CHAPTER I
INTRODUCTION

1.1 The Background of the Study

In the teaching and learning process textbooks play an important role as a source of reference in guidance teacher and student to support them to do activities and also exercises. It gives a beneficial resource for both teacher as material designer and student as persons who are learning English. Not like internet, a textbook has been pass of procedure and process to prove its credibility and testable. Furthermore, it also gives a beneficial as reliable reference in serve the material that to be studied. The process of activity not depend on internet connection whether website host. Moreover, although current learning situation is in the modern era, a textbook is still necessary to make sure the properness in the learning material given to students are credible in both of direct and electronic form.

Credibility of a book can be known by how it's wrote. As how it is stated by Mizbani and Chalak (2017) that if the learning purpose have chosen, then analysis of the content can be finished by the materials, specific activities, lessons, exercises, and other learning opportunities for the student or teacher materials. A textbook analysis is the systematic analysis of the text materials, including the content, the focus, specific learning objectives, and other textbooks materials. To make the textbook used effectively, the teacher has to decide which textbook is suitable for the students. Therefore, it is important to analyze every contents of textbook especially in reading exercises whether them already prepared to support

students' learning or not, already support for a higher order thinking process in solving question by question of reading exercises in the textbook.

Reading materials is the one of the contents in the textbook and the text is source for accessing information and messages to deliver for the readers. Harmer (2001) mentions that reading text provide the students opportunities to learn vocabulary, grammar, punctuation and the way to build paragraph, sentence and text. Tiedemann (2011) says that reading text is a device of reading, because it is an instrument that is used to read. So, in reading text the students can construct a new sentence into paragraph by learn it effectively and efficiently.

A bunch of queries that relate to the topics in a particular text acquired by students from the text and assessed how far they understand the information. Students will not get information from the reader if the students did not understand the text content, which is why a question in exercises is essential

Meanwhile, the questions are created not only to make the students comprehend the text but also there is another purpose why questions must exist the text: to make students think critical of thinking must have critical thinking to equip them with opportunities to expand their proficiency, skills, and abilities. The level of thinking order of questions in the book must be improved because it helps students grow their critical thinking continuously.

In accordance with the theory stated by BSNP (Badan Standar Nasional Pendidikan) of Indonesia related to the cognitive levels approach for the fulfillment of the learning on focus study in English lessons of the X grade stude,ts; "At the high school level, the focus of learning is oriented towards

habituation to develop informational literacy through listening, speaking, reading, and writing skills. Learners communicate, collaborate, think critically/HOTS (Higher Order Thinking Skill), be creative, and collaborate in the learning process". It specifically revealed that the learning process covered during learning time and its activities should be done in the three main primary as stated by Revised Bloom's Taxonomy theory that consist consists of analyzing, evaluating, and creating skills is the HOTS category.

Commonly people use Bloom's Taxonomy to define and categorize the difficulty levels of reading questions. There were six levels of thinking in Bloom's taxonomy: knowledge, comprehension, application, analysis, synthesis, and evaluation. Nevertheless, Bloom's taxonomy was revised by his students Anderson & Krathwohl in 2001 with a modification in the name from noun to a verb: remembering, understanding, applying, analyzing, evaluating, and creating. Remembering, learning, and applying are categorized as lower-order thinking skills (LOTS), while studying, considering, and making are categorized as higher-order thinking skills (HOTS).

Nevertheless, the textbook was released in 2022 which implemented Kurikulum Merdeka that not been analyzed yet that make the researcher interest to analyze the proportion of the book. These things are based on the questions in reading exercises in the textbook grade X Bahasa Inggris: Work in were Progress that used as preliminary data.

The researcher found a question, including the text based on page 11 in an English textbook Bahasa Inggris: Work in Progress Grade X published by

Kementerian Pendidikan dan Kebudayaan, in 2022. The textbook is one of the most updated textbooks that set as the latest curriculum currently. The following is one of the example text also questions on page 11:

Read the following text and answer the questions based on the text.

Cristiano Ronaldo

Cristiano Ronaldo has very strong determination. He used to train very hard since his childhood. He knew that a footballer requires good stamina because a football match requires a player to run at least 10 kilometers in a single match. Sometimes, he even trained himself continuously from morning until evening. He also challenged himself by playing along with older players.

He becomes so skillful and confident that his opponents cannot figure out how to stop Ronaldo from making a goal. Normal football players will use their single leg of their dominant side body, i.e. players of right-handed or left-handed use their respective legs to score goals but Ronaldo can easily use both of his legs efficiently to make goals. In addition to that, he can use his head to score goals as well.

He is also one of the fastest football players in football history. Ronaldo can run very fast, he can run with a speed of 33.6 kilometers per hour. That is why he is also known as a rocket man. This helps Ronaldo to do his famous free-kick. Ronaldo's free-kick speed is approximately 130 kilometers per hour.

While jumping, Ronaldo's G-force is five times higher than that of a cheetah. He can

Picture 1.7 CR 7 is showing his skill.
Source: *Jan SOLO/Flickr/CC-BY-SA 2.0 (2010)*

jump up to 78 cm in the air; this jumping height is much more compared to any basketball player. All of these have helped him achieve his success. In his young age, he has won many trophies and broken records including winning the prestigious FIFA Ballon d'Or award five times and created a world record by scoring the most goals in international football in September 2021. Currently his net worth is around $500 million and this makes him one of the richest athletes.

Adopted from: *https://youthmotivator4life.com/cristiano-ronaldo-biography/*

1. What is the main idea of the text?
2. What makes Cristiano Ronaldo different from other players in scoring a goal?
3. How did he get known as a rocket man?
4. How does the text organized its idea about Ronaldo?
5. "Ronaldo's G-force is five times higher than that of a cheetah." What can you infer from the sentence above?
6. What is the function of the picture in relation to the verbal text?

Figure 1.1 Christiano Ronaldo

Source:
Adopted from: https://youthmotivator4life.com/cristiano-ronaldo-biography/

The answer of the 6 questions above implemented the 6 level. For example, a questions like "What is the main idea of the text?" is categorized as analysis (C4) because the students have to ascertain main idea in a whole text. Then, in the second question "What makes Cristiano Ronaldo different from other players in scoring a goal?" it refers to analysis (C4) that the student has to make a differences and discriminates the information from irrelevant to relevant. After that, the third question "How did he get known as a rocket man?" it remembering (C1) the students search an identical a piece of information in a text. Furthermore, the fourth question "How does the text organized its idea about Ronaldo?" it refers (C4) analysis that student built a coherency and systematic connection of presented information. Subsequently, the fifth question Ronaldo's G-force is five times higher than that of a cheetah." What can you infer from the sentence above? It refers to (C2) understanding because the student must grasp the meaning to draw a conclusion. After that, the sixth question "What is the function of the picture in relation to the verbal text?" it going to (C4) analysis because the students have to figure out the ideas in relationship between the function. Subsequently, the other cognitive skill will be analyzed further.

The significance of this study to promote student's critical thinking motivation. Students need to develop their critical thinking skills and ability in conducting their analyze, evaluate, then create something that be beneficial in this globalization era and the average of the question in the reading exercise use HOTS question when the students graduate from school to testing in some instancy such as civil service employee (CPNS), or SBMPTN entrance that use

HOTS questions after that the policy from Ministry of Education concerning the National examination is to familiarize the model of assessment that lean toward the ability of higher-order thinking skills. They need to have critical thinking for answering the questions because the National examination consists of higher-order thinking skills questions (BSNP, 2018). That's why the implementation of higher order thinking in reading exercises question have to be conducted in a textbook start from grade X.

Bahasa Inggris: Work in Progress Grade X published by Kementerian Pendidikan dan Kebudayaan, in 2022, which implemented Kurikulum Merdeka, is a textbook for English subject made to guide tenth-grade students of Senior High School. The textbook implemented Kurikulum Merdeka currently is why this study needs to be accomplished. This study aims to find out if the most updated English school textbook has also updated the quantity of higher-order thinking skills in its reading exercises.

1.2 The Problem of the Study

Based on the reviews in the background of the study, the problem of this research is formulate as: how are higher order thinking skills applied in the reading comprehension exercises in Bahasa Inggris: Work in Progress for tenth grade of Senior High School?

1.3 The Objective of the Study

As stated in the title and the problem of the study, this research is conducted to describe the higher order thinking skills of the reading exercises in Bahasa Inggris: Work in Progress for tenth grade of Senior High School

1.4 The Scope of the Study

Cognitive levels consist of LOTS and HOTS domain, LOTS include (remembering, understanding, and applying) meanwhile HOTS divided into (analyzing, evaluating, and creating). The researcher analyzed HOTS (analyzing, evaluating, and creating) domain in reading exercises in textbook Bahasa Inggris: Work in Progress Grade X published by Kementerian Pendidikan dan Kebudayaan, in 2022. The are 5 kinds of reading exercises in this textbook is descriptive text, recount text, procedure text, expository text, and narrative text. Therefore, this study was conducted to analyze higher order thinking skills of all kind reading exercises in textbook Bahasa Inggris: Work in Progress Grade X published by Kementerian Pendidikan dan Kebudayaan, in 2022 based on Bloom's Revised Taxonomy by Anderson & Krathwhol (2001).

1.5 The Significance of the Study

The results of the research are expected to be useful for Theoretically and Practically as follows:

1. Theoretically

This study is attempted to be useful for the enrichment for the addition of some new theories and information about analyzing higher order thinking skills in

reading exercises in english textbook especially Bahasa Inggris: Work in Progress grade X published by Kementerian Pendidikan dan Kebudayaan, in 2022. It can be used as source in future research.

2. Practically

The results of the study are also expected to be useful for:

a. Teacher

Hopefully, this study gives valuable contribution to English teachers as course designers to select an English textbook with a well-standardized higher order thinking skills then they also can improve their teaching style and create their own higher order thinking questions.

b. Students

Furthermore, students who are acquiring English especially in reading exercises questions may get more opportunities to practice their skills, knowledge and experience especially in improving their critical thinking to make them familiar with HOTS questions.

c. Other researchers

By this study, the researcher and those who are interested in conducting further researches to analyze higher order thinking skills of reading exercises in English textbook to make sure the implementation of higher order thinking skills questions in reading exercises of English textbook is conducted.