

# CHAPTER I

## INTRODUCTION

### A. Background of Study

It is highly important to possess both critical and creative thinking in this field. Students that are able to analyze and evaluate the material will develop into critical thinkers. The pupils will thus be able to progressively come up with original solutions to the issues. These thinking abilities can only be attained by the students improving their reading comprehension, which necessitates that the students comprehend spoken words and decipher written words in order to have a thorough comprehension of the material. It's also well recognized that reading gives readers a better understanding of the world, which encourages the construction and development of critical and creative thinking.

Engaging in listening, reading, writing, and speaking stands as the core quartet of essential language abilities. Particularly for Indonesian students immersed in the study of English as a foreign language, mastering the skill of reading presents a complex and formidable challenge. Harmer underscores the intricate nature of reading

skills, asserting that even native English speakers encounter difficulty due to the multifaceted aspects inherent in this linguistic domain.<sup>1</sup>

Teaching and educating students to have a high-level of thinking ability is crucially relevant for reading ability, because students must answer reading questions at all levels of thinking in reading activities. In addition, Linse emphasized, “Reading requires greater levels of reasoning. It is far more sophisticated than simply decoding individual words. Teaching children to discern meaning, analyze, and synthesize what they read is a key element of the reading process.”<sup>2</sup>

The first three domains of Bloom’s categorization, analysis, evaluation, and creative cognitive capabilities, include higher-order thinking capabilities. Musial et al claimed: “This classification has had a great impact on education over the past 50 years.”<sup>3</sup> Presently, Bloom’s classification system remains acknowledged as an effective pedagogical approach. The cultivation of higher-level thinking skills serves to enhance students’ critical thinking capabilities and their aptitude for evaluating information throughout the educational journey. The

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 1996), p.191.

<sup>2</sup> Caroline T Linse, *Practical English Language Teaching: Young Learners*, Practical English Language Teaching (New York: McGraw Hill, 2005), p.71.

<sup>3</sup> Diann Musial, *Foundations of Meaningful Educational Assessment* (New York: McGraw-Hill, 2009), p.84.

development of elevated cognitive abilities is imperative for equipping individuals to navigate the challenges of the real world.

The 2013 curriculum emphasizes three critical areas: cognitive, affective, and psychomotor development. A cognitive aspect is a facet of knowledge. Where the questions must arrange following the cognitive aspect's rules, according to Bloom's revised taxonomy, questions classifies into six cognitive levels: remember (C1), understand (C2), application (C3), analysis (C4), evaluation (C5), and creation (C6) (Sunaryo, 2012). According to Anderson & Krathwohl (2001), there are three levels of cognition: (1) ability Low-order thinking skills (LOTS) encompass three thinking processes: remembering, understanding, and applying. (2) Higher-Order Thinking Skill (HOTS) encompasses the three dimensions of the thinking process: analysis, evaluation, and creation.

The 2013 curriculum emphasizes the contemporary pedagogical dimension of learning, incorporating a scientific methodology encompassing observation, inquiry, reflection, experimentation, and collaboration. Through the integration of High Order Thinking Skills, students are guided towards thinking in a logical, coherent, and systematic manner. Evaluating students' proficiency in higher-order

thinking necessitates examinations designed to foster the growth of these skills, stimulate creativity, and instill independence in problem-solving.

As the result, students must be able to think at a higher level, because as Paul and Elder said, “No matter your environment or goals, no matter where you are or what problems you face, if your thinking is proficient, You will become better. “As professionals, shoppers, employees, citizens, lovers, friends, parents, and all aspect and situations of your life, good thinking will be rewarded.”<sup>4</sup> This means that higher-level thinking skills are not only necessary in academic affairs, but also in every part of our lives to express our insights and make reasonable decisions, no matter where we are. No matter where you are.

Furthermore, the government has made some efforts to help pupils develop higher order thinking skills, which are indicative of critical and creative thinking. First, the government socializes literacy education for all levels of citizenry. Literacy is an individual's ability to explore all of their skills and potential, which are not restricted to reading and writing. Communication, cooperation, critical thinking, and creativity are some of the abilities that 21st century students must master in literacy education. Second, the government proclaims that the

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<sup>4</sup> Richard W Paul and Linda Elder, *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life*, Critical Thinking: Tools for Taking Charge of Your Learning and Your Life (New Jersey: Prentice Hall, 2001), p.26.

curriculum 2013 will be used as a reference in learning since it encourages students to master LOTS and attain HOTS. Finally, the Ministry of Education introduced the 2016 regulations 21 and 22, which address reading questions. It is mandatory for teachers to assess their pupils' learning through the use of high order ranking questions, or HOTS. Therefore, the teacher may test the students' critical thinking skills by assigning reading questions that are surrounded by questions about analyzing and evaluating the material, and the teacher could test the students' creativity skills by assigning creating questions.

The above problem piqued the researcher's interest in carrying out the investigation. The objective of this research is to identify the specific facets of higher-order thinking skills (HOTS) where students exhibit the highest and lowest proficiency in reading comprehension assessments. Additionally, the study aims to gauge the overall level of students' higher-order thinking skills during the administration of English reading comprehension tests.

## **B. Scope of Study**

This research centers on the reading materials featured in Erlangga's English textbook designed for X-grade students. The focus has been narrowed down to the essay questions within the reading activities, as it is believed that such questions offer a more

comprehensive insight into students' cognitive processes and contribute to the development of higher-order thinking skills. The scrutiny of the essay reading questions will specifically consider instances where they are preceded by WH-question words (What, Who, When, Where, Why, and How). The analysis will employ Bloom's Taxonomy, specifically its revised edition's higher-order thinking levels within the cognitive domain, encompassing the capacities for analysis, evaluation, and creation.

### **C. Formulation of the Problems**

Based on reason above, the researcher formulates the research question as follows:

1. How is the distribution of C1 to C6 in Essay Reading Question?
2. What are the categories of HOTS in the English Textbook?

### **D. Objectives of Study**

This research aims:

1. To know the distribution of C1 to C6 in Essay Reading Question.
2. To know the categories of HOTS in the English Textbook.

### **E. Significance of Study**

This lesson's result is expected to provide useful theoretical and applied contributions. Theoretically, to expand on the analysis information covered in an English textbook. It was anticipated that the

research findings would be useful in practice. Initially, the school aimed to enhance its understanding of the criteria for selecting suitable English textbooks as instructional guides, with the intention of choosing materials suitable for students. Subsequently, the hope is that educators will possess the capability to choose textbooks that align with the curriculum, are suitable for the context, and offer valuable classroom resources. Finally, it is anticipated that future researchers exploring content analysis of textbooks could make substantial contributions to the field.

