

CHAPTER II

LITERATURE REVIEW

This chapter reveals the literature review related to the writing, teaching learning activities, textbook, National curriculum 2013, Bloom's revised Taxonomy, previous studies, and conceptual knowledge.

2.1 National Curriculum of 2013

National Curriculum of Indonesia has shifted over time. The Ministry of Education and Culture made a significant change in this curriculum 2013 with the shift to student centeredness, active learning, scientific discovery, competency based, and autonomous learner (Permendikbud 22, 2016).

The main principles of K-2013 was developed based on competency-based curriculum model, it is organized to facilitate the widest learning experiences in developing students' competencies (Lampiran Permendikbud No. 81A , 2013).

The change in k-13 can also be seen on the Standard of Graduate Competencies and Standard of learning process. (Prihantoro, C. R., 2015, P.79-80).

1. Standard of Graduate Competencies (SKL)

The learners are expected to improve and to balance between the soft skills and hard skills that include aspects of competencies of attitudes (including: personal faith, morality, self-confident, and responsibility in interacting effectively with the social environment, the natural surroundings, as well as the world and its civilization), skills (including: a person having effective and creative thinking in

the realm of the abstract and concrete domains), and knowledge (the ability to produce the persons mastering the knowledge, science, technology, arts, and culture that are based on humanity, national, state, and civilization).

In organizing Graduates Standards' Competency (GSC), Bloom's Revised Taxonomy used as the reference as it is described on (Lampiran Permendikbud No. 20, 2016).

2. Standard of processes

Standard process that was initially focused on the exploration, elaboration, and confirmation is changed to observing, questioning, processing, presenting, summarizing, and creating.

1.2 Textbook: Concept and Role

Textbook is counted as provider of input in classroom lesson (Hutchinson & Torres, 1994). In most language program, textbook is the key component. It is designed to guide students what they will learn for certain period of time as well as the teachers on what will they teach. provides basis (Richards J. C., The role of textbooks in a language program., 2001)

Textbook, as stated by (Cunningsworth, 1995) is a supplementary within the classroom activity, it serves as a useful framework for language content and sequencing yet used selectively and is supplemented by other material whenever considered to be desirable. It also serves as a direction and how the idea of the

lesson can be commanded and measured the learning and teaching progress (Hutchinson & Torres, *The textbook as agent of change*, 1994).

In all of countries in the world regard the textbook as an important aspect in learning and teaching process because it is a curriculum product which serves objectivities that should be achieved by students. But for some reasons, some might hesitate to always depend on textbook itself while others such as South-east Asian countries argues it gives training for teachers who are less experience. (Richards J. C., *The role of textbooks in a language program.*, 2001).

In the context of Indonesia, textbook published by Ministry of Education and Culture is regarded as the one and only alternative source (Lampiran Permendikbud No. 81A , 2013). It goes without saying that textbook are expected to present model.

1.3 Teaching Learning Activities

The term ‘activities’ refer to anything that students are expected to do, beyond getting input through reading or listening, in order to learn, practice, apply, evaluate, or in any other way respond to curricular content which also relate to purpose, procedures, sequencing, complexity, resources, grouping, strategies, language, timing, outcomes, and assessment (Richards, J. C., & Lockhart, C. 2007. p. 167, Brophy, J., & Alleman, J. 1991. p. 9). It is also more general and refers to any kind of purposeful classroom procedure that involves learners doing something that relates to the goals of the course such as singing a song, playing a game, taking part in a debate, having a group discussion, are all different kinds of teaching activities. (Richards & Rodgers, 2001). (Richards J. C., 2001) considers the useful learning

activities in classroom are ones where the students are able to take what they have learned from their engagement in the activities and use it in other context or purpose such as they are able to apply and relate from one task to another.

Activity may focus on a specific area of language, accuracy, appropriate language, or fluency. The design of learning activities and the way they are introduced and presented in class are key factors in focusing learners' attention on the linguistic dimensions of the task and the language resources they may need to use in completing it.

Activities can also be either in or out of the classroom such as homework; in whole-class, small-group, or individual settings; and under close and continuing teacher supervision or largely independently (on one's own or with peers) Sousa (2006) in (Shrum & Glisan, 2010, pp. 78-79). The teachers may use different types of approach to teaching depending on beliefs how students learn how it supports in process of learning.

1.4 Concept of Writing

Writing is a productive skill that comes from the results of reading, thinking, drafting, and revising steps that demand multiple drafts before the effective product is created (Brown, H., D., 2001, p.335). It is regarded as an extremely complex cognitive activity where the writer must be able to apply variety variables simultaneously within the level of surface level of the sentence—sentence structure, spelling, vocabulary and beyond the sentence—cohesive and coherent paragraph (Bell and Burnaby, 1984, Nunan, D. 1989, p. 36). In classroom context, writing

encourages students to focus on the accuracy of language use and provokes the language development in students' mind (Harmer, J., p. 39). However in the country where English is considered as foreign language 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. (Harmer, J., 1987, p.38)

The method orients on different types; product and process. The product focuses on the end of the result of composition, i.e. letter, story, essay, and so on. On the other hand, the process involves three stages. The first stage is called prewriting, in this stage, the writer generates the ideas and begins organizing them. The next stage is writing, where the ideas is being produced in which it requires the writer to move and process what is in their thoughts. The last stage is rewriting as a final reworking of the writing itself. (Flower, L. & Hayes, J., 1980, p.367; Barnett, M., 1989, p.34).

1.4.1 Writing Tasks

Writing is also used to help students performing different kinds of activity (Harmer, J., 2008). Writing is comprised into several genre such as a) academic writing, which deals with papers and general subject report, essays, compositions, academically focused journals, short-answer test responses, b) job-related writing that comprises into message, letter/emails, memos, reports, schedules, label, signs, advertisement, announcements, manuals, and c) personal writing that relates to the letters, emails, greeting cards, invitation, message, note, calendar entries, shopping lists, reminders, diaries, personal journals, fiction (e.g., short story, poetry).

(Hyland, 2003, p. 120-135) suggests tasks that support writing. He classified it into three tasks: a) Graphological tasks, b) Scaffolding tasks, and c) Composing tasks.

- a) Graphological tasks concern on the basic writing mechanics. It deals with capitalization, punctuation, spelling accuracy, handwriting.
- b) Scaffolding tasks provide a support for writing by familiarizing and developing the linguistic and rhetorical skills. This includes:
 1. *Language familiarization*, which includes identify and practice feature of grammar and vocabulary, the language forms and patterns. Such as comparisons, gap-fill, feature identification of text constructions.
 2. *Manipulation of models* that involves in combining, inserting, reordering or deleting text segment. Such as re-ordering, transforming, or combining features.
 3. *Controlled and guided composition* involve reworking or finishing model. *The controlled composition* includes text completion and parallel writing (practice to formulate sentence, paragraph and text by imitating a model), while *guided composition* includes information gap, information transfer, key word writing, and picture writing.
- c) Composition tasks focus on the practice of writing. This is also includes
 1. *Composition heuristics* is where students explore the topics, constructing ideas such as planning, pre-writing, mutidrafting, editing techniques.

2. *Extended writing* is a creation of text for particular audience – real or imagined.

1.5 Bloom's Revised Taxonomy: Cognitive Process

BRT is a revised-framework developed by group of scientists that aims to describe this fuller range of cognitive processes in more detail and offers cumulative hierarchy that promotes active learning. It is believed that BRT helps teacher move students to higher level of thinking. (Mayer, R. E., 2002, p.226, Shrum, J. L., & Glisan, E. W., 2010, p.79)

Cognitive dimension in the revised taxonomy includes six cognitive process or thinking levels, one most closely related to retention (Remember) and the other five increasingly related to transfer (Understand, Apply, Analyze, Evaluate, and Create) (Krathwohl, 2002).

Thinking skills comprise into two categories, lower-order thinking and higher-order thinking. The order of Bloom's Revised Taxonomy cognitive process is sequenced from lower-order to higher order thinking. The first process is remember, the process that involves students retrieving relevant knowledge from their long term memory. *Understand* is the stage where student are able to build connection between new knowledge and previous knowledge such as the learners are able to explain things differently using their own words. *Apply* involves students to use procedure to perform exercise or solve problem in different or new circumstances. *Analyze* involves breaking material into its constituent parts and determining how the parts are related to each other and to an overall structure. *Evaluate* is defined as

making judgments based on criteria and standards. The criteria most often used are quality, effectiveness, efficiency, and consistency. This category includes the cognitive processes of *checking* (which refers to judgments about internal consistency) and *critiquing* (which refers to judgments based on external criteria). *Create* involves in putting information and ideas together in to form a coherent or functional whole, mainly produce an original product.

The three processes (*remember*, *understand*, and *apply*) belong to lower order thinking which are described as a convergent thinking process, since the focus is on the information that the learner has learned. On the other hand, the higher three levels (analyze, evaluate and create) are described as a divergent thinking process because the learner's processing leads to new insight, discoveries, and also creation which are not part of the original information learnt. (Shrum, J. L., & Glisan, E. W., 2010, p.79)

1.6 Previous Study

Aiming to help this writing more credible, some previous research on how learning activities are analysed using Bloom's Revised Taxonomy is added.

Research article entitled *Evaluating Four Corners Textbook in Terms of Cognitive Processes Using Bloom's Revised Raxonomy* by (Roohani, Taheri, & Poorzangeneh, 2013) aims in evaluating the ELT Textbooks (Four Corners, Book 2 and Four Corners, Book 3) drawing on six cognitive categories on BRT. The study unfolds the prevalence of the process of remembering and understanding of the presented

books and constitutes significant different in both textbook in the sense of their cognitive categories which the higher order are less found than the lower ones.

Razmjoo, S. A., & Kazempourfard, E. (2012), *On The Representation of Bloom's Revised Taxonomy in Interchange Coursebook* intends to evaluate Interchange series in the EFL curriculum setting in terms of learning objective in BRT and see which levels of Bloom's were more emphasised. This study unveils that the three levels of lower-order thinking in BRT were most prevalent learning level in this book.

(Assaly, I.,R. and Smadi, O., M., 2015) on *Using Bloom's Taxonomy to Evaluate Cognitive Levels of Master Class Textbook's Questions* aims at evaluating the cognitive levels of the questions following the reading texts of *Master Class* Textbook. The result reveals that 60% of the textbook's questions emphasised lower-order thinking skills as the most prevalent.

In short, these previous studies mentioned earlier determine that the low-order thinking skills of BRT are the majority in the learning activities in some textbooks. With those consideration of the previous study, this *Skripsi* is proposed to do research focusing on the analysing of the levels of cognitive process in writing tasks in teaching learning activities in *BSE Bahasa Inggris Kelas X Semester 1* published by Ministry of Education and Culture.

1.7 Conceptual Framework

This study aims at obtaining a cognitive profile of writing tasks inside *BSE Bahasa Inggris Kelas X Semester I*. Writing task in a part of the activity inside the textbook published by Ministry of Education and Culture as a part of 2013 Curriculum Component which is developed in reference to Bloom's Revised Taxonomy. (Permendikbud No. 21 Tahun 2016 tentang Standar Isi).

The operational definition for identifying the writing tasks inside the textbook are classified by Hyland, K (2003). The Bloom's Revised Taxonomy is used to analyse cognitive processes of writing tasks. The cognitive process are divided into lower-order thinking (remember, understand, apply) and high-order thinking (analyse, evaluate, create) (Shrum, J. L., & Glisan, E. W., 2010, p.79)