

**ANALYSIS OF ELEMENTARY ENGLISH TEXTBOOK
CONTENT WITH THE TEACHING PROCESS BASED ON
COGNITIVE DOMAIN OF BLOOM'S TAXONOMY**

THESIS

Presented to partial fulfillment of the requirement
For the degree of Master of Education
In Master of Pedagogy Study Program



By:
ANINDYA FARADILA
NIM 24350030

**MASTER OF PEDAGOGY
POSTGRADUATE PROGRAM
MUHAMMADIYAH UNIVERSITY OF PONOROGO
2026**

ABSTRACT

Anindya Faradila. Analisis of Elementary English Textbook Content with The Teaching Process Based on Cognitive Domain of Bloom's Taxonomy. Thesis. Postgraduate Program Department of Pedagogy, Muhammadiyah University of Ponorogo.

Advisor 1. Dr. Ana Maghfiroh, M.Pd.B.I. Advisor 2. Diah Atiek Mustikawati, S.Pd., M.Hum.

This study aims to analyze the content of elementary school English textbooks and their alignment with the teaching process based on Bloom's Taxonomy within the context of the Independent Curriculum in Indonesia. The research focuses on three main aspects: (1) evaluating textbook content using McDonough and Shaw's evaluation framework, (2) identifying the representation of Bloom's cognitive levels in textbook materials and learning activities, and (3) examining the alignment between textbook content and classroom teaching practices.

This research employed a qualitative descriptive design. The data sources consisted of English textbooks used in elementary schools and data from teachers through questionnaires and document analysis. The textbooks were analyzed using McDonough and Shaw's external and internal evaluation framework, while learning activities were classified according to Bloom's Taxonomy cognitive levels. The alignment between textbook content and teaching practices was examined by comparing textbook activities with teachers' reported implementation in the classroom.

The findings showed that, overall, the textbooks meet most of the criteria in McDonough and Shaw's framework in terms of objectives, content relevance, language use, visual design, and learning activities. However, the distribution of cognitive levels is uneven, with a strong dominance of lower-order thinking skills (remembering and understanding), while higher-order thinking skills (analyzing, evaluating, and creating) are less frequently represented. Furthermore, the alignment between textbook content and teaching practice is partial; although teachers attempt to implement higher-order thinking activities, the textbooks do not consistently provide sufficient tasks to support this practice.

This study concludes that while elementary English textbooks under the Independent Curriculum are generally appropriate in terms of content and structure, they still need improvement in promoting higher-order thinking skills and in supporting better alignment between textbook design and classroom implementation. The findings offer implications for teachers, textbook developers, and policymakers in improving the quality of English learning materials at the elementary level.

Keywords: textbook evaluation, elementary English textbooks, McDonough and Shaw, Bloom's Taxonomy, and Independent Curriculum.

ABSTRAK

Anindya Faradila. Analisis of Elementary English Textbook Content with The Teaching Process Based on Cognitive Domain of Bloom's Taxonomy. Tesis. Program Studi Pedagogi, Universitas Muhammadiyah Ponorogo.

Pembimbing 1. Dr. Ana Maghfiroh, M.Pd.B.I. Pembimbing 2. Diyah Atiek Mustikawati, S.Pd., M.Hum.

Penelitian ini bertujuan untuk menganalisis isi buku teks Bahasa Inggris tingkat sekolah dasar serta kesesuaiannya dengan proses pembelajaran berdasarkan Taksonomi Bloom dalam konteks Kurikulum Merdeka di Indonesia. Fokus penelitian ini mencakup tiga aspek utama, yaitu: (1) evaluasi isi buku teks menggunakan kerangka evaluasi McDonough dan Shaw, (2) identifikasi representasi tingkat kognitif Taksonomi Bloom (C1–C6) dalam materi dan aktivitas pembelajaran pada buku teks, serta (3) analisis tingkat keselarasan antara isi buku teks dan praktik pembelajaran di kelas.

Penelitian ini menggunakan desain kualitatif deskriptif. Sumber data meliputi buku teks Bahasa Inggris yang digunakan di sekolah dasar serta data dari guru yang diperoleh melalui kuesioner dan analisis dokumen. Buku teks dianalisis menggunakan kerangka evaluasi eksternal dan internal McDonough dan Shaw, sedangkan aktivitas pembelajaran diklasifikasikan berdasarkan tingkat kognitif Taksonomi Bloom. Keselarasan antara isi buku teks dan praktik pembelajaran dianalisis dengan membandingkan aktivitas dalam buku teks dan implementasi pembelajaran oleh guru di kelas.

Hasil penelitian menunjukkan bahwa secara umum buku teks telah memenuhi sebagian besar kriteria dalam kerangka McDonough dan Shaw, terutama dalam aspek tujuan pembelajaran, relevansi materi, penggunaan bahasa, tampilan visual, dan jenis aktivitas pembelajaran. Namun, distribusi tingkat kognitif belum seimbang, dengan dominasi keterampilan berpikir tingkat rendah (mengingat dan memahami), sementara keterampilan berpikir tingkat tinggi (menganalisis, mengevaluasi, dan mencipta) masih terbatas. Selain itu, keselarasan antara isi buku teks dan praktik pembelajaran belum sepenuhnya optimal karena buku teks belum secara konsisten mendukung penerapan keterampilan berpikir tingkat tinggi di kelas.

Penelitian ini menyimpulkan bahwa meskipun buku teks Bahasa Inggris sekolah dasar dalam Kurikulum Merdeka secara umum sudah layak digunakan, diperlukan penguatan dalam pengembangan aktivitas yang mendorong keterampilan berpikir tingkat tinggi serta peningkatan keselarasan antara desain buku teks dan implementasi pembelajaran di kelas.

Kata kunci: evaluasi buku teks, Taksonomi Bloom, Kurikulum Merdeka, buku teks Bahasa Inggris sekolah dasar, McDonough dan Shaw.

STATEMENT OF AUTHENTICITY

The undersigned, the person whose signature is:

Student Name : Anindya Faradila, S.Pd.

Student Number : 24350030

Department : Pedagogy

Hereby declare that this Thesis is my own work and has never been submitted for a master's degree at any university. To my knowledge, this thesis contains no works or opinions written or published by others except those explicitly referenced in this manuscript and stated in the bibliography.

Ponorogo, 5 Januari 2026
Statement Maker,



Anindya Faradila, S.Pd.
NIM. 23450030

APPROVAL PAGE

Final assignment in the form of a THESIS by:

Name : Anindya Faradila, S.Pd.

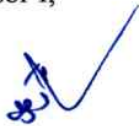
NIM : 23450030

Title : ANALIYSIS OF ELEMENTARY ENGLISH TEXTBOOK CONTENT
WITH THE TEACHING PROCESS BASED ON TAXONOMY BLOOM

has been approved and declared to have met the requirements for submission to the final examination.

Ponorogo, Desember 5, 2026

Advisor I,



Dr. Ana Maghfiroh, M.Pd.B.I.

NIP. 19821127 201101 13

Advisor II,



Dr. Diah Atiek Mustikawati, S.Pd., M.Hum.

NIP. 19790325 202109 12

APPROVAL PAGE

Final Project in the form of THESIS by:

Name : Anindya Faradila, S.Pd.
NIM : 24350030
Title : Analisis of Elementary English Textbook Content with The Teaching Process Based on Cognitive Domain of Bloom's Taxonomy

Has been defended before the Examining Team, in Ponorogo, on Friday date January 23rd, 2026.

The Examining Team,

The Chief Examiner

Dr. Ana Maghfiroh, M.Pd. BI.

NIK. 19821127 201101 13



The Examining Secretary

Dr. Diyah Atiek Mustikawati, M. Hum.

NIK. 19790325 202109 12



The 1st Examiner

Dr. Sigit Dwi Laksana, M.Pd.I.

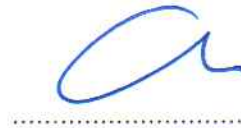
NIK. 19890110 202109 12



The 2nd Examiner

Dr. Ambiro Puji Asmaroini, M.Pd.

NIK. 19890326 202303 12



Acknowledged

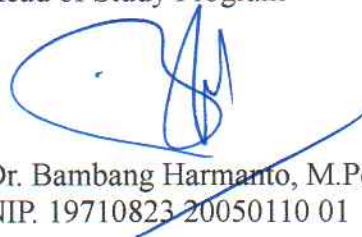
Director of Postgraduate Studies



Dr. Rudianto, M.Ag.

NIK. 19640415 199609 12

Head of Study Program



Dr. Bambang Harmanto, M.Pd.

NIP. 19710823 20050110 01

PREFACE

Praise and gratitude to Allah SWT for the blessings bestowed upon me, for His abundant grace and mercy, for the guidance and direction given, enabling me to complete this thesis entitled “Analisis of Elementary English Textbook Content with The Teaching Process Based on Cognitive Domain of Bloom’s Taxonomy”.

On this occasion, I express my deepest gratitude to all those who have provided assistance, motivation, and prayers during the writing process of this thesis. I extend my gratitude and appreciation to Dr. Ana Maghfiroh, M.Pd. BI., and Dr. Diah Atiek, S.Pd., M.Hum., my advisors, who provided guidance, direction, and motivation, enabling me to complete this thesis. I also extend my gratitude and appreciation to:

1. The Rector of Muhammadiyah University of Ponorogo and the Director of the Postgraduate Studies, along with all staff, who have assisted me in completing this thesis;
2. The Head of the Master of Pedagogy Study Program and the lecturers of the Master of Pedagogy Study Program who have provided valuable knowledge.
3. The English teachers, from various Elementary Schools and *Madrasah Ibtidaiyah* across Ponorogo who provided the opportunity, assistance, and cooperation necessary for the successful conduct of this research.
4. My Parents and my Brother, who provided moral support throughout the author's studies

5. The dearest man in my life, my fiancé, who has been a partner for discussion and sharing, an incredible source of support throughout my studies.
6. My friends in the Pedagogy Study Program, especially to my SquadA, Muhammadiyah University of Ponorogo, for their motivation, togetherness, and solidarity throughout my studies. May our brotherhood continue to be maintained.
7. BSDM Universitas Muhammadiyah Ponorogo, who supported my studies by allowing me to leave the office to attend classes, and BSM Universitas Muhammadiyah Ponorogo, especially the Non-Professional Certification Division, where I have learned to become a better educator every day.
8. All parties, not mentioned individually, who have assisted in conducting the research and compiling this thesis.

May your assistance be amply rewarded by Allah SWT. With the hope that Allah SWT will always repay the kindness of all parties involved, the author hopes that this thesis will be beneficial to readers.

Ponorogo, 5 Januari 2026



Anindya Faradila, S.Pd.

TABLE OF CONTENT

ABSTRACT	i
ABSTRAK	ii
STATEMENT OF AUTHENTICITY	iii
AGREEMENT PAGE	iv
APPROVAL PAGE	v
PREFACE	vi
TABLE OF CONTENT	viii
LIST OF FIGURE	x
LIST OF TABLE	xi
CHAPTER I INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statements of the Problem	9
1.3. Purpose of the Research	9
1.4. The Objective of the Study	10
1.5. Operational Definitions	11
CHAPTER II REVIEW OF RELATED LITERATURE	12
2.1. Theoretical Framework	12
2.1.1. Curriculum in Indonesia	12
2.1.2. Textbooks in English Language Learning	24
2.1.3. Textbook Assesment	32
2.1.4. Taxonomy	38
2.1.5. English as a Subject	49
2.1.6. English for Young Learners	53
2.2. Related Studies	55
2.3. Theoretical Framework	61
CHAPTER III RESEARCH METHODOLOGY	62
3.1. Research Design	62
3.2. Researcher Involvement	64
3.3. Subject of the Research	64

3.4. Data Sources	64
3.5. Data Collection Technique.....	65
3.6. Data Analysis	67
3.7. Validity of Findings	70
CHAPTER IV RESULTS AND DISCUSSION	73
4. 1. Results	73
4.1.1. Textbook Content Evaluation Based on the McDonough and Shaw Framework	73
4.1.2. The Analysis of the Representation of Bloom's Taxonomy Cognitive Levels	85
4.1.3. Alignment Between Textbook Content and Classroom Teaching Practice Based on Bloom's Taxonomy	93
4. 2. Discussion.....	104
CHAPTER V CONCLUSION	108
5.1. Conclusion	108
5.2. Suggestions	109
REFERENCES.....	111
APPENDIX.....	132

LIST OF FIGURE

Figure 4. 1. Book's Framework.....	74
Figure 4. 2. Quotes related to target users.....	74
Figure 4. 3. Student activity components.....	75
Figure 4. 4. The concept of language used in the book.....	76
Figure 4. 5. Visual aspects, layout, and readability in the book.....	77
Figure 4. 6. Learning objectives involving English Skills.....	79
Figure 4. 7. Material for supporting daily communication.....	80
Figure 4. 8. Relevance topics in book's material.....	81
Figure 4. 9. Integration of local cultures.....	82
Figure 4.10. Learning activity identification results.....	85
Figure 4.11. The cognitive domain of understanding found in textbooks.....	88
Figure 4.12. Dominance and Cognitive Level Patterns.....	91
Figure 4.19. Book's Material Pattern.....	94



LIST OF TABLE

Table 2.1. Comparison of Curricula that have been in effect in Indonesia	18
---	----

