CHAPTER I
INTRODUCTION

The detail in this chapter elaborates on the background of the research, research questions, research purposes, research significance, previous research, and research framework.

A. Background

This research aims to determine whether an English textbook is for teaching and learning in the classroom. Ur (2009) states that Textbooks provide a clear framework. Teachers and learners know where they are going and what happens next. Therefore, there is a sense of structure and progress. She also added that the textbook provides texts and learning tasks which are likely to be an appropriate level for most of the class. In this research, a textbook is one of the primary resource materials frequently used in the teaching-learning process applied in school. This saves time for the teacher who would otherwise have to prepare his or her own. From those explanations, the Textbook greatly helps both the teachers and the students as one of the learning sources in the English teaching and learning process to provide the frameworks, texts, and tasks.

A textbook has an essential role in foreign language classes by serving as a key resource for both teachers and students. According to Kurniawati (2006), textbooks offer significant benefits to both parties involved in the learning process. For teachers, textbooks are instrumental in managing and organizing their lessons effectively. They provide a structured framework that guides the flow of instruction, ensuring that all necessary topics are covered and that lessons are coherent and well-paced. Additionally, textbooks offer valuable support by supplying teachers with resources, such as exercises and activities that facilitate classroom interaction and learning. For students, textbooks serve as a primary source of information, allowing them to engage with the material in a systematic way. When teachers use textbooks to guide their lessons, they are better able to align their teaching with the specific goals and requirements of the curriculum. By analyzing whether a particular

textbook meets the standards of the curriculum, teachers ensure that the content is appropriate and relevant to the students' needs. As a result, students are able to acquire standardized knowledge based on the curriculum's objectives, leading to a more consistent and effective learning experience. Thus, textbooks not only support teaching and learning but also ensure the delivery of curriculum-based content. Puspitasari et al., (2020), so that the objectives of the learning will be successful, the vision and mission of the schools will be accomplished and furthermore, selecting appropriate books it may influence student's learning outcomes.

A comprehensive evaluation of textbooks is essential to ensure their effectiveness in the learning process. Key areas of focus include textbook design, exercises, instructional content, and teaching materials. The quality of these components has a significant impact on student outcomes and motivation. In particular, the evaluation of exercises and assignments within textbooks is crucial. It is imperative that textbooks offer a diverse range of topics and assignments tailored to various proficiency levels, learning styles, and student interests. This diversity helps engage students and meets their individual needs. Educators must ensure that the textbooks they select provide a wide array of tasks and exercises, facilitating a well-rounded educational experience. By thoroughly assessing these aspects, teachers can enhance the overall quality of instruction, creating a more dynamic and inclusive learning environment. Consequently, a meticulously evaluated textbook not only supports effective teaching but also promotes greater student engagement and academic success.

Textbook exercises play an essential role in learning English as they help students practice and enhance their skills throughout the teaching and learning process. These exercises are crucial because they enable teachers to assess students' understanding and competence in the four basic language skills: listening, speaking, reading, and writing. Ur (2009) emphasizes the importance of including exercises in textbooks, noting that a key characteristic of a good textbook is its ability to effectively practice these four skills. Therefore, teachers must evaluate textbooks to ensure they comprehensively address all essential language skills through a variety of tasks and exercises. This evaluation ensures that the textbooks not only support

skill development but also cater to different learning styles and needs, ultimately contributing to more successful language acquisition and overall educational outcomes.

There are four fundamental language skills for teaching and learning English: listening, speaking, reading, and writing. These skills are essential for effective English communication and must be mastered by all students to demonstrate English proficiency. Among these, writing stands out as one of the most critical skills for educational success. In the classroom, students must develop various aspects of writing, starting with the basics of constructing simple sentences to express themselves and building on previously learned subjects. This foundational practice includes taking notes, articulating opinions, and composing more complex texts such as essays, letters, and poems. To ensure students master these writing skills, teachers must play a proactive role in guiding their learning. This involves explaining the concepts clearly and providing relevant examples before asking students to practice. For instance, when teaching students to write essays, a teacher might first demonstrate how to structure an essay, develop a thesis statement, and support arguments with evidence. By modeling these steps, teachers help students understand the process and expectations. Additionally, effective writing instruction requires varied and engaging tasks that cater to different learning styles and interests. This variety not only keeps students motivated but also helps them apply their writing skills in diverse contexts, thereby enhancing their overall communication abilities. Therefore, the role of the teacher is critical in scaffolding student learning, providing continuous feedback, and encouraging practice to achieve mastery in writing and other essential language skills.

Writing is a productive skill, making its practice in a classroom setting challenging. Learning English encompasses two primary productive skills: speaking and writing. When students begin writing, they must utilize their imagination, ideas, feelings, and opinions to construct meaningful text. This process requires not only technical language skills but also creative and critical thinking abilities. Engaging students in writing exercises demands careful guidance from

teachers to help them effectively express their thoughts and emotions in written form. As students develop these skills, they become more proficient in conveying complex ideas and engaging in more sophisticated forms of communication.

Based on the Researcher's teaching experience during an internship at the senior high school of Mekar Arum Cileunyi, Bandung, it was observed that the teacher primarily utilized internet resources for lessons. For instance, students were often asked to find vocabulary and translate texts online, leading to a diminished use of the prescribed English textbook. This reliance on online materials highlights a challenge in the educational environment: teachers must continuously seek the most effective and engaging methods to teach English. The role of a teacher is demanding, requiring both creativity and efficacy in material preparation. Teachers are expected to design and deliver lessons that not only adhere to the curriculum but also resonate with students' learning styles and needs. Therefore, it is crucial for English textbooks to be well-aligned with the curriculum to ensure they support the teaching process effectively. A well-matched textbook can serve as a vital tool, providing a structured framework for lessons and a consistent source of high-quality content. This alignment helps teachers maintain a balanced approach, integrating both traditional textbook resources and innovative online materials to enhance the overall learning experience.

To support effective learning, the Indonesian education system utilizes Bloom's taxonomy as a standard framework to achieve educational outcomes. The system structures teaching and learning activities based on clear goals that involve not only the cognitive domain but also the affective and psychomotor domains, ensuring a holistic approach to student development. The cognitive domain, in particular, focuses on students' intellectual abilities, including knowledge acquisition and skill development. According to the revised Bloom's taxonomy, the cognitive domain is divided into six hierarchical levels: Remembering (C1), Understanding (C2), Applying (C3), Analyzing (C4), Evaluating (C5), and Creating (C6). These categories progress from lower-level cognitive skills, such as recalling information and understanding concepts, to higher-level skills that involve critical thinking,

evaluation, and creativity. Anderson et al., (2001) explain that this progression supports deeper learning by encouraging students to move beyond basic memorization to more complex cognitive tasks. Each level of the taxonomy requires different levels of mental engagement, fostering an environment where students can actively build upon prior knowledge and advance their cognitive abilities. Teachers can use this framework to design curriculum and assessments that guide students through these levels, ensuring that they develop a broad range of cognitive skills essential for problem-solving and critical thinking.

A well-designed textbook should provide a balance between low-level and high-level thinking skills. According to Sukmawijaya et al., (2020), the characteristics of a good textbook should be structured in a way that progresses from basic knowledge and comprehension to higher-order thinking skills, ultimately reaching the highest level of evaluation. This structure ensures that students develop a comprehensive understanding of the material and are challenged to think critically at each stage. The layout of questions in a textbook should align with this progression, starting with easier tasks and gradually increasing in complexity. This design helps guide students through the learning process in a logical and effective manner. Additionally, tasks in student textbooks need to be carefully crafted to encourage critical and creative thinking. Textbooks that rely heavily on low-level thinking tasks, such as simple recall, do not foster deeper cognitive engagement. To promote critical thinking and creativity, textbooks should include writing tasks that encourage students to think more deeply, analyze information, and express their ideas in a thoughtful manner. By incorporating these higher-level tasks, textbooks can support the development of writing skills and enable students to engage more fully with the content, ultimately improving their academic performance and critical thinking abilities.

Finding a suitable textbook can be challenging for some teachers, as many textbooks claim to align with the curriculum, but there is no guarantee that they meet the required standards. Textbooks may not always fully reflect the cognitive demands outlined in the curriculum, which can hinder effective teaching. This issue

highlights the importance of evaluating textbooks to ensure they support the desired learning outcomes. Therefore, this research aims to examine the cognitive domain of writing tasks in the student textbooks for grade 11 senior high school. It uses the cognitive levels from the revised Bloom's Taxonomy to assess whether the tasks appropriately foster students' cognitive development.

Several studies have explored textbook evaluation to assess the quality of textbooks in terms of cognitive development. Lan and Chen (2010) conducted a study that analyzed English textbook reading practices and tests using the revised Bloom's Taxonomy (RBT). The goal of this study was to evaluate the adequacy of textbook content by focusing on the cognitive aspects outlined in RBT and to determine the prevalence of cognitive levels in textbook reading exercises and tests. By using a descriptive qualitative approach, the researchers categorized the activities in textbooks as either questions or instructional tasks based on cognitive aspects. Their findings revealed that textbooks and tests primarily emphasized low-order thinking processes, including remembering, understanding, and applying, which are typically associated with basic levels of cognitive engagement. This suggests that textbooks may not adequately challenge students to engage in higher-order thinking.

In contrast, Mardiah (2020) analyzed the cognitive levels of writing tasks in senior high school textbooks for twelfth graders. This study also employed qualitative methods, using the Miles & Huberman (1994) analytical model, which includes data reduction, representation, and inference. The research indicated that all six cognitive levels of Bloom's revised taxonomy (Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating) were incorporated into the English textbook writing tasks. Additionally, Mardiah's study found that the four types of writing tasks proposed by Setiawati (2015) there are imitation, rapid writing, intensive writing, and extensive writing were fully integrated into the textbooks. The study concluded that these writing tasks effectively covered a range of cognitive domains and task types, supporting various levels of student engagement.

The key difference between Mardiah's study and others is its focus on evaluating writing tasks using the revised Bloom's Taxonomy. This research specifically aims to evaluate writing tasks by examining their cognitive design, offering insights into how writing tasks can stimulate critical thinking and cognitive development in students

B. Research Questions

The concern in the study is to analyze the writing task presented based on cognitive domain level in the English Textbook "Bahasa Inggris" for Senior High School grade XI. Following the concerns in the study, this research is formulated as follows:

1. What level of cognitive domain on writing tasks is mostly used in English Textbook "Bahasa Inggris" for Senior High School grade XI?

C. Research Purposes

Based on the purpose formulated above, this research is to determine the level of a cognitive domain on writing tasks primarily presented in the textbook "Bahasa Inggris" for Senior High School Grade XI.

D. Research Significances

The research results are expected to give a significant contribution to the following parties:

a) For students: This result serves as a reference for learners to understand the shortcomings of this book, so they can look for another textbook to complete the content of the leading Textbook.

b) For teachers: This study hopes that teachers will become more selective in using textbooks as teaching materials to select appropriate tests for learners based on the cognitive domains of the revised Bloom's taxonomy.

c) For researchers: This research helps the research answer research questions. The research will reveal the types of writing tasks in Ingris textbooks and the levels of cognitive domains most commonly used in textbooks. For other researchers interested in this

study, the study's results will help conduct new research on textbook analysis using other textbooks.

E. Research Framework

According to Buckingham (1990), as cited in Setiawati (2015), a textbook is a learning media used in schools and colleges to support teaching programs. It plays a crucial role in facilitating structured learning by providing students with the necessary content to understand various subjects. Additionally, Tarigan (1990:13), also cited in Setiawati (2015), defines a textbook as a lesson book specific to a particular field of study. A textbook, in this sense, serves as a standard reference that is written by an expert in the subject area and designed to meet instructional goals. It is accompanied by appropriate teaching media and resources, ensuring that the content is easily comprehensible for the intended audience, whether in schools or colleges. These definitions highlight the significance of textbooks in educational settings as essential tools that organize and present knowledge in an accessible and structured manner, promoting effective learning.

A textbook is a crucial tool for teaching and learning, which is why its quality is essential for effective educational outcomes. Fadilah (2018) emphasized that textbook analysis is a key process in textbook evaluation. While many textbooks are published to aid teachers and students, not all are suitable for meeting learners' needs or possess the desired quality. This highlights the importance of evaluating textbooks before they are used in the classroom. Cunningsworth (1995:5), as cited in Fadilah (2018), argues that "no coursebook intended for a general reader will be suitable for a group of students," which means textbook analysis is needed to evaluate the Textbook that has been published. Therefore, textbook analysis becomes necessary to assess whether the content, structure, and teaching methods align with the specific needs of the students. By conducting such analyses, educators can ensure that the textbooks chosen are effective in supporting learning objectives and enhancing the overall educational experience.

A good textbook is one that aligns with both the students' needs and the educational curriculum. According to Smith, Stanley, and Shores in Nasution

(2006:4), as cited in Fadilah (2018), the curriculum is defined as a series of structured experiences provided in schools, aimed at guiding children and youth in developing disciplined ways of thinking and acting. Therefore, a well-designed textbook must complement these curricular goals, ensuring that it supports students' intellectual and personal growth while fostering the necessary skills and knowledge required for academic success. This alignment between the textbook and curriculum is crucial for effective learning.

In English Language Teaching (ELT), it is essential to teach four key language skills: Listening, Speaking, Reading, and Writing. Among these, writing plays a crucial role in language acquisition. According to Heaton (1974: 1-2) as cited in Sholikhah (2013), writing is a fundamental aspect of learning a foreign language because it allows students to express their thoughts, opinions, knowledge, and experiences. Writing helps students organize their ideas and communicate effectively in the target language. Textbooks are commonly used as tools to develop students' writing skills, as they often include a variety of writing tasks designed to engage students at different levels. These tasks provide structured opportunities for practice, helping students improve their ability to write coherently and fluently. By incorporating such activities, textbooks serve as vital resources in enhancing students' writing proficiency, contributing significantly to their overall language development.

Since English is one of the applied subjects in the Indonesian education system, the use of English textbooks is essential for supporting the learning process. These textbooks are crucial for structuring lessons and ensuring that students receive comprehensive learning materials. English textbooks help teachers effectively communicate the lesson content, facilitating the creation of efficient and engaging lessons. According to Khoirina & Ananto (2012), English textbooks are considered one of the most important teaching materials as they encompass all the essential language skills, including the four macroskills: listening, speaking, reading, and writing. By incorporating these skills into the curriculum, English textbooks provide a structured approach to language learning, offering students opportunities

to develop their language abilities in a balanced manner. These textbooks not only aid in teaching grammar and vocabulary but also provide practical exercises for students to practice and improve their communication skills in English.

Writing is one of the four essential language skills and holds significant importance for second language learners. According to Harmer (2001) writing is not only a means of generating language but also a way for learners to express their ideas, feelings, and opinions. This aspect of writing allows students to articulate their thoughts in a structured form, enhancing their ability to communicate effectively. R. Richards (2001) further argues that writing serves as a functional form of communication, providing learners with the opportunity to build and refine their language skills. Writing is often used to express personal ideas and concepts, enabling learners to engage creatively with the language. For students, writing assignments offer valuable opportunities for self-expression, helping them process their thoughts and ideas while improving their writing skills. These tasks promote both cognitive development and language proficiency, making writing a critical component of language learning.

According to Breen (1987), a task is a structured language-learning effort with specific goals, appropriate content, a specified working procedures and a set of outcomes for the person performing the task. A task is a series of tasks with the overall purpose of facilitating language learning, from simple, short types of exercises to more complex, longer-term activities such as group problem-solving, proposals, and decision-making. It's a plan. Additionally, Homstad & Thorson (1994) defined writing tasks as introducing students to a literary text and can be used to clarify their own interpretation of that text. Furthermore, Fauziati (2010), states that writing tasks are primarily grammatical and that students can do well if the text contains no or few errors.

From the above explanations, it was concluded that writing is an activity in which language arising from thought is generated and expressed in written form. And writing tasks are writing-related exercises such as questions and instructions

provided to improve the writing skills of students, and for teachers, writing tasks are benchmarks for judging the writing skills of students.

Meanwhile, regarding the method of analysis of this study, Krippendorff (2009), as cited in Drisko & Maschi (2016), stated that content analysis defines analysis generally as a research technique for making replicable and valid inferences from text (or other meaningful matter) to the context of their use. Analysis and evaluation of existing textbooks are essential in developing a new textbook. Analyzing and fixing problems with existing textbooks provides the basis for developing new teaching materials (Lee (2013).

A recent curriculum in Indonesia is the 2013 curriculum, it is decided by *Kementrian Pendidikan dan Kebudayaan (Kemendikbud) Republik Indonesia.* Fadilah (2018), states that the 2013 Curriculum includes integrated Competence in Attitude, Knowledge, and skills. Therefore, the design of the curriculum is also changed from teacher-centered to student-centered, according to Agustin (2017). The 2013 curriculum is a curriculum that gives priority to understanding, skills, and character education, in which students are required to understand the material, be active in the process of discussions and presentations as well, and have good manners and a disciplined attitude that is high.

The 2013 Curriculum is designed in three aspects: Affective, Cognitive, and Psychomotor. Affective aspects encourage students to; accept, perform, appreciate, and inspire. Cognitive aspects encourage students to; comprehend, apply, analyze, and evaluate. While psychomotor aspects encourage students to; observe, ask, try, find reasons, present, and compose (Permendikbud Nomor 65 Tahun 2013).

According to Nasution, as cited in Setiawati (2015), the curriculum conductors conducted the purpose of the curriculum according to a book entitled Taxonomy of Educational Objectives by Benjamin Bloom, published in 1956. They divided the purpose of the study into three domains, Cognitive, Affective, and Psychomotor domain. Cognitive refers to the knowledge domain. It is related to the learner's thinking. And Affective domain involves the learners' emotions, feelings, and attitudes.

According to Bloom (1956:7) in Aripin (2018), the significant domains are Affective, Cognitive, and psychomotor. The cognitive domain objectives deal with recalling or recognizing knowledge and developing intellectual abilities and skills. Aripin (2018) stated that a good textbook should contain cognitive, affective, and psychomotor skills to guide students in teaching-learning. The Cognitive aspect deals with intellectual or thinking ability, while the Affective aspect deals with feelings, attitudes, interests, preferences, values, and emotions. This research will focus only on the Cognitive and Affective domains.

Susiati & Mufidati (2020) stated a textbook should be suitable for the curriculum and address the students' needs; therefore, the 2013 curriculum is designed in three aspects they are Affective, Cognitive, and Psychomotor domains which suitable to Bloom's taxonomy that is stated there are three domain which the students in teaching-learning process should learn, they are Affective, Cognitive and Psychomotor domains.

F. Previous Research

Some researchers researched English textbook evaluation. Fitriyani (2013) analyzed an English textbook for seventh graders of Junior High School entitled "When English Rings a Bell." This study used the qualitative research method and used thematic coding to cover the research. The findings of this research show that from the communicative side of the function of the nine integrated standards, the Textbook was relevant enough because the materials in that textbook contain almost the whole communicative Competence.

Nurfalah (2021) also analyzed the textbook analysis with the title "Analysis of Higher Order Thinking Skill of Reading Question in An English Textbook" As a result, and it was found that 19 of the 88 reading comprehension questions in this book belong to the cognitive aspect of HOTS. On the other hand, only 26 of his 88 reading comprehension questions belong to his HOTS knowledge dimension. On the cognitive side, most of the HOTS questions belong to level analysis, whereas on the knowledge side, most of his HOTS questions belong to conceptual knowledge. The similarities between her research and those of her authors were the

aims of her research, learning, and teaching. The difference was in the source of the data, the nature of the data, and the analysis of the data.

(Sholikhah, 2013) analyzed the writing task in the English Textbook entitled "An Analysis on Writing Task Entitled "English In Focus for The Eight Grade of Junior High School Students." The finding of this study is that The writing tasks in the Textbook entitled English in Focus for Junior High School are categorized as suitable tasks because the writing tasks in Textbook meet the criteria of writing tasks as suggested by Raimes.

Ayaturrochim (2014), analyze the reading tasks in the textbook entitled "The Analysis of Reading Tasks in "English in Focus" Textbook Based on Cognitive Domain of Revised Bloom's Taxonomy. The aim of the study was to find key components of the cognitive domains of the revised Bloom taxonomy in reading comprehension tasks in the intermediate-level textbook Focus on English. The results of this study show that 30 (98%) reading tasks used cognitive domain memory levels and only one (2%) reading task used comprehension levels. From this, we can conclude that the primary cognitive domain of the revised Bloom taxonomy is the recall level.

Most of the research on textbook evaluation focuses on assessing the quality of textbooks, with studies often using expert-proposed theories as the basis for evaluation. These evaluations typically analyze how well textbooks align with established educational frameworks, such as content accuracy, pedagogical methods, and overall effectiveness. However, the focus of this study differs from the previous research. This study aims to evaluate textbooks specifically in terms of their alignment with the Cognitive, Affective, and Psychomotor domains of writing materials, using the 2013 curriculum design as the foundation. The inclusion of these three domains—cognitive (knowledge and intellectual skills), affective (emotions and attitudes), and psychomotor (physical skills)—provides a more comprehensive evaluation of how the textbook supports not only students' intellectual development but also their emotional and practical engagement with the

content. This approach offers a broader and more nuanced understanding of textbook effectiveness in fostering well-rounded learning outcomes.

Aripin (2018) stated that a good textbook should contain cognitive, psychomotor, and affective skills to guide students in teaching-learning. The cognitive aspect deals with intellectual or thinking ability, while the Affective aspect deals with feelings, attitudes, interests, preferences, values, and emotions. Therefore, the Researcher wants to do research entitled "A Content Analysis of The English Textbook of "Bahasa Inggris" From Kementrian Dan Kebudayaan RI Using Cognitive Domain Design."