CHAPTER I

INTRODUCTION

The chapter explains the research, including the background of the study, the research questions, the research purpose, the research significance, the research framework, the research scope, and the previous studies.

A. Background of Study

English is used not only as a communication medium but also as a path to education. In Indonesia, the existence of English plays a role in the curriculum. To facilitate teaching and learning activities, the textbook is essential to educational design. The role of the textbook has been unchangeable over the decades. According to Salmon (2002), a textbook is essential for information exchange and knowledge construction, enabling students to become engaged learners. Prescribed textbooks have been frequently used in Education 1.0 to integrate discipline knowledge and support teachers in developing students' learning outcomes (Fasso et al., 2014). Students have been encouraged to use textbooks as authoritative sources to do the "heavy lifting" of understanding principles relevant to a discipline (Knight & Horsley, 2013). The textbook offers an outline of the course's breadth, order, and educational exercises, while the resources provided by the learning management system serve to enhance the content of the textbook. The platform offers comprehensive course descriptions pertaining to certain areas of the curriculum, along with a diverse array of resources aimed at facilitating student learning.

Indonesian schools over the decades taught English as a subject to students. In the English teaching and learning context, teachers could use some media to teach English—for example, textbooks, audio, video, and even games. Conversely, English teachers commonly use English textbooks in public schools as the primary source to learn English. An English textbook is an academic product that assists EFL students in improving their English skills,

such as reading, listening, speaking, and writing. For example, in speaking skills, students can practice the dialogue content consists in the textbook. Therefore, English textbook is essential for students. Despite their lack of comprehension of the teacher's lecture, the students can acquire knowledge through reading books.

According to the regulations issued by the Minister of National Education in 2007 and 2009, the Electronic Book (BSE) is classified as an electronic textbook that is deemed suitable for educational purposes in Indonesia (Ministry of National Education, 2007). Based on the regulation, in this case, the student's English textbook is "*Bahasa Inggris: Think Globally Act Locally*" used by the IX grade. This book consists of 11 chapters and 218 pages. As for the content of the analysis, there are dialogues obtainable in the book. In addition, the book also covers the Bloom Taxonomy domains.

Bloom's Taxonomy has three learning domains: cognitive, affective, and psychomotor. These types provide different levels of thinking that are hierarchical. First, the cognitive domain is knowledge-based with six objectives – remember, understand, apply, analyze, evaluate, and create (Armstrong, 2010). This study focuses on analyzing English textbook to know how far speaking skill is represented and how they can integrate students' need into their mastery, especially speaking. The second is the affective domain, which emotion-based. This skill is described as the ability to react, feel, and react emotionally. It also includes attitudes. The final domain, commonly referred to as the action-based skill, is psychomotor. Termed as such, this domain refers to the capacity to engage in physical manipulation of a tool or instrument, such as a hand or a hammer. It focuses on imitation, manipulation, precision, articulation, and naturalization. Since speaking is a cognitive and psychomotor domain, the researcher will focus on those two domains to explore.

This study then uses textbook analysis, especially content analysis. The researcher uses this method because it is seen as relevant to assess the textbook's content. Textbook analysis, in general, could be carried out through

three main methods: impressionistic, checklist, or in-depth methods (McGrath, 2002). The checklist method compromises three items: comparison, identification, and verification. Simultaneously, content analysis serves as a methodological approach that offers an empirical foundation for the purpose of monitoring changes in public opinion (Stemler, 2001). Therefore, this research focuses on analyzing English textbooks, especially in the speaking activity section, to know the cognitive and psychomotor domains of learning.

To examine the data, this research implemented the Bloom Taxonomy analysis revised edition by Anderson and Krathwohl (2001) and Dave (1975). Since speaking contains not only cognitive but also psychomotor domains, the two domains will be involved. According to Young et al. (2015), Cognitive ability is the way in which a student processes information, such as when learning English. Cognitive skills comprise a range of conceptions and approaches, which include intellect, scientific problem-solving, metacognition, learning motivation, and learning style. It can be concluded that Cognitive skills involve an extensive number of intellectual and cognitive competencies and abilities. At the same time, the psychomotor domain refers to discreet physical functions, reflex actions, and interpretative movement.

The content analysis of English textbooks has been the subject of investigation by numerous researchers. Adi, H. W. (2019) conducted a study on the content analysis of the student book titled "When English Rings a Bell" (updated version) for grade VIII of junior high school, with a focus on its alignment with the 2013 curriculum. In a study conducted by Abdelrahman (2014), an analysis was conducted on the questions found in 10th grade English language textbooks in Jordan. The analysis was based on the revised edition of Bloom's taxonomy. In the latest research conducted by Mubarok (2019), the author examined the psychomotor domain of speaking activities in an English textbook designed for fourth-grade students in Malaysian primary schools. This study aims to examine the cognitive and psychomotor categories of Bloom's taxonomy (revised in edition), with a specific focus on speaking activities. The

primary focus of this analysis pertains to the examination of the cognitive and psychomotor learning domains as they are presented within the book.

B. Research Questions

The researcher develops three research questions based on the background described above:

1. What are cognitive learning domains in speaking presented in the ELT textbook, *Bahasa Inggris* Think Globally Act Locally, used by IX grade of junior high school in Indonesia?

2. What are psychomotor learning domains in speaking presented in the ELT textbook, *Bahasa Inggris* Think Globally Act Locally, used by IX grade of junior high school in Indonesia?

3. How are cognitive and psychomotor learning domains in speaking implemented in the classroom?

C. Research Purposes

According to the mentioned research questions, this study has three primary purposes:

1. To know how cognitive learning domains are presented in the ELT textbook entitled *Bahasa Inggris* Think Globally Act Locally used by IX grade of junior high school in Indonesia

2. To find out how psychomotor learning domains are presented in the ELT textbook entitled *Bahasa Inggris* Think Globally Act Locally used by IX grade of junior high school in Indonesia.

3. To explore the implementation of cognitive and psychomotor learning domains in speaking in the classroom of IX grade of junior high school in Indonesia.

D. Research Significances

This research is conducted to know the cognitive and psychomotor domains covered in the speaking activity of the *Bahasa Inggris* textbook of the third-grade junior high school. Therefore, this study expected to reach the significance as follows:

1. Theoretically, this research hopes to be valid and contribute to education, especially in textbook analysis and speaking comprehension, and it could validate or verify earlier findings.

2. Practically, this research hopes can help students' speaking comprehension, and the findings of this research will be beneficial to English teachers.

E. Research Framework

This study used textbook analysis, content analysis, Bloom Taxonomy, and speaking skill theory as the research framework. The textbook evaluation procedure includes the textbook analysis. According to Hutchinson and Waters, as cited in Cheng, Hung, and Chiech (2011: 93), the process of textbook evaluation can be characterized as a systematic and analytical procedure that involves aligning educational requirements with the available instructional resources. According to Wahab (2013:56), the evaluation of textbooks is motivated by various factors. One primary factor necessitates the use of new course materials. Another rationale is in the identification of certain strengths and limitations inherent in existing textbooks.

Evaluation, on the other hand, has been recognized as an essential component of education and teaching. Curriculum design encompasses a fundamental element that holds significant influence over the content and knowledge acquisition of learners. An additional rationale for the examination of textbooks is to its potential utility in fostering the development and professional advancement of educators. According to the scholarly work of Nachmias and Nachmias (1976), content analysis is a methodological approach that involves utilizing the content of a message as the basis for drawing

inferences and reaching conclusions about its content. The concept of "content analysis" pertains to the scholarly examination of communication material. The analysis involves evaluating the substance in relation to the intents, situations, and conveyed meanings inside messages.

Bloom's Taxonomy is also utilized in this study. Bloom Taxonomy Analysis is a hierarchical system for grouping educational learning objectives into varying degrees of complexity and specificity and was developed by Anderson and Kratwohl (2001) and Dave (1975). The domains of the cognitive, affective, and psychomotor are the three learning objectives. Speaking involves both the cognitive and psychomotor domains, thus both will be involved. The cognitive domain, according to Bloom et al. (1956), includes several learning levels, including understanding, application, comprehension, analysis, synthesis, and assessment. Several changes were made as a result of Anderson's (2001) reworking of the cognitive domain of the learning taxonomy. The two main changes involve 1) converting the names within the six categories from noun to verb forms, and 2) slightly rearranging their order. Remember, Understand, Apply, Analyze, Evaluate, and Create have been added to the categories of the cognitive domain.

Psychomotor domains include specific physical functions, reflex actions, and interpretive movements (Simpson, 1972). Nevertheless, the psychomotor domain, as conceptualized by Dave, is considered to be the most straightforward and most applicable within the framework of business development. Dave's psychomotor domain is comprised of five components: Imitation, manipulation, precision, articulation, and naturalization (Dave, 1975). This psychomotor domain encompasses physical movement, coordination, and motor-skill utilization. The development of these skills necessitates deliberate training and is evaluated based on factors such as speed, power, endurance, coordination, accuracy, range, methodologies, or execution strategies.

The last is speaking skills. One of the four abilities that students must learn is the ability to speak English. Speaking is the process of creating and

exchanging meaning using verbal and nonverbal symbols in various circumstances, according to Chaney (1998). According to Brown (1994), there are several strategies to improve an individual's speaking ability:

1. Intensive means a level of practice that goes beyond mere imitation, encompassing various speaking performances aimed at honing certain phonological features of a language.

2. Responsive is providing concise responses to inquiries or remarks initiated by either a teacher or a student.

3. Transactional (dialogue) refers to a style of communication that is utilized to express or share specific information through an extensive and responsive use of language.

4. Interpersonal communication, namely in the form of discussion, primarily serves the function of developing and maintaining interpersonal relationships rather than serving as a means of delivering factual information.

5. Extensive (monolog), the extensive monologue is characterized by a higher level of formality and a more deliberate approach. The activity in question may be either intentionally or spontaneous in nature.

F. Research Scope

Due to shortages of time, this study will only analyze the English textbook for IX grade Junior High School, "*Bahasa Inggris* Think Globally Act Locally," revised version 2018. The cognitive and psychomotor domains of learning are the primary focus of this study, which occur primarily in the speaking action portion. The affective domains, on the other hand, will be excluded because speaking skills involve action rather than feeling. Only chapters I, II, V, and VI are used by the researcher. This chapter is a sample of the 11 chapters and 218 pages available in this book.

G. Previous Studies

Many researchers have studied the content analysis of English textbooks. They are Adi, H. W. (2019), Mubarok, Z. (2019), and Raquela, A., & Rini, J. E. (2016). Adi, H. W. (2019) investigated the content analysis of the student book "When English Rings a Bell (revised edition)" for grade VIII of junior high school regarding its relevance to the 2013 curriculum. The study's objectives were to evaluate the importance of the information in the 2013 English curriculum textbook "English Rings a Bell" for eighth-grade students in junior high school that relates to the cognitive and psychomotor domains. A document analysis and observation checklist were both used in the study's qualitative methodology. The result found that the cognitive domain reaches 23 materials in the book with 74.19% relevance, and psychomotor reaches 10 with 35.48% relevance.

Mubarok, Z. (2019) explored "The Psychomotor Domain of Speaking Activity in The English Textbook for Malaysian Primary School Grade 4." His research objective was to categorize the several psychomotor domains that are used to speaking action in an English textbook. Moore (2001)'s table of psychomotor domain analysis was employed as a research design with qualitative content analysis. The findings revealed three psychomotor categories of speaking activity in Malaysian primary school grade 4 "English Year 4" students. Imitation, manipulation, and precision are the domains. The level of imitation in speaking activity is 20%, the level of manipulation is 32.73%, and the level of precision is 47.27%.

Raquela, A., & Rini, J. E. (2016) are other researchers who study textbook analysis. They investigated the cognitive domain in the journal entitled "Cognitive Domains Found on Speaking Skill Questions Used in the English Language Textbook." The six various types of cognitive domains in the book's speaking skill activity questions were observed as part of the study's qualitative methodology. The findings demonstrated that five of the six cognitive domain categories were applied to the textbook's questions about speaking skills.

Numerous researchers have investigated English textbooks using content analysis, and the result shows that Bloom's Taxonomy is important to English teaching. However, each research has a different object and method. Adi, H. W. (2019) investigated "the content analysis of the student book When English Rings a Bell (revised edition) for grade VIII of junior high school regarding its relevance to the 2013 curriculum." Its focus is to examine the relevance of materials. In the 2013 curriculum, it lies between the cognitive and psychomotor domains. However, the focus of the current study is solely on how and what the English textbook "Think Globally Act Locally" presents the cognitive and psychomotor categories of Bloom's taxonomy (updated version), especially in speaking activity.

Second, Mubarok, Z. (2019) explored "the Psychomotor Domain of Speaking Activity in the English Textbook for Malaysian Primary School Grade 4." The objective of his research was to categorize the several psychomotor domains that are applied to speaking action in an English textbook. He used the theory by Moore (2001). Meanwhile, this present study used Bloom's Taxonomy theory by Anderson & Kratwohl (2001) and Dave (1975)

The last, Raquela, A., & Rini, J. E (2016). They investigated the cognitive domain in the journal entitled "Cognitive Domains Found on Speaking Skill Questions Used in the English Language Textbook." In contrast, this present research explores psychomotor and cognitive domains using the theory of Bloom's taxonomy (revised edition). It highlights how the book presents the cognitive and psychomotor learning domains.