

**BOOK REVIEW: THE VALUE OF QUESTIONS IN LET'S TALK
TEXTBOOK PUBLISHED BY PAKAR RAYA FOR
THE SECOND YEAR STUDENTS OF
JUNIOR HIGH SCHOOL AT
SLTP N SIAK HULU**

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ABSTRACT

This research is a book review of questions in "Let's Talk" text book published by Pakar Raya which is used as a textbook for all second years of junior high school in Siak Hulu. The questions in textbook is one aspect that influence in teaching learning process and monitoring students learning. Cognitive domain is an ability that is demanded from students to be mastered because it is absolutely a basic for mastering knowledge and intellectual skills. The aims of this research to find the level of questions in "Let's Talk" text book based on Cognitive domain. There are knowledge questions, comprehension questions, applications questions, analysis questions, synthesis questions and evaluation questions. This research is descriptive research using questionnaire as research instrument.

Keywords: Questions in "Let's Talk" text book, Cognitive domain.

INTRODUCTION

Textbooks are written for the purpose of presenting information about a subject that students need to know. Textbook authors use a variety of method and include a variety of learning aids, all of them to help students learn the content of their textbook. Textbook is the most often student primary source of information in a school, student will need to become familiar with technique for effectively studying and learning textbook material. Students want to know how to understand and to master the technique of marking a textbook as students read. Textbook is intended to

help you learn, it contains various features design to help you learn its content in the most efficient and effective way. Some textbooks writers include series of questions that are intended to help you review the text. The review questions when answered of important ideas contained in the text. Many textbook used by teacher in the school, but textbook used by teacher based students necessary and syllabus in the school.

The textbook should present balance between form and meaning and integrate the four skills. Beside that,

course book should also integrate the four skills of reading, listening, writing, and speaking, by Sugeng (in Hastuti, 2005). The use of questions is an integral aspect of activities and experiences as language teachers we have seen that well designed questions. Questions also help the students interact with the text to create or construct meaning. In addition, developed questions help our students begin to think critically and intelligently.

The taxonomy is categorizing forms of questions may also be used as

a checklist for language teachers as well as materials developers. Teachers can use the taxonomy to make their questions for texts that their students read to help them understand better what they read. According taxonomy of Bloom (in Arikunto, 2008:116-120), there are six level of cognitive domain which can be used as the evaluation object of learning and teaching process. Those are knowledge, comprehension, application, analysis, synthesis, and evaluation.

REVIEW OF RELATED LITERATURE

The goal of classroom questioning is not to determine whether students have learned something (as would be the case in tests, quizzes, and exams), but rather to guide students to help them learn necessary information and material. Questions should be used to teach students rather than to just test students.

Taxonomy of learning objectives is an attempt to classify forms and levels of learning. Bloom's Taxonomy model is in three parts, or overlapping domains. Again Bloom used rather academic language, but the meanings are simple to understand:

1. Cognitive domain (intellectual capability)
2. Affective domain (feelings, emotions, and behavior)
3. Psychomotor domain (manual and physical skill)

Cognitive domain is one aspect important in bloom's taxonomy. The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six levels in cognitive

domain. These are recall (knowledge, comprehension, application, analysis, synthesis, and evaluation).

1. Knowledge.

This is the lowest level of questions and requires students to recall information. Knowledge questions usually require students to identify information in basically the same form it was presented. Knowledge question include:

- a. remembering
- b. memorizing
- c. recognizing
- d. recalling identification
- e. recall of information

2. Comprehension.

Comprehension is the way in which ideas are organized into categories. Comprehension questions are those that ask students to take several bits of information and put them into a single category or grouping. These questions go beyond simple recall and require students to combine data together. Comprehension question include:

- a. interpreting
- b. translating from one medium to another

- c. describing in one's own words
- d. organization and selection of facts and ideas

3. Application.

At this level, teachers ask students to take information they already know and apply it to a new situation. In other words, they must use their knowledge to determine a correct response. Application question include:

- a. problem solving
- b. applying information to produce some result
- c. use of facts, rules and principles

4. Analysis.

An analysis question is one that asks a student to break down something into its component parts. To analyze requires students to identify reasons, causes, or motives and reach conclusions or generalizations. Analysis question include:

- a. subdividing something to show how it is put together
- b. finding the underlying structure of a communication
- c. identifying motives
- d. separation of a whole into component parts

5. Synthesis.

Synthesis questions challenge students to engage in creative and original thinking. These questions invite students to produce original ideas and solve problems. There's always a variety of potential responses to synthesis questions. Synthesis question include:

- a. creating a unique, original product that may be in verbal form or may be a physical object
- b. combination of ideas to form a new whole

6. Evaluation.

Evaluation requires an individual to make a judgment about something. We are asked to judge the value of an idea, a candidate, a work of art, or a solution to a problem. When students are engaged in decision-making and problem-solving, they should be thinking at this level. Evaluation questions do not have single right answers. Evaluation question include:

- a. making value decisions about issues
- b. resolving controversies or differences of opinion
- c. development of opinions, judgments or decisions

RESEARCH METHOD

The researcher conducted was a descriptive research that has only one variable. Here, the researcher was conducted to find the percentage of each levels' questions in "Let's Talk" text book based on Cognitive domain.

The subject of this research was all English teachers for the second years at SMPN Siak Hulu. Then, the instruments used in this research were questionnaire about all the questions in "Let's Talk" textbook.

The calculation of data based on identifying level for each question and

percentage of each level question. There were six levels that were analyzed. They were aspect of cognitive domain were taught, knowledge level, comprehension level, application level, analysis level, synthesis level and evaluation level. Then, by counting the score, it will be getting the percentages of each level in cognitive domain. The percentage of each level will be get by using the following formulas:

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

Notes:

P = the percentage of the type

f = question of English text book.
 = frequency.
 N = the total number of question.

RESEARCH FINDINGS

The researcher was conducted to find the percentage of each levels' questions in "Let's Talk" text book based on Cognitive domain. There are 8

chapters and 246 question in "Let's Talk" text book. It is presented in the following:

Theme	Total Questions	Cognitive Level
Theme 1		
Describing Animals		
a. Look at the picture	8	
b. Advertisement	3	
c. Giraffe	5	
d. Lost and Found	10	
e. Email	7	
Theme 2		
Long, Long Time Ago...		
a. Listen to the teacher	8	
b. Look at the picture	6	
c. Porcupine	10	
Theme 3		
Congratulation!		
a. Listen to the teacher	8	
b. Jada and Jedi	11	
Theme 4		
What an Amusing Story!		
a. Listen to the teacher	5	
b. My Secret Alias	8	
c. Announcements	8	
Theme 5		
Mommy, I'm not Felling Well		
a. Conversations	12	
b. Look at the picture	13	
c. Dengue Fever	5	
d. Mark Twain	3	
e. Smart Health Clinic	4	
f. Reader's Letter	3	
g. Reply Letter	2	
Theme 6		
My Teenage World		
a. Song (I have a Dream)	13	
b. Conversation	6	
c. Rapunzel	15	
Theme 7		
On My Holiday, I Went to...		
a. Listen to the teacher	8	
b. Diving in Bunaken Island	7	
c. Barbecue in the Park	9	
Theme 8		
It's Hot Today		
a. Listen to the teacher	10	
b. Conversation	6	

c. Advertisement	5
d. The Four Seasons	12
e. Brochures	12
f. Look at the picture	4
Total	246

From the table of questions, the researcher find the level of each question take by all English teacher for second years at SLTP Siak Hulu. The percentage of each level in "Let's Talk" book questions based cognitive domain for second year students at SLTP N Siak Hulu are:

1. Knowledge Questions

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

$$P = \frac{102}{246} \times 100\% = 41,46\%$$

2. Comprehension Questions

$$P = \frac{75}{246} \times 100\% = 30,48\%$$

3. Application Questions

$$P = \frac{3}{246} \times 100\% = 1,21\%$$

4. Analysis Questions

$$P = \frac{32}{246} \times 100\% = 13,00\%$$

5. Synthesis Questions

$$P = \frac{7}{246} \times 100\% = 2,84\%$$

6. Evaluation Questions

$$P = \frac{27}{246} \times 100\% = 10,97\%$$

CONCLUSIONS AND SUGGESTIONS

From the data, it can be found that the percentage of each level questions in "Let's Talk" based on cognitive domain, knowledge questions 41,46%, comprehension questions 30,48%, application question 1,21%, analysis question 13,00%, synthesis questions 2,84%, and evaluation question 10,97%. With other word, knowledge level as highest level with 41,46%, and application level as low level with 1,21% in "Let's Talk" textbook for second year students of junior high school.

From the research result and conclusion, the researcher would like to give some suggestions are: The English teachers: the teachers at SLTP N Siak

Hulu able to choose an appropriate English textbook which provide suitable materials to the students. They also can adopt from other sources, if the questions of the textbook they use do not improve its intellectual skill, especially in comprehension level. The English writers: the English textbook writers may use the findings of the study as the input to make revision to the "Let's Talk" textbook for second year students. For SLTPN Siak Hulu of Government Riau Province: the school and the government can supply other textbook for second year students at SLTP N Siak Hulu to improve student's intellectual skill, especially in comprehension level.

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