

CHAPTER I

INTRODUCTION

1.1 Background of The Study

There are so many learning resources that can be used to help students and teachers in the teaching and learning process. One particular learning resource to help students and teachers is textbooks. Textbooks are tools for the teaching and learning process. According to Cunningsworth (1995), the use of textbooks aims to prepare a set of practices based on teaching materials. In addition, textbooks can also assist students in achieving their goals and needs. One of the main components of a textbook is the questions with their instructional materials. These questions are usually available in the students' textbooks through and at the end of each lesson and unit.

Textbooks are a very important source of learning in the teaching learning process. The use of textbooks enables teacher and students to understand the material to be studied, such as reading. Moreover, using a textbook is considered helpful because most of the objectives have already been prepared in sets of practices based on the needs of the students (Cunningsworth, 1995). A good textbook should provide a useful resource for the teachers as a course designer and students as the English learners (Gak, 2011).

In learning English, there are four skills that must be learned by students, namely: listening, speaking, reading and writing. As a skill, reading is a language skill where students must read the material in English. Through reading, students get more information that help them to understand sentences more easily and increase their knowledge.

In writing textbooks, there are several criteria that must be considered by writers, such as: usefulness for students and teachers, accuracy of writing, format must attract attention, etc. Textbook authors should also consider other criteria related to HOTS, which discuss analyzing, evaluating, and creating skills in textbook activities to emphasize students' HOTS.

In assessing students' reading ability, teachers can use the reading questions given in the textbook. Questions usually contain a detailed set of information that can be found in the reading section. The teachers can check their students' understanding of the text because reading the questions serves as a tool to stimulate students to think about the content of the text. To be able to answer the questions, students need to understand the text, which requires their critical thinking. Linse (2006) states that reading involves the higher order thinking skills. It is a crucial part that stimulates thinking skills.

Day and Park (2005) stated that well-designed questions help students interact with texts, create and construct meaning and begin to think critically

and intelligently. Furthermore, these questions can develop students' thinking level. So, it is important to analyze the textbooks that students and teachers use. Teachers must know which textbooks have been written accurately for their social functions. One aspect that must be analyzed in a textbook is the suitability of the level of student development in the cognitive domain.

Based on the revised version of Bloom's Taxonomy (Anderson and Krathwohl:2001), there are 3 domains in Bloom Taxonomy: the cognitive domain, affective domain and psychomotor domain. This study focused on cognitive domain. There are six levels of cognitive domain, consisting of remembering, understanding, applying, analyzing, evaluating, and creating.

The cognitive domains are divided into two: first Lower Order Thinking skills (LOTS) which consist of three level indicators namely, Remembering (C1), Understanding (C2), and Applying (C3); and the Higher Order Thinking Skills (HOTS) that comprise the top three domains in cognitive skills; Analyzing (C4), Evaluating (C5) and Creating (C6) (Anderson and Krathwohl: 2001). LOTS and HOTS are interrelated entities. In the learning process, students are required to master low-level thinking skills as the basis for learning. The process of learning is continued with the next level of thinking, as the student's learning process does not stop at low-level thinking skills (LOTS). HOTS in the learning process can improve students' abilities

in critical thinking skills to evaluate information. In addition, textbooks can also be a guide for teachers and students in the educational process, especially in language learning. Hutchinson and Torres (1994) believe that textbooks are practically universal ELT teaching instruments. The Ministry of Education and Culture (2017) states that student textbooks are suitable for use in the teaching and learning process. This places textbooks as the main support for teachers in the teaching and learning process.

The Indonesian Ministry of Education and Culture (2017) has implemented the 2013 curriculum with a focus on student-centered rather than teacher-centered. This point is proved by one of the principles written in the Regulation of the Ministry of Education and Culture in Indonesia No. 22 in 2012. Reading comprehension questions in English textbooks should be in accordance with the implementation of the 2013 curriculum by using higher-order thinking skills. According to the 2013 revised curriculum, students must improve in four main aspects that are integrated into the lesson plans, which consist of character building, literacy, 4C (Creative, Critical Thinking, Communicative and Collaborative), and Higher Order Thinking Skills (HOTS).

Since the Indonesian language curriculum was replaced by the 2013 curriculum, the government through the Education Quality Assurance Institute (LPMP) has required teachers to accompany students to emphasize

critical thinking that includes analyzing, evaluating, and creating what is commonly called HOT (Higher Order Thinking). The government expects students to be more critical and analytical in thinking so that they can solve problems they face in everyday life.

Furthermore, the policy of Directorate of High School (2015) states that student training is expected to encourage students' higher-order thinking and creativity and build their independence to solve problems. In addition, Lingasari (2015) reported that the Indonesian government through the Minister of Education decided to increase the analytical or the higher-order thinking test questions to 10 percent annually. That is, the exercises given to students must focus on higher-order thinking skills. Textbook authors should also consider other criteria related to HOTS, which addresses the skills of analyzing, evaluating, and creating in textbook activities to emphasize students' HOTS. Saville (1982) suggested that content analysis in textbooks should be objective and reliable.

Nevertheless, the writer found that some English textbooks still provide activities at the lower-order thinking skills (LOTS), for example the English textbook entitled "Bahasa Inggris" for grade 10th SMA/MA/SMK/MAK published by the Ministry of Education and Culture. This condition considered less effective in stimulating students to optimize their critical thinking. There was a need for test developers to reduce the

number of LOTS questions and increase the questions that require the level of understanding included in the HOTS. For this reason, the researcher analyzed the English textbook entitled “Bahasa Inggris” for SMA/MA/SMK/MAK Grade 10th published by the Ministry of Education and Culture.

The analysis consisted of limited questions that required students to use HOTS, especially in reading comprehension exercises. Because reading is one of the four English skills that must be mastered by language learners, the writer chose this skill to be researched. Through reading, students as language learners are able to draw the meaning of words and get information from a text (Schultz, 1982). This skill is needed by students because it could enrich and update their knowledge. Reading comprehension exercises were usually available in student textbooks. There were several types of questions that take into account the different cognitive levels among students.

As the preliminary data, the researcher observed an English textbook entitled “Bahasa Inggris” for grade 10th published by the Ministry of Education and Culture. This textbook is based on the revised version of the curriculum. From the textbook on page 54, there were essay questions in the descriptive text that apply to the reading skill in the textbook. The essay reading exercises analyzed to determine the level of cognitive domain in each essay reading question based on Bloom's revised taxonomy, with the

text entitled “Tanjung Putting National Park” and the reading questions were as follows:

1. What can tourists enjoy during their trip to Camp Leakey?
2. What is the author’s purpose in writing this text?
3. What is the most dominant tense used in this text?

Based on the preliminary data above, it was known that all reading questions consisting of 3 questions are included in the level of remembering (C1). The question categorized as “remembering” because it was in accordance with the objective verb for the level of remembering (describe, identify).

Based on the explanation above, the researcher analyzed reading exercise questions in English textbook entitled “Bahasa Inggris” for class X high school students based on Bloom's Taxonomy published by the Ministry of Education and Culture. The analysis aimed to ensure that the textbook used has supported students to improve students' critical thinking skills. The researcher categorized each exercise into six levels of the revised Bloom's Taxonomy consisting of C1, C2, C3, C4, 5, and C6. Then, the researcher was changed the reading exercise questions in the Lower-order Thinking Skills (LOTS) items into Higher-order Thinking Skills (HOTS). This research in particular revealed whether the reading questions in English textbook was good quality to improve the students' critical thinking or not.

1.2 The Problems of Study

Based on the background of the stated previously, the researcher identifies the research problems which are formulated as follows:

1. How is the distribution of reading exercise questions based on cognitive domains in Bloom's Taxonomy in the English textbook “Bahasa Inggris SMA/MA/SMK/MAK” for year X high school students published by the Ministry of Education and Culture?
2. How to change the reading exercise questions in the Lower-order Thinking Skills (LOTS) items into Higher-order Thinking Skills (HOTS) items in the English textbook “Bahasa Inggris SMA/MA/SMK/MAK” for year X high school students published by the Ministry of Education and Culture?

1.3 The Objectives of Study

Based on the research problems above, the researcher identifies the research objectives which are formulated as follows:

1. To identify the distribution of reading exercise questions based on cognitive domains in Revised Bloom's Taxonomy in English textbook “Bahasa Inggris Kelas X SMA/MA/SMK/MAK” published by the Ministry of Education and Culture.
2. To change the reading exercise questions in the Lower-order Thinking Skills (LOTS) items into Higher-order Thinking Skills (HOTS) items in the English textbook “Bahasa Inggris SMA/MA/SMK/MAK” for year X high school students published by the Ministry of Education and Culture.

1.4 The Scopes of Study

This study focused and limited to analyzing reading exercise questions in English textbook “Bahasa Inggris SMA/MA/SMK/MAK” for grade 10th students published by the Ministry of Education and Culture who apply cognitive domains of Revised Bloom's Taxonomy. The aimed was to identify reading exercise questions in English textbook based on cognitive domains in revised bloom's taxonomy of all chapters in the textbook. The data was collected and listed reading questions test in English textbook, calculated the percentage of each level of cognitive domains and then changed the reading exercise questions in the Lower-order Thinking Skills (LOTS) items into Higher-order Thinking Skills (HOTS) items.

1.5 The Significances of Study

This research is expected to provide valuable theoretical and practical contributions for teachers, students, and future researchers.

1. Theoretically

- a. The results of this study can be used as a reference for those who want to conduct research on Bloom's taxonomy in the reading section of student textbooks.
- b. The results of this study can be useful in the teaching and learning process of English.

2. Practically

- a. For teachers

This research is a resource for teachers to be careful in selecting and selecting textbooks that are in accordance with Bloom's revised taxonomy.

b. For students

The results of this study can help students to improve their thinking skills in reading comprehension.

c. For further researchers

This research can be used by future researchers as a reference for conducting further research in depth in analyzing textbooks and interest in conducting related research.

