

CHAPTER I

INTRODUCTION

1.1 Background of the study

Cognitive Domain is a classification system of six levels: remembering, understanding, applying, analyzing, evaluating and creating. (Schultz, 2005). Cognitive domain is a domain that deals with recall or recognition of knowledge and the development of understandings and intellectual abilities and skills. It consists of two aspects, cognitive process dimension and knowledge dimension (Krathwohl, 2002). Different with the Original Taxonomy, in the Revised Bloom Taxonomy, the two aspects of noun and verbs are form in separate dimensions, the noun providing the basis for the Knowledge Dimension, and the verb forming the basis for Cognitive Process Dimension (Krathwohl, 2001).

Cognitive Process dimension are believed to differ in their complexity, with remember being less complex than understand, which is less complex than apply, and so on. However, because the revision gives much greater weight to teacher usage, the requirement of a strict hierarchy has been relaxed to allow the categories to overlap one another (Krathwohl, 2002). Cognitive Domain in the questions is important aspect in developing students' thinking skills in particular through textbook (Igbaria, 2013), the content that is going to enhance students thinking skills is from the activities in the textbook itself (Hei, 2017), with the equally distributed of Cognitive Domain in all of the instructions of learning activities, the researcher believes students' thinking skills can be developed. However, as one of

the students requirement, the learning activities are not always representing and emphasizing higher level of thinking to support the demand of the curriculum itself in this case the 2013 curriculum that has become the newest curriculum applied in Indonesia (Dharma et.al, 2018).

Bloom's Taxonomy is a framework, which has some categories. These categories are one of basic principles in the taxonomy itself (Anderson, Krathwohl, 2001). The framework for describing learning objectives by the type of knowledge to be gained and the cognitive process employed to facilitate the actual learning (Splinder, 2015). The revised taxonomy is considered to be an effective tool for writing, organizing and analyzing learning goals and objectives (Blumberg, 2009). In addition by Splinder Revised Bloom Taxonomy can be used to classify each instructor's learning objectives using the taxonomic table provided a visual map.

On the school context, many teachers use textbooks as the main source of materials for their students. The most obvious and most common form of material support for language instruction comes through textbooks (Brown H, 2001, p. 136). AL-Samook and AL-Shammari (2009) cited in (Ali Al-hasanat, 2016) identified the school textbook as a holistic system that includes aims, activities, aids and evaluation in addition to content. All these components are designated to help teachers teaching students a certain subject in a certain class and in order to achieve the aims introduced in a specific curriculum. The textbook is an important source of input and a great opportunity for EFL learners to communicate in the target language (Tok, 2010). It is completed with appropriate course facilities in order to make the users of this book understand easily. So it can support the teaching learning process.

Textbook is the most common material for teaching and learning. This concept goes to teaching a language as well (Brown H, 2001, p. 136). The key component of language teaching is teaching material, and most of the teachers use textbook as their teaching material (Richards, 2001, p. 251). Textbook also has many advantages in teaching and learning process. “The advantages of textbook are (1) providing structure and a syllabus for a program; (2) helping standardized instruction; (3) maintaining quality; (4) providing a variety of learning resources; (5) being efficient; (6) providing effective language models and input; (7) training teachers; and (8) being visually appealing” (Richards, 2001, p. 254–255). Moreover, a good textbook is relatively up to date. It means that the material of the textbook must contain of the newest things, so it will give some new news or information to the students. A good textbook should be accurate. The materials in the textbook should not present wrong information or presented in error grammatical language and incorrectly words (Yasid & Kuswardani, 2014, p. 3).

There are so many textbooks from many publishers which used by teachers as their source of the materials for teaching and learning. One of the textbooks used by the teachers in Jakarta is published by a well-known publisher *Cambridge* entitled “*English in Mind Starter Second Edition (Student’s Book) Special Edition*” for Junior High School which used in some of the Private School in Jakarta.

In designing instructional materials, the authors of textbook should consider the Principles of Language Teaching such as the materials designed for teaching should provide and help learners to be more mature, more critically astute, more creative, more constructive, more collaborative, more capable, and more confident as a result of the course (Harwood, 2010, p. 96). Critical thinking is the intellectual

ability to analyze and judge something rationally. In Bloom's taxonomy (Bloom et al., 1956), critical thinking refers to analysis, evaluate and create, which is commonly referred to as HOTS (high order thinking skills). These levels of activity are quite difficult because the students need to use their mind optimally (Zaiturrahmi et al, 2017).

The purpose of English subjects in secondary schools in Indonesia is to develop the potential of students to have communicative competence in interpersonal, transactional, and functional discourse, using a variety of spoken and written English texts, coherently by using accurate and acceptable linguistic elements about various factual and procedural knowledge, as well as instilling the noble values of the nation's character, in the context of life in the home, school and community environment. With this research, we can identify whether the textbook can support the teacher in order to accomplish the purpose of English subjects by examining the distribution of cognitive levels in the textbook.

In this study, the researcher relates the study with previous studies which are dealing with analysis of textbook using Bloom's Revised Taxonomy. There are some previous studies had been conducted in analyzing the cognitive domain in the textbook, for example studies by (Zaiturrahmi et al, 2017), (Hei, 2017), and (Roohani, 2015), have become the evidence of the importance of analyzing school textbook using Bloom's Revised Taxonomy. The purpose of the studies are to analyze the learning activity in the textbook to determine whether the learning activities in the textbook emphasized on lower or higher order thinking skills, the result of these study mostly show that the lower level cognitive domain more frequently appears in the textbook rather than higher order level. While existing

studies have clearly established the result of analyzing the cognitive domain in some textbook written by non-native English, they have not analyzed the book which written by native English.

This textbook is one of the ELT textbook which written by native English. The textbook “*English in Mind Starter Second Edition (Student’s Book) Special Edition*” is an EFL textbook edition series. Published by a well-known foreign publisher, this textbook must have had various stages of planning, writing, and production of “*English in Mind*” edition.

Based on the background of study, the researcher intended to conduct a research related to “**Cognitive Domain of Revised Bloom Taxonomy in English Textbook Entitled “English in Mind Starter Second Edition (Student’s Book) Special Edition”**”. The researcher would like to find out how the author of this textbook emphasizing cognitive process dimension and knowledge dimension of Bloom’s Revised Taxonomy in the instruction of the learning activities of the textbook. Since learning activities in textbooks are very closely related to what students are doing, and what skills and knowledge are developed. Moreover, the instruction has the important role since it will guide the students to do something related with the learning activities to reach the goals of the teaching and learning (Reigeluth & Carr-Chellman, 2009, p.6).

1.2 Research Questions

1. To what extend does the textbook promote HOT skills development?

- a) What category of Cognitive Process Dimensions is represented by the learning activities of “*English in Mind Starter Second Edition (Student’s Book) Special Edition*”? And in what proportion?
- b) What category of Knowledge Dimensions is represented by the learning activities of “*English in Mind Starter Second Edition (Student’s Book) Special Edition*”? and in what proportion?

1.3 Purpose of the study

The purposes of this study are to obtain the cognitive process dimensions and knowledge dimensions of Bloom’s Revised Taxonomy represented in all of the instructions of learning activities provided in the English textbook entitled ‘English in Mind Starter Second Edition (Student’s Book) Special Edition’.

1.4 Significance of the study

This study was expected to give information about what Cognitive Process Dimensions and Knowledge Dimensions are presented in the learning activities, and how this textbook emphasizing HOTS and LOTS in the learning activities, and this study expected to give contribution for the following study and may contribute ideas to people involved in the education field, additionally, this study could help future researchers as a useful reference.

1.5 Rationale of the study

The researcher intended to analyze the distribution of cognitive domain and knowledge dimension in learning activities to know how far this textbook emphasizing HOTS and LOTS, because, one of the mindsets in curriculum 2013

emphasizes HOTS and the ability to make realistic assumptions (Mulyasa, 2014, p.12).

