

**TEACHERS' STRATEGIES TO DEVELOP STUDENTS' COGNITIVE  
DOMAIN AT SMPN 33 SINJAI**



**A THESIS**

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**2023**



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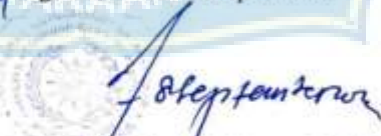
  
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19-8-2023	V	Discussion - like you exchange with friends or friends around	[Signature]
19-8-2023	IV	Conclusion - make it shorter but precise, clear about responses found in quotes & later Appendix ...	[Signature]
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**MOTTO**

**AN UNTESTED LIFE DOESN'T DESERVE THE APPLAUSE OF A  
READING VIEWER**

*(hidup yang tidak teruji tidak layak untuk dapat tepuk tangan dari pemirsa  
yang membaca)*



## **Deduction**

I dedicate this thesis for my beloved parents, my brother, my families and my friends, big thanks and much love for your sincerities and lots of prayers in supporting the writer in making her dream comes true.





## ABSTRACT

**NURFADILLAH. 2023.** *Teachers' strategies to develop students' cognitive domain SMPN 33 Sinjai.* Thesis Department of English, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Eka Prabawati Rum and Ardiana.

This study was conducted to explore the teachers' strategies to develop students' cognitive domain SMPN 33 Sinjai and to find out the students' response toward the strategies. The subjects in this study were two teachers and six students of SMPN 33 Sinjai. The purpose of this study is to find out the English teacher strategies to develop students' cognitive domain and to find out the students' responses toward the strategies implemented by teacher is developing cognitive domains. The instruments used to collect data are observation, interviews, and documentation. Data analysis in this study is Analysis (QDA), Data Reduction, and Data Display. The results showed that the English teacher strategies to develop students' cognitive domain consisted of two strategies those are simple repetition and using games to get students interested. Student responses to the strategies used by the teacher, namely positive responses were seen when the teacher used these strategies, students looked very happy, actively asked questions and were enthusiastic during the teaching and learning process. Because the feelings of joy and enthusiasm of students are able to improve the realm of student comprehension.

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**Keywords:** Teacher's Strategies, Students response, Cognitive domain.

## ABSTRAK

**NURFADILLAH. 2023.** *Strategi Guru Mengembangkan Ranah Kognitif Siswa di SMPN 33 Sinjai.* Skripsi Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Eka Prabawati Rum dan Ardiana.

Penelitian ini dilakukan untuk mengetahui tujuan penelitian yaitu mendeskripsikan strategi guru dalam mengembangkan ranah kognitif siswa di SMPN 33 Sinjai. Subyek dalam penelitian ini adalah dua guru dan enam siswa di SMPN 33 Sinjai. Tujuan dari penelitian ini adalah Untuk mengetahui strategi guru bahasa Inggris dalam mengembangkan ranah kognitif siswa dan untuk mengetahui tanggapan siswa terhadap strategi yang diterapkan oleh guru dalam mengembangkan ranah kognitif siswa. Instrumen yang digunakan untuk mengumpulkan data adalah observasi, wawancara, dan dokumentasi. Analisis data dalam penelitian ini adalah Analisis (QDA), Reduksi Data, dan Penyajian Data. Hasil penelitian menunjukkan bahwa strategi guru bahasa Inggris untuk mengembangkan domain kognitif siswa terdiri dari dua strategi yaitu pengulangan sederhana dan penggunaan permainan untuk membangkitkan minat siswa. Respon siswa terhadap strategi yang digunakan guru yaitu respon positif terlihat ketika guru menggunakan strategi tersebut, siswa terlihat sangat senang, aktif bertanya dan antusias saat proses belajar mengajar. Sebab perasaan gembira dan antusias siswa mampu meningkatkan ranah pemahaman siswa.

Kata Kunci: Strategi Guru, Respon Siswa, Ranah Kognitif..

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The researchers know that is thesis was still far from perfect. Therefore, the researcher expects criticism and suggestions for the perfection of this thesis, Finally, the researcher hope this research was helpful for the future and the interest of readers and future researchers.

Makassar, July 2023

Nurfadillah

## TABLE OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>APPROVAL SHEET</b> .....	<b>ii</b>
<b>COUNSELING SHEET CONSULTANT I</b> .....	<b>iii</b>
<b>COUNSELING SHEET CONSULTANT II</b> .....	<b>v</b>
<b>MOTTO</b> .....	<b>vi</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>ABSTRAK</b> .....	<b>viii</b>
<b>ACKNOWLEDGMENT</b> .....	<b>ix</b>
<b>TABLE OF CONTENTS</b> .....	<b>xi</b>
<b>LIST OF FIGURES</b> .....	<b>xiii</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background .....	1
B. Problem Statement .....	4
C. Objectives of the Research.....	4
D. Significance of the Research.....	5
E. Scope of the research .....	5
<b>CHAPTER II RELATED LITERATURE REVIEW</b>	
A. Previous Related Finding .....	6
B. Some Pertinent Ideas.....	8
1. Cognitive Domain .....	8
2. Cognitive Domain (Bloom's Taxonomy) .....	12
3. Teacher as an educator.....	19

4. The Teacher Strategies in Teaching English.....	20
C. Theoretical Framework.....	26
<b>CHAPTER III RESEAARCH METHODOLOGY</b>	
A. Research Design.....	27
B. Subject of the Research.....	27
C. Research Instruments.....	27
D. Procedure of collection data.....	29
E. Data Analysis.....	29
<b>CHAPTER IV FINDINGS AND DISCUSSION</b>	
A. Findings.....	32
B. Discussion.....	39
<b>CHAPTER V CONCLUSION AND SUGGESTIONS</b>	
A. Conclusion.....	43
B. Suggestion.....	43
<b>REFERENCES.....</b>	<b>45</b>

## LIST OF FIGURES

Figure 2.1 : Cognitive Domain (Bloom's Taxonomy).....	13
Figure 2.2 : Cognitive Domain (Bloom's Taxonomy) .....	14
Figure 2.3 Theoretical Framework.....	26



## LIST OF APENDIX

APENDIX A .....	49
APENDIX B .....	52
APENDIX C .....	57







## CHAPTER I

### INTRODUCTION

#### A. Background

Cognitive comes from the word cognition which has the same word as knowing. Mauliyah (2019) stated that based on the basic theory developed by Piaget, several authors define cognitive with different narratives, but basically the same, namely mental activity in knowing and knowing about the world. The cognitive domain is a realm that includes mental (brain) activity. In the cognitive domain there are six levels including knowledge, comprehension, application, analysis, synthesis, and evaluation. Bloom's Taxonomy the cognitive domain according to its level including, remember: can recall certain information and prior knowledge in memory, understanding: understanding and explaining the meaning, translation, and interpretation of instructions, application: applying ideas or ideas to new situations, analyzing: breaking material or information into something simpler, evaluate: make judgments about the value of information through deep reflection and create: Build or create a new element pattern through production or planning.

Cognition is defined as a thinking process in which information from the five senses is changed, reduced, elaborated, refined, and used. The term cognitive according to Chaplin is one of the areas or domains/realms of human psychology which includes mental behavior related to understanding, consideration, information processing, problem solving, intentionality, and belief (Mauliya, 2019). Cognitive domain vocabulary as well as Bloom's

Taxonomy have been revised in the Revised Bloom's Taxonomy, the cognitive domain has been changed from nouns to verbs, which include remembering, understanding, applying, analyzing, evaluating, and creating (Lalogiroth and Tatipang, 2021).

The cognitive domain also has a relationship with the will and feelings related to the sense area. According to Santrock, cognition refers to the mental activity of how information can enter the mind, be stored and changed, and recalled and used in complex activities such as thinking. From the several definitions above, it can be understood that cognition is an aspect of individual development which includes mental abilities and activities related to the process of receiving-processing-and using information in the form of thinking, problem-solving, and adaptation (Khiyarusoleh, 2016:4-5). Researcher believes that one of the most important components of textbooks in improving students' thinking skills is the use of questions (Igbaia, 2013). Teachers must teach students how to think critically and apply higher-order thinking skills (Paranduk et al, 2021).

Tulung, et al (2022) stated that the strategies used by the teacher help students to more easily understand the material so that the goals of the teaching and learning process were achieved. This means that a teacher must have a teaching and learning strategy because, with the right strategy, lessons will be more easily accepted by students, teachers must be able to read the general abilities and characteristics of their students. Teacher strategies in educating must look at the needs of their students, namely education based on the interests, needs, and abilities or potential of students (Amelia et al., 2022).

A teacher is one of the main keys to educational success in order to achieve learning goals. The teacher is one of the important elements in the teaching and learning process in schools. Teachers play a role in the process of growth and development of students starting from the knowledge, skills, intelligence and way of life of students. This can show how important the teacher's position is in the world of education. A teacher is someone who imparts knowledge to students or a professional who can make their students plan, analyze and conclude the problems they face. The role of the teacher is to create a set of interrelated behaviors to perform in a given situation related to the progress of behavior change and student progress. From this opinion, it can be concluded that the level of teacher professional ability influences the success of education itself (Wrightman, 2008).

One of the teacher's goals is to influence students and improve them in terms of cognitive skills. Teachers also help students learn as best they can by using various strategies, methods, materials, and learning resources. In the learning process, students concentrate. Students become more active in finding and solving learning problems. And teachers help students who have difficulty understanding and solving problems. The teacher when giving lessons has expectations that are expected during the learning process.

Every teacher hopes that when giving learning students can focus and pay attention to learning well, focus on the learning process in class so that learning objectives can be achieved, then students are actively involved in class where students and teachers are both active during the learning process.

By being actively involved in learning, students can better understand the lessons conveyed by the teacher.

Based on the pre-observation at SMPN 33 Sinjai, the researcher found that many students in class VIII were unable to understand the material given by their teacher. There are several factors that influence it. First, the researcher saw that many students did not focus on the material provided by the teacher. Second, many students lack of the confidence to answer the questions posed by the teacher. Therefore, the researcher is interested in investigating how teachers develop students' cognitive domains during the learning process in class.

#### **B. Problem statement**

Based on the above background, in this research, there are two problem statements, namely:

1. What are the English teachers' strategies to develop students' cognitive domain?
2. What are the students' responses toward the strategies implemented by teachers in developing cognitive domains?

#### **C. Objectives of the research**

Based on the research question, the objective of this research is:

1. To find out the English teachers' strategies to develop students' cognitive domain.
2. To find out the students' responses toward the strategies implemented by teacher is developing cognitive domains.

#### **D. Significance of the research**

The significance of the results of this research, namely :

1. For the students

In this study, students are able to further develop their cognitive abilities by knowing how to learn effectively from the results of the strategies applied by the English teacher in the classroom and are able to know the cognitive domain within themselves

2. For the English teachers

The results of this study provide input for a teacher from the Department of English Education which may be useful to determine the development of students' cognitive domains. Learning outcomes will be evaluated whether the strategies applied by the English teacher are successful or not in development students' cognitive domains.

3. For the other researchers

This research can inspire other researchers to conduct further research on English teachers' strategies in development with students' cognitive domains.

#### **E. Scope of the Research**

In this study, the researcher focused on the strategies used by the teachers in developing comprehension in the cognitive domain of students and the students' responses to the strategies used by the teachers in developing comprehension in the cognitive domain of students.

## **CHAPTER II**

### **RELATED LITERATURE REVIEW**

#### **A. Previous Research Findings**

As a theoretical basis, this study includes several previous studies related to English teacher strategies in developing with students' cognitive domains. The first according to Rosyadi (2021) stated that the teacher creativity in developing student cognitive domains, that teachers who are creative in teaching will be able to stimulate students to study more actively, pay attention to material, and understand it quickly.

Indriyani (2019) the function of learning media is to regulate and guide educators in conveying messages or material to message recipients, namely students so that material can be absorbed and stimulated in students' cognitive thinking power. In the learning process of learning media, students, educators, environment/conditions and all that are related to education have a reciprocal relationship that is interdependent and mutually beneficial to each other with the aim of forming character in students' cognitive thinking.

Oktaviana (2018) stated that the analysis of student learning outcomes in comparative material is based on the cognitive domain of Bloom's taxonomy revision, namely the acquisition of learning outcomes is closely related to the ability to process information on material studied by students in their cognitive domain. Student learning outcomes based on the cognitive domain of the revised Bloom's Taxonomy are that students are more able to solve

questions with indicators of understanding or understanding more than questions with indicators of applying or applying less where students with abilities have reached indicators of understanding.

Nurazizah (2017) stated in her journal that critical thinking skills can be achieved by someone who has cognitive abilities. and the results of the research are that one of the efforts to improve students' cognitive abilities and critical thinking skills can be done through learning innovations such as implementing learning writing strategies carried out during the learning process in class and giving writing assignments which are carried out after completing learning in class at each meeting on the material related, so as to grow and improve students' cognitive abilities and critical thinking skills.

Puspitorini (2014) revealed that the use of comic media in science learning can increase motivation and cognitive and affective learning outcomes, that comic media can increase motivation, cognitive learning outcomes and affective learning outcomes. it can be concluded that science comic media has a positive impact on cognitive learning outcomes of students, that is, there are differences in cognitive learning outcomes between before and after using comics where cognitive learning outcomes after using comics are getting better. In other words, comic media can improve students' cognitive learning outcomes.

From the previous related research findings above, the research found some similarities and differences with this research. Although some of the studies above used qualitative research methods to develop students' cognitive



domains in English, what distinguishes this research from previous research is that this research uses two subjects, namely students and teachers compared to the above research which only uses one research subject and this research will use a descriptive method with a qualitative approach in exploring the teachers' strategies to developing the students' cognitive domain and the students' responses towards the implemented strategies.

## **B. Some Partined Ideas**

### **1. Cognitive Domain**

Taxonomy comes from the Greek tassein meaning to classify and nomos meaning rule. Taxonomy means a hierarchical classification of things or principles that underlie classification. All things that move, stationary objects, places, and events up to the ability to think can be classified according to several taxonomic schemes. The taxonomy of learning objectives is the grouping of learning objectives into cognitive, affective and psychomotor areas. Learning objectives are one of the aspects that need to be considered in carrying out learning, because all learning activities lead to achieving these goals.

In order for the learning process to be conceptualized properly, a teacher is required to be able to compile and formulate learning objectives clearly and firmly. Nevertheless, in the current reality on the ground, it seems that we can still find problems faced by teachers (prospective teachers) in formulating the learning objectives they want to carry out, which lead to ineffectiveness and inefficiency of learning. Taxonomy is a

classification or grouping of objects according to certain characteristics. In education, taxonomies are used to classify instructional objectives.

There are 6 taxonomies, namely Bloom's Taxonomy, Gagne's Taxonomy, Ausubel's Taxonomy, Anderson's Taxonomy, Merrill's Taxonomy, Reigeluth's Taxonomy.

a. Gagne's Taxonomy

Gagne categorizes the taxonomy of learning outcomes into five components, namely: verbal information, intellectual skills, cognitive strategies, attitudes, and motor skills. Thus, all three domains in Bloom's taxonomy are included in Gagne's taxonomy. Gagne grouped it into five components due to the assumption that the different learning outcomes require different learning conditions. That is, to build students' cognitive strategies requires different conditions than when we want to build attitudes or motor skills. Gagne divides learning outcomes into five capability categories as follows:

b. Verbal information

Verbal information capability is the ability to verbally communicate knowledge about facts. Verbal information obtained orally, reading books and so on. This information can be classified as facts, principles, names of generalizations. For example, students can mention the Pythagorean theorem which reads, "in a right triangle the square of the hypotenuse is equal to the sum of the squares of the sides of the triangle.

c. Intellectual Skills

Intellectual skills capability is the ability to be able to differentiate, master concepts, rules, and solve problems. These abilities are obtained through learning. Intellectual skill capabilities according to Gagne are grouped into 8 types of learning namely, learning cues, learning stimulus responses, learning motion sequences, learning verbal sequences, learning to differentiate, learning to form concepts, learning to form rules, and learning problem solving. This type of learning is ordered by difficulty from the simplest (learning cues) to the most complex learning problem solving.

d. Cognitive Strategy

Cognitive strategic capability is the ability to coordinate and develop thought processes by recording, analyzing and synthesizing. These capabilities are internally organized so as to enable the child's attention, learning, memory, and thinking to be directed. An example of behavior due to cognitive strategy capabilities is compiling steps to solve mathematical problems.

e. Ausubel's Taxonomy

David Ausubel (1963) was an educational psychologist, doing some interesting pilot research at about the same time as Burner. He was very interested in ways of organizing ideas. He explained that within a student there is already organization and clarity

regarding knowledge in a particular subject area. He called this organization the cognitive structure and believed that this structure determined the learner's ability to handle new ideas and relationships. Meaning can emerge from new material only if that material is related to the cognitive structure of previous learning. David Ausubel is famous for his learning theory, namely meaningful learning and rote learning. According to Ausubel, meaningful learning occurs when a process of linking new information to relevant concepts contained in a person's cognitive structure, then if no effort is made to assimilate new understanding of relevant concepts that already exist in a person's cognitive structure, then it will rote learning occurs.

The main factors that affect meaningful learning according to Ausubel are existing cognitive structures, stability and clarity of knowledge in a particular field of study and at a certain time. Someone learns by associating new phenomena into the schema he already has. In the process students construct what they learn and emphasize students associating experiences, phenomena and new facts into the understanding system they already have. Ausubel's theory of meaningful learning is very close to the main core of constructivism. Both emphasize the importance of students associating new experiences, phenomena, and facts into the understanding system they already have. Both emphasize the

importance of assimilating new experiences into concepts or understandings that students already have. Both rely on that in learning is active.

f. Anderson's Taxonomy

According to Anderson, taxonomy is divided into declarative knowledge and procedural knowledge. Declarative knowledge, namely knowledge that can be declared usually in the form of words or in short conceptual knowledge. Procedural knowledge, namely knowledge about the steps that must be carried out, for example in terms of dividing a number or how we drive a bicycle, in short "knowledge of how" or is application in nature.

g. Merrill's Taxonomy

Merril's taxonomy. M. D. Merrill himself named his taxonomy Component Display Theory (CDT). Candiasa (2001) developed his taxonomy by perfecting Robert Gagne's theory. Merrill's taxonomy divides educational goals into two categories: content and performance (Gagne's theory). The content category contains facts, concepts, principles, and procedures; while the performance category consists of remembering, using, and finding. However, Merrill's Taxonomy is not as comprehensive as Bloom's Taxonomy, so it is rarely used.

h. Reigeluth's Taxonomy

In Reigeluth's taxonomy there are 4 levels, namely memorize information, understand relationships, apply skills and apply generic skills. Memorize information is related to how information will enter a person's memory. Applying skill is related to how a skill is applied in everyday life.

i. Bloom's Taxonomy

Bloom's taxonomy has the most hierarchies (6 hierarchies), both unrevised and revised.

**2. Cognitive Domain (Bloom's Taxonomy)**

The figure about cognitive domain of Bloom's taxonomy, the ability to think or cognitive (cognitive) levels is divided into 6 levels, as follow:



Figure 2.1 : cognitive Domain (Bloom's Taxonomy)

Based on the Bloom's taxonomy The cognitive domain is a realm that includes mental (brain) activity classifies behavior into six categories, from simple (knowing) to more complex (evaluating). The cognitive domain consists of (in succession from the simplest to the most complex), namely:

**COGNITIVE LEVEL: BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES**

The cognitive domain of learning involves mental operations or thinking skills. There are six major categories in the Cognitive Domain of Bloom's Taxonomy (1956). The levels and the verbs used for stating specific behavioral learning outcomes are listed below.

<b>KNOWLEDGE</b> (Remembering) Recall terms, facts, and details without necessarily understanding the concept	<b>COMPREHENSION</b> (Understanding) Summarize and describe main ideas in own words without necessarily relating it to anything	<b>APPLICATION</b> (Transferring) Apply or transfer learning to own life or to a context different than one in which it was learned	<b>ANALYSIS</b> (Relating) Breaking material into parts, describe patterns and relationships among parts	<b>SYNTHESIS</b> (Creating) Creating something new by combining parts to form a unique solution to a problem	<b>EVALUATION</b> (Judging) Express own opinion, judge or value based on expressed criteria, ideas, methods,....
Count	Associate	Apply	Analyze	Adapt	Accept
Define	Classify	Build	Categorize	Assemble	Appraise
Draw	Convert	Calculate	Compose	Combine	Assess
Identify	Describe	Classify	Debate	Compare	Compare/Contrast
Label	Differentiate	Compare	Detect	Compose	Critique
List	Discuss	Complete	Diagram	Create	Determine
Locate	Distinguish	Contrast	Differentiate	Design	Evaluate
Name	Estimate	Construct	Distinguish	Formulate	Facilitate
Outline	Explain	Demonstrate	Group	Generalize	Grade
Point	Interpret	Illustrate	Infer	Integrate	Judge
Quote	Match	Modify	Investigate	Invent	Justify
Recite	Paraphrase	Operate	Prioritize	Organize	Measure
Record	Predict	Practice	Relate	Plan	Rank
Repeat	Recognize	Relate	Research	Prepare	Recommend
Select	Select	Report	Separate	Prescribe	Reject
State	Summarize	Solve	Sort	Revise	Select
Write	Translate	Use	Transform	Specify	Test
What is the definition of ... Can you recite ... When ... Where... Who was ... How many...	In your own words, explain... What steps are required... Describe the kinds of...	Give an example that has affected you... If alive today, what do you think he would do about...	What factors distinguish... In what ways... How would life be different if...	How can you put these ideas into action... Predict... When these concepts are linked I see...	In your opinion, ... Choose between ... and defend your answer...

Halya Komata, Ed. D.

Ran Gormane, Ed. D.

Figure 2.2 : cognitive Domain (Bloom's Taxonomy)

a. Knowledge

Knowledge in this sense involves recalling specific and universal things, recalling methods and processes, or recalling patterns, structures or settings. Knowledge can be divided into three, namely: (1) knowledge of basic matters; (2) knowledge of how to treat key matters; and (3) knowledge of general matters and abstractions. Knowledge of the main things, namely recalling specific things, the emphasis is on symbols from

concrete references. Knowledge of basic matters is divided into two, namely: (1) knowledge of terminology; and (2) knowledge of specific facts. Knowledge of terminology, namely knowledge of symbol references that are accepted by many people, for example common words and their common meanings. Knowledge of specific facts i.e., knowledge of dates, Events, people, places.

Knowledge of how to treat the subject matter that is knowledge of the ways to organize, learn, judge, and criticize. Knowledge about how to treat key matters is divided into five namely: (1) knowledge of conventions; (2) knowledge of tendencies or sequences; (3) knowledge of classification and categories; (4) knowledge of benchmarks; and (5) knowledge of the methodology. Knowledge of conventions, namely knowledge of typical ways of presenting ideas and phenomena, for example ways of presenting poetry, plays, and scientific papers. Knowledge of tendencies or sequences, namely knowledge of processes, directions and movements of a phenomenon in relation to time, for example knowledge of the development of Indonesia culture.

Knowledge of classifications and categories is knowledge of classes, divisions, and arrangements that are considered fundamental to a field, purpose, argument, or problem. Knowledge of benchmarks (criteria), namely knowledge of criteria for testing or assessing facts, principles, opinions, and behavior. Knowledge of methodology is knowledge of



research methods, techniques, and procedures used in a field and to investigate a problem and phenomenon.

Knowledge of universality and abstraction in a field, namely knowledge of basic schemes and patterns for organizing phenomena and ideas. Knowledge of general matters and abstractions is divided into two namely: (1) knowledge of principles and generalizations; and (2) knowledge of theory and structure. Knowledge about principles and generalizations, namely knowledge about certain abstractions which are a summary of the results of observations of a phenomenon. Knowledge of theory and structure, namely knowledge of a set of principles and generalizations and their interrelationships that form a clear, complete, and systematic view of a complex phenomenon, problem, or field.

b. Comprehension

Comprehension is concerned with the essence of something, is a form comprehension that causes a person to know what is being communicated, and can use the material or idea being communicated without having to connect it with other materials. comprehension is divided into three, namely: (1) translation (translation), namely the ability to understand an idea that is stated in another way than the original statement that was known before; (2) interpretation, which is an explanation or summary of a communication, for example interpreting various social data recorded, modified, or arranged in other forms such as graphs, tables, diagrams; and (3) extrapolation, namely extending the tendency beyond the data to find

out the implications, consequences, consequences, influences according to the conditions of a phenomenon at first, for example making explicit statements to address the conclusions in a literary work.

c. Application

At this level, a person has the ability to apply ideas, procedures, methods, formulas, theories, and principles in various situations. For example: in order for the tea in a glass to cool quickly, the lid must be opened (the field of physics), one needs to water the plants so they don't wilt (the field of biology); and injured fingers must be given red medicine (health sector).

d. Analysis

Analysis is defined as breaking or separating a communication (event, understanding) into its constituent elements, so that the idea (understanding, concept) becomes relatively clearer and/or the relationship between ideas is more explicit. Analysis is breaking a communication content into elements so that the hierarchy of ideas becomes clear. The categories of analysis are divided into three, namely: (1) element analysis, namely the analysis of the elements of a communication; (2) analysis of relationships, namely analysis of connections and interactions between the elements and parts of a communication; and (3) analysis of organizing principles, namely the analysis of the composition and structure that forms a communication.

e. Synthesis

Synthesis is combining elements and parts to form a whole. Synthesis is concerned with the arrangement of parts or elements so as to form a whole or a whole which was not clear before. The category of synthesis is divided into three namely: (1) the creation of unique communication, namely the creation of communication in which the writer or speaker tries to convey ideas, feelings, and experiences to other people; (2) creation of plans, namely creation of work plans or operational proposals; and (3) creation of abstract relationship sets, namely creating abstract relationship sets to classify certain data.

f. Evaluation

Evaluation is determining the value of materials and methods for a particular purpose. Evaluation is concerned with determining quantitatively or qualitatively about the value of a material or method for a purpose by meeting certain criteria. Evaluation categories are divided into two, namely: (1) evaluation based on internal evidence, namely evaluation of communication decisions based on logic, consistency, and other internal criteria, for example, showing logical errors in an argument; and (2) evaluation based on external evidence, namely evaluation of material based on established or memorized criteria, for example comparing theories, generalizations, and basic facts about certain cultures.

### 3. Teacher as an educator

Nawawi (2015) stated that the teachers are adults, who because of their role are obliged to provide education to students. The person may be predicated as a father or mother, teacher, ustads, lecturer, scholar and so on. The teacher is an important element in learning activities. Djamarah (2015) stated that the teacher is someone who provides knowledge to students or professionals who can make their students plan, analyze and conclude the problems they face.

The teacher is a professional educator, the teacher is one of the main factors for the creation of the nation's next generation. A teacher is someone who is experienced in his or her profession. With the knowledge he has, he can make students become intelligent people (Djamarah, 2015).

And if we reopen the educational motto by Ki Hadjar Dewantara about the three principles of education, namely Ing Ngarso Sung Tuladha, Ing Madya Mangun Karsa, Tut wuri Handayani. Zulfiati (2018) Its implementation in education can be understood that teachers as educators are:

- a. Ing Ngarso Tulado, that in front of a teacher must be able to provide a good example or role model for his students.
- b. Ing Madya Mangun Karsa, a teacher is an educator who is in the midst of his students able to provide encouragement or enthusiasm to work.
- c. Tut Wuri Handayani, behind the teacher are educators who are able to direct or support their students on the right path

From some of the definitions above, it is clear that the teacher is a person who is involved in education whose task is not only to transfer knowledge

from the teacher to the students but more than that. The teacher acts as a substitute for parents at school whose job it is to direct students to achieve educational goals and make them fully human through exemplary examples, enthusiasm or encouragement to become better and guidance or direction so that they are always on the path of truth in developing existing potential on him.

#### **4. The Teacher Strategies in Teaching English**

The Nature of Learning Strategies The word strategy comes from the Latin *strategia*, which is defined as the art of using a plan to achieve goals. Learning strategies consist of all components of the subject matter and procedures that will be used to help students achieve certain learning goals. According to Refki Rahmad (2021) stated that a teaching strategies is a general plan for lessons that includes the structure of the desired learner's behavior in terms of instructional objectives and outlines the necessary tactical plans to implement the strategies.

The learning strategies can also be interpreted as a pattern of learning activities that are selected and used by the teacher contextually, according to the characteristics of the students, the conditions of the school, the surrounding environment and the specific learning objectives that are formulated. Evi Putriyani (2015) stated that teaching strategies is one of the general terms used to define activities in the classroom between teachers and students. Learning strategies consist of methods and techniques (procedures) that will ensure that students will actually achieve learning objectives.

In its original sense, the term *strategis* is often used in military matters relating to the planning and management of troops in achieving victory in war. According to Sari & Zainil (2020) stated that the *strategis* for teaching speaking is an important aspect in the teaching and learning process. The *strategis* contains activities to plan, manage, and achieve a goal. In the process of teaching and learning, strategies can be interpreted as certain behaviors used by students to achieve learning goals. Types of English Learning Strategies Learning strategies have several characteristics.

Mustika & Wardah (2021) state that teaching strategies are not specifically presented, teachers can choose teaching strategies themselves that are considered appropriate and effective for achieving learning goals and building student abilities. Several features of the planning strategy are similar to those of the monitoring strategy. Therefore, formal and strategic training is strategic. Cognitive strategies are related to students' thinking power in processing teaching and learning materials. Meta-cognitive strategies relate to tactics or the way learners deal with and manage teaching and learning materials. Effective strategies relate to the attitudes and feelings of students in improving the learning process of students. Social strategy is related to the cooperation of students with their peers in achieving learning goals.

as well as there are several teacher strategies in teaching in class, namely:

a. Simple Repetition

Syaiful (2010: 95) stated the Repetitive training method or also called training, is a good way of teaching to instill certain habits. In addition, this method can also be used to gain dexterity, precision, opportunities and skills. Sudjana in Nurhasanah (2005:26) stated the method is the method used by the teacher in establishing relationships with students during learning, therefore the role of the teaching method is as a tool to create a teaching and learning process.

Roestiyah (2012: 125) stated repetition training is a technique that can be interpreted as a way of teaching in which students carry out repetitive training activities, so that students have higher dexterity or skills than what they have learned.

b. Using games to get students interested

Mulyasa (2007) stated the complexity of learning materials can be simplified with the help of media. Media can represent what the teacher is unable to say through certain words or sentences. In addition, the media can be used as a guide or message giver in learning, as a generator of attention, student motivation and enthusiasm for learning through more direct interaction between students and learning resources. Besides that, the limitations of space, time, energy and sensory power can also be assisted by the media.

Narottama (2008) stated that regarding the effect of flash games on learning turned out to have an effect on learning outcomes. Rahmatsyam (2010) stated that all the potential that games have as media is very possible

to be used as a motivational learning medium for students. In addition, Pelletiere (2009) also stated that games have a very close relationship and have a positive effect on the learning process.

c. Question and Answer (QnA)

There are many cooperative learning models that can be applied in learning, including the Giving Question Getting Answer (GQGA) and Think Pair Share (TPS) learning models. The GQGA model can train students in asking and answering questions (Suprijono, 2009).

In making and answering questions, good cognitive activity is needed and connected to the learning being carried out. Directly students will continue to think and use their reasoning in posing and answering questions. To get optimal results the GQGA model can be applied by forming heterogeneous groups (Aisyah & Sofyan, 2014). The GQGA learning model is a modification of the lecture method and the collaborative question and answer method using pieces of paper media (Suprijono, 2009). The GQGA learning model is good enough to be used to train the process of raising questions and answering students by involving their thinking skills. Chosiyah (2013) conducted research showing that the GQGA Learning Model improves student learning outcomes.

d. Memorize

The word memorization can be referred to as memory, where if we study it, it brings us to cognitive psychology, especially in the human model as an information processor.



According to Atkinson, quoted by Sa'dullah, the process of memorizing goes through three processes, namely

- 1) Encoding (entering information into memory) encoding is a process of entering information data into memory. This process is through two human senses, namely sight and hearing. The two sense organs, namely the eyes and ears, play an important role in receiving information as information is only explained in the verses of the Qur'an, where the mention of eyes and ears always goes hand in hand.
- 2) Storage (storage). Storage is the storage of information entered in the memory warehouse. The memory warehouse is located in long memory (long term memory). All information entered and stored in the memory warehouse will never be lost. What is called forgetting, actually we have not succeeded in recovering the information in the memory warehouse.
- 3) Retrieval is re-disclosure (reproduction) of information that has been stored in the memory warehouse, sometimes immediately and sometimes it needs inducement. If the effort to remember again is not successful even with inducement, then people call it forgetting. Forgetting refers to our failure to find information in the memory storehouse, even though it is still there.

Furthermore, according to Atkinson and Shiffrin the human memory system is divided into 3 parts, namely: first sensory memory (sensory memory): second short term memory (short term memory) and third long term memory (long term memory).

## 5. Students Response toward teacher strategies

The response is the result of the stimulus behavior, namely the activity of the person concerned, regardless of whether the stimulus can be identified or cannot be observed (Wijayanti, 2015: 182). Nugraha (2013) explained that students' positive responses can be used as a benchmark that students feel more comfortable with the learning media used in the learning process. Student responses to learning media can be in the form of positive responses and negative responses.

According to Amir in Rafikayuni (2017: 339), the response consists of 3 dimensions, namely cognitive, affective, and conative dimensions. Cognitive responses are related responses or perceptions of attitude objects. Verbally, one's thoughts can be identified from the expression of beliefs or something that tends to be negative or positive. Affective response is a response that shows one's attitude from one's evaluation or feelings towards the object of one's attitude. The conative response relates to real behavior which includes action on deed. Most of the students' attention will be focused on the learning process if students are already interested so that students will play an active role and give a positive response.

### C. Theoretical framework

Figure about theoretical framework, as follow:

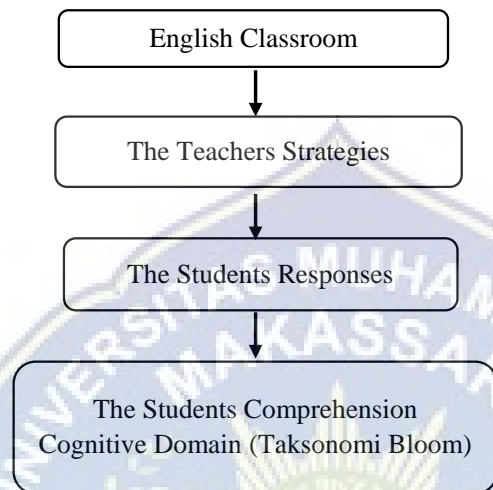


Figure 2.3 Theoretical Framework

In the process of learning English in class, there are various kinds of problems faced by teachers when teaching, besides English as a foreign language which is rarely applied in our activities, English also has difficulties in constructing sentence structures. However, researchers see that the main problem in the process of learning English lies in the cognitive domain of students, especially in students' knowledge and comprehension of the material provided. So, looking at students' problems in the learning process in different cognitive domains, it is necessary to know the English teacher's strategies in developing students' cognitive domains and students' responses to the strategies taught by the teacher, whether these strategies can increase their understanding or not.

## **CHAPTER III**

### **RESEARCH METHODS**

#### **A. Research Design**

The type of research that the researcher uses in this study is a descriptive method with a qualitative approach. "Descriptive research is complex description, studying words, detailed reports of respondents' views, and conducting research in natural situations". Noor (2018) stated that "descriptive research is research and understanding based on the methodology use, in this approach, the socially constructed nature of reality, the relationship between it and the subject under study".

#### **B. Subject of the Research**

The subjects in this study were students and English teachers at SMPN 33 Sinjai and the subjects in this study were two English teachers. The first male teacher teaches in class XIII and the second female teacher teaches in class IX. The first teacher still has the status of an honorary employee and the second teacher has the status of a Civil Servant (PNS), both have received certification at SMPN 33 Sinjai and the students in this research are 6 people including 3 people from class VIII and 3 people from class IX where the researcher chose students who actively participate in class learning.

#### **C. Research Instruments**

An instrument is a tool used to obtain research data. In this study, the researcher used observation, interviews, and documentation as the main instruments in the study.

## 1. Observation

This observation technique is carried out to obtain supporting information for data in research. Arikunto (2010 : 199) stated that observation is direct observation of an object in its environment that is still ongoing or in the research stage using the five senses. The act of observing is carried out intentionally by complying with the applicable observation rules. The data collection technique by observation in this study aimed to collect data by being involved in the teaching and learning process in the classroom and observations in this study are carried out twice and observed how students' understanding is captured, observing the teacher's strategy in developing with students' cognitive domains in increasing comprehension power of students. When receiving lessons from the teacher.

## 2. Interview

The interview method is very influential and needed in the research data collection process. Interview is a way of collecting data by way of question and answer unilaterally and is carried out systematically and based on the purpose of the investigation. So here the researcher prepares materials to be interviewed by the informant which only outlines what asked, or prepares a structured interview guide and after that conducts the interview as desired (Hadi, 2017). The type of interview that be conducted is a structured interview which conducted by the researcher three times. Interviews conducted for each English teacher and interviews for students. During the interview process the researcher take pictures and sound

recordings to add data that the researcher has conducted an interview process with teachers and students.

#### **D. Procedure of collection data**

The procedure for collecting data in this study are:

1. The researcher contacted the English teacher to be studied to find out the teacher's teaching schedule.
2. The researcher went to the research location to find out students' comprehension, English teacher's comprehension and strategies in developed Students' Cognitive Domain.
3. The researcher interviewed the teacher to find out the English teacher's strategies in developed students' cognitive domains and the English teacher's strategy in developing students' lack of understanding in capturing the material provided.
4. The researcher interviewed students to find out student responses to the strategies applied by the teacher in developing students' cognitive domains.

#### **E. Data analysis**

Data analysis in qualitative research leads to the findings of previous research related to supported titles, where the research results have an undeniable atmosphere, and in summarizing is done reliably and accurately. In each process the researcher must be patient and reflective in understanding various data sources in the form of interview notes, video or audio recordings, questionnaires, etc (Gay, 2012).

Data analysis that be used in this research does all data redaction, data display and conclusion.

#### 1. Data Reduction

After analyzing the data, reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Thus, the reduced data provide a clearer picture, and make it easier for researchers to collect further data, and look for it when needed.

The data obtained from the field is quite a lot, for that it needs to be recorded carefully and in detail. As stated, the more researchers go into the field, the more complex and complicated the amount of data will be. For this reason, it is necessary to immediately carry out data analysis through data reduction.

#### 2. Data Display

After the data is reduced, the next step is displaying the data. Presentation of data is done in the form of short description graphics, charts, relationships between categories, and flowcharts. In this case, Huberman stated that the most frequent form of data presentation for qualitative research data in the past was narrative text. Most often used to present data in qualitative research by displaying data, it will make it easier to understand what is going on, plan future work based on what has been understood.

### 3. Conclusion

Withdrawal and conclusion of data verification is the final stage in qualitative data analysis techniques which are carried out by looking at the results of data reduction still referring to the analysis objectives to be achieved. This stage aims to find meaningful data collected by looking for relationships, similarities, or differences to draw conclusions as answers to existing problems.

The initial conclusions put forward are still temporary, and are likely to change if no supporting evidence is found at the next data collection stage. But if the conclusions put forward in the early stages are supported by valid evidence, then the resulting conclusions are credible conclusions. Verification means that the assessment of the adequacy of the data with the intent contained in the basic concept of the analysis is more precise and objective.





## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

Researcher conducted research at SMP Negeri 33 Sinjai, in the odd semester of the 2022/2023 academic year. The population in this study were teachers of class VIII and IX using purposive sampling, namely a review of students' cognitive domains. The research findings are based on the results of observations and interviews.

Result of observation in the classroom:

Based on the results of observations that have been made in the classroom by researcher. The researcher found:

1. The teachers strategies in the classroom.

In the process of teaching and learning in the classroom there are several strategies applied by English teachers, including:

- a. The simple repetition strategy

Based on the results of observations that have been made in class by researcher. The researcher found that during the teaching and learning process in class there were some students who still could not explain the material that had been explained so that the English teacher repeated the material to make sure students understood and were able to repeat the material given. The level of comprehension of students is different so that not all of them can immediately comprehension the

subject matter delivered by the teacher with one explanation. This repetition strategy is very effective in increasing student comprehension, this can be seen from the total number of students in the class, out of 27 students, there were 5 students who proposed repeating the material and after being asked to explain the material that was repeated previously, the 5 students were able to re-explain the material. and do not forget that there were around 22 students who did not ask for repetition and the teacher tested 10 students out of the total who did not ask for repetition and the 10 students were able to answer questions given by the teacher. so that. Based on these observations, this strategy is very effective in improving students' cognitive domains.

The analysis is taken from the results of direct observations in the classroom conducted by researchers, the following are the results of observations in the class, namely:

*Pada pukul 08:00 wita Guru masuk kelas dan Sebelum memulai materi, guru menanyakan Kembali materi yang telah diberikan sebelumnya, siswa menjawab pertanyaan yang diberikan oleh guru, dari pertanyaan tersebut ada beberapa siswa yang belum memahami materi sebelumnya serta menginginkan materi tersebut diulang. (Pengamatan kelas 2023)*

(Asking students to dialogue together, repeat learning material from previous material, make games, question and answer sessions, memorize to be stored at the next meeting). (Class observation 2023)

This finding was strengthened by the results of an interview with an English teacher at SMP Negeri 33 Sinjai who said :

*“Saat ini strategi yang saya gunakan didalam kelas itu adalah strategi pengulangan sederhana ...” (Interview, 31/08/2023)*

(Currently the strategy I use in class is a simple repetition strategy)

From the results of the interviews, it can be seen that the teacher has a strategy to develop students' comprehension, namely by doing simple repetition.

Where this repetition strategy is used at the beginning of learning before entering the next material, where the teacher asks again about the previous learning material, the goal is to find out whether students still remember the previous learning material and whether students really comprehend the material given in the previous lesson. This finding was strengthened by the results of an interview with an English teacher at SMP Negeri 33 Sinjai who said

*“Contohnya pada saat saya masuk kedalam kelas sebelum memulai pembelajaran pada saat itu saya akan menanyakan pembelajaran pada minggu lalu atau pada hari kemarin yang saya berikan pada siswa sebelum proses belajar berlangsung agar supaya mereka masih mengingat Pelajaran sebelumnya sebelum memulai Pelajaran yang akan dipelajari pada hari ini”.* (Interview, 31/08/2023)

(For example, when I enter the class before starting learning at that time I will ask about last week's lesson or yesterday's lesson that I gave to students before the learning process took place so that they still remember the previous lesson before starting the lesson that will be studied today.)

By using the repetition strategy, this is very effective to do because students are able to quickly comprehend the material given beforehand and students are also able to re-explain the material given

before when the teacher does the repetition strategy. This finding was strengthened by the results of an interview with an English teacher at SMP Negeri 33 Sinjai who said

*“Menurut saya itulah yang paling sederhana untuk anak-anak seusia mereka yang tidak terlalu muda dan cukup gampang untuk dipahami maksudnya easy going bagi siswa untuk memahami itu”* (Interview, 31/08/2023)

(In my opinion, this is the simplest for children of their age who are not too young and easy enough to comprehend, meaning easy going for students to comprehension.)

From the results of the interviews, it can be seen that the teacher has a strategy to develop students' comprehension, namely by doing simple repetition.

b. Using games to make students interested

Based on observations made in class by researcher, researcher found that during the teaching and learning process in class the first step taken by the teacher was try to attract students' attention by using game-based learning to instill a sense of interest in students so that they liked the subject matter presented. like during the observation I saw the teacher mentioning one letter then the student had to answer by saying the name of the animal that starts with the letter mentioned by the teacher. Seeing this, where all students actively respond to the material provided by the teacher because in the middle of learning several games related to learning material are added, so this strategy is very effective in increasing students' comprehension.

The analysis is taken from the results of direct observations in the classroom conducted by researcher, the following are the results of observations in the class, namely:

*Guru membuat games tebak-tebakan, guru menyebut huruf dan siswa menebak nama Binatang dengan awalan huruf yang disebutkan guru, ada beberapa siswa yang tidak bisa menebak games tersebut, siswa yang tidak menjawab diberi hukuman mengekspresikan Binatang atau meniru suara hewan (Pengamatan kelas 2023)*

(The teacher makes guessing games, the teacher says letters and the students guess the name of the animal with the initial letter mentioned by the teacher, there are some students who cannot guess the game, students who do not answer are given a penalty for expressing animals or imitating animal sounds). (Class observation 2023)

This finding is also reinforced by the results of interviews with English teachers at SMP Negeri 33 Sinjai who said

*“...selain itu ada beberapa lagi strategi yang saya gunakan dalam kelas untuk mengembangkan ranah kognitif siswa such us, membuat games untuk membuat siswa tertarik terhadap materi yang di ajarkan, ...”* (Interview, 31/07/2023)

(Apart from that there are several other strategies that I use in class to develop students' cognitive domains such as making games to get students interested in the material being taught.)

From the results of the interviews, it is known that the teacher has a strategy to develop students' comprehension by using games so that students are more interested in learning and more easily comprehend the material being taught.

## 2. Students' Responses

The following is the student's response to the strategies used by the English teacher in carrying out the teaching and learning process in class, including:

a. Student response to repetition of simple strategies.

Based on the results of observations that have been made in class by researcher. The researcher found that in the teaching and learning process in class, after the teacher repeatedly explained the material briefly, students could better comprehend the material that had been taught by the teacher, this was seen when the teacher gave questions to students, after explaining again it turned out that students were able to answer these This simple repetition is very effective for increasing students' comprehension.

The analysis is taken from the results of direct observations in the classroom conducted by researcher, the following are the results of observations in the class, namely:

*Dialog Bersama, siswa sangat antusias dalam mengulang materi/belajar, siswa sangat senang dan aktif saat sesi games dan tanya jawab, antusias siswa sangat terlihat saat diberi tugas untuk menghafal. (Pengamatan kelas 2023)*

Joint Dialogue, students are very enthusiastic in repeating material/learning, students are very happy and active during games and question and answer sessions, student enthusiasm is very visible when given assignments to memorize. (Class observation, 27/07 2023)

This finding was also reinforced by the results of interviews with students at SMP Negeri 33 Sinjai who said

*“Sangat bagus karena kami dapat mengingat kembali mengenai materi sebelumnya yang kami pelajari, juga sangat membantu kami misalkan saat kami mau ulangan kami dapat mengingat kembali materi yang sebelumnya di ajarkan dan tidak hanya fokus pada materi yang dipelajari saat ini....”*  
(Interview, 14/08/2023)

(Very good because we can recall the previous material we studied, it is also very helpful for us, for example when we want to take a test, we can recall the material previously taught and not just focus on the material being studied at this time)

From the results of the interviews, it is known that the teacher's strategy, namely repetition of simple material can develop student comprehension.

b. Student response using games to make students interested

Based on observations made in class by researcher, researcher found that during the teaching and learning process in the class, students were more interested in material that used games to initiate learning and this strategy further increased students' comprehension and enthusiasm in following the lessons delivered by the English teacher. This was proven when as the material progressed it turned out that students were more active in asking questions after this strategy was carried out, so that this strategy was able to increase student comprehension.

The analysis is taken from the results of direct observations in the classroom conducted by researcher, the following are the results of observations in the class, namely:

*Siswa sangat senang dan aktif saat sesi games dan tanya jawab, antusias siswa sangat terlihat saat siswa diberi games semua siswa menjawab dengan semangat. (Pengamatan kelas 27/07/2023)*

The students were very happy and active during the games and question and answer sessions, the enthusiasm of the students was very visible when the students were given games, all students answered enthusiastically. (Class observation 27/07/2023)

This finding was also reinforced by the results of interviews with students at SMP Negeri 33 Sinjai who said

*"kalau menggunakan games kami lebih enjoy dalam belajar, tidak bosan, kami juga tidak mengantuk, kalau pake games tebak-tebakan jawaban disitu kami lebih mudah mengingat pelajaran dan mudah masuk di otak..."* (Interview, 14/08/2023)

(If we use games we enjoy learning more, we don't get bored, we don't get sleepy either, if we use games to guess the answers there it's easier for us to remember the lessons and it's easy to get into the brain).

From the results of the observation and interviews, it is known that the teachers' strategy is to use games to make students interested and can develop students' comprehension because students can better remember the material being taught.

## **B. Discussion**

Discussion of research based on interviews that have been given, researchers collect data to classify conclusions from interview answers. This study found about the English teacher's strategy in developing the cognitive domain of students at SMP Negeri 33 Sinjai.

Teachers' strategies to develop students' cognitive domain at SMP Negeri 33 Sinjai

### **1. Teachers' strategies**

Based on the results of interviews conducted with teachers at SMP Negeri 33 Sinjai. The researcher found that there were several English teacher strategies in developing students' cognitive domains. The first is Simple Repetition or Learning Review During the teaching and learning process in the class, there are some students who still cannot explain the material that has been explained, so the English teacher repeats the



material to make sure students understand and are able to explain the material. Then the next strategy is using games to get students interested, during the teaching and learning process in class the first step the teacher takes is trying to attract students' attention by using game-based learning to instill a sense of interest in students so that they are interested and like the subject matter presented. The next strategy is Question and Answer (QnA) where the teacher gives questions to students to answer and the last strategy used by the English teacher is Memorize to increase vocabulary.

Based on the explanation above, this is closely related to what was stated by experts such as:

a. Simple Repetition

Syaiful (2010: 95) stated that the Repetitive training method or also called practice, is a good way of teaching to instill certain habits. In addition, this method can also be used to gain dexterity, precision, opportunities and skills. Sudjana in Nurhasanah (2005:26) states that the method is the method used by the teacher in establishing relationships with students during learning, therefore the role of the teaching method is as a tool to realize the teaching and learning process. Roestiyah (2012: 125) stated that repetition training is a technique that can be interpreted as a way of teaching in which students carry out training activities repeatedly, so that students have higher dexterity or skills than what they have learned.

Based on the explanation of the experts above, the repetition strategy if done continuously will make students have the skills and dexterity in developing student comprehension. This can be seen from the activeness of the students when answering the teacher's questions after the material has been re-explained.

b. Using games to get students interested

Mulyasa (2007) stated that the complexity of learning materials can be simplified with the help of media. Media can represent what the teacher cannot convey through certain words or sentences. In addition, the media can be used as a guide or message giver in learning, as a generator of attention, motivation and enthusiasm for student learning through more direct interaction between students and learning resources. In addition, the limitations of space, time, energy and the power of the five senses can also be assisted by the media.

Narottama (2008) states that regarding the effect of flash games on learning, it has an effect on learning outcomes. Rahmatsyam (2010) states that all the potential that games have as media is very possible to be used as a motivational learning medium for students. In addition, Pelletiere (2009) also stated that games have a very close relationship and have a positive effect on the learning process.

From the explanation of the experts above that using games as a learning medium can arouse students' attention, motivation and enthusiasm for learning, this can be seen during the teaching and learning process in the

classroom, students was very enthusiastic about participating in learning when game strategies were used.

## **2. Students' Responses**

Based on the results of observation in class at SMPN 33 Sinjai, it is known that there are several student responses to the strategies used by English teachers in developing students' cognitive domains, one of which is student responses to simple repetition. during the teaching and learning process in class there were some students who still could not explain the material that had been explained so the English teacher repeated the material to make sure students understood and were able to repeat it again. then students' response using games to make students interested, during the teaching and learning process in class students are more interested in material that uses games to start learning and this strategy increases students' enthusiasm in following the lessons delivered by the English teacher.

Based on the results of the discussion above by looking at student responses to the two strategies, student responses to the two strategies implemented by the teacher received positive responses from students, this can be seen from the activeness and enthusiasm of students when the teacher implemented these strategies.

One way to develop students' cognitive domains is to take a personal approach between the teacher and students. The personal approach includes dialogue or direct and open communication between teachers and students. Teachers can ask many things related to the learning process and what hinders the acceptance of the material. From here, the teacher can analyze how students respond to the strategies applied in developing students' cognitive domains.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

The researcher concludes by showing the results of observations and interviews with teachers that there are two strategies for English teachers in developing students' cognitive domains, namely: The first is simple repetition and the second is using games to get students interested. Both of these strategies are used during the teaching and learning process in the classroom and researchers see that these strategies really help improve students' cognitive domains.

Student responses to the strategies used by the English teacher in developing students' cognitive domains, namely positive responses were seen when the teacher used these strategies, students looked very happy, actively asked questions and were enthusiastic during the teaching and learning process. Because students' feelings of joy and enthusiasm are able to increase students' realm of comprehension.

#### B. Suggestions

Based on the results of research and discussion, the researcher would like to give some suggestions as follows:

##### 1. Suggestion for Students

The researcher hopes that students are able to further develop their cognitive abilities by knowing how to learn effectively from the results of

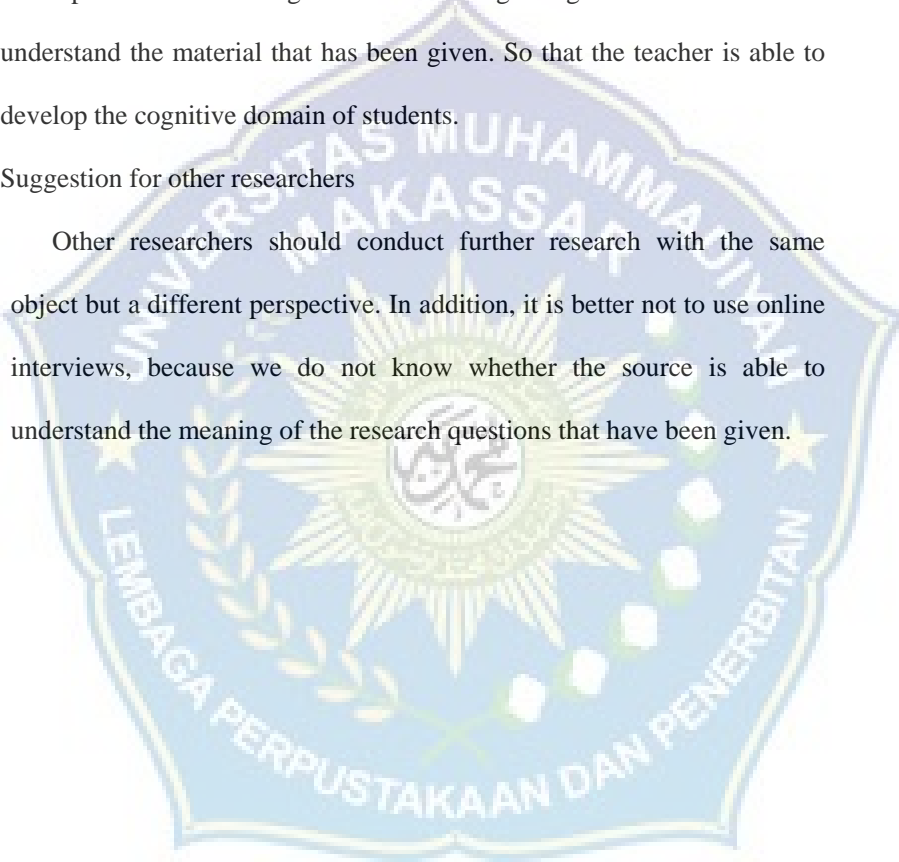
the strategies applied by the English teacher in class and are able to know the cognitive domains within themselves.

## 2. Suggestion for teachers

Teachers must improve learning strategies that can facilitate students in the process of mastering the material and guiding students to be able to understand the material that has been given. So that the teacher is able to develop the cognitive domain of students.

## 3. Suggestion for other researchers

Other researchers should conduct further research with the same object but a different perspective. In addition, it is better not to use online interviews, because we do not know whether the source is able to understand the meaning of the research questions that have been given.



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**A**



**X**

**APPENDIX A**  
**RESEARCH INSTRUMENT**

**A. TABLE OBSERVATION**

<b>Date :</b>		
	<b>Teacher</b>	<b>Students</b>
<b>Opening</b>	<ul style="list-style-type: none"> <li>- menjawab salam siswa dan baca doa Bersama</li> <li>- absensi</li> <li>- menanyakan kabar</li> <li>- menanyakan kesiswa apakah sudah siap belajar atau belum</li> </ul>	<ul style="list-style-type: none"> <li>- salam dan baca doa Bersama</li> <li>- konfirmasi kehadiran</li> <li>- menjawab kabar</li> <li>- siap untuk belajar</li> </ul>
<b>Main Parts</b>	<ul style="list-style-type: none"> <li>- meminta siswa untuk berdialog Bersama</li> <li>- mengulang materi pembelajaran dari materi sebelumnya</li> <li>- Membuat games, sesi tanya jawab.</li> <li>- menghafal, untuk di stor pada pertemuan selanjutnya.</li> </ul>	<ul style="list-style-type: none"> <li>- dialog Bersama</li> <li>- siswa sangat antusias dalam mengulang materi/belajar</li> <li>- siswa sangat senang dan aktif saat sesi games dan tanya jawab</li> <li>- antusias siswa sangat terlihat saat diberi tugas untuk menghafal</li> </ul>
<b>Closing</b>	<ul style="list-style-type: none"> <li>- mengingatkan siswa untuk menyelesaikan hafalannya</li> <li>- memberitahukan materi yang akan dipelajari dipertemuan selanjutnya</li> <li>- kemudian menutup kelas dengan salam</li> </ul>	<ul style="list-style-type: none"> <li>- siswa menjawab peringatan tugas dari gurunya</li> <li>- kemudian menjawab salam penutup Dari guru</li> </ul>

**Appendix 1. Field Notes for Observasion for Teacher Strategies 2**

<b>Date :</b>		
	<b>Teacher</b>	<b>Students</b>
<b>Opening</b>	<p>Salam</p> <p>Absensi</p> <ul style="list-style-type: none"> <li>- motivation</li> <li>-menanyakan kesiswa apakah sudah siap belajar atau belum</li> </ul>	<p>Menjawab salam</p> <p>Konfirmasi kehadiran</p> <p>Mendengarkan motivasi</p> <p>Siap belajar</p>
<b>Main Parts</b>	<ul style="list-style-type: none"> <li>- mempersiapkan materi ajar</li> <li>- membawakan materi yang di iringi sedikit candaan</li> <li>- Membuat games untuk menarik perhatian siswa</li> <li>- memberikan hafalan, untuk di stor pada pertemuan selanjutnya.</li> </ul>	<ul style="list-style-type: none"> <li>- Menulis materi yang diberikan</li> <li>- Senang dengan candaan dari guru</li> <li>- Senang mengikuti games dari guru</li> <li>- Antusias menulis hafalan yang diberikan oleh guru</li> </ul>
<b>Closing</b>	<ul style="list-style-type: none"> <li>- Mengingatkan siswa terhadap tugas yang diberikan</li> <li>- Menutup dengan memberikan motivasi</li> <li>- salam penutup</li> </ul>	<ul style="list-style-type: none"> <li>- Menjawab peringatan yang diberikan guru tentang hafalan</li> <li>- Mendengarkan motivasi</li> <li>- Menjawab salam</li> </ul>

## **B. INTERVIEW GUIDELINES**

### INTERVIEW FOR THE TEACHER

1. cognitive skills are one of the key success of learnings. what kind of cognitive skill you are concerning or focusing the most?
2. in your opinion, is what cognitive level are your students now?
3. what do you concern the most about your students' cognitive skills?
4. what strategies did you choose to develop your students' cognitive skills?
5. why did you choose those strategies?
6. in your opinion, which cognitive level do you think is difficult to develop in students'?
7. what strategies do you do to develop the cognitive development of these students?
8. what is the influence of those strategies to students' cognitive domain? .
9. what factors are the causes of students' lack of cognitive domain? students?

### INTERVIEW FOR STUDENTS

1. What are the students' responses to the strategies used by the teacher in developing students' cognitive domains?

**APPENDIX B**  
**TRANSCRIPTION**

**Interview English Teacher**

**A. Teacher 1**

Teacher Strategies.

1. What is the cognitive level of your students?

*“Siswa saya sudah sampai pada level 4 yaitu c4 dimana siswa saya itu sudah mampu merinci, menelaah, mendeteksi dan mengaitkan beberapa materi yang saya sampaikan pada saat proses belajar mengajar berlangsung”.*

2. What cognitive level do students want to be directed to?

*“Siswa saya akan di arahkan ke level 5 yaitu c5 dimana siswa diarahkan untuk berani mengkritik mempertahankan suatu argumentasi mereka dan seperti menyimpulkan suatu materi atau menilai suatu materi pada saat proses belajar berlangsung”.*

3. Between these cognitive levels, which cognitive level do you focus more on?

*“Bagi saya sendiri saya lebih fokus pada level kognitif c2, karena siswa sudah mampu untuk menjelaskan dan mengartikan begitupun dengan menyimpulkan beberapa materi itu sendiri”.*

4. According to mam, which cognitive level is difficult for students to develop?

*“Sejauh ini menurut saya level kognitif yang sulit dikembangkan itu ada pada level enam yaitu menciptakan, membangun, merencanakan, memproduksi, mengkombinasikan seperti itu sejauh ini siswa belum mampu mengklasifikasi atau Menyusun suatu materi, jadi saya fikir itu agak sulit untuk dikembangkan level kognitif itu yah”.*

5. According to mam, what strategy do you choose or do to develop students' cognitive domains?

*“Saat ini strategi yang saya gunakan didalam kelas itu adalah strategi pengulangan sederhana”.*

6. For example, what is it like, mam?

*“Contohnya pada saat saya masuk kedalam kelas sebelum memulai pembelajaran pada sat itu saya akan menanyakan pembelajaran pada minggu lalu atau pada hari kemarin yang saya berikan pada siswa sebelum proses belajar berlangsung agar supaya mereka masih mengingat Pelajaran sebelumnya sebelum memulai Pelajaran yang akan dipelajari pada hari ini”.*

7. Why did you choose this strategy?

*“Menurut saya itulah yang paling sederhana untuk anak-anak seusia mereka yang tidak terlalu muda dan cukup gampang untuk dipahami maksudnya easy going bagi siswa untuk memahami itu selain itu ada beberapa lagi strategi yang saya gunakan dalam kelas untuk mengembangkan ranah kognitive siswa such us, membuat games untuk membuat siswa tertarik terhadap materi yang di ajarkan, humoris atau candaan yang tidak berlebihan, menjelaskan dengan praktis menguji pemahaman siswa seperti memberikan pertanyaan untuk mendapatkan jawaban dari materi yang dipelajari oleh siswa, serta tak lupa juga untuk menjelaskan tujuan pembelajaran kepada siswa”*

8. so how does the strategy influence the cognitive domain of students?

*“I think this strategy is effective enough untuk make students yang malas menjadi rajin terutama dalam hal belajar dan membaca menulis begitupun juiga pada saat mereka ingin mengembangkan materi kognitif yang saat ini sedang di evaluasi”.*

9. So, what strategy do you do to develop the cognitive level of students in C6, mam?

*“Actually strategi yang saya lakukan untuk mengembangkan ranah kognitif tersebut adalah dengan menerapkan learning by doing, jadi learning by doing itu sendiri misalhnya seperti pada saat pada materi karangan atau mengarang di c6 itu saya menjelaskan contoh sehari-hari pada siswa lalu mempraktekkan juga kemudian memasukan materi tersebut sebagai tugas dari level 6 tersebut agar siswa mampu membangun, merancang, mengkombinasikan juga mengarang menciptakan dan Menyusun Kembali rangkain-rankain materi tersebut untuk di selesaikan”.*

10. So according to mam, what are the factors that cause students' lack of cognitive domains, mam?

*“Menurut saya faktor penyebab kurangnya ranah kognitif siswa hari ini adalah rendahnya intelektual siswa itu sendiri serta labilnya emos,*

*sikap dan faktor external juga seperti kurangnya perhatian dan support dari keluarga mereka”.*

11. so, during yesterday's observation, ma'am, I saw mam, it gave learning objectives to write to students, then the students explained again the material that you gave, what is it for students, mam?

*“Sebenarnya saya mengarahkan siswa untuk menulis dan menjelaskan materi yang telah saya bawakan itu agar siswa lebih aktif dalam kelas dan memahami materi tersebut dan juga tujuannya yang lain itu adalah agar saya dapat mengetahui apakah siswa benar-benar mampu memahami dan menjelaskan Kembali materi yang disampaikan dan juga untuk meningkatkan kepercayaan diri siswa juga untuk membuat siswa secara keseluruhan lebih aktif dalam kelas agar tidak ada ketimpangan social yang terjadi pada saat proses belajar mengajar berlangsung, saya kira seperti itu”.*

#### **B. Teacher 2**

1. Cognitive skills are one of the keys to successful learning. What cognitive skills do you pay the most attention to or focus on?

*“Dari 6 ranah kognitif menurut taxonomy bloom saya lebih fokus pada pengembangan pemahaman siswa”.*

2. In your opinion, what is the cognitive level of your students now?

*“Untuk sekarang saya sudah sampai pada level 4 yaitu tentang analysis dimana siswa diarahkan untuk melakukan pemecahan atau pemisahan suatu komunikasi ke dalam unsur-unsur penyusunnya, sehingga gagasan menjadi relatif lebih jelas dan/atau hubungan antar gagasan menjadi lebih eksplisit. Analisis adalah memecah isi komunikasi menjadi elemen-elemen sehingga hirarki ide menjadi jelas”.*

3. What do you notice most about your students' cognitive skills?

*“Seperti pertanyaan sebelumnya bahwa yang paling saya perhatikan adalah pemahaman siswa karena di level ini sendiri siswa sudah harus mampu menjelaskan dan mengartikan begitupun dengan menyimpulkan beberapa materi itu sendiri”.*

4. What strategies do you choose to develop your students' cognitive skills?

*“Ada beberapa strategi yang saya terapkan didalam kelas guna untuk mengembangkan ranah kognitif siswa yaitu salah satunya adalah pertama materi yang saya bawakan harus menarik agar siswa senang masuk dimata Pelajaran saya kemudian dalam kelas saya senantiasa*

*membawakan karakter yang humoris agar siswa leluasa mengeluarkan ide atau gagasannya tentang materi ajar dikelas saya”.*

5. Why did you choose this strategy?

*“Karena strategi tersebut menurut saya sangat efektif mengembangkan ranah kognitif siswa terutama pada level pemahaman siswa”.*

6. In your opinion, which cognitive level do you think is difficult to develop in students?

*“Untuk level kognitif yang sulit dikembangkan menurut saya yaitu ada pada level enam yaitu untuk menciptakan, membangun, merencanakan, memproduksi, mengkombinasikan seperti itu sejauh ini siswa belum mampu mengklasifikasi atau Menyusun suatu materi, sehingga ini sulit untuk dikembangka”.*

7. What strategy do you use to develop the cognitive domain of students at level 6?

*“Strategi yang saya lakukan untuk mengembangkan ranah kognitif di level 6 adalah dengan menerapkan metode belajar seperti belajar sambil langsung praktek, jadi belajar sambil praktek itu sendiri misalnya seperti pada saat materi karangan atau mengarang di c6 itu saya menjelaskan contoh sehari-hari pada siswa lalu mempraktekkan juga kemudian memasukan materi tersebut sebagai tugas dari level 6 tersebut agar siswa mampu membangun, merancang, mengkombinasikan juga mengarang menciptakan dan Menyusun Kembali rangkaian-rangkaian materi tersebut untuk di selesaikan”.*

### C. Interview Students Responses

The students 1 responses

1. How do you feel when the teacher the class?

Students 1,2,3: *“Senang”*

Students 4,5: *“Bahagia”*

Students 6: *“karena gurunya tidak suka marah-marah,*

Students 2: *“penyabar”*

Students 3: *“baru lembut juga suaranya, kemudian kalau menegur bilangannya kalian sudah dewasa”.*

2. what do you think a good teacher is like?

Students 6 : *“suka humor”*

Students 2 : *“tidak memiliki banyak catatan dan tugas”*

Students 3: *“kalau menjelaskan tidak banyak basa-basi, langsung to the point ke materi saja, suka juga beri quiz”*

Students 4: *“quiz seru karena lomba-lombaki jawabki”*

Students 2: *“suka kasi games juga kak”*



3. Do you easily understand the material given by your English teacher?  
 Students 2: *“mudah dipahami karena dijelaskan secara singkat tapi mudah dipahami”*  
 Students 3: *“tidak terlalu Panjang caranya menjelaskan baru nah jelaskanki secara rinci”*  
 Students 4: *“saya kusuka juga kak, karena seruki cara mengajarnya itu guru”*
4. What teaching methods make it easy for you to understand the material delivered by the teacher?  
 Students 2: *“nah kasiki contoh kak sesuai soal yang mauki nah kasikan guru”*  
 Students 4: *“iye kak yang nah kasiki contoh dulu”*  
 Students 3: *“yang guru juga bisa menyesuaikan cara mengajarnya dengan kami”*  
 Students 2: *“seringki nah suruh naik menjelaskan dan kalua salah bakalan di jawab sama-samaki”*
5. yesterday while teaching before starting the next lesson, I saw the teacher telling you to explain the previous material again. How do you respond to the repetition of the material?  
 Students 2,4,3: *“Sangat bagus”*  
 Students 1,5: *“Kusuka juga saya kak”*  
 Students 5: *“karena kami dapat mengingat kembali mengenai materi sebelumnya yang kami pelajari, juga sangat membantu kami misalkan saat kami mau ulangan kami dapat mengingat kembali materi yang sebelumnya di ajarkan dan tidak hanya fokus pada materi yang dipelajari saat ini....”(Interview, 14/08/2023)*
3. Yesterday when you were studying, I saw the teacher giving you games, how did you feel when you were given games?  
 Students 1,2,3: *“Kusuka sekali kak”*  
 Students 5 : *“Bagus sekali iya kak karena tidak mengantukki”*  
 Students 6 : *“kalau menggunakan games kami lebih enjoy dalam belajar, tidak bosan, kami juga tidak mengantuk, juga kalau pake games tebak-tebakan jawaban disitu kami lebih mudah mengingat pelajaran dan mudah masuk di otak...”(Interview, 14/08/2023)*

**APPENDIX C**  
**DOCUMENTATION**



**(Interview was conducted on August 1)**



**(Interview was conducted on July 31)**



**(Interview was conducted on August 1)**



**(Interview was conducted on July 31)**



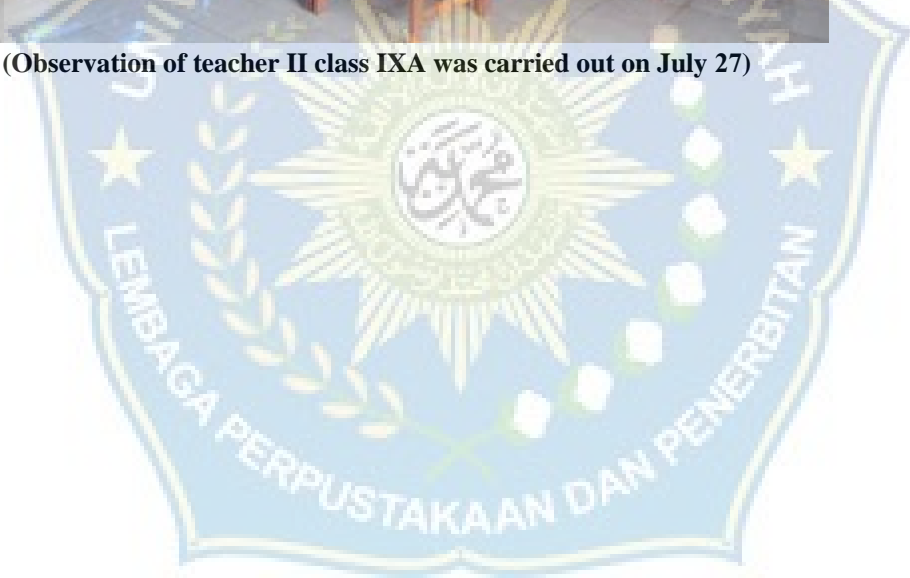
**(Interview was conducted on August 1)**



**(Observation of teacher I class VIIIA was carried out on July 26)**



(Observation of teacher II class IXA was carried out on July 27)





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Siraja"

Demikian pengantar ini kami buat, atas kerapatannya, diucapkan "Jazaakumulahu  
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Wassalamu Alaikum  
Warahmatullahi  
Wabarakatuh

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11 Juli 2023 M

Dekan



Erwin Akib, M.Pd, Ph.D.  
NBM: 860.934



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Hal : Permohonan Izin Penelitian

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Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14080/FKIP/AA-II/VII/1444/2023 tanggal 11 Juli 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

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No. Stambuk : 10535 1106919  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Jurusan : Pendidikan Bahasa Inggris  
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"TEACHERS' STRATEGIES TO DEVELOP STUDENTS' COGNITIVE DOMAIN SMPN 33 SINJAI"

Yang akan dilaksanakan dari tanggal 18 Juli 2023 s/d 18 September 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.  
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Ketua LP3M,

  
Dr. H. Abubakar Idhan, MP.  
SBM 101 7716

07-23



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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Nur Hafidha  
 NIM : 10031106919  
 Judul Penelitian : Teachers' Strategies in Developing Students' Capabilities Through SMPN 33 Sijaja  
 Tanggal Ujian Proposal : 8 Juni 2023  
 Tempat/akad Penelitian : Sijaja SMPN 33 Sijaja

No	Martingagal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Selasa/25 Juli 2023	Membuat surat penelitian	Creana Fada S.p	[Paraf]
2	Rabu/26 Juli 2023	Observasi	Creana Fada S.p	[Paraf]
3	Kami/27 Juli 2023	Observasi	Creana Fada S.p	[Paraf]
4	Sabtu/29 Juli 2023	Observasi	Creana Fada S.p	[Paraf]
5	Senin/31 Juli 2023	Interview Siswa	Creana Fada S.p	[Paraf]
6	Selasa/1 Agustus 2023	Interview Guru	Creana Fada S.p	[Paraf]
7	Rabu/2 Agustus 2023	Mengambil surat telah selesai	Creana Fada S.p	[Paraf]
8				[Paraf]
9				[Paraf]
10				[Paraf]

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 Pengajar Inggris adalah Insane  
 18 Juli 2023  
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 PENYELIDUNG  
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## CURRICULUM VITAE



Nurfadillah lahir di Sinjai, pada tanggal 7 Januari 2001, anak kedua dari dua bersaudara, putra dari Bapak “Ahmad” dan Ibu “Asse”. Penulis memulai pendidikan di SD Negeri 40 Sinjai pada tahun 2008 dan selesai pada tahun 2013, penulis melanjutkan pendidikan di SMP Negeri 33 Sinjai pada tahun 2013 dan selesai pada tahun 2016. Pada tahun yang sama penulis melanjutkan pendidikan di SMA Negeri 1 Sinjai, tiga tahun kemudian berhasil menyelesaikan sekolahnya pada tahun 2019. Pada tahun berikutnya penulis mendaftar sebagai mahasiswa di Universitas Muhammadiyah Makassar. Penulis terdaftar sebagai mahasiswa di Fakultas Keguruan dan Ilmu Pendidikan, Jurusan Pendidikan Bahasa Inggris. Dengan kesabaran, kerja keras dan atas izin Allah SWT serta dukungan dan doa kedua orang tua, saudara, keluarga dan sahabat penulis mengakhiri kuliah dengan judul skripsi. “Strategi Guru Mengembangkan Ranah Kognitif Siswa.”