

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

In the teaching and learning process, textbooks are one source of learning that plays an important role. Penny Ur claims that, “A coursebook provides a clear framework; teacher and learners know where they are going and what is coming next, so that there is a sense of structure and progress.”<sup>1</sup> From this explanation, of course the teacher needs some good textbooks in presenting materials and also has relevance to the curriculum that is being used today. Because it can not be denied that textbooks are very helpful for both teachers and students as learning resources that can be used in the process of learning English both as reference material or reference material by students, evaluation materials, teaching aids in implementing the curriculum, and also to provide the frameworks, texts, and tasks.

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<sup>1</sup>Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 2009), 184

There are four basic language skills students must learn in the teaching and learning English process, and the four basic language skills are listening, reading, writing and also speaking. The ability of students to master English can be seen from their mastery in using the four basic skills of the language. Moreover, for the Indonesian students who learn English as a foreign language, reading is such a complex and difficult skill to learn. However, even though reading skills are a skill that is very difficult for students to learn, it is very important because it will affect their language mastery.

Teaching higher-order thinking skills to students is very important in the reading skill because students need to answer reading questions at all levels in reading activity. Actually, Higher-order thinking skills consist of the top three domains in the cognitive skills of Bloom's taxonomy: analyzing, evaluating, and creating.

Even though, there are many aspects that need an evaluation in the textbook, for instance are the assignment, the directions in the textbook, the indicating materials, and many else. Because some of these aspects be able to give influence students' motivation in

learning and also give the influence to students' learning outcomes. Thusly, the teacher have to analyze and evaluate whether the substance of the textbook are as per the showing targets, student level and student needs before the textbook itself is utilized by student and teacher during the teaching and learning English Process in the classroom.

One crucial aspect that have to evaluated in a textbook is a test and assessment because textbook must give an variety of topics, tests and assessments for various levels, learning styles, and premiums of understudies. Unavoidably, the achievement of learning process is affected by many aspects. One of them is the nature of test and evaluation. One of them is the quality of test and assessment. Based on the researcher's observation from several textbook, the quality of Reading Comprehension test still classify into Lower Order Thinking Skills. Because some questions or assessments still rely on memorization and the question only has one right answer. It is dangerous because those kinds of questions will not trigger students to think critically and they cannot to express their ideas. Therefore, this study attempts to investigate the quality of Reading Comprehension tests in English textbook. And

try to elaborate the distribution of questions by referring to Bloom Taxonomy in Cognitive domain.

To summarize, the researcher would like to find out whether the reading tests in "Bahasa Inggris" textbook for the eleventh grade of senior high school students to ensure that the textbook has been support the students in encouraging their competence to survive in the English communication environment by providing the higher order thinking skill in the reading exercises.

## **B. Statements of the Problems**

This research is about the Reading Comprehension Exercises with Higher Order Thinking Skill on English Textbook at The Eleventh Grade of Senior High School. Based on the background of the study above, the problem of the study are as follows:

1. How is the composition of higher order thinking skill based on Bloom's Taxonomy in the in Reading Comprehension Exercises on English Textbook at The Eleventh Grade of Senior High School?
2. How are the student's and teacher's responds about the English Textbook at The Eleventh Grade of Senior High School?

### **C. The Objectives of the Research**

From the statements problem above, this research is conducted with purpose are as follows :

1. To explain the way of the composition of the higher order thinking skill based on Bloom's Taxonomy in the in Reading Comprehension Exercises on English Textbook at The Eleventh Grade of Senior High School
2. To know how are the student's and teacher's responds about the English Textbook at The Eleventh Grade of Senior High School

### **D. The Significant of the Research**

This study has significance for the researcher herself as a candidate of a teacher and for the reader. For both of them, this study is expected to give broader insight or perception about the course book selection, the reading exercises, and the higher order thinking skills from the revised edition of Bloom's Taxonomy.