

Chapter 1

INTRODUCTION

This chapter discusses the background of the study, the problem of the study, the objective of the study, the significance of the study, the scope and limitation of the study, and also the definition term.

A. Background of the study

In education, teaching material is part of objective curriculum. The designs of materials has important contribution in Language, particularly in the English as a Foreign English. The use materials here useful for teacher and students to support their teaching English Language. As far as during learning process, there are many kinds of teaching materials that used in teaching English Language in classroom process such as textbook, cassette of listening, teacher's explanation, etc. Furthermore, Textbook here is one of the materials used in learning process. Textbook plaies a very significant role in the teaching and learning especially in developing countries where teachers and students can utilize them according to their needs.¹

In Indonesian's curriculum, textbook has the main role to support learning process. It is also sign over in Indonesian's government regulation nomer 32 tahun 2013 pasal 1 ayat 23, states that : *"Buku teks pelajaran adalah sumber pembelajaran utama untuk mencapai*

¹ Mahmood, K. (2011). Conformity to Quality Characteristics of Textbooks: The Illusion of Textbook Evaluation in Pakistan. *Journal of Research and Reflections in Education*, Vol.5, No.2, pp 170 -190.

Kompetensi Dasar dan Kompetensi Inti” .² Textbook is the main resources in education learning to achieve standard competence and the main competence. Its means that textbook has significance role in our objective curriculum. So, to support teaching English Language the design materials in textbook form must be appropriate with the aims of study. The key position of textbook also state from Chambliss and Calfee cite in Muslich (2010) in Nurmutia (2013) assumed that: *“bahwa buku teks memiliki kekuatan yang besar terhadap perubahan otak peserta didik karena dapat memengaruhi pengetahuan anak dan nilai-nilai tertentu”*.³ That textbooks has the high power toward in changing student’s brain because it can influence student knowledge and specific value. It’s argued that the teachers mostly used textbooks to accomplish learning objectives in conducting the teaching and learning process both in and outside the classroom. Therefore, it is essential in using textbook as a tool in Learning procees is the content of the textbooks. To assess their contribution to the educational system in general, and to students’ creative thinking in particular.⁴ Moreover, to achieve the educational goals one of the ways is by chosing the best and the appropriate textbook for students. This means that materials development and evaluation of textbook must be used to make better. There are different views toward textbook which sometimes

² Kemendiknas.2013. *Peraturan Pemerintah Republik Indonesia nomor 32 tahun 2013 Tentang Perubahan Atas Peraturan Pemerintah nomor 19 tahun 2005 Tentang Standar Nasional Pendidikan*.

³ Nurmutia, H.E. 2013. *“Analisis Materi, penyajian, dan Bahasa Buku Teks Matematika di Kabupaten Rembang”*, Skripsi, FMIPA Universitas Negeri Semarang.

⁴ Fatma Tokoz Goktepe. (2015). An Evaluation of Two ESP Course books Using Revised Bloom Taxonomy. *The Online Journal of New Horizons in Education*, 5(1), 1.

quite contradictory. It is mean that our teaching materials do have problems, but the necessity of textbook cannot be ignore at all. In fact, it is extremely for teacher to evaluate, select, and adapt the materials to meet our teaching students' learning needs in order to get the most out of learning potentials. As a matter of fact, coursebook/textbook analysis and evaluation can help teachers to gain good and useful insights into the nature of the material. The evaluation of textbooks emerge as one of the current issues in language program specifically in which English as the foreign language. For instance, Ghanem, Nik and Hairul have conducted a research about textbook evaluation in Islamic education textbooks in the three levels of secondary schools in Iraq according to teachers' opinions depending on Bloom's taxonomy cognitive domain.⁵ And also Ainus Sicha in 2016 student from STAIN Kediri has research **“An Evaluation of Intensive Course book Used by English Departement of STAIN Kediri”**. Another research about cognitive levels in question is proposed by Nasser M. Freahat and Oqlah M. Smadi in 2014 **“Lower-order and Higher-order Reading Questions in Secondary and University Level EFL Textbooks in Jordan”** This research was conduct Textbook evaluation used Bloom Taxonomy. Hence, it is important to conduct further textbook evaluation using the appropriate theory in order to provide better teaching materials for the students.

⁵ Ghanem, E., Nik R.N.Y., and Hairul Nizam Ismail. (2013). Analyzing Islamic Educational Textbook Questions in Secondary Schools in Iraq According to Teachers' Opinions. *International Journal of Education and Research*, 1(8), 1.

There are many kinds of English textbook based on the developing curriculum in Indonesia since curriculum 1968, curriculum 1975/1976, curriculum 1984, curriculum 1994, KBK, KTSP until Curriculum 2013 now. And Curriculum 2013 here has many contribution in design English textbook. Moreover, one of the example of private textbook at third grade of Senior high School is "*Bahasa Inggris Untuk SMA /SMK/MA/MAK Class XII*". There are many theories that used in evaluate textbook but here Bloom's taxonomy emerges as the most appropriate theory to evaluate the material provided in the course book. This is because Bloom's Taxonomy is most appropriate for material evaluation and it evaluates the textbook material on so many levels as cognitive, affective and psychomotor. Bloom's taxonomy can be a good choice to assess the basic skills and aligning teaching materials and learning activities with the cognitive thinking processes such as remembering, understanding, and analyzing.⁶

The textbook questions are one of the basic component presented in the book that have significant role for both teachers and students. Question here is a part of textbook that openly interact with student and directly posed students. Jo asserted that on one hand, the questions that address low-order level cognitive domain require teachers to "ask a learner to repeat or recognize some information exactly as it was presented in lesson."

⁶ Syed Kazim Shah, *Textbook Evaluation of English for Academic Purposes by British Council*, 105.

Undoubtedly, each skills in English materials have different kinds of Questions. In textbook are contains many kinds of question in every skills such as listening, speaking, reading and writing. One of them is Reading Queastion. Reading here has a complex and multi-dimentional process, the ability to read and grasp text will enhance learning outcomes and expand communication skills.This in turn will create the pathway for a better quality of life and ability to function independently in the community. Thus, it is pertinent for students to be able to read and understand text.This underlying notion was the driving force that led us to examine the reading process in order to establish a cognitive equation for students. It is our vision that this cognitive equation will shed light on specific reading components and corresponding interventions to enhance reading outcomes of students.⁷

A suitable and high-order qualified questions which can develop the quality of Textbook and also the student understanding and develop the cognitive process. As a result, based on the theoretical explanation and the problem above, the researcher decides to conduct a study entitled “**An Analysis of Cognitive Levels of Reading Comprehension Questions in English Textbook**”

⁷ Saranya Elangovan, Noel Kok Hwee Chia, An Inter-Correlational Study Of The Reading Components In Profiling And Generating A Cognitive Equation For The Reading Performance Of Students With Autism, *International Journal Of Special Education Vol 28, No: 2, 2013*, p 17

B. Problem of the study

Based on the background above, the researcher states the problems of the study as follows:

1. What kinds of Cognitive levels of reading comprehension questions used in Curriculum 2013 English Textbook based on cognitive development using Bloom Taxonomy?
2. What is the highest and the lowest percentage of cognitive levels of reading comprehension questions used in Curriculum 2013 English Textbook based on cognitive development using Bloom Taxonomy?

C. Objective of the study

Considering the problem of the study above, the study is directed to describe the kinds of cognitive levels and the highest and the lowest levels of question that provide in Curriculum 2013 English Textbook especially in Reading comprehension questions based on cognitive development using Bloom Taxonomy.

D. Significance of the study

This study is expected to give contribution as follow:

1. For students

The research finding of this study is expected to give more knowledge to the students about the best quality of the textbook examined from Bloom's taxonomy so that they can be aware about the weakness of the curriculum used.

2. For the teacher

The research finding of this study is estimated to give the useful input to the lecturers in order to select the most appropriate curriculum to English students. By knowing the level of the cognitive processes in English course textbook, the most appropriate and effective curriculum should be considered by the lecturers in order to enhance the students' creative thinking especially in English term.

3. For researcher

This study will give some information related to textbook evaluation, so they are expected to conduct a better research.

E. Scope and Limitation of the study

In this study, the researcher wants to evaluate Curriculum 2013 English Textbooks at XII grade. The limitation of the study is the researcher focusses on the reading comprehension questions that provide in curriculum 2013 English Textbook based on cognitive development using Bloom Taxonomy.

F. Definition Term

To avoid the misunderstanding of some term used by the researcher, the key term is defined as follow:

a. Textbook

Textbook is a book which is designed to give material, assessment and evaluation for the students. It also shapes the process of teaching learning in the class that provides the primary form of

linguistic input.⁸ In addition, the object of this study are one handbooks namely “*Bahasa Inggris Untuk SMA/SMK/MA/MAK Class XII* created by Utami Widiati, Zuliati Rohmah, and Furaidah that published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud (2014).

b. Reading Questions

Questions are special speech acts. Speakers ask questions to get specific pieces of information from hearers, who are expected to provide the requested information.⁹ Textbook questions are any of the following: a Multiple Choice question, Complete the sentence or the Chart, a Statement question, a Request question, or an activity.

Reading is underlying notion was the driving force that led us to examine the reading process in order to establish a cognitive equation for students. It is our vision that this cognitive equation will shed light on specific reading components and corresponding interventions to enhance reading outcomes of students.¹⁰

c. Bloom’s Taxonomy

Bloom’s taxonomy is a theoretical need of International standards which is mostly used to evaluate the content of textbook

⁸ S. A. Razmjoo & E. Kazmpourfard, (2012), On the Representation of Bloom’s Revised Taxonomy in Interchange Coursebooks, *The Journal of Teaching Language Skills*, 4 (1), 171-204.

⁹ Dorothe Salomo, et al, Children’s ability to answer different types of questions, (2012), *Jornal of child Language*, 40(2), 469.

¹⁰ Saranya Elangovan, Noel Kok Hwee Chia, *An Inter-Correlational Study Of The Reading Components*, 17

especially questions.¹¹ It evaluates the textbook material on so many levels as cognitive, affective and psychomotor. Moreover, it examines the extent to which the textbooks could demonstrate the 6 cognitive categories. The six levels of cognitive domain are knowledge, comprehension, application, analysis, synthesis, and evaluation. In this study, the taxonomy of Bloom give a performance as the key instrument to evaluate the questions provided in Curriculum 2013 English Textbook.

d. Curriculum 2013

Curriculum 2013 is a curriculum that exited from National Educational Department as completing from KTSP. The implementation of this curriculum is based on competence and character education. According to Bloom human that have good Character is human cognitive, affective, psychomotor, in addition emotion, spiritual to face problem and social.¹²

¹¹ Syed Kazim Shah, *Textbook Evaluation.*, 103

¹² E. Mulyasa, *Pengembangan dan Implementation kurikulum 2013.*(Bandung:PT Remaja Rosdakarya,2015),65