

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

As a source of learning, the textbook plays an important role in the English teaching and learning process. The importance of textbook agreed by Harmer (2007), who claims that teachers and students will get benefits when textbook used in teaching and learning process. Cheng, Lien and Lee Chun (2011) add that the textbook still a main material within school curriculum worldwide, presenting teachers and students with official knowledge of school subjects as well as preferred attitudes, values, skills, and behavior expert in those fields. From those explanations, it has no doubt that the textbook is very helpful for teachers and students as a learning resource in English teaching and learning process to provide the framework, text, and tasks.

However, many critics know about the textbook used in education. Some of those critics claim that the textbook may not represent the needs of students: the book contains too little material and not challenging enough for the teachers and students. Latifi and Seyedeh Zeynab (2015) state that there are some criticisms about the presentation of language, including grammatical form and techniques which refer to the use of the invented scripts and intuition to create and explain language samples.

Thus, the textbook should meet the needs of the people nowadays in addition to the current development in the world. To achieve this, the evaluation of textbook process is carried out upon the textbooks to find out the points of weaknesses and strengths as well. David (2001) states that the Evaluation of

textbook would provide for a sense of familiarity with a book's content, thus assisting educators in identifying the particular strengths and weaknesses in textbooks already in use.

There are many aspects that need evaluation in the textbooks such as the layout of textbooks, exercises, instructions in textbooks, teaching materials, and more. According to Ansary and Babaii (2002), teachers, students, and administrators all consumers of textbook so many of us have had the responsibility of evaluating textbook. David (2015) adds, textbook evaluations should include criteria that pertain to representation of cultural and gender components in addition to the extent to which the linguistic items, subjects, content, and topics match up to students' personalities, backgrounds, needs and interests as well as those of the teacher and institution.

In addition, one aspect of the textbook is necessary to evaluate the exercise or assignment. Exercise in the textbook takes an important role in the process of learning English because it helps students to practice their skills and get good results in the learning process. The exercise is useful for teachers to know students' understanding of teaching materials and their skills in the four basic language skills. Penny Ur (2009) states that it is important to check the exercises in textbooks as one of the characteristics of good textbooks are practicing four basic language skills properly. Abdul (2013) also claims that Analysis of questions is an extremely important process that lets us know the strong and weak points of what extent all questions contribute to developing student's thinking. Therefore, teachers also need to evaluate textbooks had been practiced or not to all the four basic language skills with varied tasks and exercises.

There are four skills in English, they are listening, reading, speaking, and writing. Those skills are important to be mastered without ignoring each other. For many students, reading is the important of the four skills in second language. As a skill, reading is clearly one of important language skill that students have to read English material for their subject. Students often thought to be easier to obtain information from written text by reading. According to James Paul Gee (2008) reading is the process of decoding graphic symbols involving talking, thinking, interacting, valuing, integrating skills, and believing. Al-Drees (2008) adds that by reading a lot, the readers can advance their English background knowledge and broken vision, inspire their thought, build the values, train the creative performance and develop their intelligence.

Teaching learning process is very near with reading; because written language that is on the textbook, need to be read and understood. In order to get meaningful and understandable text, the reader, the students or the teacher must have skill in reading itself. Raymond (2006) claims that effective reading requires not only accurate reading skills, but also being able to comprehend easily and automatically.

Hughes (2007) states that reading is a complex interaction between text, opening and purpose for reading, formed by the reader's prior knowledge and experiences, the reader's knowledge about reading and writing language and the reader's language community which is culturally and socially situated. However, despite reading skills is a complex skill for students to learn, it is still useful for their language acquisition because the more they understand what they read, the better they get it. Therefore, teaching and learning students to have a high level

thinking skills is important for student's improvement in reading skill because in reading activities students need to answer reading exercises at all levels of thinking. David (2007) states that whereas basic reading skills concern the identification of letters and word in a text, higher order skills concern the understanding of concepts and ideas conveyed by the text.

Higher order thinking skill plays an important role throughout the learning process because it can improve students' skills in critical thinking skills to evaluate information. Bhawani (2012) states "We should manage Higher Order Thinking skills in the classroom teaching learning process because they have enormous benefits for learners. The reasoning is similar to the rationale for pushing knowledge into our long term memory. The information learned and processed through Higher Order Thinking processes is remembered longer and more clearly than information that is processed through lower order rote memorization."

The higher order thinking skill is essential regardless of student's mastery of basic skills. Tannenbaum, Torgesen, & wagner (2006) claims that the basic and higher order skills develop simultaneously and independently rather than sequentially (although development in one set of skills may enable development in other). In addition, for the eleventh grade high school students who will continue their studies to university or even for those who want to go to work, have a high level thinking skills is very important to prepare to do their own hinking in the real world.

Further, the researcher chooses the textbook because it implicates the 2013 curriculum. In the 2013 curriculum, there are the five scientific

approaches which are considered as the steps in teaching and learning process; observing, questioning, associating, experimenting, and networking, because those approaches are also related to the problem solving and critical thinking skill which belong to the higher order thinking skill.

“BAHASA INGGRIS” textbook for the eleventh grade is one of an English textbook that used in teaching learning English at eleventh grade. This is an English textbook published by the ministry of education. This book is organized as a student learning based on the 2013 curriculum. This book is given for free and automatically used by all senior high schools in Indonesia that has implemented the 2013 curriculum.

This study evaluates Higher Order Thinking Skills in “BAHASA INGGRIS” textbook for the eleventh grade of Senior High School in reading comprehension exercises. To gain that, the researcher has built a checklist based on a revised edition of Bloom taxonomy as a criterion for the evaluation process. There are six cognitive skills of the revised edition of Bloom’s taxonomy. Those six domains are divided into lower order thinking level (remember, understand, apply) and higher order thinking level (analyze, evaluate, create). To conclude, analyzing the target textbook “BAHASA INGGRIS” is a process that gives the light on the strength and weaknesses of reading comprehension exercises and the way they involve and treat higher order thinking skills.

## **1.2 Statement of Problem**

Related to the background knowledge of the study, the researcher formulates the problem statement:

1. How does the distribution of analysis level of higher order thinking skill in reading exercises of *Bahasa Inggris* textbook for the eleventh grade of senior high school?
2. How does the distribution of evaluate level of higher order thinking skill in reading exercises of *Bahasa Inggris* textbook for the eleventh grade of senior high school?
3. How does the distribution of create level of higher order thinking skill in reading exercises of *Bahasa Inggris* textbook for the eleventh grade of senior high school?
4. What is the recommendation framework that can be introduced for effective development of higher order thinking skills in *Bahasa Inggris* textbook for the eleventh grade of senior high school?

### **1.3 Objective of the Study**

Based on the statement above, the current study aims to:

1. Explain the distribution of analysis level of higher order thinking skill in reading exercises of *Bahasa Inggris* textbook for the eleventh grade of senior high school.
2. Explain the distribution of evaluate level of higher order thinking skill in reading exercises of *Bahasa Inggris* textbook for the eleventh grade of senior high school.
3. Explain the distribution of create level of higher order thinking skill in reading exercises of *Bahasa Inggris* textbook for the eleventh grade of senior high school.

4. Give a recommended framework for teaching and developing higher order thinking skills in *Bahasa Inggris* textbook for the eleventh grade of senior high school.

#### **1.4 Significance of the Study**

There are two significances of this study; theoretical and practical significances. For the theoretical significance, this study is expected to give a broader insight or perception about the textbook selection, the reading exercises, and the higher order thinking skills from the revised edition of Bloom's Taxonomy.

For practical significance, this study is conducted in order to give information on the teachers: needs to provide better insight on how to select and choose the better English textbook to be used in teaching learning activity. The teacher will get more knowledge and sufficient information about effective teaching learning environment by raising questions that raise students' critical thinking abilities and understand the hidden concepts. Besides, it can be used as a basic consideration for the next researchers who are interested in developing similar study.

#### **1.5 Scope and Limitation**

In order to make this study more specific, the researcher determined the scope and limitation of the study. The scope of this study focused on the essay questions of reading exercises in BAHASA INGGRIS" textbook for the Eleventh grade student of Senior High School published by the Indonesian Ministry of

Education and Culture that come after reading text, it is the reading comprehension exercises. Those exercises are analyzed according to the levels of six cognitive domains from the revise edition of Bloom's taxonomy that includes remembering, understanding, applying, analyzing, evaluating, and creating.

Meanwhile, the limitation of the study is restricted to evaluating higher order thinking skills in reading exercises in "BAHASA INGGRIS" textbook for the eleventh grade of senior high school, which involves into the higher order thinking level that consists of analyze, evaluate, create level.

## **1.6 Key terms**

In formulating this study, the researcher will define some of key terms as follow:

BAHASA INGGRIS textbook means a course book used by teachers and students to facilitate the teaching learning process entitle "BAHASA INGGRIS" for the eleventh grade of Senior High School. It refers to the English curriculum for the Eleventh graders published by the Indonesian Ministry of Education and Culture in Jakarta, 2014 aims at developing the four language skills.

Higher order thinking skills is the ability to think the complex process which useful for transferring knowledge, thinking critically, and solving the problem. This capability is the ability to think on the level of Bloom's Taxonomy that the latest revised by Anderson and Krathwohl which consist of analyzing, evaluating, and creating.

Reading exercises here means all reading exercises in “BAHASA INGGRIS” textbook for the eleventh grade of Senior High School. It tests the students’ ability in answering the exercises which contain Higher Order Thinking Skill. Those exercises require the students to use their thinking in more complicated process.

Analysis is the process of analyzing “BAHASA INGGRIS” textbook for eleventh grade of senior High School especially in reading exercises to find out their strengths and weaknesses and to promote the improvement of it, it aims at investigating the availability of Higher Order Thinking Skills in essay reading questions.