

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of the study, research questions, objectives of the study, significance of the study, scope and limitations of the study and definition of key terms.

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

According to (Kemdikbud I, 2013), on July 15, 2013 there was a new curriculum approved to Indonesia, called the 2013 curriculum. This curriculum is a revised version of the Competency Based Curriculum (KBK) and School Based Curriculum (KBS) 2006 and more about character development students. The main purpose of the curriculum is to form individuals who believe in God, have good character, be confident, and successful in learning (Kemdikbud I, 2013). In this curriculum, the learning process mandates the essence of scientific learning. Which helps as a golden incarnation of the development and development of the attitudes, knowledge and skills of students (Ariyana, Pudjiastuti, Bestary, & Zamroni, 2018).

Since then, the 2013 curriculum has been implemented in many schools in Indonesia, as a result textbooks have been approved for the 2013 curriculum and teachers must use the textbooks with a new curriculum. To improve the quality of English language education, the Ministry of Education and Culture has made a lot of money to fund various projects to produce textbooks for every level of education. One of the results of the government project to produce textbooks is the second edition of the 2017 revised edition for high schools entitled, "*Bahasa*

*Inggris SMA / MA / SMK / MAK Kelas XI Semesters 1 dan 2*" designed for the new 2013 inventory requirements (Kemdikbud, 2017).

Furthermore, regulations regarding textbooks in Indonesia are approved in Permendikbud No. 71 of 2013 Article 1 paragraph 1 (*Establishing Textbooks as student books that are suitable for use in appropriate learning in District I which is an inseparable part of this Ministerial Regulation*). The Ministry of Education and Culture has approved textbooks as books for students suitable for use in schools for teaching and learning activities (Kemdikbud II, 2013). Related to regulations, the government says textbooks are important in the teaching-learning process because they help teachers and students achieve their learning goals. In addition, use a text book that helps with most of the goals and objectives that have been provided in the proposal that suits the needs of students (Damanik & Zainil, 2020).

In discussing instructional materials, textbook authors must discuss the Principles of Language Teaching such as material designed to teach they must provide and help students become more mature, smarter, more creative, more constructive, more collaborative, more capable, and more confident as a result of the course (Harwood, 2010, p. 96). These principles require writers to provide teaching material that invites students to be critical in thinking. According to some experts, one of Barnaby's (2016) intelligence resolutions is a complicated thought process in breaking down material, making conclusions, making representations, analyzing, and building relationships by involving the most fundamental mental activities.

On the other hand, critical thinking is the intellectual ability to analyze and judge something rational. In Bloom's taxonomy (Gast & Bloom, 2018), critical criticism of analysis (ability to break material into its component parts to trust its organizational structure), synthesis (ability to unite elements and parts to create new integrals), and convincing (ability to make decisions about specific goals) material, which is referred to as HOTS (higher order thinking skills). This level of activity is quite difficult because students need to use their minds optimally. Therefore, the material presented in class must discuss critically and encourage students to mine their thinking potential.

To reinforce the above explanation, one of the mindset in the 2013 curriculum emphasizes HOTS and the ability to make realistic assumptions (Mulyasa, 2014, p. 12). This means that the Government of Indonesia expects students to get HOTS. Teaching material presented in class is an important material to guide students to develop HOTS in the teaching-learning process. In addition, questions are given in the teaching-learning process to measure student achievement and diagnose all aspects of learning. Based on Facione, (2015) discussing questions must be very well made to direct students to be creative and use critical thinking. However, most textbook questions, as agreed by research, only support LOTS (low order thinking skills) (Zahibi & Pordel, 2011).

Therefore, the author wants to explore and analyze the contents of English textbooks produced and published by the Ministry of Education and Culture of the Republic of Indonesia (Kemdikbud, 2017) to find out to what extent it contributes to developing students' thinking skills, and whether the instructional questions can

provoke the thinking skills of these students to become HOTS or LOTS because one of the 2013 curriculum mindset emphasizes the development of HOTS (Ariyana, Pudjiastuti, Bestary, & Zamroni, 2018). To obtain national data which includes remembering, understanding, applying, analyzing, evaluating and creating.

Other research in line with this research was conducted by Zaiturrahmi, Usman Kasim, and Teuku Zulfikar in 2017 with the title *Analysis of Instructional Questions in An English Textbook for Senior High Schools*. This research is categorized as content analysis and the main source of data is "*Bahasa Inggris SMA / MA / SMK / MAK Kelas X Semester 1 Tahun 2014*". The findings of this study show that the activities for all the skills were dominated by the knowledge level according to Bloom's Taxonomy. In summary, it can be asserted that the activities in the textbook are focused on the lowest level of cognitive domain (knowledge) and on LOTS (Zaiturrahmi, Kasim & Zulfikar, 2017).

Moreover, in Indonesia there is a similar research but more specifically discusses reading questions compiled by Febrina, Bustami Usman and Asnawi Muslem with the title *Analysis of Reading Comprehension Questions by Using Revised Bloom's Taxonomy on Higher Order Thinking Skills (HOTS)*. The researchers used descriptive studies to analyze the questions in "*Bahasa Inggris SMA / MA / SMK / MAK textbook 11th grade*" based on revised Bloom's taxonomy. These findings are the most of the questions in the reading comprehension task asking students to think more analytically and critically based on their own opinions (Febrina, Usman & Muslem, 2019).

In conclusion, in the preface to the English textbook, the Minister of Education and Culture stated "*For the deficiencies that exist in this book, the author certainly offers a profound apology and openly accepts input from readers and users of this book.*" (Ministry of Education and Culture, 2017). Clearly, our government expects all Indonesian citizens to be able to participate in providing their ideas to improve the quality of materials in textbooks. Therefore, the author wants to analyze its contents to assess the potential contribution to the education system in general and to develop students' cognitive skills in particular.

### **B. Research Questions**

The research question must clarify precisely what must be determined or resolved. Based on the statement on the background of study, the research answers to the following questions.

1. To what extent are instructional questions for the activities in this English textbook emphasizing HOTS (higher order thinking skills) or LOTS (lower order thinking skills)?
2. What is the most dominant cognitive dimension of instructional questions for activities in this English textbook?

### **C. Objective of the Study**

Based on the research questions above, the researcher states the research objective.

1. To explain the extent of instructional questions for activities in this English textbook emphasizing HOTS (higher order thinking skills) or LOTS (lower order thinking skills).

2. To describe the most dominant cognitive dimension of instructional questions for activities in this English textbook.

#### **D. Significance of the Study**

The results of this study are expected to be useful for teachers, students, and future researchers to show instructional questions in textbooks emphasizing HOTS or LOTS and describe the cognitive level of dominant instructional questions in textbooks.

1. For teachers, the results of this study facilitate teachers to make it easier to have information about the types of HOTS quality instructional questions contained in textbooks so as to influence students' critical thinking skills.
2. For students, this research provides broad opportunities for students to express ideas, be creative, interact with the environment in order to gain new learning experiences according to CT standards to be achieved.
3. For the future researchers, the results of this study can be used as a reference in subsequent studies. Also to facilitate further researchers in finding relevant learning resources.

#### **E. Scope and Limitation of the Study**

In order to make this research more effective, researcher uses scope and limitation in this study. The scope of this research is to explain the extent to which instructional questions for activities in this English textbook emphasize HOTS or LOTS. So as to describe the most dominant cognitive dimension of instructional questions for activities in this English textbook. To simplify research, researcher also limit this research by choosing the book "*Bahasa Inggris SMA / MA / SMK /*

*MAK Kelas XI Semester 1 dan 2*" as the subject. While the object is an activity in a text book that includes listening, reading, speaking and writing EFL. The author chose this textbook because this English textbook is the second edition printed book, evidenced by some material improvements and questions from the previous book. Unfortunately here the limitations of the author can only do research in accordance with the time of borrowing books that have been agreed with the school.

#### **F. Definition of Key Terms**

In order to avoid misunderstanding and misinterpretation of the topic of this study, it is necessary for the writer to define the following terms:

##### 1. Instructional Questions

Instructional questions are questions that aim to describe the knowledge, abilities, skills, and attitudes that students must have as a result of teaching results expressed in the form of behavior that can be observed and measured. The instructional questions referred to here are questions for activities in textbooks that include listening, reading, speaking and writing EFL.

##### 2. Higher Order Thinking Skill (HOTS)

A high-level way of thinking, commonly known as HOTS. It means that a cognitive process which encompasses: analyzing, evaluating and creating. Higher order thinking skills is important to apply in learning, particularly in making questions tested to students. In accordance with the 2013

curriculum, the questions made for the high school level must achieve the analysis, evaluation, and create of the cognitive process.

### 3. Revised Bloom's Taxonomy

Revised Bloom's Taxonomy is the cognitive process dimension represents a continuum of increasing cognitive complexity from remember to create. It refers to the emphasis on two learning domains that make up educational objective: cognitive (knowledge) and affective (attitude). The revised Bloom's Taxonomy focuses on six levels: remembering, understanding, applying, analyzing, evaluating, and creating.