

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

The textbook was a key instrument in teaching and learning. According to Richards (in Fahmi, 2020), textbooks were widely used as instructional materials in language teaching. He also mentioned that textbooks were an important part of most language programs because they provided exercises and resources. A textbook could also serve as a guide for both teachers and students throughout the educational process, particularly in terms of language acquisition (Febrina et al., 2019). Tarigan (in Manurung, 2019) claimed that the textbook was an important instrument that had a considerable impact on class learning outcomes. In conclusion, a textbook was an excellent instrument for providing material descriptions of a given subject and was meticulously designed to significantly influence class-learning outcomes.

Textbooks were essential in ensuring that the content of a lesson was understood (Febriyani, 2020). They aided students in implementing the curriculum and teachers in determining the most effective techniques for carrying out classroom activities. According to Fahmi (2020), textbooks worked as a guiding tool for student teachers during the teaching and learning process, and they were an important source of information in English teaching and learning.

Teachers commonly used textbooks as teaching materials, providing content and assigning assignments to their students. Finally, a textbook should have given teachers and students with useful materials for assignments and activities.

The relevance of the textbook's contents had an impact on students' understanding. Teachers required selecting a good or relevant textbook to guarantee that students obtained the necessary material. Furthermore, based on the specifications and remarks, it is possible to assume that any aspect of the textbook, particularly the English textbook, should have been thoroughly inspected and checked as part of an ongoing improvement process. Many aspects of the textbook, including the layouts, assignments, directions, and teaching materials, required assessment. The quality of these components may have influenced pupils' academic performance and motivation. Furthermore, one aspect of the textbook that required evaluation was the tasks. As a result, teachers had to guarantee that the textbook offered a wide range of tasks. (Anasy, 2016).

Many teachers needed to be more selective when choosing textbooks for their students, as they relied on them for all their activities. With the Indonesian curriculum updated to Merdeka Curriculum, the government, through the Ministry of Education and Culture, required teachers to help students practice critical thinking. This involved analyzing, evaluating, and creating, commonly referred to as HOTS (Higher Order Thinking Skills). Students could strengthen their critical thinking skills by using a textbook that included HOTS tasks. Assaly and Igbaria (2014) stated that a textbook was an important resource that not only communicated

knowledge and information but also encouraged and supported higher-order thinking. Teachers, students, and textbooks were the three basic components of classroom activity. In this process, a textbook served as a powerful tool for stimulating HOTS in students. (Anggraeni, 2020).

Bloom's taxonomy cognitive level was found to correlate with higher-order thinking ability. Benjamin Bloom created this classification in 1956. Bloom et al. (1956) identified six separate cognitive levels. The cognitive dimension consisted of two elements: lower-order thinking skills (LOTS), which covered knowledge, comprehension, and application, and higher-order thinking skills (HOTS), which included analysis, synthesis, and evaluation. However, the researcher in this study used Anderson and Krathwohl's (2001), Revised Bloom's taxonomy, which includes the cognitive process dimension levels of remembering, understanding, applying, analyzing, evaluating, and creating. Lower-order thinking abilities were remember, understand, and apply, but higher-order thinking skills were analyze, evaluate, and create (Daniati & Fitrawati, 2020).

Higher-order thinking skills were required in all areas. Teaching for higher-order thinking was primarily concerned with recognizing and using these cognitive activities in subject areas such as mathematics, physics, language arts, and social sciences (Peterson in Lubis, 2021). Language learners, particularly English learners, were believed to have higher-order cognitive abilities. These abilities helped them complete their reading comprehension examinations and broaden their perspectives on global concerns.

Reading tasks frequently required higher-order thinking, which was necessary for pupils to answer reading questions, absorb and comprehend literature. Reading was a difficult task that needed children to think on a higher level due to the implicit information in the text (Fahmi, 2020). Reading activities come in a variety of formats to assist students comprehend both the text and the language components. Implementing higher-order thinking levels in reading essay problems was one method for evaluating pupils' reading abilities. The use of textbooks as teaching and learning aids was crucial for developing higher-order thinking skills in reading. However, textbooks containing reading information were usually underutilized because teachers often concentrated on the text's language, prompting students to engage in lower-level thinking (Hidayat, 2019).

In 2022, Indonesia's Ministry of Education and Culture decided to replace Curriculum 2013 with Merdeka Curriculum, aiming to equip students with the 4C competencies needed for the 21st century. These competencies included critical thinking, creativity, collaboration, and communication. Critical thinking skills enabled students to solve contextual problems using rational logic, while creativity encouraged them to find new solutions and strategies. Collaboration fostered teamwork, tolerance, and understanding of differences, and communication skills allowed students to communicate widely and capture ideas (Ghufron, 2023). However, some English textbooks still assigned tasks at the lower-order thinking skills (LOTS) level. The curriculum aimed to provide students with the necessary competencies for the 21st century.

As the previous data, the study by Iqbal Fathoni C Sihombing and Fitrawati (2023) analyzed Higher-Order Thinking Skill (HOTS) questions in Pathway to English (2022 Edition) reading exercises for the tenth grade of senior high school. The results showed that the total number of HOTS questions was 73 out of 254 questions, with each level having a different number of questions. The total number of LOTS questions was 181 out of 254 questions, with the percentage of higher-order thinking skills questions being lower than the total lower-order thinking skills questions.

Based on the explanation above, this study aimed to analyze the cognitive levels of higher-order thinking skills (HOTS) in the English textbook "Bahasa Inggris: Life Today" for twelfth grade, published by the Ministry of Education and Culture and based on Merdeka Curriculum. The researcher sought to determine the levels of higher-order thinking skills in the tasks and how these skills were realized in the reading tasks. The textbook for grade twelfth was selected as it was intended for the final grade before students progressed to university, where the focus was on strengthening higher-order thinking skills to actively critique ideas and facts. Higher-order thinking skills were crucial throughout the learning process, as they enhanced students' ability to analyze information in their daily lives. The researcher expected that this study would have the title **"Higher Order Thinking Skills on Reading Task of the English Textbook for Grade Twelfth based on Revised Bloom's Taxonomy."**

## 1.2 The Problems of Study

Based on the background of the study above, the researcher would like to formulate this study as:

1. What levels of HOTS were found in the reading tasks in the English textbooks "Bahasa Inggris: Life Today" for grade twelfth?
2. How were HOTS realized in the reading task found in the English textbook "Bahasa Inggris: Life Today" for grade twelfth?

## 1.3 The Objectives of the Study

In accordance with the formulation of the problem above, the objectives of this research were:

1. To find out the levels of HOTS that were found in the reading tasks in the English textbooks "Bahasa Inggris: Life Today" for grade twelfth.
2. To explain how were HOTS realized in the reading task found in the English textbook "Bahasa Inggris: Life Today" for grade twelfth.

## 1.4 The Scope of the Study

This study focused on the reading tasks in the Ministry of Education and Culture's English textbook "Bahasa Inggris: Life Today SMA/MA/SMK/MAK" for twelfth grade. The author focused primarily on the reading tasks because they provided a more in-depth insight into students' thinking, allowing them to improve their higher-order thinking skills. These issues were studied using a revised edition of Bloom's taxonomy's higher-order thinking levels, which included analyzing, evaluating, and creating skills.

### 1.5 The Significances of Study

The research findings were expected to be valuable for both theoretical and practical significance, as described below:

#### 1. Theoretical Significance

The study was supposed to advance the teaching of English and offer new approaches to learning, especially in the area of assisting teachers in enhancing their students' critical thinking skills through tasks and reading tests. The researcher intended that by doing this study, information on relevant topics would be updated.

#### 2. Practical Significances

##### a. For the Teachers

The study assisted English teachers in considering and selecting a suitable textbook with HOTS-based tasks to increase students' thinking skills. It also helped teachers explore extra materials in the classroom if the main book did not cover all HOTS activities. This study attempted to encourage teachers to be more original and creative in strengthening and developing students' reading skills by providing tasks that required higher-order thinking skills. The study was anticipated to aid English teachers by providing knowledge about HOTS and how to design successful tasks to encourage students' critical thinking.

##### b. For the Students

The study informed students about the value of higher-order thinking skills and the necessity of enhancing these skills in reading

assignments, giving them motivation to improve their own practices.

c. For the Authors

The study's findings were expected to make them more cautious while creating English textbooks for students, as well as more mindful of the importance of content, language correctness and appropriateness, and book layout.

d. Other Researchers

The study offered general knowledge about how to analyze the cognitive level of reading activities in textbooks, therefore this research is likely to serve as the foundation for future investigations.