimension, with 15 activities. 18.3% of activities encourage students to apply their knowledge in familiar tasks, relevant circumstances, and put theories into practice. Engaging in applying activities also encourages students to increase the development of their problem-solving abilities. Understanding ranks third in the cognitive dimension, accounting for 12 activities, or 14.6% of the total. This suggests that the textbook concentrates on tasks that increase information understanding and interpretation. Students are encouraged to comprehend the meaning, context, and significance of the subject being studied through these comprehension activities, allowing them to establish a firm foundation of knowledge.

In My Next Word Grade 1 - Student's Book, the resulting analysis is the high percentage of lower order thinking skills (LOTS) cognitive domain in the textbook. The tasks of remembering, understanding, and applying have an important role in grade 1 material. This is because grade 1 elementary school is still in phase A or the early phase. There are still many phase A elementary school children who have problems in reading or writing (Suarsih, 2023). Therefore, it is necessary to redesign the cognitive domain that is suitable for phase A children, namely between remembering, understanding, and applying.

Referring to the analysis, analyzing is the fourth most common cognitive dimension in the My Next Word Grade 1 - Student's Book textbook. Analyzing makes up 9 activities in total, or 11% of the total activities. This implies that the textbook emphasizes assignments that provide students to dissect material, look closely at its constituent parts, and find patterns or connections between them. Students are encouraged to acquire critical thinking abilities and a greater comprehension of the subject matter. Lastly, there is no evaluating and creating in My Next Word Grade 1 - Student's Book. In the cognitive dimension evaluating and creating are included in the higher order thinking skill which seems did not applied in grade 1 elementary school.

According to Armala, Fauziati, and Asib (2022), analyzing, evaluating, and creating are included in the high order thinking skills (HOTS) because they have a higher level of difficulty. Meanwhile, the rest such as remembering, understanding, and applying have a lower level of

difficulty so they are included in low order thinking skills (LOTS). In the results of the author's analysis in the book My Next Word Grade 1 - Student's Book, it can be seen that for grade 1 elementary school level prioritizes the 3 lower levels of cognitive domain, such as remembering, understanding, and applying which are categorized into LOTS by 89% of the total activities.

This turned out to be the same with the 10th grade textbook analyzed by Dr. Mahmoud Sulaiman Hamad Bani Abdelrahman (2014), who in his research found that the low order thinking skill (LOTS) category had a role of up to 55.1% and those included in the high order thinking skill (HOTS) were only 44.9%. According to this study and others, the textbook primarily focuses on the lowest three cognitive domain levels of the Revised Bloom's Taxonomy. However, it falls under the category of low order thinking skills, or LOTS. Furthermore, there are relatively few of the three highest levels of the Revised Bloom's Taxonomy cognitive domains, which fall within the HOTS level.

The study's findings suggest that the writer of My Next Word Grade 1 - Student's Book gave special attention to the lower cognitive process, which accounts for the greatest amount of memory recall. The result runs counter to high order thinking skill. This My Next Word Grade 1 - Student's Book has a very low number of higher order thinking exercises. Different percentages were found in different chapters when the Bloom's revised taxonomy cognitive activities in the My Next Word Grade 1 - Student's Book were examined. The research showed that there was a sufficient frequency of lower-order thinking-related activities. But it was shown that there were notably fewer tasks that corresponded to higher-order thinking cognitive abilities.

So, the cognitive dimension of the Revised Bloom's Taxonomy is applied in the My Next Words Grade 1 English textbook primarily through activities that emphasize lower-order thinking skills (LOTS). The analysis reveals that a significant portion of the activities focuses on Remembering (56.1%), which involves recalling basic information such as new vocabulary and simple concepts. This is followed by Understanding (14.6%), where students engage in explaining or connecting information, and Applying (18.3%), which requires them to use their knowledge in new contexts. However, higher-order thinking skills (HOTS) such as Analyzing, Evaluating, and Creating are notably underrepresented, comprising only 11% of the activities, with no tasks

dedicated to Evaluation The My Next Words Grade 1 textbook does not provide adequate space for the development of higher-order thinking skills (HOTS) in first-grade students. The analysis reveals that HOTS, which includes Analyzing, Evaluating, and Creating, comprises only 11% of the activities, with a notable absence of any tasks focused on Evaluating or Creating. While there are some activities related to Analyzing, such as comparing or categorizing words, these tasks do not challenge students to critique ideas, make decisions based on evidence, or produce original content, such as writing short stories or designing new dialogues. This limitation indicates that the textbook adopts a more conventional approach, prioritizing memory and the mastery of basic skills over the stimulation of analytical, critical, or creative thinking abilities. As a result, it falls short in fostering a balanced cognitive development that is essential for young learners.valuating or Creating. Consequently, the textbook predominantly utilizes the cognitive levels of Remembering, Understanding, and Applying, which together account for 89% of the total activities. This focus indicates that while the textbook effectively supports basic knowledge acquisition and comprehension, it does not provide sufficient opportunities for the development of higher-order thinking skills in 1st-grade students. To foster a more balanced cognitive development, it is essential to incorporate more activities that encourage analysis, evaluation, and creation, thereby enhancing critical and creative thinking abilities among young learners.

The cognitive levels that dominate in the My Next Words Grade 1 textbook are primarily Remembering, Understanding, and Applying. Specifically, Remembering accounts for 56.1% of the activities, making it the highest level represented in the textbook. This is followed by Applying at 18.3% and Understanding at 14.6%. Together, these three cognitive levels comprise a substantial 89% of the total activities, which indicates that the textbook is heavily focused on enhancing basic knowledge and comprehension of simple concepts. This emphasis on lower-order thinking skills suggests that there is a limited development of higher-order thinking skills within the curriculum, as the activities do not sufficiently challenge students to engage in analysis, evaluation, or creation. Consequently, while the textbook effectively supports foundational learning, it falls short in fostering critical and creative thinking abilities among first-grade students.

CONCLUSION

The student's academic performance is influenced to a higher degree by the textbook which is also an imperative element in teaching and learning. The main aim of this research was to discern the dominant cognitive skills at play in My Next Word Grade 1 - Student's Book, which may be aligned with Revised Bloom's Taxonomy. Main concentration of this particular study was to find out how many tasks fall into the categories remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6) each chapter. To evaluate them, the tasks were assembled, classified and judged to their cognitive aspects as per Revised Bloom's Taxonomy.

Therefore, the investigation revealed the lack of exercises in the textbooks to promote HOTS among students. This reflects the low frequency of activities that actually promote HOTS as they should. Out of all 82 activities, only 9 (11%) were found to involve HOTS. On the other hand, 73 tasks (89%) were related to LOTS. The most frequently occurring cognitive level was remembering, which is also the lowest category according to Bloom's Taxonomy framework. Moreover, there was remarkable variation in the distribution of LOTS and HOTS across chapters. These results suggest that textbooks should be more balanced at higher levels of cognitive complexity, with activities improving higher order thinking skills proportionally. Textbooks can contribute more to the development of students' higher cognitive skills and improve critical
thinking skills with more HOTS activities.

This study provides helpful suggestions for future educational attempts. They are as follows. First, schools must ensure that the textbook content is aligned with the students' cognitive ability, so as to select the more appropriate materials to assist them in improving their relevant skills. Second, based on the results from this study, the teachers can figure out the parts that need to be rectified, alter the current exercises to fill the gaps if any findings were made, and assign the exercises that encourage students to improve their skills. Third, for the students, it is necessary to engage them in a deeper and more meaningful learning experience other than mere memorization. Fourth, it is necessary to persuade writers of textbooks incorporate exercises to help students improve their thinking skills. To enhance the development of higher-order thinking skills (HOTS) in the My Next Words Grade 1 textbook, several recommendations can

be implemented. First, incorporating Analyzing activities would be beneficial, such as tasks that require students to compare stories or identify patterns within texts, which would encourage deeper engagement with the material. Additionally, providing Evaluating tasks could help students assess character decisions in stories or construct simple arguments, fostering critical thinking and reasoning skills. Furthermore, integrating Creating activities would allow students to express their creativity through writing poetry, drawing story illustrations, or designing new dialogues. By implementing these recommendations, the textbook can achieve a more balanced approach, effectively supporting the cognitive development of first-grade students and equipping them with essential analytical, critical, and creative thinking abilities.

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