



# RIELT JOURNAL

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# ANALYSIS OF EFL ONLINE MATERIALS ON GESCHOOL BASED ON COGNITIVE DOMAIN OF REVISED BLOOM'S TAXONOMY

## ABSTRACT

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The objective of this study was to obtain distribution of Higher-Order Thinking Skills (HOTS) in EFL online materials on Geschool grade IX. This study was based on the revised Bloom's taxonomy, cognitive dimension and knowledge dimension. This study used a document analysis method. Collected data in this study were from EFL online materials and tasks on Geschool of grade IX at Junior High School Adabiah Padang. The EFL online materials were analyzed by using cognitive dimension analysis guide and knowledge dimension analysis guide. The findings of this study showed that all topics indicate to Lower Order Thinking Skill knowledge dimensions, and no topics belong to higher order thinking skill knowledge dimension. Meanwhile, only 14.14% tasks belong to higher-level thinking skill cognitive domain. In knowledge dimension aspect, most HOTS materials belong to factual knowledge. In cognitive aspect, most HOTS questions belong to Remembering level. On the other hand, the majority of EFL online materials on Geschool belong to lower-level thinking skills in level Remembering (cognitive dimension) and factual knowledge. Hence, it can be concluded that this textbook emphasizes on lower-level thinking skills.  
(181 Words)

## KEYWORDS

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*EFL online materials, cognitive domain, knowledge dimension, HOTS.*

## INTRODUCTION

The Covid-19 pandemic has affected the education sector in Indonesia. The government switches the system from conventional to online class, and closed all public facilities including school. In order that the spread of the virus did not get wider. Teachers and students carry out the learning process at home, including learning English via internet or application.

Online learning faces some problems such as learning materials, learning interactions, and the learning environment (Fortune, Spielman, & Pangelinan, 2011) and (Roberts & McInnerney, 2007). Learning materials are the materials which the teacher can use to help students learn a foreign language through visual or audio perception. During the pandemic Covid 19, mostly the learning materials give in form of audios, videos, and online worksheet.

In Indonesia, many platforms and application used by the teachers to conduct virtual instructions, such as Google Classroom, Edmodo, Geschool, Whatsapp, and others. In Padang City, especially on Junior High School level, the English teachers use Geschool Platform to teach the students virtually. Geschool is a learning application which provides features that relate to educational services. Geschool designed spesifically to provide feature service with collaborate some features on social media so that Geschool can be proportional used by people, students, and parents.

Based on interview with the English teacher in Private Junior High School Adabiah Padang on October 2021, it is found that they have used or applied online learning in the forms of Whatsapp and Geschool. Generally, they input the learning materials in the forms of worksheet, test or exam as well as student course. All of this posts, can be accessed by the student directly. Moreover, most of this learning materials were focused on reading skill. However, as claimed by the teachers, students get difficulties to process the materials. In other word, such materials did not function appropriately.

Geschool helps the students at home to study remotely. The learning materials on geschool are given by the teachers to the students in form of lesson and assignments. All the assignments are related to the lesson, and try out as an evaluation. At last, the learning result will be a report.

Higher order thinking skills are very important in learning because students must be able to answer the questions given by the teachers. According to Bloom's taxonomy revision, cognitive processes are divided into two, namely low-level thinking ability (LOTS) and high-level thinking skills (HOTS). Low-level thinking skills (LOTS) consist of remembering, understanding, and applying. While high-level thinking skills (HOTS) include analyzing, evaluating, and creating.

The previous study supports the statement above, it indicates that assesment tasks in online course often focus on Lower Order Thinking Skill (LOTS). Meanwhile, the Higher Order Thinking Skill has important role for the process of learning a new language.

In accordance with Graduate Competency Standard (SKL) in the Minister of National Education Regulation Number 23 of 2006 for graduates SMP/MTs must have and apply pedagogic competence in consequence, critically, creative,

and innovative. Teachers should apply higher-order thinking skills in the learning process. On the other hand, to fulfill one of the goals of Curriculum 2013 that is Higher Order Thinking Skills (HOTS), it requires us to know whether this learning materials provides materials to develop students' critical thinking skills.

Based on the reasons above, the main problem in this research is: Do the EFL online learning materials on Geschool platform contribute to students' higher critical thinking skill? To answer the question, it's necessary to do a research entitled: **Analysis of EFL Online Materials on Geschool Based on Cognitive Domain of Revised Bloom's Taxonomy**".

## **RESEARCH METHOD**

The research method of this research is qualitative research. According to Locharoenrat, qualitative data is concerned with the quality of the data. This research collects the data from the online learning materials on Geschool Platform for the ninth grade of junior high school in the first semester as the primary data source. Kothari (2004:95) states "The primary data are those which are collected afresh and for the first time, and thus happen to be original in character".

This research uses the instruments as follows;

### **1. Digital Documentation**

In this study, the researcher used the digital documentation by some media and application that the teachers use in the school. It includes the online learning materials on geschool platform, worksheet, etc.

Document is a technique of collecting data that was used in qualitative approach. Hopkins (1993:140) stated that document surrounding curriculum or other educational concern can illumine rationale and purpose in interesting ways. The use of such material can provide background information and understanding what issues that would not otherwise be available. The documentary data are online reading materials for the seventh grade of junior high school in the second semester. In this case, the researcher use documentation content analysis, because it is analyze content of online reading materials in Geschool Application for the seventh grade of junior high school in the second semester.

### **2. Observation Checklist**

This research used observation method. Observation method is observing and making a note through systematic phenomenon that will be investigated. The instrument of observation was checklist. Checklist is a list of data variable that will be collected. The observation checklist contained six components of cognitive process of Revised Bloom's Taxonomy. It marked (✓) on the column of the checklist if the materials was using the components of cognitive domain of Revised Bloom's Taxonomy.

**Table 3.1 The Checklist Instrument Knowledge Dimensions**

NO	TOPIC	KNOWLEDGE DIMENSION			
		FACTUAL	CONCEPTUAL	PROCEDURAL	METACOGNITIVE
1					
2					
3					
4					

**Table 3.2 The Checklist Instrument Cognitive Domains**

NO	TOPIC	COGNITIVE DOMAIN					
		C1	C2	C3	C4	C5	C6
1							
2							
3							
4							
5							
Etc							

The code symbol on the table means :

- C1 = Remembering Level
- C2 = Understanding Level
- C3 = Applying Level
- C4 = Analyzing Level
- C5 = Evaluating Level
- C6 = Creating Level

The data was collected by using checklist. This checklist used to analyze the components of cognitive domains on online materials on Geschool Platform. The checklist of cognitive domain consists of Remembering, Understanding, Analyzing, Evaluating, Creating. The checklist of knowledge dimensions consists of Factual knowledge, Conceptual knowledge, Procedural knowledge, and Metacognitive knowledge. On the checklist, it will be marked (✓) on the online learning materials that match with the description of components the Cognitive Domain.

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$$P = \frac{F}{N} \times 100\%$$

**P = Percentage**

**F = the number of chapter**

**N = the number all of chapter**

## FINDINGS

### 1. The Knowledge Dimension Presented on EFL online materials on Geschool for Ninth Grade in Private Junior High School Adabiah Padang.

**Table 4.1 Knowledge Dimensions on EFL online materials on Geschool**

TOPIC	KNOWLEDGE DIMENSIONS			
	Factual Knowledge	Conceptual Knowledge	Procedural Knowledge	Metacognitive Knowledge
I	√			
II	√	√		
III	√			
IV	√			
V	√	√		
VII	√			
VII	√	√		
<b>Total</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>0</b>

Table 4.1 shows the result of the research , which were involved 7 topics on Geschool for ninth grade of Private Junior High School Adabiah Padang. The data on the table showed that all topics indicated factual knowledge level, 3 topics indicated conceptual level, and no topic indicated procedural and metacognitive level.

It may be concluded that the level of knowledge dimensions are dominated by factual knowledge level. It means that the knowledge dimensions on EFL online materials on Geschool designed by MGMP English teachers Junior High School Adabiah Padang are still on Low Order Thinking Skill of the cognitive domain of Revised Bloom's Taxonomy.

### 2. The Cognitive Domain Employed on Learning Materials on Geschool for Ninth Grade in Private Junior High School Adabiah Padang.

**Table 4.2 Cognitive domain of Learning Materials on Geschool**

Topic	COGNITIVE DOMAIN						TOTAL
	C1	C2	C3	C4	C5	C6	
I	16	3	0	5	1	0	25
II	11	2	0	1	1	0	15
III	26	4	0	2	0	0	32
IV	2	1	0	2	0	0	5
V	6	4	2	2	0	0	14
VI	22	3	0	5	0	0	30
VII	31	6	7	2	2	1	49
<b>TOTAL</b>	<b>114</b>	<b>23</b>	<b>9</b>	<b>19</b>	<b>4</b>	<b>1</b>	<b>170</b>
<b>PERCENTAGE</b>	<b>67,05</b>	<b>13,52</b>	<b>5,29</b>	<b>11,17</b>	<b>2,35</b>	<b>0,58</b>	<b>100</b>

Table 4.1 shows the result of the research , which were involved 170 activities of EFL Online Materials on Geschool for ninth grade of Private Junior High School Adabiah Padang. The data on the table showed that 67,05% activities indicated remembering level, 13,52% activities indicated understanding level, 5,29% activities indicated applying level, 11,17% activities indicated analyzing level, 2,35% activities indicated evaluating level, and 0,58 % activity indicated on creating level.

The data shows that EFL online materials on Geschool 80,57% on Low Order Thinking Skill (LOTS) level, 5,29 on Middle Order Thinking Skill ( MOTS) level, and 14,14% on High Order Thinking Skill (HOTS) level.

It may be concluded that the level of EFL Online Materials are dominated by LOTS level spesifically on remembering level. It means that the EFL Online Materials are still on Low Order Thinking Skill of the cognitive domain of Revised Bloom's Taxonomy. As mentioned above, remembering, understanding, are 80,57% which is 137 of 170 activities. The applying level on MOTS is 5,29% which is 9 of 170 activities. Last, the Higher Order Thinking Skill which are involved analyzing, evaluating, and creating are 14,14% or 24 of 170 activites in total.

## **DISCUSSION**

Based on the data analysis toward EFL online materials, there is a tendency that the most dominant dimensions of the cognitive of Revised Bloom Taxonomy in the material is remembering. It means the students are able to recognize and recall the knowledge form the memory. It can be seen from the analysis result table that has shown 114 tasks of 170 tasks are remembering. It appeared most frequently 67,05 % task. Some components and operational verb of remembering level founds such as select, what, where, etc on all topics. Unfortunately, when the EFL online materials are dominated by remembering level, it belongs to Low Order Thinking Skill, not reach Higher Order Thinking Skill.

Understanding level occupies the second position after remembering, 23 of 170 task or 13,52%. It means the intended students are able to the meaning of material, translate the material, and interpret the material form one form to another is dominant in teaching learning process in this materials. Some operational verb on this level found such as rephrase, interpret, and infer. Unfortunately, when the EFL online materials are dominated by understanding level, it goes to Low Order Thinking Skill, not reach Higher Order Thinking Skill.

Whereas there are only few task that relate to analyzing level, it is only 19 of 169 with percentage 11,17%. Cognitive dimensions that are not frequently found are applying with nine activities, evaluating with four activities, and creating with one activity. They are the lowest number of cognitive aspect in the EFL online materials with percentage 5,29%, 2,3% ,and 0,58 % in each. Although these levels implemented in this Geschool Application the amount of them is not sufficient. The limited numbers of the three aspects: analyzing, evaluating, and

creating, show the uneven task distribution into complete cognitive aspects. They are varied in each unit.

The result implies that the author of EFL online materials on Geschool placed emphasis on the lower thinking process that the most total number is remembering aspect. This number is contradicting with the high order thinking. There are so few high orders thinking in this EFL online materials on Geschool. It is not give student to develop their thinking skill. As demonstrated of the data, the on EFL online materials on Geschool does not appropriate with the cognitive dimension theory of Bloom Taxonomy. It didn't cover the entire cognitive dimension, especially in the three high order thinking, analyzing, evaluating, and creating. They are only 14,14 % task.

Overall, all the EFL online materials include the knowledge and the tasks are still on the LOTS (Low Order Thinking Skill ) which are dominated by Knowledge Dimension and Remembering Level, it is only the minor of EFL online materials scope the HOTS level. In the other hand, HOTS level requires analyzing, evaluating, and creating. The conclusion is, EFL online materials on Geschool Junior High School Adabiah Padang does not support the goal of Minister of National Education Regulation Number 23 of 2006 for higher order thinking skill for students SMP/MTs.

## **CONCLUSION**

According to the findings on the previous chapter, writer draws the conclusions that answer each of the research question as follow: based on analysis the EFL online materials on Geschool, writer concludes there is a tendency that all topics mostly presented the Factual Knowledge. The knowledge is about terminology, spesific details and elements. The factual knowledge is on level Lower Order Thinking Skill. There is less topic that presented materials until HOTS level. It concludes that the materials not develop students' higher critical thinking.

## **SUGGESTION**

After doing this research, the writer would like to offer some suggestions:

1. For the school, it will be better for the school to give more attention to the content compatibility of the cognitive levels of the EFL online materials on Geschool. The teacher more selective in choosing the source textbook and learning resources that can develop students' critical thinking.
2. Through this research, teachers can see which cognitive dimension that has appropriate and which cognitive dimension should be improved with compatible activities.
3. For the students, it will lead them more directly to rote learning. They have learn to apply their knowledge in their daily life, not only remembering the lessons, but also can create something new to make it useful for many people.

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