

CHAPTER I

INTRODUCTION

This chapter present and discusses the background of the study, the research question, the purpose of the study, the scope of the study, and the significance of the study.

1.1 Background of the study

Textbook is the main source used by most of the teacher because it is useful. It can guide that helps the learner for organizing their learning. Some teachers may have to use only one textbook for their classes, but others might prefer to use activities from several textbooks, adapting it and supplementing the materials with the original activities produced by themselves (Brewster, et al., 2003, p. 152).

The cognitive skill of student is mostly dependent on what provided in the textbook, it means if the teacher only rely on the textbook, the cognitive skills contained in the textbook might give a significant effect on the learning (Gordani, 2010, p. 10). There are so many textbook from many publisher which used by the teacher, however, there are still some textbooks are not fulfilled yet the cognitive domain (Ayaturrochim; 2014 Setiawati, 2015; Hakima, 2017; Hei 2017).

One of the textbooks used by the teachers in Jakarta is published by a well-known publisher *Erlangga* entitled “Bright” English textbook for 8th grade Junior High School. This book is written for developing the students’ communicative competence. Wahab (2013) stated that book should adopt newest Indonesian curriculum standard, various activities in this book are arranged based on the approach method. In this book, students learn in pairs, in groups and individually. Students also introduced various vocabularies related to themes and grammar to communicate interpersonal and transactional and compose functional text and monologue text.

In addition, this book is equipped with audio to support listening activities. This book used in some schools such as SMPN 216 Jakarta, SMPN 34 Jakarta, SMP Duta Bangsa Jakarta and SMPN 99 Jakarta. For that reason, the writer wants to find the cognitive domain from this textbook, since it could help the teachers in selecting the textbook to be used in schools.

However, cognitive domain is a domain that deals with the recall or recognition of knowledge and the development of understandings and intellectual abilities and skills. It consists of two aspects, cognitive process dimension and cognitive knowledge dimension (Krathwohl, 2002, p. 214).

Then, Kasilingam reinforces the importance of cognitive domain by stating that cognitive domain is the core of the learning, the other two domains (i.e., affective domain and psychomotor domain) require at least some of the cognitive components. It shows that cognitive is very important. Since cognitive domain is dealing with the process of thinking and focus on

intellectual skills, so textbook should provide the instruction and evaluation that can help students to develop their cognitive domain (Hartman, 2001 p. 33; Kasilingam, 2014, p. 28; Roohani, 2015, p. 40).

In 2002, Anderson and Krathwohl revised a taxonomy that is widely used to categorize types of educational objectives for the cognitive domain. The Bloom's revised taxonomy (BRT) is a useful instrument for textbook evaluation and analysis of the cognitive domain in ELT textbooks (Roohani, 2014, p. 41).

Igbaria (2013) also said that Bloom's Taxonomy revised taxonomy is an appropriate tool to analyze textbook. Then, Bloom saw the Taxonomy as more than a measurement tools, it could serve as means for determining the congruence of educational objectives, activities, and assessments in a unit, course, or curriculum where panorama of the range of educational possibilities against which the limited breadth and depth of any particular educational course or curriculum could be contrasted (Krathwohl, 2002, p. 212).

Acquiring these strategies is crucial for students' success in all disciplines. The cognitive taxonomy is the most commonly used in education. Therefore, it can be concluded that BRT is a useful instrument to analyze textbook. There are some parts in the textbook, such as learning activities, tasks, and evaluations. The term activity is more general and refers to any kind of purposeful classroom procedure that involves learners doing something related to the goals of the course (Richards & Rodgers, 2001; Brown, 2001).

Moreover, there are some study had been conducted in analyzing cognitive level in the textbook, however, the result mostly shows that many textbook doesn't served high order thinking skills from the learning activities in textbook with the cognitive domain (Ayaturrochim, 2014; Hei, 2016), and some textbook only provide the learning activities in the three lower levels of cognitive domain. Based on this case, it is coherent to find out learning activities in English textbooks in terms of cognitive domain which can engage students thinking skills.

The previous studies had been conducted by Ayaturrochim (2014) Roohani (2015), and Hei, J. X. (2016) have become the reference in consequence of the important of analyzing textbook by using Bloom's Revised Taxonomy. These studies found that the learning activities, such as assessments, tasks, and evaluations provided in the textbook from Ayaturrochim (2014) and Hei (2016) found that the three lower levels on the Bloom's Revised Taxonomy were the most prevalent in the learning activities. Meanwhile, from Roohani (2015) provides the highest levels of cognitive domain of BRT.

Based on the background of the study, the writer is interested to conduct a study relating to **“Cognitive Domain in “Bright” English Textbook for 8th Grade Junior High School”**. The writer would like to find out the cognitive process and the cognitive knowledge of Bloom's Revised Taxonomy on the activities and reflections of the English textbook for Junior

High School grade 8 entitled “Bright”. The items of activities and reflections are used as the data of this research.

1.2 Research Question

Based on the research, the specific question to be investigated by this study are:

1. What cognitive process are found in the activities and reflections of “Bright” English textbook for 8th grade Junior High School?
2. What cognitive knowledge are found in the activities and reflections of “Bright” English textbook for 8th grade Junior High School?

1.3 Purpose of the Study

The purpose of this study is to obtain the profile of cognitive process and knowledge represented in the learning activities and reflections provided in “Bright” English textbook for 8th grade Junior High School in terms of the Bloom’s Revised Taxonomy.

1.4 Scope of the study

This study focuses on identified the cognitive process and knowledge dimension of Bloom’s Revised Taxonomy in the activities and reflections provided in the English textbook entitled “Bright” for 8th grade Junior high School. The data is taken from the activities and reflections provided in the textbook “Bright” English textbook.

1.5 Significance of the study

Theoretically, this study gives information about the profile of cognitive domain which consisted of cognitive process and knowledge dimension provided in the activities and reflections of the textbook. Then, this study practically can help the book writers to develop the content of activities and reflections in the textbook to be used by the teachers in ELT class.