

CHAPTER I INTRODUCTION

A. Research Background

The role of education is one of the most important aspects that is needed in life. Through education people can enhance their insight, value and also their abilities, as we all know, in Indonesia itself compulsory education takes a maximum of 12 years, starting from 6 years of elementary school, 3 years of junior high school and 3 years of senior high school. Besides of this, education is also the most important part to improve the quality of human resources. Along with the development of an increasingly modern era, educational institutions are also required to be able to keep abreast of all developments both in science and technology.

In order to enhance the quality of education, it is essential to focus on its development and progress. Education has a significant influence on the formation of economic wealth, social well-being, and political stability; thus, it is expected that education will contribute to the government's efforts to equip young generations with the necessary skills to cope with the current developments. In order to prepare young generations in this century, it is necessary for students to master a variety of 21st century skills, such as critical thinking and problem-solving, creativity, collaboration, question- solving, global knowledge, communication, and technology.

In mastering those several skills in this century, the role of a foreign language is also indispensable, one of the foreign languages that needs to be mastered in this era is English.¹ As we know English is the most widely used language in almost all over the world and it makes English is designated as an international language, and English also has become the 'default' language in many aspects of life. Even now, in terms of education, there are many classes or schools that use English as the language of instruction. The formal education in Indonesia also stipulates an English as a compulsory

¹ Harvard Advanced Leadership, "Education for the 21st Century: Executive Summary", p7, *April 24-26, 2014, Cambridge, MA*, <https://globaled.gse.harvard.edu>.

subject. The use of English textbooks is also frequently used. The representation of the English textbooks also needs consideration, bearing in mind that the current curriculum is certainly different from the previous curriculum. The curriculum used at this time is the 2013 or K13 curriculum, which in this educational setting involves 21st century skills.

His has been mandated by the Indonesian Ministry for Education and Culture, which has emphasized the importance of 21st century competencies in the classroom in the current educational program.² The Indonesian government has established standards-based curricula for the implementation of 21st-century skills, and one of these is critical thinking. Critical thinking is a rational, considered approach to decision-making that focuses on determining one's beliefs or actions.³ This category also includes "artful thinking" as an example of critical thinking, which encompasses reasoning, questioning and investigation, observation and description, comparison and connection, the identification of complexity, and the exploration of different perspectives.⁴ There are a variety of techniques that can be employed to enhance a person's critical thinking abilities. One of the most common techniques used in the educational system is to stimulate the brain to process or respond to questions that can improve an individual's thinking abilities. These exercises are typically included in questions that are classified as Higher Order of Thinking Skills (HOTS) questions.

The use of HOTS question in exercise is necessary because the more students get an exercise the more they can enhance their critical thinking. Exercise is a set of question in a

² Ahmad Djuwariah, "Understanding the 2013 Curriculum of English Teaching through the Teachers' and Policymakers' Perspectives", *international Journal of Enhanced Research in Educational Development (IJERED)*, 2 (4). pp. 6-15. ISSN e-ISSN : 2320-8708, 2014, http://www.erpublications.com/uploaded_files/download/download_25_07_2014_16_32_27.pdf.

³ Susan M. Brookhart, "How to Assess High-Order Thinking Skills in Your Classroom", *ASCD Alexandria, Virginia USA*, p5, 2010, ISBN: 978-1-4166-1048-9

⁴ Susan M. Brookhart, "How to Assess High-Order Thinking Skills in Your Classroom", *ASCD Alexandria, Virginia USA*, p4, 2010, ISBN: 978-1-4166-1048-9

book that test a students knowledge and skill. In the order words, exercise can be called as task too, as well as in Oxford dictionary exercise is defined as an activity intended for training or testing somebody. Furthermore, if we discuss about HOTS, it is divided into three categories those are HOTS as transfer category, HOTS as critical thinking and HOTS as problem solving, and it will be explained more to the next chapter.⁵

In this case not only the HOTS question categories usually included in exercise but also the LOTS question categories is included in exercise. LOTS (Lower Order Of Thinking Skills) is defined as thinking skills related to memorizing knowledge which covers some of levels cognitive domain based on bloom's taxonomy those are, Remembering (recall or recognition of specific information), Understanding (Explaining ideas or concepts), Applying (Using information in another familiar situation).

In accordance with bloom's taxonomy, the HOTS and LOTS question categories are divided into six levels. it solicits the educationalist to broaden the learning activity from remembering to higher level categories. Bloom's taxonomy can also help to gain a perspective on the emphasis given to certain behaviours by a particular set of educational plans.⁶

In this research the researcher wants to discuss the analysis of LOTS & HOTS items based on Bloom's Taxonomy revised in the textbook. In orderto ensure that LOTS & HOTS are realized in textbook's exercise, analysis is the only way that can be employed. The researcher choose an English textbook entitled Pathway to English, because This book is intended for

⁵ Susan M.Brookhart,"How to Asses High-Order Thinking Skills in Your Classroom", *ASCD Alexandria, Virginia USA,2010, ISBN: 978-1-4166-1048-9*

⁶ Engelhart M, Furst E, Krathwol D, "Taxonomy of Educational Objectives The Classification of Educational Goals Handbook1 Cognitive Domain Longmans", A Committee of College and University Examiners, 1956, p.,
https://eclass.uoa.gr/modules/document/file.php/PPP242/Benjamin%20S.%20Blo%20om%20-%20Taxonomy%20of%20Educational%20Objectives%2C%20Handbook%201_%20Cognitive%20Domain-Addison%20Wesley%20Publishing%20Company%20%281956%29.pdf

12th grade high school students that aims to provide a framework for teaching and learning English based on *KI/KD Refined Curriculum 2013*. In this course covers the four skills, those are listening, speaking, reading, and writing.

The difference in this study with previous research is contained in the book being analysed and the focus of the study. While the previous researcher from Ervina Juli Aryani (2020), Higher Order Thinking Skills (HOTS) Realization in Reading Comprehension Questions Found In English Textbooks, Universitas Negeri Semarang (UNNES), the objective research focused on explain the realization of HOTS in the reading Comprehension questions that found in the textbook for tenth grade, eleventh grade and twelfth grade. Meanwhile, In this case, the researcher will analyse the LOTS and HOTS items based on Bloom's Taxonomy that contained in the exercise of textbook entitled *Pathway to English* for twelfth grade of senior highschool.

B. Research Focus/ Scope

The research is focused on the analysis of lots and hots items based on blooms taxonomy in exercise English text book entitled "pathway to English. This book is intended for 12th grade high school students that aims to provide a framework for teaching and learning English based on *KI/KD curriculum 2013*. It is published by Erlangga, it has 10 chapters and the researcher will be just focused on the exercise in chapter 6 to 10.

C. Research Questions

1. What are LOTS and HOTS items implemented in the exercise of textbook?
2. How many items are LOTS and HOTS categorized in the exercise in each chapter of the textbook?

D. Research Objectives

1. To categorized LOTS and HOTS items in exercise in each chapters of *Pathway to English* textbook based on Bloom's Taxonomy.
2. To analyse the levels of LOTS and HOTS questions based on the Bloom's Taxonomy in each exercise items.

E. Research Significances

1. Theoretical Significances

This study is expected to contribute to the development of Indonesia's theories on the growth of English textbooks. The results of the study can be utilized in the development of English textbooks, and will serve as a basis for further investigation into LOTS items and HOTS elements in the exercise of English textbooks.

2. Practical Significances

This study revealed the data on how LOTS & HOTS items are used in the practice of English textbook, and to what extent they are implemented. In relation to the demand of current curriculum, and what are the implications and regarding implementation. This data helps the researcher to understand the LOTS and HOTS items in English textbook according to Bloom's taxonomy.

3. Professional Significances

The results of the research are anticipated to provide a new perspective for educators and educational stakeholders regarding the use of LOTS items and HOTS in the exercise of English textbooks, thus paving the way for the development of future strategies for the promotion of HOTS within the classroom and throughout education.

F. Definition of Key Terms

There are some key terms used in this present research which are explained below.

Textbook

Textbook is defined as a manual that comprises instructions on certain subject to assists teacher and learner to meet the objectives of the subject as well as an integral part of teaching and learning in schools and contain instructions on particular subjects. In the other words textbook is "a visible and workable framework around which the many forces and demands of the teaching learning process can cohere to provide the basis of security and accountability that is necessary for purposeful action in the classroom".⁷

⁷ Tom Hutchinson and Eunice Torres, "The textbook as Agent of Change",

LOTS and HOTS

Lower Order of Thinking Skills (LOTS) are thinking skills related to memorizing knowledge which covers some of levels cognitive domain based on bloom's taxonomy those are, Remembering (recall or recognition of specific information), Understanding (Explaining ideas or concepts), Applying (Using information in another familiar situation). In contrast, the higher order thinking abilities (HOTS) typically focus on experiences that are novel and non repetitive. Higher Order Thinking (HOTS) is a set of cognitive abilities that focus on the interpretation, analysis, or manipulation of information rather than the application of previously learned knowledge.

Exercise

Longman Dictionary of Contemporary English defines exercise as "a set of questions in a book that test a student's knowledge and skill." In other words, exercise can also be referred to as a task. According to the Oxford English Dictionary, exercise is any activity intended to train or test someone.

G. Organisation of Thesis

1. Chapter I Introduction

The research background and the most current pertinent topics pertaining to the research subject matter will be reveal in this chapter. In this case include, the research discussed, research questions, research purposes, research significance, and research methods are formed.

2. Chapter II Theoretical Review

The theory that underpins the research background is presented in this chapter. Since the research involves the analyse of LOTS and HOTS items in exercise based on bloom's taxonomy, the theories introduced in this chapter focus on LOTS and HOTS theories, Bloom Taxonomy Theories, and English learning material Theories.

3. Chapter III Research Method

The research methods used in this study will further

explain in this chapter. This chapter also emphasize the details of the data and the framework used to analyse the data.

4. Chapter IV Research Results and Discussion

This chapter reveals the research findings and discussions obtained from the methods the procedures followed. The data are displayed in the description. After finding all the data collected, the discussion points will be summarized.

5. Chapter V Conclusions and Recommendations

This chapter outlines the findings of the research. Subsequently, the recommendation section offers suggestions and hints for the benefits and developments of future studies on textbook analysis and English learning materials.

