

CHAPTER I

INTRODUCTION

This chapter presents background of the study followed by research question, purpose, scope, and significance of the study.

1.1 Background of the Study

The 2013 National Curriculum, as known as K-13 has been developed based on internal and external factors related to the 21st century challenges. The purpose of K-13 is to build the “Indonesia’s golden generation” who are productive, creative, and innovative (Lampiran Permendikbud No. 69 , 2013). This curriculum submits the standard and competency based which brings Indonesian education system to be set by standards in order to achieve the education goal. In implementing the curriculum, The Ministry of Education and Culture (MOEC) then set out the textbook of Center for Curriculum and Textbooks (CCT) as the only-authorized textbook in Indonesia (PP No. 13, 2015).

Textbook is very important to both EFL/ESL learners and teachers as it provides the necessary input and structure of the classrooms teaching-learning process (Hutchinson & Torres, 1994; Richards J. C., 2001b). Dat (2008) argued that the textbook helps less-experienced teachers, and those whose target language and pedagogic competence are less satisfactory, which is typical of some South-east

Asian countries. In such situation, textbooks should function as the “*agent of change*” (Hutchinson & Torres, 1994) as they provide model lessons and training for teachers, particularly when a new curriculum has just been introduced (Hutchinson & Torres, 1994; Richards J. C., 2001b; Dat, 2008).

One of the main component of curriculum is intended learning outcomes (Anderson, 2002). The intended learning outcomes (ILOs) express what students should be able to do at the end of the program. ILOs should be clearly presented and hierarchically structured (Kennedy, 2007). However, there are some overlaps found in presenting the lesson in the textbook. Fajriatin (2015) who analyzed math textbook found that the lessons are not delivered from lower to higher level and do not match with students level of thinking. In relation to this matter, there is a need in analyzing the textbook as the primary model used by teacher in schools.

It is important to look at the fundamental theories in analyzing the textbook. The *Standar Kompetensi Lulusan (SKL)* of K-13 has been made with reference to Bloom’s Revised Taxonomy (BRT) (Lampiran Permendikbud No. 21 tentang Standar Isi Pendidikan Dasar dan Menengah, 2016). This taxonomy divides the thinking skills into two levels: the lower order thinking (LOTS) and higher order thinking (HOTS) (Krathwohl, 2002). If the outcomes focus most on the lower level thinking skills, the cognitive skills level of the students will also state in those levels. In results, the purpose of the the curriculum will be hard to achieve.

Several studies related to the analysis of BRT cognitive process in textbook level had been conducted by Riazi & Mosalanejad (2010), Razmjoo & Kazempourfard (2012), Rahpeyma & Khosnood (2015). The results showed that

lower order thinking skill was the most prevalent thinking skills presented in the textbook. In Indonesia context, related to *BSE*, published research findings are available such as Fajriatin (2015) who focused on Math textbook and Juhanda (2016) who focused on Biology textbook. However, *BSE* for English seems have not received attention yet. Based on the mentioned ideas, there is a need in analyzing the cognitive level presented in intended learning outcomes of *BSE Bahasa Inggris* for tenth graders.

1.2 Research Questions

With the reference of identified problem in the background of the study, this study aims at finding answer to the following research question:

1. What level of cognitive process is most prevalent in the statements of ILOs of *BSE Bahasa Inggris Kelas X*?
2. How is the distribution of cognitive process represented in the statements of ILOs of *BSE Bahasa Inggris Kelas X* described in terms of Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS)?

1.3 Purpose of the Study

This study aims at obtaining a profile of levels of cognitive process reflected in statements of ILOs of *BSE Bahasa Inggris Kelas X Semester 1* with reference to Bloom's Revised Taxonomy Cognitive Process.

1.4 Scope of the Study

The study is focused on analyzing the level of cognitive processes represented in the statements of ILOs employed in the textbook. The analysis will be limited in the knowledge and skill competences.

1.5 Significance of the Study

Findings of the study should provide EFL teachers, teacher educators, teacher education providers, as well as textbook writers, with better insights on Bloom's Revised Taxonomy of Educational Objectives (Bloom, 1956) and its revised version (Anderson and Krathwohl, 2000) and their use in EFL textbooks.

The study should serve as an invaluable source of information that can:

- Promote teacher's better understanding of BRT's and the importance of its application in intended learning outcomes
- Provide models of its implementation in textbooks
- Reveal the strengths and weaknesses of the textbook in terms of its statements of ILOs with reference to BRT

This study will also contribute to the little amount of research related to the empirical pedagogic data on EFL textbooks in Indonesia.