

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

In teaching and learning English various aspects can affect output learning process. One of the crucial aspects impacts in teaching learning process is learning materials. Reza & Ayad (2022), stated that materials bring up methodological outlook that formed teaching and learning of language. They are the ways where language learning methodologies are materialized. Materials facilitate linguistic and cultural interaction between students and teachers in the classroom. They foster language learning Waters (2009), and lay the ‘instructional’, ‘experiential’, ‘elicitative’, and ‘exploratory’ contexts for language learners (Tomlinson, 2011). The statement above encourages language learning require to facilitate instructional, media, material, additionally supported by experience including innovative than theoretical learning. (Moon, 2003:86) “Materials may include textbooks (course books), workbooks, story books, videos, cassettes, pictures, brochures, menus, interactive CDs, or other real-life artifacts”.

Textbooks are kind of books addressed basic knowledge to the students, at this point all the books to be read contain text so it is used as an equivalent to the term textbook. According to (Oxford Advanced Learner’s Dictionary, 2000:1238), a textbook is defined as “a book that teaches a particular subject and that is used especially in schools and colleges”. Furthermore related to textbook definition above, textbooks of EFL designed to learner’s language skills needed including

various knowledge that prepare them to interact with foreign countries in different cultural background.

Textbook is obviously needed for teachers, as textbooks practically facilitate the teachers to provide directions to lesson, to aim them in giving discussion, and to ease them giving the students assignments. In the other hand, the role of textbook for students gives directions where help students in organizing learning in inside and outside the classroom, provide sustainable information to their study, learn independently, do their tasks, and prepare for the exam. Tomlinson (1998) stated the way choosing textbook, teachers are necessary to take into account the abilities, needs, interests of their students, including the quality of books. Based on the expert statement above, the teachers required to pay attention that textbooks need to adapt and incorporate with additional materials.

The characteristic of good textbooks criteria are required, where textbooks as their source knowledge, it helps to obtain knowledge and grow their personal development. According to Škraba (2005), one of the roles good textbooks encourage the students to obtain knowledge independently. The textbook demonstration must attractive and educated, and the language should be appealing to the students. Moreover, the content of textbook is clear that able to motivate the students learn with comprehension as opposed to learning texts they do not understand.

Textbooks are the main carrier of the curriculum and represent a dominant role in the teaching and learning process of subjects in schools (Sherman et al.,

2016; Hadar, 2017). Previously, Indonesia implemented curriculum 2013, but it is replaced by independent curriculum. The characteristics of independent curriculum are developing soft skills and characters, focus on essential materials, flexible learning. Implementation of independent has begun at every level especially at X grade of senior high school.

Textbook in independent curriculum is designed in modern form, it showed in several display concepts, in the independent curriculum book the delivery of each unit is given introduction, learning objectives, character of Pancasila, and the values taught in each chapter, while in the 2013 curriculum book the delivery of each unit only provides learning objectives. Moreover, the book in the independent curriculum asks students to watch and to listen with features that can be scanned via smart phone, this book is also equipped with content that asks the students to remember, to analyze, to carry out projects and to reflect, which in the 2013 curriculum only ask students to reflect on their learning at the end.

Young (2011) stated that textbook is composed to go beyond the presenting of subject materials matter to students and to assist teach competencies, skills and powerful knowledge. In mastering language skills especially English, students acquainted to four language skills such as speaking, listening, writing and reading. Listening and reading defined as receptive skills, reading is most effective an effective way in foreign language learning to obtain meaning that student's needs from contextual resources. According to ( Nunan, 2003:p 68) reading describes as a process combination of information fluently that done by

the readers from the text to their background knowledge to build meaning and goal of reading is comprehension. Reading comprehension defined to the capability of understanding the written language more complex.

Accommodating reading skills with higher order thinking skills (HOTS) is required in learning English. Aloaqili (2012) stated that process of reading text considered HOTS ability to understand, analyze, evaluate and conclude the information obtained. English textbooks as learning materials including teacher competencies support to achieve the satisfied result. HOTS- based learning can increase students' ability to be open minded. Thus, it can be concluded that reading comprehension needed to facilitate with HOTS.

Some previous related studies are found that HOTS provokes critical thinking in reading skills. Students are able to develop their critical thinking through several of reading process such as interpretation, inference, and text-based insights. Research conducts by Yang and Gamble (2013) found that critical thinking totally improves students' reading and listening skills. Critical thinking is level of reading comprehension which are on how learners able to question and evaluate what their heard. Therefore, critical thinking can carry out by a series of tasks related to adapted English language materials. Critical thinking divided into some criteria that have been developed by Bloom (1956).

Bloom (1956) stated critical thinking as capable of achieving knowledge by investigating ideas regarding the next six levels, such as knowledge, comprehension, application, analysis, synthesis, and evaluation. However, taxonomy blooms find in new version that developed by Anderson and

Krathwohl's Taxonomy (2001) namely remembering, understanding, applying, analyzing, evaluating and creating.

The government is by way of Educational Quality Insurance Institution (LPMP) needs teachers to help and to focus on students' critical thinking, the governments also look forward students improving their critical and analytical their thinking skills to hone their thinking skills and complete reading comprehension tasks especially susceptible to the issues around them. Based on this point it can be stated that HOTS is well educated system implemented, however the fact revealed that in English textbooks still found low order thinking skills (LOTS).

Based on the research conducted by Yetti, Rusdi and Fitrwati presents an investigation into reading comprehension questions contained in textbooks for EFL classes at High Schools in Padang, West Sumatra related to the level of reading comprehension questions. The result shows reading comprehension questions are analyzed mostly in the lower level (LOTS).

Concentrating to the preliminary surveillance of textbook entitled "Pathway to English" for grade X is published by Erlangga, page of textbook number 15, the reading tasks of text about Rafe Martin's Rough face girl and Superman in chapter 1 such as:

1. What is the story of text 1 about?
2. What is the climax of the story in text 1?
3. What is the story in text 2 about?
4. What is the climax of the story in text 2?

The reading question above shows questions types based on low order thinking skills which C1 and C2 taxonomy blooms standard. In the other word, there are some existences of HOTS that discovered in English textbook for instance:

1. Suppose there was another paragraph for each text, what would be it out? Explain your own reason.
2. Suppose your friends had the chance to visit one of the buildings, what would you like to ask him/her? (ask questions not from the texts).
3. Decide whether these statements are facts or opinions.

To sum up, developing English textbook based on HOTS sharply needed to design that increase student's critical thinking. Relating to the compatibility HOTS with English textbooks, the writer focuses on analyzing HOTS in reading comprehension tasks of English textbooks. The textbook is "Pathway to English" for grade X which design in independent curriculum. The HOTS theory revised by Anderson and Karthwol (2001) is used in this study. Analysis of the textbooks convince whether the textbook enhance student's HOTS in reading comprehension questions.

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

Concentrating to the background of study above, the problems of the study formulated as follows:

1. What is the dominant level of HOTS implemented in reading comprehension tasks in English textbook 'Pathway to English' for grade X of Senior High School?
2. How is the HOTS distributed in reading comprehension tasks in English textbook 'Pathway to English' for grade X of Senior High School?

### **C. The Objectives of the Study**

Based on the problems of study, the objectives of this study are formulated as follows:

1. To analyze the dominant level of HOTS implemented in reading comprehension tasks in English textbook 'Pathway to English' for grade X of Senior High School.
2. To elaborate HOTS distributed in reading comprehension tasks in English textbook 'Pathway to English' for grade X of Senior High School

### **D. The Scopes of the Study**

The study is limited on student's English textbook, the aim of study to analyze textbook for Grade X of Senior High School in independent curriculum. This study focused on reading tasks based on HOTS whether the tasks adapted to HOTS that able to develop student's critical thinking skills. The reading comprehension tasks will be analyzed based on Bloom's Taxonomy revision. The tasks will be collected and listed, next calculating the frequency of HOTS from chapter 1 until chapter 6.

### **E. The Significances of the Study**

The research findings expected to give valuable information and contribution theoretically and practically, as follows:

#### 1. Theoretically

The result of the study enrich how important English materials consisted HOTS that able to supported teaching learning process in mastering language skills especially reading comprehension.

#### 2. Practically

##### a. For the Teacher

This research expected can be utilized by the teachers as teaching sources to be more concern creates materials in the classroom that in line with high order thinking skills that they can engage their students.

##### b. For the Students

This research established to give useful information to the students so that they can gain insight and ability of critical thinking through reading comprehension.

##### c. For the other Researchers

This research will give advantages to the other researchers that bring the similar topic of high order thinking skills in reading comprehension tasks of English textbooks. The latest research updates can be developed by other researchers.