

# CHAPTER I

## INTRODUCTION

### 1.1. Background of study

Education is one of the major foundations for nations. In the fast-moving globalization, communication is one skill that must be learned from a young age. English as a lingua franca is a foreign language that is compulsory to learn in schools in Indonesia. The purpose of learning English is to improve four language skills: listening, speaking, reading, and writing. These four language skills enable students to exchange and obtain information and relationships among themselves.

Textbook is one easily accessible resource for student to learn English. Textbooks are one of the foundations for good teaching and learning activities. It aids teachers in conducting instruction and achieving the objectives of the subject. As for students, the textbook also aids them to understand better the topic being taught with additional input regarding the topic and the exercises provided. As stated by Awasthi (2006, p.1-2),” Textbook is a teaching and learning material for both the teacher and the learners to rely on the process of teaching and learning”. Cunningsworth (1995) identifies a textbook as a resource in presenting material, a source for learners to practice and do activities such as vocabulary, pronunciation, grammar, listening, reading, speaking, and writing. In short, a textbook should be able to accommodate the material as well as practices and activities for teacher and learner during class.

Textbooks are designed with many conditions in order to produce good textbook. According to Muslich (2010) as cited in Sitepu (2012) Textbooks are developed by referring to three domains in Bloom Taxonomy, namely cognitive, psychomotor, and affective. Cognitive

process dimensions are a hierarchical system consisting of six levels. The cognitive process dimensions are concerned with the development of understandings, intellectual capacities, and skills as well as the recall or recognition of knowledge. It has two components: the knowledge dimension and the cognitive process dimension (Krathwohl, 2002).

Bloom's taxonomy is a hierarchical structure that identifies skills starting from the lowest level to the highest. Each level in Bloom's Taxonomy has its respective correlation. To reach the ultimate level high, of course the levels below must be mastered first. Anderson and Krathwohl (2001) revised the taxonomy by classifying six cognitive process dimensions. These categories are C1 as in remembering, C2 as in understanding, C3 as in applying, C4 as in analyzing, C5 as in evaluating, and C6 as in creating. Bloom's Taxonomy is schemed to differentiate thinking skills from the lowest level to higher-order thinking. Low order thinking consists of remembering, understanding and applying while high order thinking consists of analyzing, evaluating, and creating. Low order thinking is a skill that only requires a person to remember, understand and applying something. High Order Thinking Skills (HOTS) including the ability to solve problems, argue creatively, critical thinking, reasoning skills, and decision-making abilities. Krathwohl (2001) defines high order thinking as the ability to link, manipulate, and change the knowledge and experience that has been acquired critically and creatively in determining decisions to solve problems in new situations.

In Indonesia, learning English in the classroom is meant to help students develop their capacity for communication in interpersonal, transactional, and functional discourse using a variety of spoken and written English texts, coherently by using accurate and acceptable linguistic elements on variety of factual and procedural knowledge, as well as instilling the local's culture values in the context of life (Jufri, 2016). The teaching learning activity must be arranged in the

correct order so that students can understand fully the material being taught and achieve the learning target.

With the introduction of independent curriculum as known as Kurikulum Merdeka, Ministry of Education and Culture released english textbook for high school student grade XI titled Bahasa Inggris Tingkat Lanjut. A textbook should be designed to lead students to be able to think more critically astute, more constructive, more collaborative in a correct step so that they can acquire the learning objective. However, many textbooks did not provide learning activity that can build their knowledge from bottom to top level knowledge and causing student did not fully acquire learning's objective. One of the ways to know whether a textbook is constructed from bottom to top level knowledge is through Bloom's taxonomy. Thus, researcher propose this research to investigate the category of cognitive process dimension of Bloom's Revised Taxonomy presented in the instruction of learning activities in the textbook and to identify the thinking level of learning instructions based on Bloom's Revised Taxonomy.

## **1.2 Research Questions**

This study is proposed to answer the following question:

1. What category of cognitive process dimensions based on Bloom's revised Taxonomy is presented in learning instruction of textbook "Bahasa Inggris Tingkat lanjut"?
2. What is the cognitive level of learning instruction in textbook "Bahasa Inggris Tingkat lanjut"?

## **1.3 Purpose of The Study**

The present study is proposed to obtain the kinds of cognitive process dimensions presented in the instruction of learning activity in english textbook for grade XI titled "Bahasa Inggris Tingkat Lanjut" as well as to find out the cognitive level of learning instruction in the textbook based on Bloom's Revised taxonomy.

## **1.4 Scope of The Study**

This study focused on the instruction sequence of activities in an English textbook. The study is limited to only investigating listening, speaking, writing and reading activities.

The cognitive process dimensions of revised Bloom's taxonomy was a sub focus of this research. Bloom's taxonomy is divided into three domains: cognitive, affective, and psychomotor. The cognitive dimensions process is divided into six, they are C1, C2, C3, C4, C5, and C6. C1 (remembering), C2 (understanding), C3 (applying), C4 (analyzing), C5 (evaluating), and C6 (creating). C1, C2, C3 are categories into Low Order Thinking, C4, C5, C6 are categories into High order Thinking.

## **1.5 Significance of The Study**

The finding of this study is expected to provide information about how Cognitive process dimensions are presented in the learning activities through instruction of reading, listening, speaking, and writing activity and how this textbook proportioned cognitive process dimensions in learning activities. Also providing contribution for the similar study, contribute ideas to people involved in the education field, and this study could help future researchers as a useful reference.