CHAPTER I

INTRODUCTION

This chapter provides background of the study, problem identification, research questions, purpose of the study, scope of the study, and significant of the study.

1.1 Background of the Study

National curriculum of Indonesia has changed over time. The brand new national curriculum 2013 (K-13) was developed with a view to answering the 21st century challenges that demand schools to develop high-order thinking (HOT) in their standard. This is marked by the shift in focus of K-13 to student-centeredness, active learning, scientific discovery, competency based, and autonomous learner. (Permendikbud 22, 2016)

Alongside with the implementation of the curriculum, the Ministry of Education and Culture has determined the textbook published by Centre for Curriculum and Textbook, as the one and only alternative source that will be used in teaching and learning activity (Lampiran Permendikbud No. 81A , 2013). In doing so, the textbook must accurately present model.

In the classroom where English is taught as a foreign language, textbook plays a crucial role in teaching and learning activities and convinced as agent of change (Hutchinson, T., & Torres, E.,1994). As a major element in teaching and learning activity, textbook provides variety of activities which also count as provider of input in classroom lesson (Hutchinson & Torres, 1994, p. 317) and

refers to any kind of purposeful classroom procedure that involves students doing something that relates to the goals of the course and implies some sort of active performance of student. (Richards & Rodgers, 2001; Brown, 2001)

One of the objective learning within the textbook that requires students to master is writing. It is a productive skill that requires extremely complex cognitive activity where the writer must be able to apply variety variables simultaneously (Bell and Burnaby, 1984). However, (Harmer, J., 1987, p.38) argues most of the writing tasks that are offered, fall somewhere between real purposed versus invented purpose tasks. The real purpose tasks are ones that fulfil the needs of students in the future while the invented ones, on the other hand, don't have relevancy in their future. The justification of the tasks should then help the learner developing their needs in order to use it beyond the classroom (Nunan, D., 1989, p.38).

In order to analyse whether or not the complex cognitive activities have been developed in the writing tasks, it is important to look at the basis theory within the textbook. The *Standar Kompetensi Lulusan (SKL)* of K-13 is developed with a reference to Bloom's Revised Taxonomy (BRT) (Permendikbud No. 21 Tahun 2016 tentang Standar Isi). BRT is a framework offers cumulative hierarchy of cognitive process dimension comprising two levels of thinking: the lower order thinking (Remember, Understand, Apply) and higher order thinking (Analyse, Evaluate, Create) (Krathwohl D. R., 2002, Shrum, J. L., & Glisan, E. W., 2010).

Some previous studies become the reference due to the important of analysing textbook using BRT such as written by (Razmjoo and Kazempourfard, 2012), (Roohani, 2013), and (Assaly and Smadi, 2015). The report of these research reveal

that the textbook above fail engaging students in activities that require higher order thinking. The lower order thinking skills are the most prevalent thinking skills distributed in the textbook.

In the context of Indonesia, the published research focuses on K-13 textbook analysis based on BRT are available such as Lukitasari, H (2017) Juhanda, A (2016) in mathematics, and Djauhari, R.A. (2015) in biology. These studies also reported the lower order thinking skills were most prevalent and did not address critical thinking. Otherwise, there is no related specific previous research on analysis of writing tasks using BRT can be found, so far.

Since there has not yet any discussion related to writing task in teaching learning activity presented in 10th grader textbook of K-13 by using BRT, the present study will focus on analysing the writing tasks in *BSE Bahasa Inggris Kelas X, semester 1* in terms of BRT Cognitive Process.

1.2 Research Questions

With reference to the identified problem in background study, this study aims at finding answers to the following research questions:

1. What level of cognitive process is more prevalent in the writing tasks of *BSE Bahasa Inggris Kelas X, Semester 1*?

2. How are the distributions of the writing tasks in *BSE Bahasa Inggris Kelas X, Semester 1* in terms of lower-order and higher-order thinking?

1.3 Purpose of the Study

The study aims at obtaining a profile of levels of cognitive process in writing tasks of *BSE Bahasa Inggris Kelas X Semester 1* in terms of Bloom's Revised Taxonomy Cognitive Process.

1.4 Scope of the Study

This research focuses on investigating the level of cognitive process represented in the writing tasks in *BSE Bahasa Inggris Kelas X Semester 1* published by the Centre for Curriculum and Textbook (CCT) of Ministry of Education and Culture in support of the implementation of 2013 National Curriculum (K-13) with reference to the Bloom Revised Taxonomy (BRT) Cognitive process.

1.5 Significance of the Study

The proposed study offers the benefits:

a. It will give better insights on how the cognitive skills level represented in writing tasks in TLAs.

b. It will offer valuable information regarding the extent to which *BSE Bahasa Inggris Kelas X, Semester 1* provides models for teachers on how to translate the K-13 in to classroom TLAs

c. It will contribute to the little part of studies related to the empirical pedagogic data on EFL textbooks in the context of Indonesia