

# CHAPTER I

## INTRODUCTION

### 1.1. Background of Study

In the 2013 revision of the 2018 Indonesian curriculum, it is emphasized that the government expects students to have a variety of skills using Higher-Order thinking skills (HOTS). The Ministry of Education and Culture is responsible for devising educational methods that promote Higher-Order thinking skills (HOTS) through the Directorate General of Teachers and Education Personnel (Ditjen GTK).

Learning that is oriented towards Higher-Order Thinking Skills is learning that involves three aspects of Higher-Order thinking skills, namely *the transfer of knowledge, critical and creative thinking, and problem-solving* (Ariyana, 2018). The researcher then explains further that critical thinking is a process that requires all knowledge and skills to solve problems, analyze assumptions, make decisions, and conduct investigations or research based on data and information so that the desired information or conclusions are obtained.

Anderson & Krathwohl (2001) introduced an updated version of Bloom's Taxonomy, which was initially developed by Benjamin Bloom (1956). The revised taxonomy encompasses six levels of cognitive processes: remembering, understanding, and applying, which fall under the category of Lower-Order thinking skills, while analyzing, evaluating, and creating are classified as Higher-Order thinking skills. In addition, Anderson & Krathwol stated that the revised

Bloom's Taxonomy is intended for groups of people who play a role in the education system, such as teachers, curriculum coordinators, educational consultants, test designers, and authors or publishers of textbooks. Anderson & Krathwol argue that book authors and publishers have great potential to influence teachers and students. Textbooks directly affect teachers in the classroom because many teachers still use textbooks as their primary teaching reference. According to Harwood (2017) textbooks cannot be separated from subjects and syllabus in terms of teaching. It can be seen that textbooks still have an essential role in the teaching and learning process in the classroom. The quality of textbooks is a vital component. Therefore improving the quality of textbooks can have a significant effect on improving education (Ivic et al. 2013). Ivic further explained that textbooks must provide content following official regulations, such as the school's core curriculum, by predetermined educational goals to achieve each subject and a certain level of education. As previously mentioned, through the 2013 revision of the 2018 Curriculum, the government expects students to achieve various competencies by implementing Higher-Order Thinking Skills (HOTS).

Reading is one of the four skills (listening, reading, speaking, writing) needed to master English. Ekalia et al. (2020) states that the mind is involved when reading. To be able to read correctly, the reader must be cognitively awake and mentally alert because reading is a mental process which includes the process of assessing the content of the reading and determining the author's goals and readers in writing. That means when students are aware of their thoughts while reading, they are able to go through basic information and think deeper to understand the

meaning of a text. Referring to the views of Fuchs & Bock (2018) reading comprehension is essential for building knowledge through language, so textbooks are essential for teaching and learning. However, Indonesia continues to grapple with reading-related challenges, as evident from its literacy rate ranking of 62nd out of 70 countries. This information is based on a survey conducted by the Program for International Student Assessment (PISA) and released by the Organization for Economic Co-operation and Development (OECD) in 2019. Additionally, UNESCO revealed a surprising statistic indicating that only 0.001 percent of Indonesians have an interest in reading. This means that out of 1,000 individuals, merely one person enjoys reading. These facts collectively highlight the persistently low literacy skills in Indonesia, mainly attributable to the lack of interest in reading among its population.

The right solution is needed to improve students' reading skills, which can be achieved by developing textbooks oriented to Higher-Order Thinking skills, especially Reading Comprehension content. The development of critical thinking in textbooks is a must (Ivic et al. 2013). Ivic outlines several ways for textbooks to support critical thinking, one of which is by compiling content in the form of problem-solving and involving students in independent activities where they have to train critical thinking, these two things can be applied through questions. He further stated that including challenging questions in textbooks are essential to train students' critical thinking. In line with Seif (2012) There are three methods to incorporate Higher-Order thinking skills (HOTS) into teaching and learning processes. These include presenting High level questions during reading sessions,

prompting students to draw conclusions from their readings, and emphasizing the crucial role of teachers in effectively implementing HOTS strategies. As can be seen, Higher-order thinking skills can be applied through Reading Comprehension Questions which will be beneficial in improving students' reading comprehension skills.

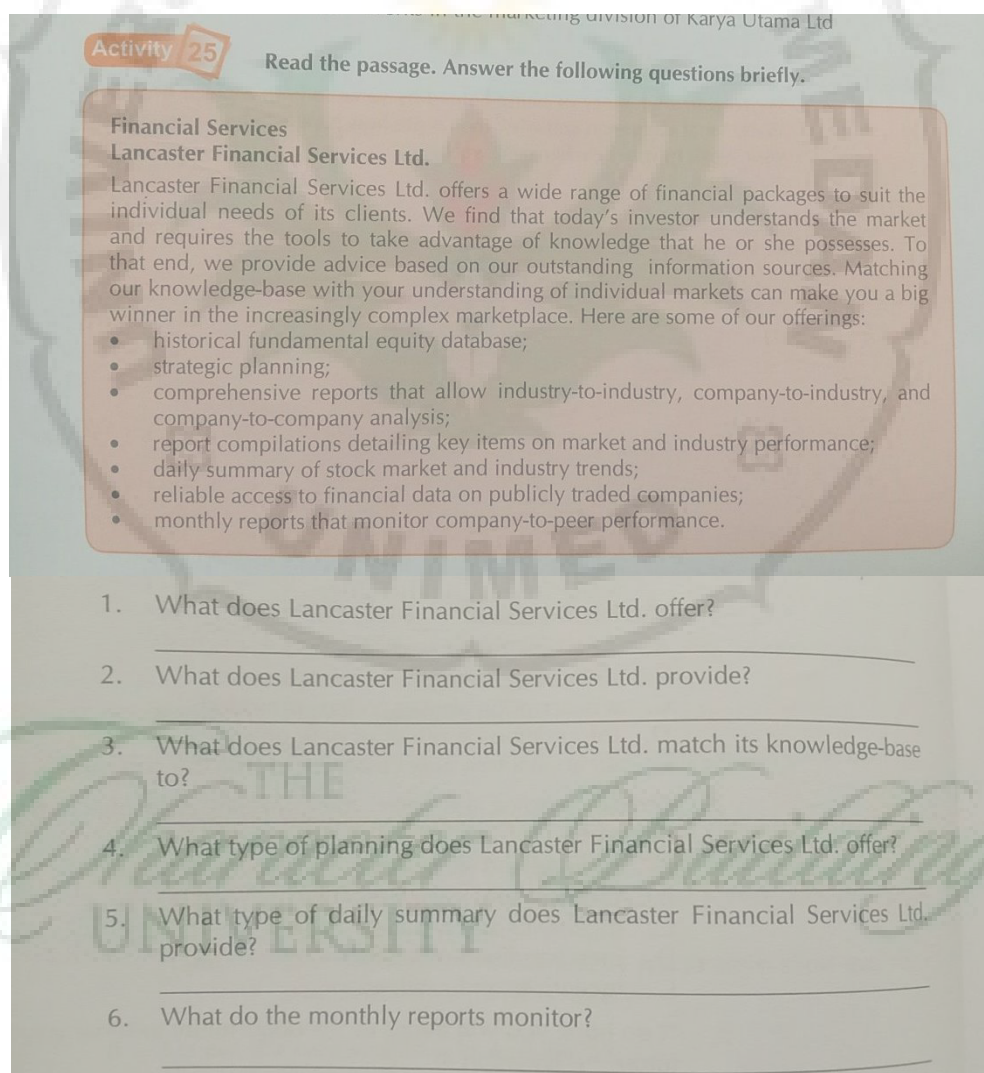
Several studies also analyze how HOTS are implemented in reading activities. Aryani (2020), entitled "*Higher-Order Thinking Skills (HOTS) Realization in Reading Comprehension Questions Found in English Textbooks,*" conducted a study on how HOTS are realized on reading comprehension questions in grade X, XI, XII English textbooks and research results show that HOTS are only realized in grade XI books. In contrast, in grades X and XII, more questions are found at the LOTS level.

Another study was conducted by Nurfalah (2021) entitled "*Analyzing Higher-Order Thinking Skills of Reading Questions in An English Textbook*" using grade XII English textbooks, she collected data on questions on Reading Comprehension tasks and found that the majority of Questions Reading are at the LOTS level (Lower-Order thinking skills).

Based on the research results above, reading comprehension questions in English textbooks are still dominated by Lower-order thinking skills. This study was conducted to determine the implementation of Higher-Order Thinking Skills (HOTS) in English textbooks based on Revised Bloom's Taxonomy.

Curriculum 2013 requires students to be able to use Higher-Order thinking skills. This ability can be supported by the use of questions and materials that can

promote HOTS. Therefore, English textbooks based on Higher-Order thinking skills that are mandatory media for teachers in the classroom need to be developed. However, as preliminary data, the researcher found one example of a reading comprehension question in the textbook entitled "English Student Book" for class XII Revised Edition 2016, which is still at the level of Lower-Order thinking skills, as shown below :



**Activity 25** Read the passage. Answer the following questions briefly.

**Financial Services**  
**Lancaster Financial Services Ltd.**

Lancaster Financial Services Ltd. offers a wide range of financial packages to suit the individual needs of its clients. We find that today's investor understands the market and requires the tools to take advantage of knowledge that he or she possesses. To that end, we provide advice based on our outstanding information sources. Matching our knowledge-base with your understanding of individual markets can make you a big winner in the increasingly complex marketplace. Here are some of our offerings:

- historical fundamental equity database;
- strategic planning;
- comprehensive reports that allow industry-to-industry, company-to-industry, and company-to-company analysis;
- report compilations detailing key items on market and industry performance;
- daily summary of stock market and industry trends;
- reliable access to financial data on publicly traded companies;
- monthly reports that monitor company-to-peer performance.

1. What does Lancaster Financial Services Ltd. offer?  
\_\_\_\_\_
2. What does Lancaster Financial Services Ltd. provide?  
\_\_\_\_\_
3. What does Lancaster Financial Services Ltd. match its knowledge-base to?  
\_\_\_\_\_
4. What type of planning does Lancaster Financial Services Ltd. offer?  
\_\_\_\_\_
5. What type of daily summary does Lancaster Financial Services Ltd. provide?  
\_\_\_\_\_
6. What do the monthly reports monitor?  
\_\_\_\_\_

**Picture 1.1**

**Sample of text**

As seen in Figure 1.1, there are six questions in the reading comprehension questions above. For the first question, "What does Lancaster Financial Services

Ltd. offer?" the answer is stated in the first sentence of the paragraph *a wide range of financial packages*. In the second question, the answer is stated in the third sentence, which is *advice based on our outstanding information sources*. In the third question, the answer is in the fourth sentence *your understanding of individual markets*. For the next question, the answer is found in the list of offers provided by Lancaster Financial Services Ltd, that is the second offer of *strategic planning*, as well as for the answer to question number five, which is the fifth offer *daily summary of stock market and industry trends*. For the last question, the answer is found at the end of the sentence *company-to-peer performance*.

Based on the answers in Figure 1.1, the questions are still at the Lower- Order thinking level of *remembering*. To be able to answer the question, students need to rely on their memory because the answer has been written directly in the text. Remembering level has two keywords along with more specific cognitive processes: *Recognize* with cognitive process *Identifying* (Locating knowledge in long-term memory consistent with presented material) and *Recalling* with cognitive process *Retrieving* (Retrieving relevant knowledge from long-term memory).

The Australian Council for Educational Research (ACER, 2015) states that Higher-Order thinking skills are analyzing, providing arguments, reflecting, applying concepts to different situations, composing, and creating. As the results of the analysis that has been done on one of the reading comprehension questions above, the answers to these questions are stated explicitly so that it does not involve students' cognitive processes in solving problems, thinking critically, and



thinking creatively as expected from the implementation of Higher-Order thinking skills. Therefore, it can be concluded through the analysis done on one of the Reading comprehension questions of the book that will be used as the primary data still has Lower-Order level thinking skills.

Helmawati (2019) suggests the distribution of HOTS-based learning for cognitive process, 25% of the questions should be at the analyzing level, Evaluating as much as 10% and Creating as much as 5%. Therefore, the researcher conducted a further research on the book to find the application of Higher-order thinking skills on the content of Reading Comprehension Questions. This study aims to analyze the Reading Comprehension Questions in the "Buku siswa Bahasa Inggris" textbook for grade XII of Senior High School.

## **1.2. The Problems of the Study**

According to Evans & Zobel (2014) the statement of the problem is the reason for conducting a study because the problem is the predecessor of the research objective. Through the background of the study that has been described, the writer posed the following study questions :

1. "What are the levels of the Higher-Order Thinking Skill applied in the Reading Comprehension Questions of English Textbook for Senior High School?"
2. "What is the dominant level of Higher-Order Thinking Skill applied in the Reading Comprehension Questions of English Textbook for Senior High School?"

### 1.3. Objectives of the Study

According to Suandi et al (2016) research objectives state the goals to be achieved in research on the previously mentioned problems. Therefore, the writer posed the following study objectives :

1. To know the levels of the Higher-Order Thinking Skills applied in the Reading Comprehension Questions of English Textbook for Senior High School
2. To know the dominant level of the Higher-Order Thinking Skills in the Reading Comprehension Questions of the English Textbook for Senior High School

### 1.4. The Scope of the study

According to Evans et al. (2014), Defining the scope indicates that the research is focused and high-impact research. Therefore, this study focused on the questions of Reading Comprehension in the book "*Buku Siswa Bahasa Inggris*" for Grade XII written by Otong Setiawan Dj and published by Yrama Widya. These questions have been analyzed based on Revised Bloom's Taxonomy which includes remembering, understanding, applying, analyzing, evaluating, and creating.



### 1.5. The Significances of the Study

According to Suandi et al. (2016), significance discusses how a study can theoretically and practically impact related parties. The expected significances can be achieved as follows:

1. Theoretically: The study results can be a valuable source of information and can be used for the selection of textbooks and the development of HOTS-oriented questions.

2. Practically: The study results can be helpful for related parties

a. For Teachers

This study can provide more knowledge and information to increase awareness of the importance of applying Higher-Order thinking skills in teaching and learning.

b. For Book Writer

This study can be considered in developing textbooks that are oriented toward Higher-Order thinking skills

c. For Further Research

This study can be a reference for conducting further research in the same field