

# **CHAPTER I**

## **INTRODUCTION**

This first section discussed and presented the research topic in the following ways: the study's background, research questions, objectives, significance, scope and limitations, and definition of key words.

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

A textbook is a type of learning resource designed to be utilized by both teachers and students. To achieve the learning objectives, it consists of materials that follow the applied curriculum. This is an important component of learning English, apart from providing material, the contents of English textbooks affect the success of the learning process. If the content in the textbook is not relevant, the learning will not run as it should. As a result, it can be used to determine whether or not students succeed. Various questions are also provided in textbook for evaluating students. Therefore, a textbook is a resource that teachers can use to evaluate their students. Teachers' goals for their lessons will be clearer if they use textbook. So, the teaching-learning process will not cross the line. However, textbook is a primary source of educational materials, particularly in EFL countries (Atiullah et al., 2019).

A good textbook also stimulates students' curiosity, develops their critical thinking abilities, and improves their capacity for creative thinking. A good textbook encourages students to consider ideas beyond what is taught. Students can make connections between the information being

taught and their own experiences, as well as how to apply them in the actual world. Even if there will never be a textbook that meets all requirements, teachers should at least be aware of these standards. A good textbook, according to (Muslaini et al., 2018) should also be useful both in and out of the classroom. It gives students the opportunity to learn whenever and wherever they want, even without a teacher's guidance. Additionally, it inspires and increases the curiosity of the students. To put it simply, the textbook should provide meaningful questions that will encourage both teachers and students in their learning.

In Indonesia, learning English as a foreign language is a challenging task for both teachers and students since they are not exposed to real-world English to practice communication situations. Furthermore, students do not have the opportunity English with native speakers. As a result, students struggle to use English outside of the classroom. EFL students do not see the necessity to learn English because they are not taught to it in the first place. Unless they take additional classes or enroll in a prominent school to practice it in class. The majority of students attending public or ordinary schools do not have the chance to practice their English outside of the classroom. However, the educational process in the classroom is crucial. As a result, the primary resource for studying English in the classroom is English textbook. Yet, according to (Hidayati, 2018) one difficulty is that students struggle to comprehend English texts since they do not understand English texts as a full unit. Meanwhile, many teachers in Indonesian classrooms face challenges such as limited time for English class sessions

and a large number of students. Reading is one of the most important aspects of developing English language skills. According to Nunan (2003), reading is a process in which readers combine information from the text with their prior knowledge to create a new meaning. Reading is for understanding; reading without comprehension is pointless. Since reading also entails a complex concept, students must experience, predict, analyze, and accept information based on their prior knowledge and experiences. The students' ability to remember and apply what they have learned will be tested during the reading questions. This procedure corresponds to the transfer of higher order thinking skills (HOTS). They must fully understand the text in order to apply critical thinking to the reading material.

In addition, teachers do not have enough time to go over every single question or piece of material offered and in textbook. As a result, textbook selection should be quite selective. Muslaini et al. (2018) found that since students and teachers agree that textbook is a suitable medium for learning, they still require some improvements to provide a student-centered learning perspective. As a result, it is crucial to look into the textbooks that have been mentioned. According to a study of Zaiturrahmi et al., (2017), questions involving lower-order thinking skills are more common in EFL textbooks than questions involving higher-order skills. As a result, the majority of EFL textbooks only place a strong emphasis on recalling facts and remembering the knowledge, rather than on critical and creative thinking. It is evident that there are not enough questions in textbooks to help students enhance their skills in critical thinking. The development of cognitive skills is a top

priority in today's worldwide educational systems because it is essential for enabling people to think critically, concentrate better, and pay attention to the issues around them. English textbooks in Indonesia, specifically for senior high school, prioritize linguistic task while ignoring the quantity of cognitive tasks. Still, it focused more emphasis on lower-order thinking skills (Dewi, 2018). Therefore, evaluating a textbook is crucial for teacher, learners, and the nation as a whole. We should evaluate textbooks for a number of reasons. According to Muslaini et al. (2018), selecting an appropriate textbook will be made easier for teachers and content developers with the use of the textbook evaluation, teachers will understand both benefits and drawbacks of textbooks through the evaluation process. Additionally, evaluating textbooks allows teachers in deciding whether to rely exclusively on textbooks or to produce extra material. Many questions are included in the textbook to test students' learning progress. For instance, in reading question, students are required to read passages before answering questions. While completing reading questions, students may be asked to elaborate on some topics or provide basic information. Since questions help students develop their thinking skills, questions are crucial. According to Igbaria (2013), questions are crucial to assess students' comprehension of the subject they are learning as well as their level of thinking. Therefore, it is important to determine whether or not a textbook's questions help students develop their skills in critical thinking. To find out the value of a textbook itself in developing students' critical thinking skills, it is essential to examine

the questions in the textbook. It will indicate whether certain questions need to be saved, edited, or revised in order to meet learning objectives.

Textbook was used for the curriculum 2013 implementation. The reading questions in the English textbook will reveal how the curriculum 2013 is being applied by requiring higher level thinking skills. While, Kementerian Pendidikan dan Kebudayaan (2019) on Modul Penyusunan Soal Keterampilan Berpikir Tinggi (Higher Order Thinking Skills) Bahasa Inggris (Drafting Module of Higher Order Thinking Skills Questions of Lesson English), Curriculum 2013 that is Indonesia's curriculum emphasizes preparing students to face 21st century. As a result, HOTS evaluations such as critical thinking and problem solving are recommended by Curriculum 2013. Therefore, it is critical to evaluate the textbook in order to determine whether the published textbook meets these requirements. Higher-order thinking skills highlight the ability to analyze, make decisions depending on a specific situation, and think through topics completely. Using HOTS in a textbook will help students develop skills in critical thinking. HOTS can be used at a later point in the students' life. This would definitely improve the quality of students in Indonesia and their ability to deal with problems later in life. According to Kementerian Pendidikan dan Kebudayaan (2018) on Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berpikir Tingkat Tinggi: Program Peningkatan Kompetensi Pembelajaran Berbasis Zonasi (Learning Handbook of Higher-Level Thinking Skills Oriented: Zoning-Based Learning Competency Improvement Program) the updated Bloom's taxonomy of cognitive domain

modified into six cognitive domains: *remember, understand, apply, analyze, evaluate, and create* (Anderson et al., 2001). Relating to the last three cognitive dimension of updated Bloom's taxonomy that are *analyze, evaluate, and create*. Therefore, questions must include those three cognitive dimensions in order to have a textbook that places more emphasis on higher-order thinking skills. By answering HOTS questions students are required to do more than just remembering information but they must also think critically. Thus, it is crucial to prioritize HOTS questions in order to encourage meaningful learning and meet the objective of Curriculum 2013.

In conclusion, the researcher decides to analyze a textbook, particularly in reading questions. This research on textbook analysis based on Revised Bloom's Taxonomy is important as it is necessary to evaluate whether a textbook is worth using based on the composition of high-level reading questions of updated Bloom's Taxonomy, and it could also serve as a foundation for teachers to be more effective in order to implement HOTS in enhancing students' reading ability. On the other hand, it is necessary to find out that this textbook contains reading questions which will help in the development of their critical thinking skills as a way to fulfill the objective of Curriculum 2013. From the reason that have been explained, the researcher decided to make an analysis with the research title: **An Analysis of Higher Order Thinking Skills in Reading Questions at Senior High School Text Book** Since reading is a receptive ability that requires gathering information and necessitates a detailed process, the researcher decided to focus more of the research on reading questions. The researcher

intended to make sure that reading questions encourage students to apply higher order thinking skills as a result.

## **B. Research Question**

The researcher formulated the research question in relation to the study's background: "What cognitive domain level of higher order thinking skills most dominated the reading questions in an English textbook?"

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

In relation of the abovementioned research question, the researcher's objective is to provide an explanation of the most dominated cognitive domain level of higher order thinking skills level using the updated Bloom's Taxonomy, which is applied to the reading questions in the English textbook for class XI Senior High School.

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

To give more specific information, the researcher identified the study's scope and limitation. To make the efficiency of the research, the scope of this study concentrated on questions in the reading section which come after the reading text. An English textbook entitled "*Bahasa Inggris Kelas XI*" is used for eleventh grade students of senior high school published by the Indonesian Ministry of Education and Culture. The study's limitation is limited to the investigation of higher-order thinking skills, which belong to the higher order thinking level classification that also includes the levels of analyze, evaluate, and create according to updated version of Bloom's taxonomy in the cognitive domain level and also determine what level of updated Bloom's Taxonomy is mostly used.

## **E. Significance of the Study**

Every study conducted by a researcher must have theoretical and practical value. The significance of the study will explain the benefits of theoretical and practical research carried out by researchers. These benefits are as follows:

### **1. The Theoretical Significance**

The presence of this research explains how to select the right textbook for classroom activities in order to carry out effective learning and teaching processes, and it gives more insight into the complexity level of reading questions, particularly in English textbook for eleventh grade students based on updated Bloom's Taxonomy.

### **2. The Practical Significance**

#### **a. The English Teacher**

This study is crucial for teachers who want to develop their students' reading ability through the use of high-order thinking skills (HOTS) and appropriate textbooks that provided a variety of questions.

#### **b. The Next Researchers**

The findings of this study can be useful to future researchers. The study's limitation includes its analysis of reading question that are compatible with higher order thinking skills, which can serve as a guide for future researchers. It can also be utilized as a primary point for future researchers who are interested in doing a study comparable to this one.



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

The definitions of the important terminology used in this study are as follows:

A modified version of Bloom's taxonomy-based educational conceptual reform is referred to as higher-order thinking skill (HOTS). Cognitive is more necessary to be utilized in this concept, as it requires a higher level of thinking than simply restating knowledge or memorizing. This means that questions in the English textbook must include critical questions that can train students' ability to think critically. According to Schulz & Fitz Patrick (2016) as cited by Paige D. Sydoruk, many classroom teaching practices are guided by higher order thinking skills. To solve a problem or complete a task, people have to utilize reasoning, judgment, and critical thinking.

Reading, along with listening, speaking, and writing, is among the most crucial skill to learn. Reading is the process of properly knowing and understanding a passage or text. Additionally, it is described as a cognitive process in which readers are influenced by the text and the author's point of view (Mikulecky, 2011). Readers gain new knowledge and important information from the text by reading.

Reading questions in this context refer to the reading tasks or exercises in the English textbook for the eleventh grade of Senior High School. Exercise is defined in the Oxford English Dictionary (2008: 154) as task designed to train or test someone. It measures students' how well

students can respond to questions involving higher-order thinking skills. According to the Oxford English Dictionary (2008: 154), question is a sentence, phrase or word that asks for information. The questions begin with "WH" (what, who, when, where, why, how). Those questions challenge the students to apply in more complex thought processes.

The word "English Textbook" referred to a course book that is used by both teachers and students to support the teaching and learning process with the title "*Bahasa Inggris Kelas XI*" for the eleventh grade of Senior High School. Brown (1994: 145) states that "textbooks are the most visible and frequently used form of supporting language learning materials." This indicates that the most common component supporting the effectiveness of teaching and learning is textbooks.