CHAPTER I
INTRODUCTION

This chapter presents an overview of the study. It consist of the background of the study, research questions, research purposes, research significances, rationale, and previous study

A. Background

According to Revised Curriculum 2013, there are four main integrated aspects in the lesson plan that should be enhanced by the student, and those are comprising character building, literacy, 4C (creative, critical thinking, communicative, and collaborative), and High order thinking skill (HOTS). High order thinking ability is being crucial in the education field. According to Bloom, HOTS em phasizes student to be able to analyze, evaluate, and create. According to Peterson (1990), teaching for high order thinking is mostly a matter of identifying and using these operations (Analyzing, evaluating, and creating) of thought in the context of areas such as mathematics, science, language arts, and social science. It means that HOTS is important for all subject matters, including language learners, are expected to have high order thinking skills.

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Furthermore, one way to improve students' High order thinking skill is by applying it in the teaching and learning process in class. Activities in the classroom consist of three important elements. Those are teacher, student, and textbook (Febrina et al., 2019). Teachers play an important role to stimulate the student to enhance students' high order thinking ability. Teachers are expected to give students HOTS questions. It can be directly or choose questions from the textbook which provide HOTS questions. Generally, the textbook serves content such as the material and instructional questions for student activities. Therefore, instructional questions are important to develop

student's high order thinking. To simulates high order thinking, it only can be achieved by using questions which have a good quality that lead the student to more insightful thinking (AL-Zahrani (2003) cited in (Al-Hasanat, 2016). It means that for achieving students' ability in higher-order thinking skill, the instructional questions and contents have to be designed to lead student critical thinking.

Consequently, the textbook used in Indonesian schools has been revised to adapt to Curriculum 2013. The textbooks are assigned by the government to be used by Indonesian teachers as their teaching materials. In this research context, in the EFL teaching in Junior High School, EFL teachers must use English Textbook that is produced by the Minister of Education and Culture of The Republic of Indonesia or another textbook that produced appropriately with Curriculum 2013.

Based on the preliminary research at the first grade of Junior High School, the researcher found that students have difficulty when they have to answer the instructional questions. They are still weak to answer the implicit questions. This problem impacts to students' higher order thinking in improving students' critical thinking ability, the textbook should provide the instructional questions to provoke student' high order thinking.

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There are several studies regarding the analysis of instructional questions in an English textbook. Igbaria (2013) analyzed the textbook *Horizons* for 9th-grade students studying English in mixed ability classes and examined the variation in the cognitive level of WH-questions in the textbook, according to Bloom's taxonomy. Then, Abdoelrahman (2016) conducted the study that aimed at identifying and analyzing the types and levels of questions available in English language textbooks for tenth grade, which are used in Jordan. Moreover, Alnofal (2018) investigated the cognitive levels of the comprehension questions demonstrated by the reading and writing textbook

(Unlock, Reading, and Writing 1) taught for first-year English Department students at IMSIU.

From the previous research, it is reasonable to analyze the instructional questions of English Textbook, which is used in Indonesian Schools. This study focuses on exploring and on analyzing the instructional questions in an English Textbook Entitling *Bright an English for First Grade of Junior High School* semester II based on Revised Bloom's Taxonomy. This research aims to know whether the instructional questions from reading, writing, speaking, and listening can lead students to have high order thinking or not and identify the most frequent cognitive dimension of instructional questions in this textbook.

B. Research Questions

The main problem to be analyzed in this research is how far the English textbook entitled "Bright an English" serve the instructional questions for students' activities to improve students' High order Thinking Skills. The problem is analyzed based on Revised Blooms' Taxonomy. From the previous description, this research is intended to answer two following research questions:

1. To what extent do instructional questions in the English textbook entitled "Bright an English" emphasizes HOTS (High Order Thinking Skill)?
2. What is the most frequent cognitive dimension of instructional questions in the English textbook entitled "Bright an English"?

C. Research Objectives

Based on the statement of the problems, this research has two objectives gained by the researcher as follows:

1. To find out instructional questions in the English textbook entitled "Bright an English" emphasizes HOTS (High Order Thinking Skill).
2. To find out the most frequent cognitive dimension of instructional questions in the English textbook entitled "Bright an English."

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D. Research Significance

In the process of teaching and learning, the textbook is one of the essential components that must exist because textbook served as a guide for students and their teachers of any level of education to be actively engaged in classroom practices (Margana & Widyantoro, 2017). Moreover, the textbook is one of the most fruitful educational means through which critical thinking skills are necessary for daily life (Rawadieh, 1998). Therefore, it is important for the student. As a resource, the book should consist of the material and instructional question to develop their high order thinking. Therefore, the result of this research is expected to be used either source to use English Textbook that would apply in the class and give some contribution for the teacher and the reader, such as providing the information about the suitable English textbook that serves the instructional questions to enhance students' high order thinking.

E. Rationale

High order thinking skill (HOTS) now is being essential in the education field. The current curriculum, curriculum 2013, emphasize HOTS (Mulyasa, 2014). To fulfill the needs of Curriculum 2013, the Ministry of Education and Culture produce English textbooks for each level of education. The textbook has to serve content that stimulates the student to achieve higher thinking as a mindset of curriculum 2013.

Textbooks are usually full of instructional questions that come either in the beginning or at the end of each chapter or section. The textbook is one of the most fruitful educational means through which critical thinking skills are necessary for daily life (Rawadieh, 1998). Questions in English textbook are expected to help students to increase their ability in higher order thinking. Instructional questions that available on the textbook plays an important role to test the students' overall cognitive levels held each semester. The

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assessment in Indonesia directed at the assessment model of higher order thinking skills to fulfill the needs skills in the 21st century (Nizam (2016) cited in Widana, 2017). The implication of the above policy is the teachers are encouraged to develop assessment instruments HOTS in daily tests, a final assessment of the semester, and school examinations (Widana, 2017). Thus, textbook is important to provide HOTS questions in teaching and learning process.

Bloom's Taxonomy, created by Bloom, has been widely accepted as a guideline in designing reasonable instructional questions in cognitive of thinking levels (Bloom et al., 1956). During the 1990s, a former student of Bloom's, Lorin Anderson, revised the Blooms' Taxonomy, hoping to add relevance for 21st-century students and teachers. Revised Blooms' Taxonomy consists of six levels of a cognitive domain that divided into two levels of thinking skills; there are (Anderson & Krathwohl, 2001):

1. Lower-Order Thinking Skills (LOTS):
   a. Remembering (C1): Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
   b. Understanding (C2): Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
   c. Applying (C3): Carrying out or using a procedure through executing, or implementing.
2. High Order Thinking Skills (HOTS)
   a. Analyzing (C4): Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing, checking and critiquing.
   b. Evaluating (C5): Making judgments based on criteria and standards through checking and critiquing.

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c. Creating (C6): Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

In this study, the researcher used Revised Blooms' Taxonomy to analyze the instructional questions on the English Textbook for first grade of Junior High School entitled "Bright an English" Semester II, to determine whether questions available on the Textbook are higher order thinking or lower higher thinking.

F. Previous Studies

Previous studies have been conducted to analyze HOTS and LOTS questions in an English textbook. Firstly, the study is conducted by Igbaria (2013). The aim of this study is to analyze the study unit in textbook *Horizons* for 9th-grade students studying English in mixed ability classes. This study also is to examine the variation in the cognitive level represented by the WH-questions in the textbook according to Bloom's taxonomy, the result of this study is the author of this textbook places emphasis mainly on the lower thinking processes of knowledge, comprehension, and application. The old English curriculum generated these types of questions, and consequently had a significant impact on the types of questions posed in the textbook Horizons.

Secondly, Abdoelrahman (2016) conducted the study that aimed at identifying and analyzing the types and levels of questions in the tenth grade English language textbooks which are used in Jordan during the academic year 2012-2013. This study is aimed to analyze the cognitive dimension of the questions on the English textbook by using the revised Bloom's Taxonomy of the cognitive domain. The results showed the following: remembering and understanding is 55.11%, applying is 16.18%, and for the other levels is 28.71% which reflected that the low level question in the two investigated textbooks is most dominant. The results revealed that the difference is in favor

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of the low level questions as the percentage is 51.9%. Therefore, the researcher recommended improving the questions that available on the textbooks to cover the six levels of Revised Bloom's Taxonomy and to train the teachers and designers of the curriculum to use and arrange questions following the new version of Bloom's Taxonomy.

Thirdly, Alnofal (2018), conducted the study that aimed to investigate the thinking levels of questions asked by EFL instructors for first-year English Department students at Al-Imam Mohammad Ibnu Saud Islamic University (IMSIU). The purpose of this study is also analyzing the cognitive dimension of the questions demonstrated by the reading and writing textbook (Unlock, Reading, and Writing 1) for first-year English Department students at IMSIU. Moreover, the study examined the extent to which the instructors' questions and the book they taught differ in the proportions of lower- and higher-thinking level questions. The result showed that the majority of the first-year teachers' questions are lower-cognitive levels (knowledge, comprehension, and application). Furthermore, the results of the textbook analysis also showed that there are dominants of lower-level cognitive skills in the two textbooks under the study.

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