

CHAPTER I

INTRODUCTION

A. Background of Study

As one of the learning sources, the textbook plays important role in the English teaching and learning process. Penny Ur (2009: p.184) claims that, “A coursebook provides a clear framework; teacher and learners know where they are going and what is coming next, so that there is a sense of structure and progress.” She adds that, “The coursebook provides texts and learning task which are likely to be of an appropriate level for most of the class. This of course saves time for the teacher who would otherwise have to prepare his or her own.” From those explanations, it has no doubt that the textbook greatly helps for both the teachers and the students as one of the learning sources in the English teaching and learning process to provide the frameworks, texts, and tasks.

However, the new curriculum that was introduced into Indonesia, on 15 July 2013, is called the 2013 curriculum, abbreviated as K13. This curriculum is a revised version of the Competency Based Curriculum (CBC) and of the 2006 School Based Curriculum (KBS) and puts greater emphasis on building the character of students. The main purpose of the curriculum is to shape individuals who believe in God, have the good character and are confident and successful in learning (Kemdikbud I, 2013). K13 has since been applied at many schools in Indonesia, consequently textbooks have been produced for the 2013 curriculum and teachers have to use such a textbook with the new curriculum. In order to improve the quality of English education, the Ministry of Education and Culture has spent a lot of money on funding some projects to produce textbooks for each

level of education. The government says that a textbook is important in the teaching-learning process as it helps both teachers and students to accomplish the goals of the lessons. Moreover, using a textbook is considered helpful because most of the goals and aims have already been prepared in sets of practices based on the needs of the students (Cunningsworth, 1995).

In designing instructional materials, the authors of 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 (Harwood, 2010, p. 96). The aforementioned principles require authors to provide instructional materials that stimulate learners to be critical in thinking.

Furthermore, instructional materials which are based on the curriculum and students' need may increase students' learning outcome and obtain the purpose of the school curriculum. Strategy in designing instructional materials helps teachers become more aware of their students' needs and improves the relationship between the instruction and students styles and strategy. Thus, the intructions of learning activities are important for students which can influence into students' thinking so that they could train their higher order thinking skill properly.

Critical thinking is the intellectual ability to analyze and judge something rationally. In Bloom's taxonomy (Bloom et al., 1956), critical thinking refers to analysis (the ability to break down material into its component parts in order to understand its organizational structure), synthesis (the ability to put elements and

parts together again to make a new integral whole), and evaluate (the ability to make a judgment about a certain purpose) the material, which is commonly referred to as HOTS (high order thinking skills). These levels of activity are quite difficult because the students need to use their mind optimally. Therefore, the materials served in the classroom should stimulate critical thinking and encourage the students to mine the potential of their minds.

Additionally, according to Heong, (2011) higher order thinking is using the thinking widely to find new challenge. Higher order thinking demands someone to apply new information or knowledge that he has got and manipulates the information to reach possibility of answer in new situation. Higher order thinking skill consists of the top three domains in the cognitive skills from Bloom's taxonomy, analysis, synthesis, and evaluation. Bloom's taxonomy itself is one of the most famous taxonomies in educational matter . Musial (2009: p.84) claim that, "This taxonomy has been extremely influential in education for the past 50 years." Hence, Bloom's taxonomy is still considered as a helpful teaching tool today.

In short, based on the observation of the textbook by the researcher, the phenomena is the instructions of learning activities in the textbook has not contains higher order thinking skills (HOTS). For example, the researcher carried out sample the instructions of learning activities in chapter 1:

- *Match* the words with their Indonesian equivalents. (Knowledge)
- *Compare* your work with your classmate's. The first one has been done for you. (Understand)

- *Listen* to your teacher reading these words. *Repeat* after him/her. (Knowledge)
- *Complete* the following sentences using the words in the box..(Apply)
- *Remember* to use the correct forms of verbs. (Knowledge)
- *Read* the emails in the reading section again. *Underline* all pronouns that you can find. (Knowledge)
- *Fill* in the blanks with the right words. (Knowledge)

From all of instructions of learning activities above trained the students to think Lower Order Thinking Skills (LOTS). “*Match* the words with their Indonesian equivalents. (Knowledge) . *Compare* your work with your classmate’s. The first one has been done for you”. (Understand) ,asked the students to listen and recall materials which had just been learnt “*Listen* to your teacher reading these words. *Repeat* after him/her” (knowledge) ; asked the students to complete and remember specific information from a text. “*Complete* the following sentences using the words in the box. (Apply) *Remember* to use the correct forms of verbs.” (Knowledge); *Read* the emails in the reading section again. *Underline* all pronouns that you can find. (Knowledge) . *Fill* in the blanks with the right words. (Knowledge). Those are activities is include Lower Order Thinking Skills (LOTS), no activities were found for the levels of Higher Order Thinking Skills (HOTS) such as: *analysis*, *synthesis*, and *evaluation*. In summary, the level of thinking in instructions of learning activities in chapter I of the textbook are focused on the lowest level in the cognitive domains.

Meanwhile, the Higher Order Thinking Skills (HOTS) plays a vital role throughout the learning process because it could improve students’ ability in

critical thinking skills to evaluate information and may support the students to survive in the English communication environment. Higher Order Thinking occurs when students are involved with what is they know in such a way as to change it, meaning that students are able to change or create knowledge they know and produce something new. Through higher thinking order students will be able to distinguish ideas or clear ideas, arguing well, solving problems, constructing explanations, hypothesizing and understanding complex things more clearly, where this ability clearly shows how student's thinking. High-level thinking skills include transfer of information, critical thinking, and problem solving. Learning to transfer is meaningful because students can apply their knowledge and skills to associate information with one another, learning by critical thinking so that students can argue, reflect, and make their own decisions. Problem-based learning aims to enable students to identify and find solutions to problems both academically and in daily life. In fact, Higher Order Thinking Skills (HOTS) are required for students to think critically, creatively, and problem solving.

However, in this study, the researcher employs the higher order thinking skill theory based on the revised edition of Bloom's taxonomy by Krathwhol and Anderson which consist of the three skills, analyze, evaluate, and create. Krathwhol (Vol. 41, 2002: p.212) claims that this revised edition of Bloom's taxonomy was developed in much the same manner 45 years later. This revised edition is an updated version of the original Bloom's taxonomy. Thus, the researcher hopes that by employing the revised edition of Bloom's taxonomy, this study will give broader insight about the higher order thinking skill based on the

revised edition of Bloom's taxonomy. Thus, the students need to have higher order thinking skills because Paul and Elder (2002: p.26) also highlight that, "No matter what your circumstance or goals, no matter where you are, or what problems you face, you are better off if your thinking is skilled. As a professional, shopper, employee, citizen, lover, friend, parent, and in every realm and situation of your life, good thinking pays off." It means that the higher order thinking skill is not only necessary in academic matters but also in every parts of our life to present our opinion and make a logical decision whoever and wherever we are.

Further, the researcher chooses the textbook because it implicates the 2013 curriculum. In the 2013 curriculum, there are the five scientific approaches which are considered as the steps in teaching and learning process; observing, questioning, associating, experimenting, and networking. Suharyadi (2014:p.1350-1352) explains that in the observing process, the students can connect what they have learned with what they are going to learn. The questioning and the associating could be useful for the students to develop their critical thinking skills in logically and systematically process of thinking. The experimenting could help the students to solve the problems they face in everyday life. Then, in the networking process, it allows the learners to face various changes and challenges to learn together. Hence, it can be seen that those scientific approaches are also related with the higher order thinking skill. It is supported by Brookhart's statement (2010: p.3) which states that the higher order thinking skill engages the problem solving and critical thinking skill.

To sum up, the researcher believes that an analysis of the higher order thinking skills in the instructions of the textbook is important because it may improve the students' critical thinking skill in learning activities and therefore, the researcher choose to analyze the distribution of the higher order thinking skill of the instructions the Bahasa Inggris textbook by Kementerian Pendidikan dan Kebudayaan Indonesia for the first grade of senior high school students to make sure that the textbook has been support the students in encouraging their competence to survive in the English communication environment by providing the higher order thinking skill in the instructions of learning activities of the textbook.

B. Problems of Study

Based on the background of the study above, the researcher questions of this research formulated as follows:

1. What levels of thinking skills are applied in instructions of learning activities in Bahasa Inggris textbook?
2. How are higher order thinking skills are realized in instructions of learning activities in Bahasa Inggris textbook?

C. The Objectives of Study

In line with the formulation of the problem above, the objective of this study aims to get the empirical evidence of the distribution of the higher order thinking skill in instructions learning activities and to investigate the realization of the higher order thinking skill in instructions learning activities based on the revised edition of Bloom's Taxonomy on the textbook.

D. Scope of Study

This study is limited only on analyzing the instructions of learning activities in Bahasa Inggris textbook. The researcher will only focus on the instructions of learning activities.. The instructions of learning activities that will be analyzed are in Bahasa Inggris textbook which is used by the first grade of senior high students.

The reseracher only analyzes the instructions of learning activities that come after every chapter of textbook. Those are analyzed based on the higher order thinking level in the cognitive domain of the revised edition of Bloom's taxonomy which consists of analyze, evaluate, and create skill.

E. Significance of Study

The result of this study hopefully will be beneficial for :

1. Theoretically: This study is expected to develop English language learning in accordance with the Curriculum 2013.
2. Practically:
 1. For The Reader:

This study is expected to be used as the references to the instructions of learning activities in english textbook.

2. For The Teachers :

This study is expected to give broader insight or perception about the textbook selection, the instructions of learning activities, and the higher order thinking skills from the revised edition of Bloom's Taxonomy.