

CHAPTER I

INTRODUCTION

In this introduction part, the researcher discusses the eight-terms of sub chapters of the study. Those are the background of the study, the problem of the study, the objectives of study, the significance of the study, the limitation of the study, and the definition of keyterms.

A. Background of the Study

In this modern era, the designs of teaching materials are the most important constituents of any English language teaching program. This is because they provide adequate input to EFL learners and also considered as one of the most reliable sources for inexperienced teacher in designing their plan in the classroom.¹ There are many kinds of teaching materials that can be used by the teachers in supporting their teaching process. As far as the available the materials are in the form of textbook, cassette of listening, teachers' explanation, etc. Furthermore, textbooks are considered as the core of any educational activities because they provide a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience.²

Textbook plays a pivotal role in teaching learning process especially in developing countries where teachers and students can utilize them according

¹ Syed Kazim Shah, *Textbook Evaluation of English for Academic Purposes by British Council*. (Pakistan: Research on Humanities and Social Sciences, 2014), 104.

² Ibid.

to their needs in gaining the knowledge.³ Textbook influences both the teachers and students, as they provide pattern to the teachers so the teachers could teach in a better way and guide line to the students for better learning. In addition, textbooks are considered as the sole and legitimate source of knowledge both for students and teachers.⁴ It is also as the backbone of educational system because of its role in providing the instruction and the plan for teachers and students. The choice of the teaching materials and the textbook that is used in the classroom is one of the most crucial factors that can build significant differences in the teaching learning process. As a result, a good and reliable textbook must be used by EFL teachers in order to create the effective way in enhancing students' achievement.

Teachers always used textbooks to accomplish learning objectives in conducting the teaching and learning process both in and outside the classroom. Therefore, it is essential to analyze the content of textbooks to assess their contribution to the educational system in general, and to students' creative thinking in particular.⁵ Moreover, the significant role of the course books in educational programs and their effect in the learners' viewpoints assert textbook evaluation more indispensable to conduct.

The evaluation of textbooks emerges as one of the current issues in language program specifically in which English as the foreign language. The analysis and the evaluation of course book also helps the teacher to improve

³Ibid.

⁴ Ibid.

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

the contents and to attain useful insights into the basic material that students need. In addition, numerous studies have been conducted in term of textbook evaluation both in EFL and ESL context. 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 level.⁶ Ibtihal and Obqlah also have tried to evaluate the cognitive levels of master class textbook. The objective of this research is to explore the characteristics of a standard EFL/ESL textbook.⁷ Hence, it is important to conduct further textbook evaluation using the appropriate theory in order to provide better teaching materials for the students.

In many countries textbooks are compiled according to the national curriculum by the professionals' publishers and writers and after that the evaluation process is done by government agencies to ensure their quality.⁸ On the other hand, In Indonesia, textbook is created by different private publishers according to the guidelines given by the Curriculum which is provided by the Ministry of Education. Moreover, one of the examples of private textbook is Intensive course book which is published by English department of state college for Islamic studies (STAIN) Kediri. This book is designed for primary English students who come from highly different background of education in

⁶ Ghanem, Nik, 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.

⁷ Assaly & Oqlah Smadi. (2015) Using Bloom's Taxonomy to Evaluate the Cognitive Levels of Master Class Textbook's Questions. *English Language Teaching*, 8(5), 100-111.

⁸ Syed Kazim Shah, *Textbook Evaluation*,. 105.

order to reconstruct their knowledge and give better foundation in English. Thus, it is essential to evaluate Intensive course book because of its role as a main guidance of STAIN Kediri in preparing their English students.

- There are numerous existing frameworks for textbook evaluation, but Bloom's taxonomy emerges as the most appropriate theory to evaluate the material provided in the course book. As Kazim said that among the different criteria for textbook evaluation, 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.⁹ It also evaluates the textbook material on so many levels as cognitive, affective and psychomotor. In addition, the cognitive process is considered as the most important criteria that should be implied well inside the textbook.

A reliable textbook should provide good material of cognitive development and creative thinking. This is because course book is the heart of educational program that is going to lead the students to develop their thinking skill especially in English language. Ghanem, Nik and Hairul also asserted that cognitive refers to the nature, relevance and level of learning activities included in the textbook.¹⁰ Furthermore, the best way in developing students' cognitive level is through textbook questions.

The questions are one of the basic components presented in the book that have significant role for both teachers and students. Jo asserted that on one

⁹ Ibid.

¹⁰ Ghanem, Nik and Hairul Nizam Ismail, *Analyzing Islamic Educational Textbook*, 1.

hand, the questions that address low-order level of cognitive level require teachers to “ask a learner to repeat or recognize some information exactly as it was presented in lesson.” On the other hand, the questions that have higher-order level of cognitive level lead teachers to “ask the student to mentally manipulate bits of information previously learned to create an answer, or to support an answer with logically reasoned.”¹¹

A good textbook should provide the suitable and high-order qualified questions which can lead the students to develop their cognitive level. Hence, a course book implied better creative thinking and high level of cognitive development will improve students’ cognitive level. As a result, based on the theoretical explanation and the problem above, the researcher decides to conduct a study entitled **“An Evaluation of Cognitive Level On Intensive Course Books Used by English Department Students of STAIN Kediri”**.

B. Problem of the Study

Based on the background of the study, the statement of the research problem is:

how are the levels of the questions provided in Intensive course books based on cognitive development using Bloom’s taxonomy?

C. Objectives of the Study

Considering the problem of the study above, the researcher has the objective of this research. The objective is :

¹¹Ibid., 2.

to describe the levels of questions provided in Intensive course books based on cognitive development using Bloom's taxonomy.

D. Significance of the Study

The research finding of this study is expected to give a lot of contributions for Educational system especially in which for English as Foreign language. Moreover, the significances of this study are described as follow:

1. For the lecturers

The research finding of this study is estimated to give the useful input to the lecturers in order to select the most appropriate material implied in textbook for English students. By knowing the levels of the cognitive level in Intensive course books, the lecturers will complete the material which is neglected from the textbooks. As a result, the most appropriate and effective material should be considered by the lecturers in order to enhance the students' creative thinking and cognitive levels especially in English term.

2. For the 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 material presented in textbooks.

3. For future researchers

This study gives some information about one of current issues in ELT related to textbook evaluation, so future researchers are expected to conduct better and further study in different level such as evaluation based on psychomotor or affective.

E. Scope and Limitation of the Study

In this study, the researcher conducted a research in term of textbook evaluation as the current issues in educational setting both in ESL and EFL. In addition, the textbooks evaluated by the researcher were the course books which are used in Intensive course program provided for English freshmen in STAIN Kediri.

The evaluation conducted is limited on the questions presented in Intensive course books related to how far the order of critical thinking of these books focuses on the levels of Bloom's taxonomy. Moreover, the researcher only evaluates the cognitive development that were led by the textbook questions, because this domain is one of the most important process that must be provided well inside textbooks. In sum up, the researcher focuses on the levels of cognitive level of Intensive course books by evaluating the the questions and the activities provided.

F. Definition of Key terms

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

1. Evaluation

Evaluation is a dynamic process which investigates the suitability and appropriateness of an existing practice.¹² It is a systematic determination of a subject matter using a framework by a set of standard. Moreover, this study is aimed to assess and determine the development of critical thinking order which is implied in Intensive course books.

2. Textbook

Textbook is a book which is designed to give material, assessment and evaluation for the students.¹³ It also shapes the process of teaching learning in the class that provides the primary form of linguistic input.¹⁴ In addition, the object of this study are two handbooks namely Intensive course book. The textbooks are designed for freshmen English in STAIN Kediri who join in Intensive course program at the first semester.

3. Textbook questions

Questions are parts of a textbook that is used to examine the ability of the students related to the material given. In this research, textbook questions are all of questions or activities which are provided in Intensive course books to enhance students' English proficiency.

4. Bloom's Taxonomy

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

¹² Mohammad Reza Ghorbani. (2011), Quantification and Graphic Representation of EFL Textbook Evaluation Results, *Theory and Practice in Language Studies*, 1(5), 511.

¹³ Syed Kazim Shah, *Textbook Evaluation*,. 104.

¹⁴ Razmjo & Kazmpourfard, (2012), On the Representation of Bloom's Revised Taxonomy in Interchange Coursebooks, *The Journal of Teaching Language Skills*, 4 (1), 171-204.

questions.¹⁵ 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 level are remembering, understanding, applying, analyzing, evaluating, and creating. In this study, the taxonomy of Bloom give a performance as the key instrument to evaluate the questions provided in Intensive course books.

5. Cognitive level

Cognitive level is the way how human thinks.¹⁶ Furthermore, Solos, et al stated that cognitive is the study of thinking process.¹⁷ Cognitive level is the main focus in this textbook evaluation. As a result, the researcher evaluates the thinking processes that is led by Intensive course books' questions.

¹⁵ Syed Kazim Shah, *Textbook Evaluation*, 104.

¹⁶ Robert J. Sternberg, *Psikologi Kognitif*, Ter. Yudi Santoso, (Yogyakarta: Pustaka Pelajar, 2008), 2.

¹⁷ Robert J. Solos, et al, *Psikologi Kognitif*, Terj. Krisdianto Ratmadji and Maclin Rahardanto, (Jakarta: Erlangga, 2007) 4.