

CHAPTER I

INTRODUCTION

A. The Background of the Study

In teaching and learning process, the teacher has to develop the students' competence. The teacher needs to know the students' ability in mastering the materials given. The teacher also needs to discover which parts of the materials that the students find their strengths and weaknesses. To find out those things, the teacher has to design the instructional materials and many activities for the students. English textbook is the most commonly resource used in English language teaching process. Textbook plays important role to EFL classroom because it provides beneficial guidance and covers the materials that teachers need to deliver. By using textbook, teachers and students know easily what lesson will be learnt so that they can make preparation related to the materials before they come to class. Any textbook should have a characteristic of cognitive development and creative thinking. This characteristic refers to the nature, relevance and level of learning activities included in the textbook. Activities given in the textbook are according to students' developmental level and the content is helpful in developing thinking skills in the students.

Teachers also use the textbook as the source of exercises for students. It can develop students' competence that supplies many exercises for students. Harmer (2007:146) stated that with a good course book, there

is a strong possibility that the language, content and sequencing in the book will be appropriate, and that the topics and treatment of the different language skill will be attractive.

The main textbooks used in English teaching and learning process in 2013 curriculum are teacher and student books which are published by Ministry of Education and Culture of Indonesia. Teacher's book is textbook that is published for the teachers. It contains the procedures and tips how to teach English use student book. Whereas student book is textbook that is published for the students. It contains materials that will be learned by the students.

One of the main components of the textbook are the questions and most of the instructional materials. These questions are usually available in the students' textbooks through and at the end of lessons and units. Since textbooks have such powerful influence on classroom instruction, it is important for educators to be informed about the questioning practices in this textbook and its impact on learner's education.

English textbooks are usually full of questions that come either at the beginning or at the end of each section, lesson or chapter; unfortunately however, research has shown that most textbooks do not contain materials, nor do they include questions that require critical thinking and meta-cognitive processes.

Questions lead students to the comprehension. Day and Park (2005) stated that well-designed questions help students interact with the text, create and construct meaning and begin to think critically and

intelligently. In other hand, questions can develop the students' thinking level. So, it is important to analyze the textbook that the students and teacher used. The teachers should know the textbook having written accurately to their social function. And one aspect that should be analyzed in the textbook is the compatibility of students' development level in cognitive domain.

Cognitive domain in educational objective makes reverence to Bloom's Taxonomy. Bloom's Taxonomy is a concept thinking theory that was introduced by Benjamin S. Bloom's, an American psychologist. Bloom's Taxonomy divided the Educational Objective in to three domains; cognitive domain, affective domain and psychomotor domain. Cognitive domain deals with intellectual or thinking ability. The second domain is affective domain, it deals with feelings, attitudes, interest, preferences, values and emotions. And the third, psychomotor domain deals with feelings attitudes, interest, preferences, values, and emotions.

In higher education, the cognitive domain has been the principal focus for developing educational goals and objectives while the affective and psychomotor domains have received less attention. Bloom's Taxonomy has stood the test of time, has been used by generations of curriculum planners, college and university professors, and has become the standard for developing frameworks for learning, teaching and assessment.

Bloom divided six thinking categories in cognitive domain: knowledge, comprehension, application, analysis, synthesis, and

evaluation. Bloom's Taxonomy had been revised, the terminology used in the cognitive dimension of Revised Bloom's Taxonomy had been changed into verb from noun. The cognitive dimension includes remembering, understanding, applying, analyzing, evaluating, and creating.

The English textbook *Pathway to English* for tenth grade students of senior high school written by Th. M. Sudarwati and Eudia Grace published by Erlangga. The textbook is based on Curriculum 2013.

From the textbook page 9, there is a conversation and also the questions are as follows:

- a. Where do you think Jack and Rosy are?
- b. Have Jack and Rosy ever met before?
- c. What does Rosy do?
- d. Where does Jack come from?
- e. What does Jack do?
- f. What does Rosy think about Jack's occupation?
- g. What does Jack think about his own occupation?
- h. Who did Rosy introduce Jack to?
- i. Why did Rosy have to leave them?
- j. Underline all the sentences that give information about personal information?

From the data above, the questions do not indicate higher order thinking skill, because the questions still depend on the conversation.

Students can answer the question by reading the conversation, so the questions do not help the students to use their critical thinking. The higher order thinking skill based on Revised Bloom's Taxonomy consist of Analyzing, Evaluating and Creating. Analyzing is how students breaking the material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose. Evaluating is the higher thinking skill which asks the students to make judgments based on criteria

and standards given. Creating is the highest order thinking skill which makes the students to make an original product based on the materials given.

From the definition above, it can be concluded that the higher order thinking skill is the ability to think in the complex process which useful for transferring the knowledge in real life, thinking critically, and solving the problems, and it is not found in the data above. It is reasonable step to analyze another questions in the textbook, whether the textbook appropriate with the level of Bloom's Taxonomy or not and this research can help the teacher to organize the question which is help the students to think critically.

Based on explanation above, this research is aimed to analyze the English textbook for tenth grade of senior high school, the conceptual framework of this study to get information about the cognitive level of questions contained in the English textbook for tenth grade entitle "*Pathway to English*" so that the researcher get needed information. To find out the cognitive level of questions, Cognitive Process Dimension of Revised Bloom's Taxonomy (RBT) is applied in this study.

B. The Problems of the Study

The problems of the study will be formulated as the following:

1. What are the cognitive levels of questions in English textbook *Pathway to English*?
2. What is the distribution of the higher order thinking skills of questions in English textbook *Pathway to English*?

C. The Objectives of the Study

This study therefore has the following objectives:

1. To analyze the cognitive levels of questions in the *Pathway to English*.
2. To find out the distribution of the higher order thinking skills of questions in English textbook *Pathway to English*.

D. The Scope of the Study

This research focuses only on the questions containing in the English textbook *Pathway to English* for tenth grade students by using the theory of Revised Bloom's Taxonomy. Therefore, the title of the research is "*Cognitive Levels of Questions in English Textbook Pathway to English for Tenth Grade Students Based on Revised Bloom's Taxonomy*".

E. The Significance of the Study

The findings of this study are expected to be useful theoretical and practical perspectives:

1. Theoretically, the result of this study can be useful for the teachers to be selective in choosing the appropriate textbook.
2. Practically, the teacher as a reference to improve his/her teaching and learning process and to choose the most appropriate textbook based on his/her students' thinking skill. For the students is to develop the students' thinking skills and can make the learning process more effectively.