

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of the study, research questions, the purposes of the research, significance of the research, scope or limitation of the research, rationale of the research, and the last previous research about textbook analysis.

#### **A. Background of Study**

Textbooks play a fundamental aspect in the educational landscape, especially in the context of teaching English as a Foreign Language (EFL). Utami et al. (2022:198) emphasize that effective textbooks empower students to engage in self-directed learning, enhancing their overall educational experience. They are structured materials that guide both teachers and students through the learning process, providing a framework for curriculum delivery and skill development.

The primary function of textbooks is to introduce language concepts in a graduated manner so that students can build their knowledge step by step. According to Richards (2001), given the wide variety of commercial material, one must have the ability to make informed decisions about them. Therefore, teachers often use textbooks as the main teaching materials to attempt teaching effectively (Suryani, 2018).

Textbooks are instructional materials created for student use within the teaching and learning process. According to Harmer (2007), a good textbook is meticulously designed with instructions that are directly pertinent including questions for students. Nevertheless, not all textbooks fulfill the students' requirements. Consequently, the teachers must choose an appropriate textbook for their students. One approach to this study is evaluating the textbook's content, precisely the instructions. Instructions in the textbook aim to prompt students to consider and engage with the content. These instructions are incorporated into textbooks to help students comprehend and apply the concepts they are learning, including the target language (Soviyah, 2022).

In the context of this study, instructions refer to the exercises, especially in listening to instructions. As argued by Harmer (2007) listening skills are a deliberate and mindful process of interpreting speech to comprehend its meaning. For EFL learners, listening is crucial for grasping the foreign language and expanding their comprehension and thinking skills. Therefore, subject or material instruction in listening is crucial to the formation of learning another language.

Instructions on the subject of listening in textbooks refer to the abilities and levels of student thinking that have been proposed by Bloom. For this reason, this study aims to analyze whether the listening instructions in the textbook *Pathway to English* align with the grade XII senior high school level. The classroom learning process incorporates three essential components: teachers, students, and textbooks (Febrina et al., 2019). Teachers play a crucial role in encouraging and supporting students to enhance their higher-order thinking skills. Meanwhile, textbooks are designed to enhance students' cognitive processes to a specific level, depending on their educational stage (Purnanto et al., 2020).

The research gap arises from the limited studies that specifically analyze the listening components in textbooks designed for EFL learners. While general evaluations of textbooks exist, few studies have examined whether the listening instructions are according to Bloom's Taxonomy, particularly in fostering both HOTS and LOTS. Previous research has focused more on higher-grade textbooks or other language skills such as reading and writing, leaving a gap in understanding how well senior high school textbooks promote cognitive dimensions through listening tasks.

The present study attempts to bridge a significant gap in the existing literature by undertaking a close study of the listening instructions in "Pathway to English." The primary concern is to verify whether the provided instructions are accurately matched with the cognitive development of the students at Grade XII and if they are competent enough to foster listening comprehension and critical thinking.

Due to the challenges posed by recent curriculum change and shifting government policy, the exploration of textbooks has become increasingly complex. Therefore, this research aims not only to provide insight into the current state of listening instruction but also to provide important recommendations for future textbook development. In this manner, the research is anticipated to play a significant role in shaping educational resources that are more appropriate to cater to the demands of students and to foster their overall language proficiency.

## **1. Research Questions**

Research Questions are formulated to guide the study:

1. What cognitive dimensions are presented in listening instructions in the English textbook entitled "Pathway to English" English Textbook for Senior High School Grade XII?
2. To what extent are the cognitive levels of Bloom's Taxonomy, in higher-order thinking skills (HOTS) and lower-order thinking skills (LOTS) represented in listening instructions in the English textbook entitled "Pathway to English" English Textbook for Senior High School Grade XII?

## **2. Research Purposes**

According to the previous questions, the researcher formulated the following purposes:

1. To identify the kind of cognitive dimensions presented in listening instructions in the English textbook entitled "Pathway to English" English Textbook for Senior High School Grade XII.
2. To analyze the cognitive levels of Bloom's Taxonomy, including both lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS) represented in listening instructions in the English textbook entitled "Pathway to English" English Textbook for Senior High School Grade XII.

### **3. Research Significances**

This study was conducted to determine the cognitive dimensions covered in listening instructions in the English textbook "Pathway to English". Therefore, this study is expected to achieve the following significance:

#### **1. Practical Significance**

This research may provide valuable insights for English teachers and curriculum developers. It will assist them in selecting and designing textbooks that better support students' cognitive and language development. By ensuring that listening exercises target both LOTS and HOTS, this study may help improve the overall effectiveness of English language instruction in senior high schools.

#### **2. Theoretical Significance**

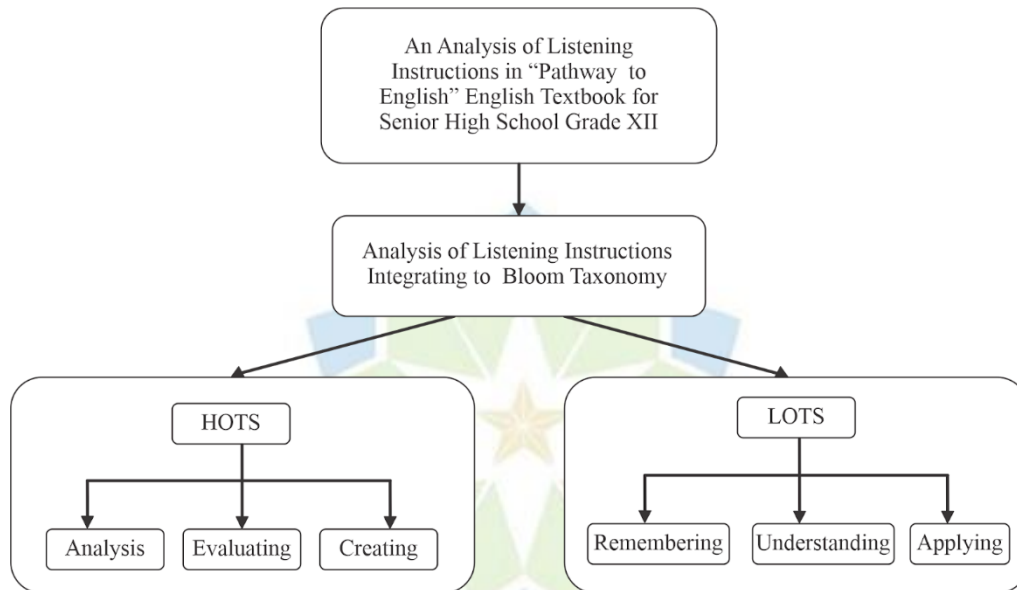
Theoretically, this study contributes to English language teaching by exploring how well senior high school level textbooks align with cognitive development theories, specifically Bloom's Taxonomy. It fills a research gap by focusing on the listening component, which has been under-researched in senior high school contexts. This analysis can also support future studies in curriculum design and textbook evaluation.

### **4. Research Scope**

This research analyzes listening instructions in 6 units from the English textbook "Pathway to English" an English Course for SMA/MA Grade XII of Merdeka curriculum published by Erlangga in 2023, further referred to as Pathway to English. This textbook contains six units in 246 pages. This textbook was chosen because this book has been currently used in public schools in Indonesia, especially in the Merdeka curriculum.

## 5. Conceptual Framework

The current research focuses on analyzing listening instruction in English textbooks. This scheme shows the conceptual framework is a central focus of this current research:



**Figure 1. 1** Theoretical Framework

Listening is a vital aspect of everyday communication, accounting for half of all verbal exchanges. It holds significant importance across various contexts, such as education, social interactions, and personal life. Listening is an activity that involves understanding verbal signals, capturing and interpreting information, and comprehending the message that the speaker does not explicitly express through spoken words (Tarigan, 1983: 19). Nemtchinova (2013) states that in the educational context, many teachers find teaching listening difficult because the specific skills involved, the activities that could enhance those skills, and the definition of comprehension are unclear. Students often feel frustrated because there are no specific rules they can learn by heart to become proficient listeners.

Clear and easy-to-understand instructions are needed in the process of delivering material, especially in the subject of listening. In the context of teaching English, textbooks function as essential tools for delivering instructional content.

Clear and simple instructions are essential for effective teaching, particularly in complex subjects like listening (Mukundan, 2013). Teaching materials should offer direct and easy-to-follow guidance to enhance understanding and engagement. The instructional materials should provide straightforward guidance to facilitate comprehension and engagement. Explicit and well organized instruction play a crucial role in helping students navigate complex tasks that demand higher-order thinking. When guidance is clear and structured, students are more likely to engage deeply with the material instead of simply memorizing information (Febriyani et al., 2020).

Textbooks in English language teaching (ELT) serve several crucial functions in the learning process. These roles include delivering material, encouraging interaction, providing resources for learning vocabulary and grammar, offering classroom activities, and supporting independent learning (Cunningsworth, 1995). Considering the crucial role textbooks play in the learning process, teachers should thoughtfully choose textbooks that align with students' needs. Therefore, textbook analysis is needed to evaluate their quality.

This study examines the association with Bloom's Taxonomy in the analysis of listening instruction strategies, especially in the textbook. The good instruction in the textbook contains cognitive thinking levels associated with Bloom's Taxonomy. Bloom's Revised Taxonomy (2001) updates some points in the cognitive aspects of LOTS and HOTS. Anderson and Krathwohl (2001) explain that closed-ended questions usually pertain to lower-level cognitive dimensions (LOTS), which consist of three-level indicators such as (C1) Remember, (C2) Understand, and (C3) Apply.

## **6. Previous Studies**

Several studies have been conducted concerning the examination of analysis material in the listening section of the English textbook.

First, a study was conducted by Hanifah (2023), titled “An Analysis of Reading Exercises in 'Pathway to English' textbook for the Tenth Grade of Senior High School Students: Higher Order Thinking Skill in Reading Exercise”. The research focuses on the distribution of Higher Order Thinking Skills (HOTS) in 158 essay questions in the textbook. The results confirm that a total of just 49 questions (31%) were categorized under higher-order thinking skills (HOTS) since the majority, with 109 questions (68.9%), were categorized at lower cognitive levels. The trend demonstrates the restricted focus on creative and critical thinking abilities. Nonetheless, the textbook was considered appropriate for use by both students and instructors, offering good reading practice. The study reveals a significant gap in the application of HOTS in school textbooks, recommending that studies be conducted to develop textbooks based on the 2013 Indonesian curriculum for the ultimate purpose of better preparing students for the critical thinking demands of university and practical applications.

The second research was conducted by Romania et al. (2020), titled "Intercultural Education in Romania: A Content Analysis of Social Education Textbooks for 6th Grade Students". The authors conducted a content analysis of social education textbooks to evaluate the integration of intercultural education. The results indicated that, despite the authors' efforts to organize the textbooks effectively, certain human limitations were evident, as the contextually relevant information provided did not always align with students' preferences and needs. This gap highlights the necessity for further research to explore how educational materials can be better tailored to meet the diverse cultural backgrounds and interests of students, ensuring that intercultural education is both relevant and engaging for learners.

The third study is by Sholah et al. (2021), which analyzes the English textbook with title of the study "An Analysis of The English Textbook Entitled 'Pathway to English' for Second Grade Students of Senior High School Based on Tomlinson's Theory" examines the appropriateness of the textbook based on Tomlinson's 16 proven criteria for effective learning materials. The research

findings attest that the textbook satisfies all the prescribed standards with a 99.8% fulfilment rate and is a suitable instructional material because it has an appealing format, is straightforward in content, and includes a variety of practice questions that solidify student competencies. Yet the research lacks in its exclusive concentration on this one textbook without comparing it to other texts and without discussing its applicability to actual classroom environments. This indicates that future research might find it valuable to investigate more contemporary textbooks or other assessment theories in an effort to enhance the knowledge of effective material in learning the English language.

The fourth study was conducted by Luis Miguel Dos Santos's (2020) research critically evaluating a general English textbook for senior foreign language learners in South Korea, offering interesting information but also revealing some gaps in research. One of the research gaps is the limited cultural representation found in the textbook, suggesting that future research should pursue how diverse cultural inclusivity impacts learners' motivation and global awareness. Moreover, the review recognizes that some pedagogical approaches may be out of step with current best practices, with the implication that further research on effective instructional approaches expressly aimed at older learners may underpin textbook design.

The study primarily offers a snapshot evaluation, and therefore the issue of longitudinal research to ascertain the long-term effect of the textbook on language acquisition and learner outcomes becomes an issue. Furthermore, comparative analysis with other textbooks that are being taught within the same contexts is lacking and could be utilized to determine best practices as well as shared weaknesses. The research also does not capture direct feedback from learners, and it is suggested that follow-up research include learner voices in order to obtain a better understanding of their experiences and textbook content and organization preferences. Lastly, there's no mention of the role of technology in language learning, with the implication that there is a need for a study that can examine how technology resources can complement traditional textbooks in order to provide a



fuller view of effective language instruction. Addressing these gaps can go far in improving the development of more effective learning materials that cater to the diverse needs of older foreign language learners in South Korea.

Lastly, the research conducted by Xuezhu Zhang (2020) evaluates the suitability of a listening textbook, "A Listening Course (I)," for English majors at Chinese universities and provides useful information about its effectiveness and areas for improvement. There are, however, several gaps in research within this research. Firstly, although the evaluation of the textbook indicates its strengths in organization and task design, it also reveals weaknesses in theme interests, authenticity, and assessment techniques. Future research can also explore the extent to which these factors influence student engagement and learning outcomes especially. The study also primarily focuses on content analysis without incorporating instantaneous feedback from the teachers or the students, which may provide crucial information regarding the usability and impact of the textbook in real-classroom settings.

The study does not also study the application of technology in the teaching of listening, which is increasingly becoming an issue in current language instruction. Analyzing how digital and multimedia materials can be leveraged to enhance listening skills can give a fuller picture of best teaching materials. Lastly, the study is limited to a single textbook, and comparative studies on multiple listening textbooks used in multiple contexts to ascertain best practices and areas of difficulty are suggested. Filling these voids could greatly help the production of more useful listening materials that would better meet the needs of Chinese English majors.

To sum up, several studies have evaluated the "Pathway to English" textbook, highlighting its strengths and identifying areas for improvement. Hanifah (2023) noted that only 31% of the reading exercises focus on Higher Order Thinking Skills (HOTS), suggesting the need for improvements to better foster critical thinking. Romania et al. (2020) determined that the textbook aligns well

with the 2013 curriculum and classified it as "good," though it poses challenges for beginners and has some limitations in addressing student needs. Sholah et al. (2021), using Tomlinson's theory, found the textbook suitable as a teaching resource due to its clear, concise content, appealing design, and varied exercises that support skill development. Overall, the textbook is a useful learning tool but requires enhancements to better promote higher-order cognitive dimensions.

Luis Miguel Dos Santos's research critically analyzes a common senior foreign language students' general English textbook in South Korea, providing effective findings and necessary research gaps. The lack of adequate cultural representation suggests that future research must explore the impact of diverse inclusive cultures on learners' motivation and global awareness. Similarly, Xuezh Zhang's evaluation of the listening textbook "A Listening Course (I)" for English majors in Chinese universities is informative but also reveals gaps. While the textbook exhibits strengths in theme interest, authenticity, and organization, along with task design weaknesses, these warrant further examination of their effect on student engagement. The focus of the research on content analysis without the input of teachers or students during implementation diminishes its use, with future research noted to include these perspectives.