

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

English is one of the essential skills nowadays. Students in every school must learn how to use English. Students are required to understand and apply English skills in real life. These are listening, speaking, reading, and writing. In achieving these skills, there are several sources that students can use during learning. One of the sources commonly used is an English textbook. Furthermore, this research is about the analysis of English textbooks, especially in the reading comprehension section, to know how students' cognitive skills develop.

Cognitive skills refer to general intellectual or cognitive competencies and abilities. While it is not directly tied to a specific curriculum or study program, it is still seen as a significant post-secondary education outcome. Cognitive skills, which also refer to cognitive processes, are related to several other skills such as critical thinking, reflective judgment, and epistemology. Furthermore, cognitive skills encompass various constructs and methodologies, including intelligence, scientific problem solving, metacognition, learning motivation, and learning style. The cognitive skill is the students' thinking process through the material, such as English learning (Young et al., 2015).

One of the practices students need to use their cognitive skills is reading activities. The use of cognitive skills in reading activities goes deeper into students' language processes in reading comprehension. The use of cognitive skills to improve reading comprehension results from a processing framework that emphasizes higher-order cognitive processes

such as analytics in written text. In primary cases, students can understand the purpose of the text and background (Ya-Ning et al., 2020).

Reading comprehension is used in various reading activities that frequently involve the application of cognitive skills in the learning process. Smadar et al. (2018) stated that reading is about understanding the written text. As a simplified definition, reading is not just reading a text but also understanding the context of the text. Some students may face some difficulties in doing reading activities. Such as, getting the main topic that is served in the text. Students may use cognition skills to analyze the leading information to help them solve the problem. Furthermore, when students' capabilities are just stuck searching for the main topic or obvious information, using cognitive skills in reading activities improves their capabilities to process the information to get new knowledge or any other important information.

Applying cognitive skills in reading comprehension activities may improve students' reading comprehension. An example of how cognitive skill influences reading comprehension can be seen when students have common problems with letters and vocabulary recognition. Students emphasize paying attention to letters and vocabulary recognition in their cognitive skills. More than that, if students habitually use the cognitive skill in reading practice or activities, not only in letters and enriching vocabulary, but also in using their critical analysis of the text content to summarize the information in the text, It can make students achieve a high level or the goal of reading comprehension (Smadar et al., 2018).

The textbook is one of the academic products. An English textbook may be of assistance to EFL students in doing an extra activity to improve their English, including reading skills. Students' reading activities are commonly found as one of the student exercises in students' textbooks. Besides, English textbooks have lots of instructions that may include cognition activities, improve their reading comprehension, or be seen as a measurement of students' level of English understanding. The Yokie &

Thomas (2018) textbook helps students improve their English skills, especially reading comprehension, by doing cognition activities that serve instructions, developing hassle-fixing and modeling capabilities, and creating extra content material available via practical contexts (Yokie & Thomas, 2018).

English textbooks are commonly used in general schools as the primary resource to help students achieve reading comprehension. However, several English textbooks do not support students' achievement; some instructions can be seen in students' reading activities. For example, some instruction on reading activities is not enough to improve students' comprehension skills. The instruction level may not reach the expectation of cognition-improving skills, such as, at the level of one chapter, the student's cognition activities are about how to know the topic of the text; in the next chapter, the cognition activities are still about searching for the topic of the text. That example shows that the cognitive activities of students are just stuck in search of the topic of the text.

There are several previous studies regarding the cognitive skills necessary for reading comprehension in English textbooks. First, Hambali (2021) studied how students suffer difficulty using the cognitive skill. Second, Sana et al. (2021) examined the content analysis of English textbooks. Third, Izzatul and Ima (2021) discussed reading comprehension analysis in an English textbook. However, this research is different from the previous research. At the same time, the previous research focused on cognitive skill difficulty, content analysis, and reading comprehension analysis. This study looks at cognitive skills in the section on reading comprehension, including the text and the exercise.

1. Research questions

The following questions are designed based on the background above:

- 1) What cognitive skills are presented in the 10th grade English Textbook in the reading exercise used in Indonesian students?

- 2) How does the 10th grade English textbook in reading exercise fulfil the needs of students' cognitive skills in Karya Budi Senior High School?

2. Research purposes

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

- 1) To find out the kind of cognitive skill presented in the 10th grade English Textbook used by the Indonesian students.
- 2) To identify how 10th grade English Textbook in reading exercise fulfils students' cognitive needs in Karya Budi Senior High School

3. Research Significance

This research provides the information and knowledge regarding the topic that has been chosen and related to the education needed for the expected importance as follows:

1) Theoretical Significance

Theoretically, this research can help the teachers measure the improvement of students reading comprehension of the material included in the Indonesia 10th grade English textbook.

2) Practical significance

It is expected that this research about cognitive skills should exist in the English Textbook. Then, for students about the importance of cognitive skills in reading comprehension in English textbooks, especially for 10th-grade students. In practical terms, this research provides an essential meaning for;

a) Students

For students, the research expected to determine how far students cognitively applied to reading comprehension.

b) Teachers

This study could encourage teachers to understand the importance of improving cognitive skills in reading comprehension using the 10th grade English Textbook. Teachers could also become more mindful of the textbooks used in the classroom.

4. Research Scope

This research focuses on analysing the reading section in the 10th grade textbook of Indonesia senior high school. The analysis measures whether or not the Textbook fulfils students' cognitive needs by doing reading exercises. The limitation of the cognitive skills framework here are just include 4 from the six total of cognitive skills that appeared in Abdelrahman (2014). The four cognitive Bloom's taxonomies appeared count as a whole

5. Conceptual Framework

Cognitive skills are the process of thinking skills. In a learning situation, cognitive skills can be assumed in some cases; these abilities might be characterized as suppressing inappropriate responses or memories. To put it another way, a cognitive process is a process that prevents a more robust behavioural response from being expressed. Its context is understanding. It relates to students' behaviour in applying cognitive skills to their learning; when students face some situations in learning a language, they may use the cognition process to get more knowledge from the text. Cognitive skills as students' learning language process include a skill that must be improved in how students think in some materials and how they might process some problems-solving to finish some difficulties in English learning (Ferreira, 2015).

In reading, cognitive skills are directly related to the language being learned and the students' knowledge, allowing students to build meaning from the text, solve problems, and develop an interest in reading (Zhang, 2019). The use of cognitive skills during reading activities influences some students who are less interested in reading text when they do not know how to infer the meaning of the context. Then, students may use their cognitive skills to help them interpret the text. While they tend to translate word for word to know the meaning of each word, it does not make them understand the concepts expressed in the text. Whereas the cognitive skills involved reading activities for English students to improve their analytical thinking to get primary

information from the text. Students can interpret the text's data if they have the capability to understand what they have read (Asmara, 2017).

Several skills in reading comprehension are commonly used to get what students need from the text. Attitudes and cognitive skills are about the students' understanding of the information from the reading text. The findings are from research quoted by Pfister and cited in Sadeghi (2012), which shows that students have the freedom to choose the process to understand the reading text. They may use it to learn the meaning of the words and search for the main topic in each paragraph. In the textbooks, students may face explicit and implicit information but are still confused about how to get the primary information. Students' capability to process the information they read in the textbook is one of the goals of textbooks' existence.

According to Burden (1997) cited on Asmara, (2017) cognitive skills are visible as skills in processing, acquiring, collecting, retrieving, or using data. Then, cognitive skills allow the students to govern the language, understand indirect ways of objective reasoning, summarizing, synthesizing, outlining, reorganizing information to amplify former schemas (expertise shape), and practice naturalistic placing and running systems and sound forwards officially. Cognitive skills in reading activities at the senior high school level are commonly just trying to get general information from the text, obviously. Meanwhile, the use of cognitive skill is not only for obtaining apparent information but also for obtaining explicit information by analysing primary information or attempting to provide some comments on the text as a useful critical thinking process.

Meanwhile, Richards (2022) stated that using textbooks is one of the methods in language programs. That is, it incorporates an analysis textbook used for growing analytical capabilities. An example of the application of the cognitive skill in students' reading textbooks areas: (1) Students are asked to read the text that is served; (2) Students are

asked for an analysis of the text by finding the main idea of each paragraph (Hambali, et al., 2021). The use of cognitive skills in reading can be applied to school activities such as finishing some exercises in their English textbook, and more than that, students are capable of knowing more information that is not asked in the exercise as general knowledge. In students' textbooks, the material must be suitable for students' skills, abilities, and activities. In this research, the textbook has to enhance students' reading comprehension. Moreover, these research study analysed cognitive skills including understanding the context (Mutiara, 2018).

6. Previous Study

First, Hambali (2021) investigated students' difficulty using cognitive skills; this research focuses on students' struggle in learning English textbook and analysis with cognitive analysis skills. Then, this study is on the analysis of the cognitive skills of reading exercises. Second, the study by Sana et al. (2021) examined the content analysis in an English textbook. Meanwhile, the research focused on content in the English textbook by the Punjab Textbook Board in Pakistan. Four competencies analysed are reading and thinking skills, writing skills, oral communication skills, and formal and linguistic aspects. This research focuses on cognitive skills analysis in an English textbook, especially on reading exercises. Third, Izzatul and Ima (2021) discussed reading comprehension analysis in an English book. That focused on students' higher order thinking skills (HOTS). Besides that, this research focuses on analysing the cognitive skills of the English 10th-grade textbook, Reading Exercise. This research aims to find cognitive skills in students' textbooks, students' needs, and students' needs in Karya Budi Senior High School.

Moreover, the English textbook is an essential source for students. There have to be more aspects in that textbook to improve students' activities. Aside from understanding the context of the reading

text, students should enjoy the reading activities and tasks that have been served by explicit instruction and varied words. The uniqueness of the content and instruction on reading exercises can encourage reading interest in students.

The gap between this research and the previous research is as follows: first, there is no study yet on the analysis of 10th grade English textbooks. Because the previous research mainly focused on the general level in senior high school and primary school, Second, there is no research on Indonesia English Textbook by the Indonesia Education Ministry because of the previous study analysis of Punjabi English Textbook. Then, there is no study yet on the analysis of cognitive skills in English textbooks because the previous research mostly talked about students' outcomes and HOTS. However, this research is different from the previous research in two ways. First, this study focuses on analysing 10th grade English textbooks. Second, this research examines English textbooks published by the Indonesian Education Ministry. Third, this research focuses on analysing cognitive skills in the textbook for reading exercise. The research focuses on analysing the cognitive skills of the English 10th-grade textbook: Reading Comprehension.