ABSTRACT

Gumilang, Nurlaela Cahyani (2023): **Content Analysis of Speaking Activity in *Bahasa Inggris* Textbook of the Third Grade Junior High School: Cognitive and Psychomotor Domains Analysis**

The role of the textbook has been unchangeable over the decades. English teachers commonly use English textbooks in public schools as the primary source to learn English. In line with the curriculum 2013, this textbook involves Bloom's Taxonomy. Bloom's Taxonomy has three learning domains: cognitive, affective, and psychomotor.

This research aims to know how cognitive and psychomotor domains are presented in the *Bahasa Inggris* Textbook of the third-grade Junior High School entitled "Think Globally Act Locally" produced by the Indonesian government. It also identifies how the teacher implements the cognitive and psychomotor domains in the classroom. To describe the data, a qualitative study approach is used. Document analysis, observation, and interview were conducted to gain the data. Data analysis was done using content analysis theory. Content analysis is a research methodology that aims to make sense of the content of messages, whether they be texts, photos, symbols, or audio data, according to Gheyle and Jacobs (2017).

The research revealed that cognitive and psychomotor domains in the textbook are presented in the form of instruction, exercise, and dialogue. This result also discovered that the most frequent cognitive skills used in this book are: remember, evaluate, and understand skills. Meanwhile, the psychomotor skills shown in this book are manipulation, imitation, and precision skills. Furthermore, the implementation of cognitive and psychomotor in the classroom remained limited to enhance speaking skills.

Keywords: *Content Analysis, Speaking Activity, Textbook, Cognitive Domains, Psychomotor Domains*