

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

Writing skills are very important and considered as a skill that are very difficult to master. According to Sumarsono & Mbato (2021), writing is an extremely challenging ability. Because mastering writing abilities requires a significant investment of time and energy, it is also a prerequisite for obtaining excellent academic achievement. In writing, readers need to be able to understand and interpret the contents of the writing. In this writing skill, everything must be considered in order to produce good results. It is necessary to make a plan when you want to write, starting from compiling, reviewing, editing, to producing the final result. However, even though it is a very complex skill, it does not mean that writing cannot be applied to students. Precisely, this is very important because writing is the key to other skills. In other words, if someone already has good writing skills, it means they are also good at the other three skills. Jamaludin & Nurdiawati (2021) stated that writing is a crucial learning exercise that helps us express our perspectives on many subjects, rearrange our opinions on those subjects, and partially find our ideas and dreams. By writing, students can express their opinions more freely, both opinions, information, comments and others.

In improving students' writing skills, students need suitable and appropriate learning media. Textbook is an appropriate medium to help develop students' writing ability. In the learning process, textbook have a very important function in

providing information, both for teachers and students. The use of textbook is also to provide opportunities for students because apart from being able to re-learn at school, students can also repeat material and work on practice questions at home. According to Penny (2009), textbooks help students find their goals and what will happen next through a clear framework that shows the structure and progress of students. Textbook also contains questions or exercises that can help develop students' abilities according to the material and skills that students are studying. Student textbook generally contain several sections including titles, basic competencies, completion time, materials needed in learning, learning steps, assignments and reflections. Hence, it can be concluded that, student textbooks are a source of practice and can help teachers to develop student abilities.

Teacher must pay attention to several crucial things in determining good exercises, including the language used in the questions (language feasibility), the content displayed, and the level of instruction in the questions that are arranged. The teacher must pay attention to whether the questions prepared are in accordance with their respective social functions. The level of development of students' cognitive domains is also one of the aspects that teachers must analyze and this refers to Bloom's Taxonomy.

Bloom's Taxonomy is one of the studies that discusses the conceptual theory of thinking put forward by an American psychologist named Benjamin S Bloom in 1956. The objectives in Bloom's Taxonomy consist of 3 parts: cognitive domain, emotional domain, and psychomotor domain. One of the most commonly used in education scope is the cognitive domain. There are 6 categories of thinking in the cognitive domain proposed by Bloom: knowledge, comprehension, application,

analysis, synthesis, and evaluation. Then, these six categories of thinking are further divided into two levels of the cognitive domain, lower order thinking skills (LOTS) and higher order thinking skills (HOTS). However, in 1990, Bloom's Taxonomy was revised and updated by Anderson (2001) so that it became more authentic than before. The terminology used has also changed, from previously using nouns to using verbs: Remembering (C1), Understanding (C2), Applying (C3), Analyzing (C4), Evaluating (C5), Creating (C6). Furthermore, numerous resources for student learning are available to support the use of Bloom's taxonomy in education. Enrichment books are type of learning resource that can help pupils at school enhance their cognitive capacities (Jufrida, 2021). This revised Bloom's Taxonomy is used in line with welcoming the 21st order learning model which emphasizes critical thinking and can be applied by both teachers and students (Anderson & Krathwohl, 2001)

The preliminary found on the student's textbook below.

**B. There are some grammatical errors in the sentences given below. Circle the mistakes in each sentence, then rewrite the sentence. If there aren't any mistakes, put a tick mark next to the sentence.**

- Let's to go to the sushi of restaurant for lunch.  
\_\_\_\_\_
- Shall we do have a meeting on afternoon Saturday?  
\_\_\_\_\_
- Can I do get you a glass juice of?  
\_\_\_\_\_
- Let me take you home.  
\_\_\_\_\_
- If you want, I'll car the wash for you.  
\_\_\_\_\_

**A. Fill in the blanks using the opinion expressions given in the box below.**

- I \_\_\_\_\_ with you bullying should be banned.
- It is all right if you don't agree with me but I have every right to my \_\_\_\_\_.
- As far as I \_\_\_\_\_, I will not support bullying in my school.
- I \_\_\_\_\_ that medical care should be free for everyone.
- Some people \_\_\_\_\_ eating fish and yogurt at the same time causes a severe skin disease.
- I feel quite \_\_\_\_\_ about this issue.

totally agree, opinion, am concerned, strongly believe, believe that, strongly

Figure 1.1 The Preliminary Data

The researcher discovered that every question in the previous set of questions is contained at the LOTS level. Exercises B and C are in the Remember (C1) category, as is follows 'Recognizing' and 'Recalling'. And the last exercise is included in the Remember (C1) category, 'Recognizing'. In this exercise, students are asked to fill in missing sentences, according to the words that have been provided previously. In this case, this exercise is used to train students' ability to remember and understand.

An Analysis of writing exercises in student's English textbook is therefore important. It is evident from analyzing writing exercises in student's English textbook how the worksheet addresses LOTS and HOTS. To design resources that are acceptable for the teaching and learning process, the writer must take into consideration the LOTS and HOTS criteria. These early findings lead the researcher to conclude that pupils' critical thinking would not be enhanced. Teachers can meet the learning objectives precisely by using this new terminology. In light of this context, the researcher carried out the study entitled "Writing Exercise Analysis in Student's Textbook Grade Eleven of Senior High School Based on Revised Bloom's Taxonomy".

## **1.2 Problems of The Study**

Based on the background of the study, the problems investigated are stated as:

1. What are the cognitive levels of writing exercises in the student's English textbook?
2. How are the cognitive levels of writing exercises distributed in the student's English textbook?

### **1.3 Objectives of The Study**

According to the problems statements above, the objectives of the study are staged as followings:

1. To find out the cognitive levels of writing exercises in the student's English textbook based on Revised Bloom's Taxonomy
2. To investigate the cognitive levels' distribution of writing exercises distributed in the student's English textbook

### **1.4 Scope of The Study**

This study focused on analyzing the taxonomy of writing exercises in student's English textbook grade eleven at SMA Negeri 2 Medan which applied the cognitive level of the Revised Bloom's Taxonomy.

### **1.5 Significances of The Study**

The results of this research are expected to provide benefits, both theoretical and practical, as elaborated below:

1. Theoretically
  - a. The results of the study are expected to be a reflection of student textbook, especially English textbook, so that the preparation of student textbook can be carried out even better based on the Revised Bloom's Taxonomy at SMA Negeri 2 Medan.
  - b. The research results are can also be used as a reference for those who aim to analyze student's English textbook.

## 2. Practically

- a. For the students, the results of this study are expected to be able to provide new experiences related to student's English textbook and be able to improve students' critical thinking skills through high-level questions.
- b. For the teachers, the results of this study are expected to assist teachers in choosing the right textbook for the learning process, help teachers to know how to analyze student's writing exercise, and develop high-level questions (HOTS) that suit the needs of students based on the Revised Bloom's Taxonomy.
- c. For the researcher, this research is expected to provide data and references related to the analysis of writing exercise based on the Revised Bloom's Taxonomy. This research is also expected to be a guideline for further researchers, broaden the research subject and apply it to various levels of education.

