CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Textboox

2.1.1 The Nature of Textboox

Textbook is one of teaching materials source for teachers and students during the learning process in the classroom. The book is designed to provide interlocking relationship between language teaching and learning process by providing direction of the specific activities to be practiced by teachers for students in the classroom (Mares, 2003). Furthermore, Textbooks can serve to help teachers provide a focus for teaching and as a reference point for teachers to manage their teaching progress (Tomlinson, 2008). In addition, Graves (2000) mention that textbook is a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning.

The use of books can affect student learning outcomes. As state by Airasian and Russel (2008) that the book is a resource that can affect the learning process because it is considered as a lesson plan for teachers to teach their students in the classroom. Moreover, Reed, Bergemann and Olson (1998) mention that the textbook is an instructional tool most widely used in the classroom.

In short, the book is an instructional media most widely used in the classroom which consists of images, graphics, text, maps, training, and others that can facilitate teachers and students in the learning process.

2.1.2 The Use of Textboox

Book has many benefits for teaching and learning process. Parrish (2004) identifies the benefits of using a textbook can meet a learner's needs or expectations of having something concrete to work from and take home for further study. Airasian and Russel (2008) mention that textbooks can help teachers not only to make instruction and learning activities but also to create better outcomes in the learning process. Additionally, the textbook provides confidence for an inexperienced teacher who adapting existing textbooks especially for tailored work related to the courses (Graves, 2000).

According to Cunningsworth (1998), the book has a role as: material presentations (oral and written), the source for practice learning, reference source for students in grammar, vocabulary, pronunciation, etc., the source simulation and ideas for activities language classes, syllabus where they reflect the learning objectives should have been set, the resources for independent study, supporting tool for less experienced teachers.

Therefore, book is an important tool utilized in the classroom as a reference in the learning and teaching process. The book is useful to facilitate teachers and students with interesting illustrations to assist students to be more interested in teaching and learning. A textbook can give teachers an idea or framework for teaching and a chance to set up the next material and review what they have done. Also, textbooks can help students in assessing their improvements in the learning process thus they can know their own progress in learning.

2.1.3 The Characteristic of A Good Textboox

There are some characteristic of a good textboox. The common features of a good textbook based on Penny (2009): (1) Objectives explicitly listed in the introduction and implementation in the material, (2) Approach educationally and socially acceptable to target community, (3) Obviously interesting layout; print easy to read, (4) Interesting topic and task, (5) Varied topic and task, so as to provide for different learner levels, learning styles, interests, etc, (6) Clear instruction, (7) Systematic coverage of syllabus, (8) Content clearly organized and graded (sequenced by difficulty), (9) Periodic review and test sections, (10) Fluency practice in all four skills, (11) Encourages learners to develop own learning strategies and to become independent in their learning. On the other hand, Richard (2001) mentions the characteristics of good textbook: (1) The book should provide structure and syllabus for a program, (2) The book help standardize instruction, (3) The book maintain quality, (4) The book are efficient, (5) The book provide a variety of learning resources, (6) The book can provide effective language models and input, (7) The book can train teachers, (8) They are visually appealing.

Related to the theories, a good textbook often contains attractive material, provide a sensible progression of language items, clearly showing what has to be learnt and in some cases summarizing what has been studied.

2.2 The Definition of Textboox Analysis

Evaluation of textbooks needed for better results in the process of teaching and learning in the classroom. Actually, there is no best text book for a group of students. As states by McGrath (2002), textbook perfect does not exist, but the best books available for teachers and students. Meyer (2002) also states that no commercial textbook will ever be a perfect fit for a language program.

Textboox analysis of the use of text books can affect learning results and learning process. Cunningsworth (1998) tells that the textbook analysis could be useful for suitability. It requires matching the coursebook against a specific requirement, including the learners' objectives, the learners' background, the resource available, etc. Brown and Rogers (2002) define analysis as the process of seeking to establish the value of something for some purpose. Thus, an analysis of textbook is something important for the teachers to do before the students use it to study.

2.3 Reading

2.3.1 The Nature of Reading

Reading is one of four primary skills in language learning besides writing, listening, and speaking. According to Linse (2006), reading is a set of skills that requires making sense and gaining meaning from the printed words. Broughton et al (2003) describes reading as a complex skill, included three components in the reading skill; the recognition of the black marks; the correlation of these with formal linguistic elements; and the further correlation of the result with meaning. Also, Bojovic (2010) mention that reading skill is a cognitive ability a person is able to use when interacting

with the written text. Moreover, Mikulecky (2008) also add that reading skills are the cognitive processes that a reader uses in making sense of a text.

In summary, reading is an important skill to learn which needs an active process to comprehen the text. Reading is an active process that depends on readers ability to draw meaning from the printed page and interpret this information appropriately.

2.3.2 Reading Comprehension

Many explanation toward the reading comprehension posed by some authors. Linse (2006) adds that reading comprehension belongs to reading for meaning, understanding, and amusement. Grellet (2010) points out that reading comprehension means comprehending the required information from the text as efficiently as possible. In addition, Mikulecky (2008) defines reading as a process in making a sense of text. Also, Gilakjani & Ahmadi (2011) examined that reading is a process of constructing a clear representation of text by mixing readers' own background knowledge with the information in a text to apprehend the text. Still, related to Fleming et al (2002), reading is a complex process that affects reading development and proficiency. Pang (2003) explored that reading comprehension is an ability through the dynamic process by applying knowledge in drawing inferences from the words and expressions which the writer uses in conveying information and ideas to build the meaning from the text. According to Sousa (2005), reading is a complex process that starts with identifying words using, accessing the meaning of word, recognizing the grammatical construction,

drawing conclusion towards the text. Based on those definitions, it can be concluded that reading is a complex process of gaining the meaning from the text.

2.3.3 The Importance of Reading

Reading are importance for the students. According to Anderson et al (1985) cited by Kucukoglu (2013), reading is a basic life skill. This is the basis for the child to succeed in school and throughout life. Without the ability to read well, opportunities for personal fulfilment and job success inevitably will be lost. If students want to get the most out of the materials they are assigned, they have to learn to read critically or analytically (Kucukoglu, 2013). Furthermore, Tinto (1993) cited by Hermida (2009) points out that success at the university level mainly depends on existing pre-entry college attributes, including the mastery of some fundamental academic skills. These skills include reading, writing, critical thinking, oral presentation, and media literacy. Also, reading skill is the most important acquired skill for everyone that impacts to all other achievements. Reading skill is essential to the academic achievement (Halloway,1999 cited by Kirsch et al, 2009). Gupta & Ahuja (2015) mention that students academic success has a strong correlation with the reading skill. Furthermore, Harmer (2007) pointed out that reading is useful for language acquisition. Beside, reading also has a positive effect on students' vocabulary knowledge, on their spelling and their writing.

2.3.4 Reading Exercise

There are many types of reading exercise that is commonly found in textbooks or reading tests. Crawley and Merrit (2000) conclude that the types of reading exercises are identifying details or facts, recognizing main ideas, identify cause effect, drawing inferences, and critical reading. The explanations of each type are as follows:

a. Identifying for details or facts: analyzing for details or facts is an exercise to identify the small or specific parts of the selection.

b. Recognizing main idea: the main idea may be expressed from central thought or meaning of a passage or selection. If the main idea is implied, they were on the literal level of understanding. if not stated directly, then they should be inferred.

c. Making inference: making inferences means the process of reaching a conclusion based on facts or premises. During inferential comprehension, students must make hypothesis by combining what the writer has written in the text with their own background information.

d. Identifying cause-effect relationship: cause-effect may be directly stated or implied. It is the interrelationship among different reactions, motives, feelings, or actions; anything that creates a result voluntarily or involuntarily.

e. Critical reading: critical reading means the procedure of making evaluations or judgment when reading and it is the highest point of a reading practice. During critical reading, readers may be asked to judge whether events or types are genuine or fictional.

On the other hand, Grellet (2010) investigates that there are 4 kinds of reading exercise. Those kinds of reading exercise are inferring the meaning of unknown elements, understanding relations within the sentences, linking sentences and thoughts, and predicting by guessing what is to occur next. Grellet (2010) also adds that several types of exercise can be used such as the question about the function of the passage, the general organization, the cohesive devices, the implied fact, the deduced meaning, and the evaluation to develop many skills in the reading skill,

2.4 Higher Order Thinking Skill

2.4.1 The Nature of Higher Order Thinking Skill

In fact, various definitions of the term higher order thinking skill were provided by several authors who are interested in the subject. Scriven and Paul as citied by Philippot and Graves (2009) state higher order thinking skills that are crucial nowadays. Higher order thinking skills requires a process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating. Brookhart (2010) claims that there are three categories about definition of the high order thinking, (1) those that define higher-order thinking in terms of *transfer;* being able to relate their learning to other elements they have learnt before, (2) those that define it in terms of *critical thinking;* being able to apply wise judgment or produce a reasoned critique, and (3) those that define it interms of *problem solving;* can solve problems with their own solutions in their school work and in life.

From the above listed definitions of higher order thinking skill, higher order thinking skill means the intellectual processes where students have to activate their minds in order to understand the hidden meaning from the information introduced to them, realize the relations among ideas, draw principles and rules, analyze and classify, generate new ideas, evaluate, and solving the problems.

2.4.2 The Advantages of Higher Order Thinking Skill

Students got many advantages from the learning process when the teachers teach the students the higher order thinking skill. As states by Mayer (2002) that. higher order thinking skill gives a wider vision of learning that includes not only gaining knowledge but also being capable to apply knowledge in a variety of new situations, promotes the meaningful learning, and actively engages the students in the process of constructing meaning. Furthermore, Brookhart (2011) poses that the higher order thinking skill, not only could improve the students' thinking skill but also their overall functioning. Airaisan and Russel (2008) explain that the advantage of the higher order thinking skill is to promote deeper processing.

In summary, the advantages of higher order thinking skill are helping students to learn something in meaningful process and improving the students' overall performance.

2.4.3 The Higher Order Thinking Skill Concept in Bloom's Taxonomy

There are some taxonomies of many experts in the area of teaching. One of the most well-known taxonomies in the area of teaching is Bloom's taxonomy. It provides a basic example of thinking skills which is espoused by various researchers for their studies' purposes. Bloom's taxonomy focuses on six layers of thinking that students practice while reading or gaining knowledge. Bloom's taxonomy explains the way of thinking. In Bloom's taxonomy itself, there are three domains of objectives that are useful for assessing students' behavior in the teaching and learning process. Those three domains are cognitive, affective, and psychomotor.

However, Pickard (2007) mentions that Bloom's taxonomy contains three overlapping domains: the cognitive, affective and psychomotor. The taxonomy is a way to express qualitatively the different forms of intellectual skills and abilities. The cognitive and affective domains provided a way to organize thinking skills into six levels, from the most basic to levels that are more complex. Airasian and Russel (2008) state that the most commonly taught and assessed educational objectives are those in the cognitive domains. Thus, cognitive domain is familiar with the teachers' knowledge because it is the most commonly taught and assessed for accomplishing the educational objectives.

Moreover, Bloom (1956) claims that, cognitive domain is the domain in which most of the work in curriculum development has taken place. Therefore, this study focuses entirely on the cognitive process of

Bloom's taxonomy. The table of the cognitive processes types identified in Bloom"s taxonomy is as follows:

Taxonomy Level	Related Verbs	General Description
1. Knowledge	Remember, recall, identify, recognize	Memorizing facts
2. Comprehension	Translate, rephrase, restate, interpret, describe, explain	Explaining in one's own words
3. Application	Apply, execute, solve, implement	Solving new problems
4. Analysis	Break down, categorize, distinguish, compare	Breaking into parts and identifying relationship
5. Synthesis	Integrate, organize, relate, combine, construct, design	Combining elements into a whole
6. Evaluation	Judge, assess, value, appraise	Judging quality or worth

Table 2.1 The Types of Cognitive Processes Identified in Bloom's Taxonomy

Nevertheless, Anderson and Krathwohl with a group of colleagues published a revision of the Bloom handbook in 2001 and made some changes. In reality, the cognitive process dimension looks very much alike with the original Bloom"s taxonomy except the order of the last two categories which is reversed or slightly rearranged. The last two orders are reversed from synthesis and evaluation into evaluate and create. The meaning is the same, but the order is slightly rearranged. The differences of the original taxonomy and the revised taxonomy can be considered as follows:

Original Taxonomy	Revised Taxonomy
Knowledge	**Remember** – retrieve relevant knowledge from long-term memory (recognize, recall)
Comprehension	**Understand** – determine the meaning of instructional messages (interpret, classify, summarize, infer, compare)
Application	**Apply** – use a procedure in a given situation (execute, implement)
Analysis	**Analyze** – break material into parts and see how they related (differentiate, organize, attribute)
Synthesis	**Evaluate** – make judgments based on criteria and standards (check, critique)
Evaluation	**Create** – put elements together to form coherent whole or make an original product (generate,produce)

Table 2.2 The Difference between Original Taxonomy and Revised Taxonomy

The table above shows that the meaning of every domain between the original taxonomy and the revised taxonomy are the same. The differences are simply expressed in the word-used and the rearrangement of the last two domains; synthesis and evaluation which change into evaluate and create. Those two skills are rearranged because it is considered that the students need to be able to critique and check an idea before they produce and generate some results. Furthermore, Musial et.al (2009) investigates that, the six categories are rewarded with verb to represent what a thinker is done within that category. It signifies that the word form in original Bloom's Taxonomy is changed from the noun form to the verb form in the revised of Bloom"s taxonomy.

Moreover, if applying the revised taxonomy, we turn to ways to assess students' abilities in the higher order thinking skill to analyze, evaluate, and create. However, Brookhart (2010) points out that those taxonomies of cognitive processes are clearly having in common that as the thinking level gets more complex and more complicated thinking among them. Moreover, Airasian and Russsel (2008) state that, any cognitive behavior that necessitates more than rote memorization or recall is considered to be higher-level cognitive behavior. Hence, the rest level of taxonomies that ask the students to carry out thinking and reasoning process more complex than memorization are included in higher order thinking level of cognitive domains in Bloom's taxonomy. The higher order thinking skill in the revised Bloom's taxonomy looks like: (1) Analyze level means breaking apart the

information into smaller ideas and shaping the relation of those ideas, (2) Evaluate level includes checking and critiquing the value of material based on the standards, (3) Create level involves generating, planning, and producing the new structure from the disparate elements.

From the explanations above related to the higher order thinking skills in the revised edition of Bloom's Taxonomy, we can ensure that all of the higher order thinking skills or the three top end skills of the Bloom"s taxonomy; analyze, evaluate, and create, need students' critical thinking.

2.4.4 The Higher Order Thinking Skill Concept in Reading Exercise

There is a rising emphasis on teaching and assessing the students' higher order level thinking. Airasian and Russel (2008) mention that, many people think that the only way to test higher-level thinking skill is with the essay items. Thus, the researcher only analyzes the essay items of the reading question to see the existences of the higher order thinking level in the reading exercises. Essay question here means the question which usually starts with the word of what, who, when, where, why, and how.

Airasian and Russel (2008) state that, essay questions allow the students to construct unique response that gives more insight into their thinking and learning because in answering like essay questions, the students need to use their own words. Also, Musial et.al (2009) state that, essay questions are the most effective at assessing complex learning and higher order thinking skills. Thus, it is suitable to check the distribution of the higher order thinking skill in the essay reading exercises.

In measuring higher order thinking level in reading exercises, essay items require the students to relate their understanding of a topic in the text, make up their thinking, and demonstrate it through written text. The essay items are helpful in checking for understanding and allowing the students to use their thinking critically, particularly in the reading exercises. Also, the questions can be assorted into the higher or lower levels of students' thinking. The higher level requires the students to use their thinking skill in more complicated process while lower thinking requires the students to recall. The lower order thinking questions are easier to be found in the test format or the exercise because they are easier for the teacher to compose, while the higher level questions may be rarely found because they often require the teachers to wait a considerable amount of time for the students to answer those questions (Airasian and Russel, 2008).

In summary, in the reading exercises, the questions which involve into the higher order thinking level are usually the essay questions which contain analyze skill, evaluate skill, and create skill. Those questions, mostly contain words like to identify, determine, relate, solve, and many others, which need students' critical thinking in resolving those questions.

2.5 Previous Study

Previous studies related to this research are posed below. The first previous study conducted by Munir (2013). The title of this research is "Evaluating of the Reading Comprehension Textbooks taught at the English Education Department of Islamic Higher Education in West Sumatra". The

similarity is that the two studies are equally researching about reading comprehension evaluation. The differentiation between Munir's study and this research is that Munir's study explores the overall content of the book while this research is more focused on reading execises essay.

The second previous study conducted by Ott et al (2010). The title of this research is "Creation and Analysis of Reading Comprehension Exercise Corpus: Toward Evaluating Meaning in Context". The similarity is the same focus in reading comprehension exercise/task which refers more to the form of questions with the reading text. The differentiation between Ott et al's study and this study is Ott et al's study focuses more on evaluating meaning in context, while this research focuses more on evaluating higher order thinking skills.

The third study is written by Igbaria (2013). The title of this study is "A Content Analysis of the WH-Questions in the EFL Textbook of Horizons". The similarity is the two studies are equally researching about higher order thinking skills in reading exercise. The differentiation between Igbaria's study and this study is the results of Igbaria's research more focuses on the total overall spread of higher order thinking skills in the book. While the results of this study is more specific by breaking the distribution of higher order thinking skill into 3 level classification of higher order thinking skill, such as analyze, evaluate, create.