

CHAPTER I

INTRODUCTION

A. The Background of The Study

The new curriculum that was introduced into Indonesia, on 15 July 2013, is called the 2013 curriculum, abbreviated as K13. This curriculum is a revised version of the Competency Based Curriculum (CBC) and of the 2006 School Based Curriculum (KBS) and puts greater emphasis on building the character of students. The main purpose of the curriculum is to shape individuals who believe in God, have good character and are confident and successful in learning (Kemdikbud I, 2013). K13 has since been applied at many schools in Indonesia, accordingly textbooks have been produced for the 2013 curriculum and teachers have to use such a textbook with the new curriculum. In order to improve the quality of English education, the Ministry of Education and Culture has spent a lot of money on funding some projects to produce textbooks for each level of education. One of the results of government projects to produce textbooks is one for the third year of senior high school entitled, “BAHASA INGGRIS SMA/MA/SMK/MAK Grade XII” revise 2018 which published by Ministry of Education and Culture to meet the needs of the new 2013 curriculum (Curriculum, 2013). Furthermore, the regulation about textbooks in Indonesia is stated in Permendikbud No. 71 of 2013 Article 1 verse 1 (*Menetapkan Buku Teks Pelajaran sebagai buku siswa yang layak digunakan dalam pembelajaran tercantum dalam ini*). The Ministry of Education and Culture has declared that the

textbook as books for students is suitable to be used in schools for teaching-learning (Kemdikbud II, 2013). Related to the regulations, the government says that a textbook is important in the teaching-learning process as it helps both teachers and students to accomplish the goals of the lessons. Moreover, using a textbook is considered helpful because most of the goals and aims have already been prepared in sets of practices based on the needs of the students (Cunningsworth, 1995).

In designing instructional materials, the authors of textbook should consider the Principles of Language Teaching such as the materials designed for teaching should provide and help learners to be more mature, more critically astute, more creative, more constructive, more collaborative, more capable, and more confident as a result of the course (Harwood, 2010, p. 96). The aforementioned principles require authors to provide instructional materials that stimulate learners to be critical in thinking. Critical thinking is the intellectual ability to analyze and judge something rationally. In revised Bloom's taxonomy (Bloom et al., 2001), critical thinking refers to Remembering (Recognizing or recalling knowledge from memory, remembering is when memory is used to produce or retrieve definitions, facts, or lists, or to recite previously learned information), Understanding (Constructing meaning from different types of functions be they written or graphic messages or activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining), Applying (Carrying out or using a procedure through executing, or implementing. Applying relates to or refers to situations where learned material is

used through products like models, presentations, interviews or simulations), Analyzing (Breaking materials or concepts into parts, determining how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose. Mental actions included in this function are differentiating, organizing, and attributing, as well as being able to distinguish between the components or parts. When one is analyzing, he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations), Evaluating (Making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy, evaluating comes before creating as it is often a necessary part of the precursory behavior before one creates something), Creating (Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way, or synthesize parts into something new and different creating a new form or product. This process is the most difficult mental function in the new taxonomy)

Therefore, the materials served in the classroom should stimulate critical thinking and encourage the students to mine the potential of their minds. Furthermore, one of the mindsets in curriculum 2013 emphasizes the six elements and the ability to make realistic assumptions (Mulyasa, 2014, p. 12). This means that the Government of Indonesia expects that students can acquire those elements. Instructional materials served in the classrooms are important materials

for guiding students to develop critical thinking in the teaching-learning processes. Moreover, Questions provided in the activities are important for measuring the achievements of students' and in diagnosing all aspects, all strengths and weaknesses in the teaching and learning processes. AL-Zahrani (2003) cited in Al- hasanat (2016) addressing the role of questions in stimulating creative thinking says that this can only be achieved by using techniques where the quality of questions is so good that they lead to more insightful thinking. This implies that questions should be very well designed in order to lead students to be creative and to use critical thinking.

Hence, the writer wants to explore and analyze the content of the BAHASA INGGRIS SMA/MA/SMK/MAK textbook which published by Ministry of Education and Culture in order to investigate the dominant cognitive level of the question and whether its questions can provoke the thinking skills of the students related to the revised bloom taxonomy. Furthermore, in the preface to the textbook, the Minister of Education and Culture states "as the first edition, this textbook is not perfect. Therefore we invite readers to give inputs, criticism and suggestions in order to upgrade the quality of the textbook in the next edition" (Kemdikbud, 2014). Obviously, our government expects all citizens of Indonesia to be able to participate in giving their ideas to improve the quality of materials in the textbook. Therefore, the writer wants to analyze its contents to assess its potential contribution to the educational system in general and to the developing cognitive skills of students in particular.

B. Problem of The Study

Based on the background of the study, the problems of the study were formulated in form of questions:

1. What is the dominant cognitive level of questions used in *Bahasa Inggris SMA/MA/SMK/MAK* Grade XII textbook revise 2018 published by Ministry of Education and Culture?
2. Why is the dominant question used in the way it is?

C. The Objectives of the Study

Based on the problems of the study, the objectives of the study are:

1. To investigate and analyze the dominant cognitive level of question used in *Bahasa Inggris SMA/MA/SMK/MAK* grade XII textbook.
2. To reveal the reasons why the dominant question used in *Bahasa Inggris SMA/MA/SMK/MAK* grade XII textbook with the elements of question in revise bloom taxonomy.

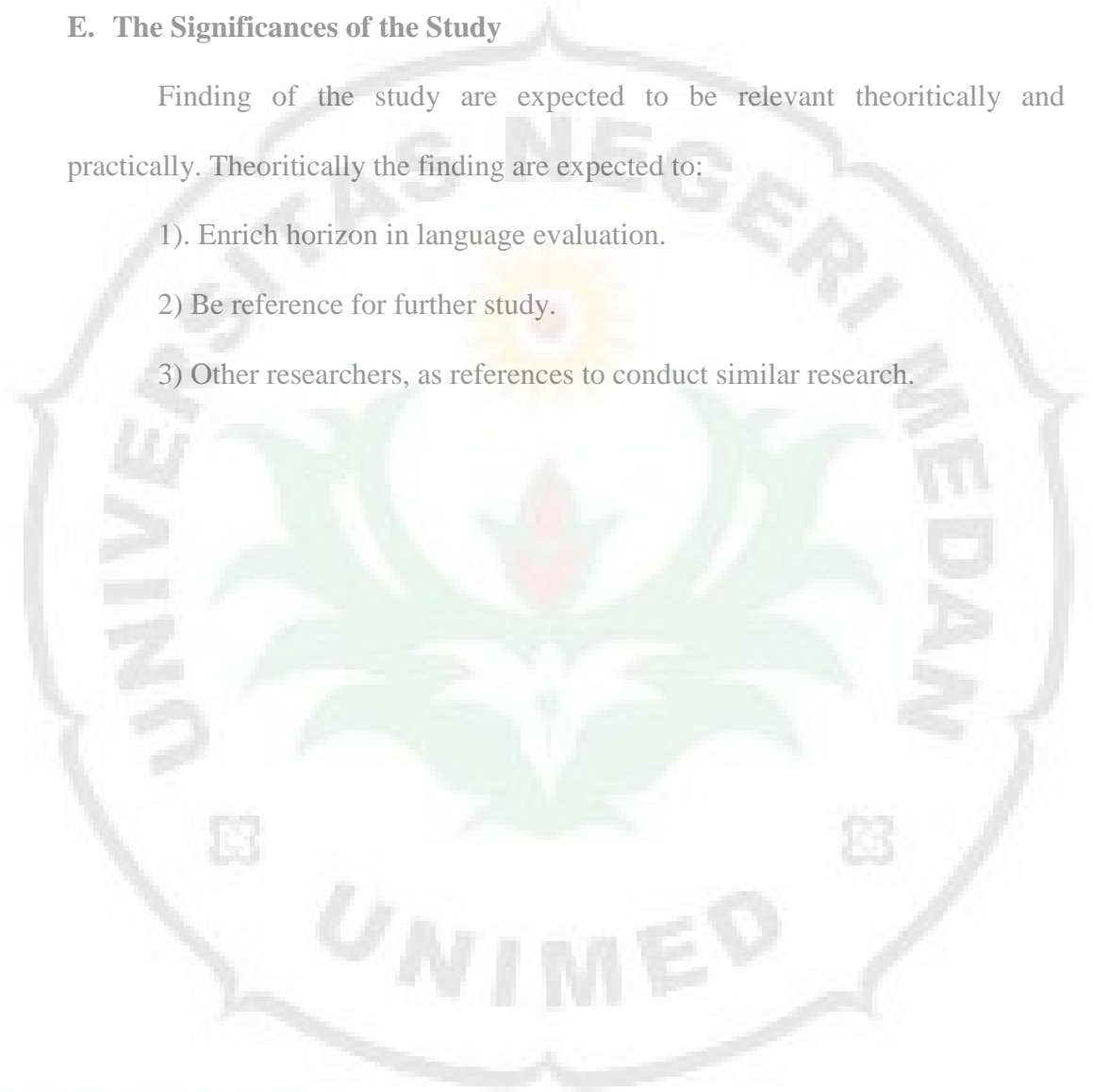
D. The Scope of the Study

This study was limited only on investigating the questions in BAHASA INGGRIS SMA/MA/SMK/MAK Grade XII textbook and analyzing the relevancy of the question to the elements of questions proposed in revised bloom taxonomy.

E. The Significances of the Study

Finding of the study are expected to be relevant theoretically and practically. Theoretically the finding are expected to:

- 1). Enrich horizon in language evaluation.
- 2) Be reference for further study.
- 3) Other researchers, as references to conduct similar research.



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