

CHAPTER I

INTRODUCTION

This chapter is divided into seven parts that consist of the background of the study, research questions, research purposes, the significance of the research, research scope, conceptual framework, and previous study.

A. Background

The study aims to find out the proportion of LOTS and HOTS and the most frequent cognitive dimension skills in the exercise question items of a senior high school English textbook. Thinking abilities are highly demanded skills essential to help learners cope with the explosion of information (Rahman, 2017). According to Rosidin (2019), thinking skill is a fundamental integrated ability to study and understand the learning material in the educational process. While knowledge is frequently the primary educational goal of students in adapting to the twenty-first century, they should also develop other cognitive skills at different levels (Qasrawi, 2020).

Bloom's Taxonomy (1965) divides these various cognitive dimension skill levels into two levels: Lower-Order Thinking Skills, such as remembering, understanding, applying and Higher-Order Thinking Skills, such as analyzing, evaluating, and creating. In 1965, Benjamin Bloom introduced a range of cognitive dimension skill levels as educational goals for the teaching and learning process. Higher-order thinking skills should be improved, argue educational reformers, in light of the various levels of cognitive dimension ability. This improvement will intend to help students become more creative and critical thinkers so that they can fully understand the knowledge content and apply it to their research, analysis, and evaluation of information, as well as their critical thinking and problem-solving abilities (Chambers & Gregory, 2006).

Textbooks serve as the vehicle for expressing the philosophy of education in various disciplines and subjects (Assaly & Smadi, 2015). A textbook is crucial to teaching and learning English because it improves performance, particularly when

giving instructions, planning practical activities, providing organized materials, assigning different tasks, and managing the classroom environment (A. Cunningsworth, 1995). According to Harmer (2007), a good book is a carefully planned textbook with directly relevant instructions, such as student tasks. In other words, the book offers organized and planned learning activities such as assessing the student's competence.

Teachers must give their students exercises to assess how well they understand the material while learning English (Braun, 2006). In order to sharpen the student's skills, the teacher typically assigns or uses an exercise from the textbook (Fatkhuril, 2020). However, teachers should consider a few factors before favoring exercises from the book. The exercises among them must be grounded and aim to develop the students' thinking skills (Sianturi, 2021).

According to Vygotsky (1978), textbooks must point students to such an ideal learning environment. Exercises with HOTS type will make students think more critically because they have to analyze the questions to get the answers. However, if it is too challenging, it can frustrate students. Moreover, exercises with LOTS type will make students think simply because, in this type, the question appears explicitly, so students are required to recall or remember the information they know. Nevertheless, if it is simple enough, it will have little impact on their thinking skills development.

A preliminary observation of English teachers who use the book "*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*" as their teaching resource revealed that the book contains both LOTS and HOTS exercises. In carrying out the exercise, students are given examples and guided, and then students will do it individually for further discussion. However, the teacher notices that more exercises are based on lower-level skills such as remembering and applying. As a result, this activity does not satisfy students with higher competency levels since they require more questions that challenge their cognitive abilities.

This study is conducted to determine the compatibility of the textbook issued by the government to be used in a public school by analyzing the LOTS and HOTS question items at the level of senior high school English textbooks. Furthermore,

this study took data from an English textbook, “*Bahasa Inggris SMA/MA/SMK/MAK Kelas X.*” This high school English textbook covers listening, speaking, reading, and writing skills. The reason for choosing this book because based on observation, this book is a compulsory learning resource book provided to students by the government based on the 2013 curriculum intended for national education scale purposes; thus, it is important to do a book analysis to analyze the suitability of contents with the curriculum. Moreover, the choice of this book is because there has never been a researcher who has examined all the types of exercises that appear in this book.

There are several studies on the analysis of exercise items in English subjects. Hambali, Heryana, and Mirizon (2021) analyzed the cognitive domain of reading exercises based on Bloom's Taxonomy of an English textbook. Then, Wisrance and Semiun (2020) analyzed the LOTS and HOTS of teacher-made tests at the junior high school level. Moreover, Cahyono, Suparno, and Kristiandi (2019) conducted a study to identify the content analysis of English textbook exercises. Additionally, Al-Qader's (2012) study examined the presence of HOTS in the reading activities of an English textbook used by junior high school students in Palestine. Apart from similarities, the current studies differ in terms of focus, as well as in the data sources used. The current research focuses on analyzing HOTS and LOTS in all of the exercise's types of a senior high school English textbook entitled '*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*' published by the Ministry of Education and Culture of Indonesia 2017.

B. Research Questions

Based on the research context outlined above, the critical issues of the research are as follows:

1. What proportion of HOTS and LOTS exercise items are found in the senior high school English textbook “*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*”?
2. What is the most frequent cognitive dimension of the exercise items in the senior high school English textbook “*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*”?

C. Research Purposes

Related to the problem statements, the purposes of this research are as follows:

1. To find out the proportion of HOTS and LOTS in the exercise items in the senior high school English textbook "*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*"
2. To discover the most frequent cognitive dimension of the exercise items in the senior high school English textbooks "*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*"

D. Research Significances

This study hope will provide some benefits, such as:

A. Theoretically

This study is meant to serve as a reference for English teachers to determine the percentage of HOTS and LOTS in the exercise questions in the English textbook "*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*".

B. Practically

This study can be a material of consideration for English teachers in using the English textbook "*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*" as teaching material and applying the exercises as a student assessment. Moreover, this study is an evaluation material for the book writers and policy makers.

E. Research Scope

This research analyzes exercises in chapters 1, 2, and 3 from the senior high school textbook "*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*" published by the Ministry of Education and Culture of Indonesia 2017. The textbook for English 10th grade consists of 220 pages with 15 chapters. Utami Widiati, Zuliati Rohmah, and Furaidah wrote the textbook. This textbook was chosen because this book has been widely distributed and used by public schools in Indonesia. The decision to choose three chapters is to see the consistency because it consists of reading, vocabulary, grammar, speaking, and writing exercises. Those chapters already represent the entire textbook's contents.

F. Conceptual Framework

Bloom's taxonomy was expanded in 1970 to assess capabilities at lower and higher levels using an objective assessment method (Marzano & Kendall, 2007). Bloom's Revised Taxonomy (2001) updated some points in the cognitive of the LOTS and HOTS, which was then called Bloom's Revised Taxonomy. Ahmad (2018) stresses that lower-order thinking skills (LOTS) are fundamental skills that students must master before progressing to Higher-Order Thinking Skills (HOTS). Anderson & Krathwohl (2001) elaborate that questions requiring lower-order thinking skills are typically closed-ended. Additionally, questions at this skill level are based on knowledge, comprehension, and application, which promotes lower levels of thinking. Lower-order thinking skills include remembering, understanding, and applying (LOTS). Higher-order thinking skills (HOTS) are a model for how educators build critical thinking in students. Open questions are more common in higher-order questions; in other words, students are free to respond in their way. These questions at the skill level enhance students' capacity to evaluate concepts and ideas critically. Analyzing, evaluating, and creating are examples of higher-order thinking skills (HOTS).

Textbooks are the most widely used language instruction resource (Brown, 1994). Textbooks are crucial for promoting the learning process because they will direct both students and teachers through the process (Sakhiyya & Norita, 2020). Furthermore, Abdelrahman (2014) states that textbooks contain educational materials that can assist learning. According to Assaly and Igbaria (2014), a textbook is a crucial resource that offers the framework to develop students' thinking with activities that transmit knowledge and information to encourage higher thinking processes. Moreover, Cakit (2006) mentions that a good textbook has all directions for the exercises, activities, and tasks to be extraordinarily clear and appropriate for the level of the learners.

Exercises in textbooks are crucial for students because they help them gain knowledge and information by giving them a hands-on, direct experience (Sucipto & Septian, 2019). Additionally, Pratiwi (2014) highlights that the exercises help teachers gauge their student's comprehension of the subject matter and their

proficiency with the English language. A good textbook with higher-order thinking skill exercises is crucial for fostering students' critical thinking (Fakhira, 2020). Thamrin and Agustin (2019) state that students must develop critical thinking strategies to advance their thought processes from lower to higher levels. English textbooks are also expected to include some exercises with HOTS questions because they encourage students to elaborate on their discussions and connect what they have learned and their prior knowledge (Cox, 2019). In other words, lower-order thinking levels that make students rely on memory may hinder their problem-solving ability. As a result, HOTS activities can promote students' critical thinking.

G. Previous Studies

Many researchers have conducted studies on analyzing question tests in English subjects. One of them was conducted by Hambali, Heryana, and Mirizon (2021), who analyzed reading problems in the English textbook based on Bloom's Taxonomy. In this study, a qualitative content analysis was employed. This study's primary goal was to determine which of Bloom's Taxonomy's six levels of the cognitive domain was dominating. The result showed that the dominant level of the six levels of the cognitive domain is the understanding level, with a percentage of 41%. This research is relevant to the current research because of the similarities between the two studies, which analyze exercises in the textbook. The difference is that the previous study focuses on analyzing the cognitive domain in the exercises, while the current research focuses on analyzing the proportion of LOTS and HOTS in the exercises.

The other one is research conducted by Wisrance & Semiun (2020), which investigated the LOTS and HOTS of teacher-made tests at the junior high school level in Kefamenanu, East Nusa Tenggara, Indonesia. This study applied the descriptive-qualitative method. This study evaluated the effectiveness of teacher-created summative English exams for 7th and 8th graders at a junior high school in Kefemenanu. The outcome indicated that, according to the Bloom Taxonomy Revised theory, the test fell under the lowest level of the cognitive domain. This research is relevant to the current research because of the similarities between the

two studies: both focus on analyzing HOTS and LOTS in question items and apply descriptive qualitative as the research method. The difference is that the previous research used data from teacher-made tests, whereas the current study uses data from a senior high school English textbook.

The other study by Cahyono, Suparno, and Kristiano (2019) examines the senior high school-level English textbook exercises using content analysis. This study applies descriptive qualitative research methodology. This study aimed to determine how language functions and grammar were emphasized in the "Forward: An English Course for Vocational School Students Grade X" exercise sets. The study's findings demonstrated that the textbook emphasized language functions in its exercises and covered specific language functions in each unit. The tasks were learner-centered and called for group projects from the students. This research is relevant to the current research because of the similarities between the two studies: both focus on analyzing exercises in the textbook and apply descriptive qualitative as the research method. The difference is that the previous research focuses on analyzing the content of the exercises in the textbook, while the current research focuses on analyzing the LOTS and HOTS from the exercises in the textbook.

The other one is research conducted by Al-Qader (2012), which investigated the HOTS of reading exercises in the textbook "English for Palestine Grade 8". This study used quantitative as the research methodology. This study aimed to determine how the reading exercises matched the suggested criteria from Bloom's taxonomy. The result showed that in reading comprehension exercises of this book, the HOTS types of questions were not well distributed. This research is relevant to the current research because of the similarities between the two studies: both focus on analyzing exercises in the textbook and apply descriptive qualitative as the research method. The difference is that the previous research specifically analyzed the reading exercises, while in the current research, the data will be from all the exercise types in chapters 1-3 of an English textbook.