

# CHAPTER I

## INTRODUCTION

This chapter gives a description of the problem that will be addressed. This section discusses background of study, problems of study, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

### 1.1 Background of Study

As a part of receptive skill in English language, reading is a critical life skill that every society in our globalize world must obtain (Li, B, & Clariana, 2019). The students require to have sufficient reading skills to support them in order to extract and absorb information from available sources. The role of reading widens from language input to information input or simply, knowledge transfer from the text to the brain (Kaganang, 2019). This activity usually done by the use of newspaper, articles, English textbook, and etc.

Textbook is an equipment of teaching and learning process and the purpose of texbook is to help the students in order to achieve their materials understanding (Damanik & Zainil, 2019). Even though several teachers do not apply textbook continuously or even do not apply it at all, on the contrary almost all of the teachers approve that textbook is needed in the process of teaching and learning. For the teacher who do not use textbook at all, they still use it for the directive to construct their materials. (Safitri & Tyas, 2019).

Reading is one of the main significant elements to develop English language ability. According to Nunan (2003) reading is a process of readers that combine information from the text and their background of knowledge to build a new meaning. The goal of reading is to comprehend, reading without comprehend the text is useless.

Although Senior High School students already introduced to numerous kinds of text in English language which need to read to comprehend those text and based on the current curriculum, the 12<sup>th</sup> grade students learn about letter, news item, procedure texts, and etc. But, based on English First's English Proficiency Index (EPI) 2018, the position of Indonesia in term of English mastery is quite low. This information obtained from the research conducted by EF globally. In 2018, Indonesia was in the 51st position out of the 80 international countries included in the research (Komarudin, 2019).

Furthermore, because of reading also implies something complex, which needs the students to experience, foresee, examine and admit information based on the students' background and experience. Doing reading assessment will require the students' work to recall and use what they have learnt. This process correspond transferring Higher Order Thinking Skill (HOTS). To implement critical thinking in the reading text, they have to comprehend the text. When the students find difficulties to reach the goal of reading i.e. finding main idea, supporting details and etc it means that their problem-solving skills must be used immediately. This

statement provide that reading assignment is a complex task and it will be harder for the students if they lack of HOTS (Atiullah, Fitriati, & Rukmini, 2019). Surtantini (2019) informed that learning and teaching processes at education field must create activities that encourage the students to develop their HOTS. Indonesia national education demands is also one of the reason to implement HOTS in light of the fact that it can make the students think more critically and creatively. In consequence, the teachers are supposed to give HOTS elements to encourage deeper thinking activities for the students (Afifah & Retnawati, 2019).

The implementation of HOTS in secondary school's reading class is significant. This statement is supported by a research that showed the use of HOTS in learning and teaching process could improve students' reading comprehension (Nourdad, Masoudi, & Rahimali, 2018). Another research about HOTS and reading comprehension stated that by using higher order thinking skills, students can think creatively and critically (Munawati & Nursamsu, 2019).

HOTS is connected with the cognitive level of Bloom's taxonomy. This taxonomy is created by Benjamin Bloom in 1956. Bloom et. al. (1956) defines six different levels in the cognitive domain i.e. knowledge, comprehension, application, analysis, synthesis, and evaluation. The cognitive domain is divided into two parts: Lower Order Thinking Skill (LOTS) which contains knowledge, comprehension, and application, and HOTS which contains analysis, synthesis, and evaluation. However, in this

study the researcher uses the newest taxonomy which is Revised Bloom's taxonomy by Anderson & Krathwohl which are creating, evaluating, analysing, applying, understanding, remembering (Daniati & Fitrawati, 2020).

According to Thamrin, et. al (2019), there are ways to implement HOTS in teaching and learning activity such as: giving high questions to the students during reading lesson, asking the students to make inference of what they have read, and teacher's role. Giving high questions to the students during reading lesson could be done by the teachers by giving the students Higher Order Thinking Skill (HOTS) questions made by themselves or they can choose it from some textbooks. Textbooks that available in the classroom are expected to fulfill the need of Higher Order Thinking Skill (HOTS) questions. Textbook's author should also consider about making questions in the three up levels of cognitive domain of Revised Bloom's Taxonomy such as analyze, evaluate, and create (Febrina, Usman, & Muslem, 2019).

Another research revealed that the most part of reading comprehension questions in the textbook are in the low level of Revised Bloom's Taxonomy and only 24 out of 158 reading comprehension questions being studied are in the high level of Revised Bloom's Taxonomy (Atiullah, Fitriati, & Rukmini, 2019). The second research informed that the most part of reading comprehension questions (66,8 %) in the textbook are in the high level of Revised Bloom's Taxonomy and

the rest reading comprehension questions(34 %) are in the low level of Revised Bloom's Taxonomy. It means that this textbook worth to use in the process of teaching (Febrina, Usman, & Muslem, 2019). The third research illustrated that the composition of HOTS questions type in the language skill are lower than the LOTS. The most used question type in the language skill of this textbook is remembered (C1), with 41% (Febriyani, Yunita, & Damayanti, 2020).

Research about textbook analysis above gave information that there is textbook that does not encourage the implementation of HOTS indicated by few questions that are in the three up levels of Revised Bloom's Taxonomy. Hence, it is needed to conduct a research toward the textbook that soon to be used in order to see and choose an appropriate textbook whether the items composition of HOTS and LOTS are in balance or not. There are a lot of ways to analyze the textbook, however this research uses qualitative content analysis to analyze the content of the textbook based on Revised Bloom's Taxonomy.

This research analysis English textbook for 12<sup>th</sup> grade student published by Kemendikbud RI 2018. There are chapters inside the textbook such as; warmer, vocabulary builder, pronunciation practice, reading, grammar review, speaking, and etc. Yet, this research only focuses on reading comprehension questions since no study has analyzed this textbook's HOTS reading comprehension questions based on Revised Bloom's Taxonomy. This is a notable gap that this research need to fill.

This research about textbook analysis based on Revised Bloom's Taxonomy is important in light of the fact that we need to see whether a textbook is worth to use based on the composition of high and low level of reading comprehension questions of Revised Bloom's Taxonomy and also it could be a base for the teacher to be more effective in order to implement HOTS to develop the students' reading comprehension ability.

Based on the description above, the purpose of this research is to find out how do English textbook for 12<sup>th</sup> grade student published by Kemendikbud RI 2018 reflect Revised Bloom's Taxonomy and what level of Revised Bloom's taxonomy is mostly used in this textbook by conduct a qualitative research using content analysis research design.

## **1.2 Problems of Study**

The problem of the study formulated as follows:

- 1.2.1 How do English textbook for 12<sup>th</sup> grade student published by Kemendikbud RI 2018's reading comprehension questions reflect Revised Blooms' taxonomy?
- 1.2.2 What level of Revised Bloom's taxonomy is mostly used by the author of the textbook in designing reading comprehension questions?

## **1.3 Objectives of The Study**

According to the problem of study stated above, the objective of this research is to know how do English textbook for 12<sup>th</sup> grade student published by Kemendikbud RI 2018's reading comprehension questions

reflect Revised Blooms' taxonomy and what level of Revised Bloom's taxonomy is mostly used by the author of the textbook in designing reading comprehension questions.

#### **1.4 Significances of The Study**

The significances of the study formulated as follows:

##### **1.4.1 Theoretically**

By the existence of this research, it can explain how to choose an appropriate textbook for classroom activity in order to carry out effective learning and teaching process and provide more insight about reading comprehension questions' level especially in English textbook for 12<sup>th</sup> grade student published by Kemendikbud RI 2018 based on Revised Bloom's Taxonomy.

##### **1.4.2 Practically**

This research is important for the teacher or tutors out there to implement High Order Thinking Skill (HOTS) through appropriate textbook which covers all type of questions in a balanced manner to develop the students' reading comprehension.

#### **1.5 Scope and Limitation of The Study**

Every textbook commonly covers four skills of questions such as listening, reading, speaking, and writing. Yet, the research limits the analysis only for reading comprehension questions in English textbook for 12<sup>th</sup> grade student published by Kemendikbud RI 2018. This research categorized and analyzed reading comprehension questions based on

Revised Bloom's Taxonomy such as Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating and determine what level of Revised Bloom's Taxonomy is mostly used.

## **1.6 Key Terms**

The key terms for this research formulated as follows:

### **1.6.1 Reading Comprehension**

Reading comprehension is the capability to process a text. Readers not only read the text, on the other side they have to understand and combine the knowledge they have just got with their previous knowledge.

### **1.6.2 English Textbook for 12<sup>th</sup> grade student published by Kemendikbud RI 2018**

Textbook is one of learning resources used by every school in Indonesia to facilitate the learning and teaching activity.

### **1.6.3 Revised Bloom's Taxonomy**

HOTS is connected with the cognitive level of Bloom's taxonomy. This taxonomy is created by Benjamin Bloom in 1956. However, this study uses the newest taxonomy which is Revised Bloom's Taxonomy created by Anderson & Krathwohl which are creating, evaluating, analysing, applying, understanding, remembering.