

## **CHAPTER I**

### **INTRODUCTION**

This segment encompasses the background, research questions and purposes, research significance, research scopes, and conceptual framework. This chapter also contains several parts that are examined or explores to gain deeper insights and develop research aligned with the stated line.

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

The study aims to determine the distribution of the cognitive dimension of listening instructions and questions and the cognitive dimension that appears most frequently in listening instructions and questions in the Junior High School English textbook. Thinking abilities are highly demanded skills essential to help students cope with the explosion of new information. As argued by Rosidun et al. (2019) which describes and elaborates that thinking abilities is a cohesive process involved in examining and comprehending learning material. Although knowledge often remains the primary educational objective for students in adapting to the development of education in this century, it is also crucial for them to cultivate additional cognitive skills across various level (Qasrawi, 2020).

Therefore, Bloom's Taxonomy (1956) divides the various level of cognitive skills relating to education and student's order-thinking skills. Bloom's Taxonomy provides a framework for categorizing different levels of thinking in educational contexts. Bloom divides these various cognitive dimension skill levels into Lower Order Thinking Skills and High Order Thinking Skills. This cognitive realm is divided into two categories Lower Order Thinking Skills (LOTS), comprising knowledge, comprehension, and application, and Higher Order Thinking Skills (HOTS), encompassing analysis, evaluation, and creating.

Furthermore, enhancing students' thinking skills can be achieved by integrating them into the classroom teaching and learning process. The learning process within the classroom are comprised of three essential components: the teacher, the student, and the textbook (Febrina et al., 2019). Teachers play an important role to stimulate the student to enhance students' high order thinking ability. While textbooks are

arranged to develop students' cognitive process dimensions to a certain level based on the educational grade (Purnanto et al., 2020).

Therefore, in the context of English as a Foreign Language (EFL), teachers require textbooks to guide their students towards meeting educational goals. Utami et al. (2022) state that a textbook is a published document typically designed to facilitate the development of language skills in learners. Furthermore, textbooks are instructional materials created for student use within the teaching and learning process. According to Harmer (2007), a good textbook is one that is meticulously designed with instructions that are directly pertinent including questions for students. Nevertheless, not all textbooks fulfil the students' requirements. Consequently, the teachers must choose an appropriate textbook for their students. One approach to this is by evaluating the textbook's content, precisely the instructions and question.

Besides, in order to sharpen the student's skills, the teacher typically uses an instructions and questions from the textbook (Fatkhuril, 2020). Instructions and questions in the textbook aim to prompt students to contemplate and engage with the content. These instructions and questions are usually integrated into textbooks to assist students in understanding and applying the principles they are learning, which includes the target language (Soviyah, 2022).

In the context of this study, instructions and questions pertain to the exercises, especially in listening instructional questions. As argued by Harmer (2007) which describes and elaborates that listening skill is an active and conscious process of extracting information from speech to understand its meaning. For EFL learners, listening is crucial for grasping the foreign language and expanding their comprehension and thinking skills.

Based on preliminary research in the second grade of junior high school, the researcher observed that students struggle with responding to listening instructions and questions. They also struggled to understand the audio recordings that they listened to during the learning process, which can hinder their comprehension development. Therefore, the textbook should provide listening instructions and questions to stimulate student's comprehension and cognitive thinking skills.

Furthermore, this research took data from an English textbook "BRIGHT" an English Course for SMP/MTs Grade VIII of Merdeka curriculum published by Erlangga in 2022, further referred as BRIGHT. This textbook contains eight chapters in 182 pages. The rationale for selecting this book is that, based on the observations, it is a widely used supplementary learning resource, apart from the government-issued textbooks. It is essential to analyze books aligned with the Curriculum Merdeka to determine their compliance with the curriculum standards. Moreover, this textbook was chosen because previous research has yet to investigate the listening instructions and questions it contains.

Numerous studies are associated with investigating and analyzing instructions and questions in an English textbook. First, a study was conducted by Utami et al. (2022). That study aims to investigate the cognitive level of reading texts and the form of HOTS questions on reading texts in English textbooks curriculum 2013. Second, research from Romania et al. (2020) seeks to ascertain if the auditory content in English textbooks meets the aspect of the curriculum 2013 syllabus. Third, research from Surono et al. (2022) seeks to explore the occurrence of Higher Order Thinking Skills (HOTS) and Lower Order Thinking Skills (LOTS), as well as their occurrence frequency in instructional questions within English textbooks of the curriculum 2013. Aside from the similarities, these studies differ in terms of emphasis and data sources taken. The current research specifically concentrates on analyzing the cognitive dimension in the listening instructions and questions in the English textbook "BRIGHT" an English Course for SMP/MTs Grade VIII edition of the Merdeka curriculum published by Erlangga publisher in 2022.

## **B. Research Questions**

The main issue examined in this study revolves around the extent to which the English textbook entitled "BRIGHT" an English Course for SMP/MTs Grade VIII further refer as BRIGHT effectively addresses instructional aspects to stimulate students' higher-order thinking skills. The analysis used Bloom's revised Taxonomy (2001) as a framework. As elucidated in the preceding discussion, the principal aim of this investigation is to address the subsequent pair of research questions:

1. To what extent is the distribution of cognitive dimensions of listening instructions and questions in the English textbook “BRIGHT” an English Course for SMP/MTs Grade VIII?
2. What are the cognitive dimensions that appear most frequently in listening instructions and questions in the English textbook entitled “BRIGHT” an English Course for SMP/MTs Grade VIII?

### **C. Research Purposes**

Concerning the research problem above, this study aims to:

1. To find out the distribution of cognitive dimensions of listening instructions and questions in the English textbook “BRIGHT” an English Course for SMP/MTs Grade VIII
2. To find out the cognitive dimensions that appear most frequently in listening instructions and questions in the English textbook entitled “BRIGHT” an English Course for SMP/MTs Grade VIII

### **D. Research Significances**

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

#### **a) Theoretical Significances**

This study is anticipated to serve as a resource for information about the suitability of instructions and questions in the book, specifically the Merdeka curriculum, and to provide information about appropriate English textbooks that present instructions and questions to improve students' higher-order thinking skills.

#### **b) Practical Significances**

This study's findings are expected to help teachers in finding books that meet student needs in accordance with the applicable curriculum.

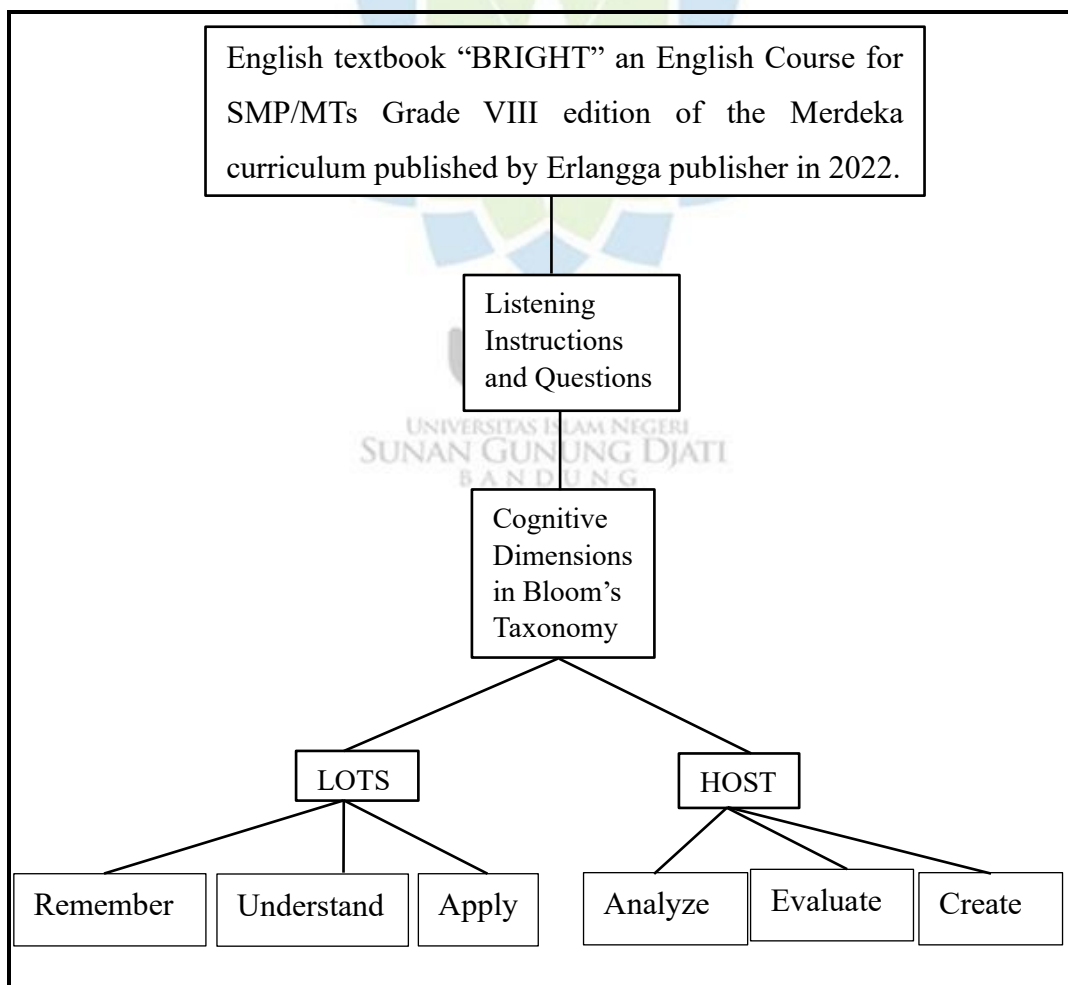
## E. Research Scope

This research analyzes listening instructions and questions in 8 chapters from the English textbook "BRIGHT" an English Course for SMP/MTs Grade VIII of Merdeka curriculum published by Erlangga in 2022, further referred as BRIGHT. This textbook contains eight chapters in 182 pages. This textbook was chosen because this book has been currently used in public schools in Indonesia.

## F. Conceptual Framework

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

**Figure 1. 1** Theoretical Framework



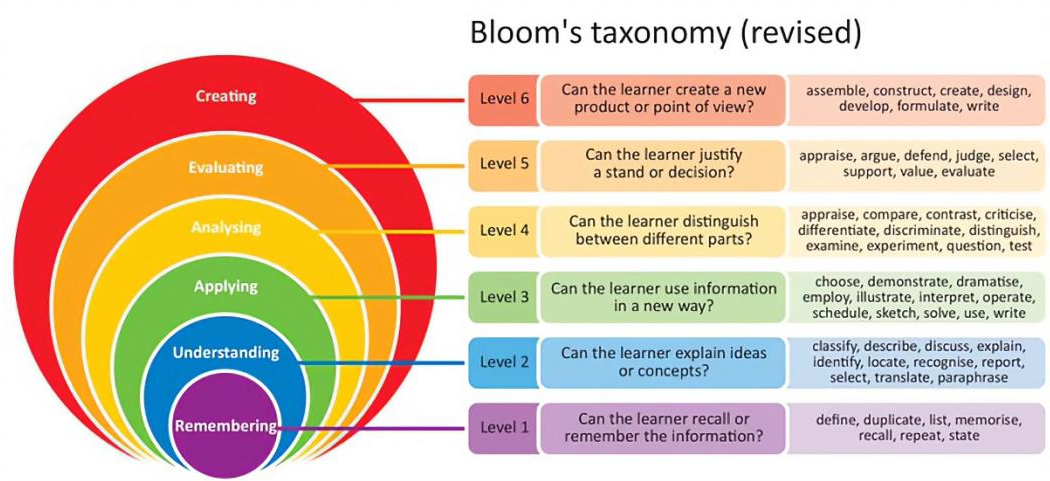
Listening is essential and the most crucial language skill that students have in social interactions (Rakhmawati, 2023). Listening can help students improve their ability to communicate. The importance of listening skills has been addressed by several experts, for instance listening is very important for learners in foreign language classrooms (Nunan, 1997). For EFL learners, listening is crucial for grasping the foreign language and expanding their vocabulary. According to Harmer (2007), listening is an active and conscious process of extracting information from speech to understand its meaning. Nevertheless, listening is a skill that is sometimes forgotten when learning a language. Although it may appear challenging, listening abilities can be improved over time if practised regularly. Besides, students can obtain an understanding of listening skills from English textbooks.

According to Brown (1994), textbooks are the most widely used language instruction. Textbooks serve as repositories of material to express educational goals and provide inspiration for crafting lesson plans. In particular, thinking skills and listening comprehension, which are interconnected abilities, find representation in these instructional resources, Stevani et al. (2023) as cited in Lopez-banuag, (2022). A good textbook caters to the requirements of learners across various domains, encompassing remembering, understanding, applying, analyzing, evaluating, and creating. The inclusion of instructions and questions aimed at developing higher-order thinking skills, including analysis, evaluation, and creation, is essential in such a textbook (Agustina, 2021).

In the educational realm, instructions and questions posed within a textbook hold great significance, especially in the context of English language learning. An essential component of this practice involves students engaging in exercises or assignments outlined in the textbook, as Ur (1996) emphasized. In designing instructional materials, the authors of the textbook should consider the Principles of Language Teaching, such as the materials designed for teaching should provide and help learners to be more mature, more critically astute, more creative, more constructive, more collaborative, more capable, and more confident as a result of the course (Saputra, 2021 as cited in Harwood, 2010, p. 96). Good instructions and



questions contain the cognitive dimension. Cognitive thinking levels, often associated with frameworks like Bloom's Taxonomy, refer to different levels of cognitive complexity involved in tasks or learning activities. These levels typically include remembering, understanding, applying, analyzing, evaluating, and creating (Bloom et al., 1956). 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 skills (LOTS), which consist of three-level indicators such as (C1) Remember, (C2) Understand, and (C3) Apply. Furthermore, instructions and queries at this cognitive stage focus on tasks involving application, comprehension, and recall. Higher-order thinking skill (HOTS), which consists of three-level indicators such as (C4) Analyze, (C5) Evaluate, and (C6) Create, is a complex mental activity that involves making complex inferences, describing the given material, building representations, analyzing and constructing relationships. These activity levels are quite difficult because the students need to use their minds optimally (Zaiturrahmi et al., 2017). Hence, classroom materials should prompt critical thinking and motivate students to tap into their cognitive potential.



**Figure 1. 2 Bloom's Taxonomy Revised**

## **G. Previous Study**

Numerous studies have been conducted concerning the examination of instructional questions within an English textbook.

First, a study was conducted by Utami et al. (2022) to examine the cognitive dimensions of reading assignments and the structure of higher-order thinking inquiries embedded within those reading tasks within the Pathway to English textbook. The information was gathered through document analysis and expert assessment alongside one of Surakarta's English professors. Following that, the distribution and frequency of the cognitive level of questions were determined and tallied. The findings revealed that the reading tasks only partially cover all cognitive levels, leaving out the producing levels. It was also shown that higher-order thinking questions come in four varieties. Even if the reading exercises include various higher-order thinking problems, it still has flaws. This research is relevant to the current research because of the similarities between the two studies, which analyze cognitive dimensions. The difference is that the study focuses on analyzing reading assignments in the textbook. In contrast, the current research focuses on the listening instructional questions in the textbook.

The second research was conducted by Romania et al. (2020). The objective of this study is to assess the alignment of listening materials in English textbooks designed for Tenth Grade Students at SMAN 04 Bengkulu City with the specifications outlined in the 2013 Curriculum syllabus. Employing a Content Analysis approach, the researchers utilized two analysis matrices for data collection. The initial matrix compares the listening content in the textbook against the 2013 academic syllabus. The second matrix provides a percentage score reflecting adherence to the 2013 curricular standards, categorizing the English textbooks as "good." Notably, those published by Private Publications/Erlangga achieved an average percentage of 92% (Good). This research is relevant to the current research because of the similarities between the two studies, which analyze the listening materials in English textbooks. The difference is that this research used two analysis matrices for data collection, while the current research used document analysis.



The third, a study from Surono et al. (2022) aims to examine how higher-order thinking skills (HOTS) and lower-order thinking skills (LOTS) are represented and how frequently they appear in instructional questions within the Grade VIII English textbook entitled "When English Rings A Bell". The study employs content analysis with a qualitative approach, focusing on six chapters from the textbook. Data collection involves an observation sheet, as well as observation and note-taking techniques. The analysis utilizes Miles et al.'s coding method model. This research is relevant to the current research because of the similarities between the two studies, which examine how higher-order thinking skills (HOTS) and lower-order thinking skills (LOTS) are represented and how frequently they appear in instructional questions. Meanwhile, the current research focuses on analyzing textbooks based on the Merdeka Curriculum.

The fourth study, conducted by Ertem (2023), aims to identify the most frequently included types of questions in the "Silver Lining" English textbook for 11th graders in Turkey and their level of understanding. Using Barrett's Taxonomy, the research analyzed reading questions in the "Reading and Listening" section. A qualitative document analysis of ten units revealed that questions mostly addressed simple understanding. The study suggests diversifying question types to include those that activate metacognition, thus fostering critical thinking in students. This research is relevant to the current research because of the similarities between the two studies which examine the type of questions that are most frequently included in the textbook. The difference is that this research used Barrett's Taxonomy as a basis to determine the questions in the textbook. In contrast, the current research used Bloom's Taxonomy as a basis to determine the questions in the textbook.

To sum up, the past studies have different and similar objective to this present study. The similarity of this current research with the previous study is analyze cognitive dimensions, examine the higher-order thinking skills (HOTS) and the lower-order thinking skills (LOTS), analyzed the type of questions that are most frequently included in the textbook. While the differences with the previous research that this current research focusses on analyzes listening instructions and questions in 8 chapters from the English textbook "BRIGHT" an English Course

for SMP/MTs Grade VIII of Merdeka curriculum published by Erlangga in 2022 used Bloom's Taxonomy revised (2001).

