



**THE COMPARATIVE STUDY OF HIGHER ORDER THINKING SKILLS  
ON THE READING TASKS WRITTEN IN FOREIGN AND LOCAL  
TEXTBOOKS FOR GRADE 8**

**a final project**

**submitted in partial fulfillment of the requirements**

**for the degree of *Sarjana Pendidikan***

**in English**

**by**

**Sholihatun Nastiti**

**2201414093**

**ENGLISH DEPARTMENT**

**FACULTY OF LANGUAGES AND ARTS**

**UNIVERSITAS NEGERI SEMARANG**

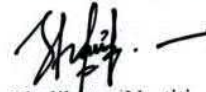
**2019**

---

## DECLARATION OF ORIGINALITY

I am Sholihatun Nastiti hereby declare that this final project entitled *The Comparative Study of Higher Order Thinking Skills on the Reading Tasks Written in Foreign and Local Textbooks for Grade 8* is my own work and has not ever been submitted in any work form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished works of others has been acknowledged in the text and a list of references is attached in the bibliography.

Semarang, April 2019



Sholihatun Nastiti  
2201414093

## APPROVAL

This final project entitled *The Comparative Study of Higher Order Thinking Skills on the Reading Tasks written in Foreign and Local Textbooks for Grade 8* has been approved by a board of examiners and officially verified by the Dean of the Faculty of Languages and Arts on April 2019.

### Board of Examiners:

1. **Chairperson**

Prof. Dr. Muhammad Jazuli, M.Hum.  
NIP 196107041988031003



2. **Secretary**

Arif Suryo Priyatmojo, S.Pd., M.Pd.  
NIP 198306102010121002



3. **First Examiner**

Drs. Amir Sisbiyanto, M.Hum.  
NIP 195407281983031002



4. **Second Examiner**

Puji Astuti, S.Pd., M.Pd., Ph.D.  
NIP 197806252008122001



5. **Third Examiner/ First Advisor**

Novia Trisanti, S.Pd., M.Pd.  
NIP 197611062005012002



Approved by

Dean of Faculty of Languages and Arts



Prof. Dr. Muhammad Jazuli, M.Hum.  
NIP 196107041988031003

## **MOTTO AND DEDICATION**

When you want something, all of the universe conspire in helping you achieve it.

(Paulo Coelho)

To my parents

## **ACKNOWLEDMENT**

In the name of Allah, the Entirely Merciful. First and foremost I praise Allah who gives me endless blessings and graciousness so I can complete this final project.

My deepest honor is given to my supervisor, Mrs. Novia Trisanti, S.Pd., M.Pd. who patiently guided me, gave me advice and suggestion during the process of writing this final project.

My honest honor also goes to all lecturers and staffs of English Department of Universitas Negeri Semarang for all the valuable knowledge and experience, the guidance and the best help during my study. I also would like to dedicate my appreciation to Mrs. Weeraya Bilmad and Mrs. Luthfi Fidya Amalia, S.Pd., the investigators of my research, who have helped me to succeed this study.

My sincerest thanks go to my parents, Lukito Lebdo Pitono and Istikhomah, who always give me endless support and love. My special thanks also go to my sister Hana Salsabila, to my dearest friend Nuvaisah, and to Umi Hani, my best companion during the process of writing this final project. Last, but far from least, my very sincere thanks go to who are not mentioned personally here who always supports and inspires me a lot of things.

Finally, I hope that this final project may be useful for all the readers and for anyone to improve educational quality.

Semarang, April 2019

Sholihatun Nastiti

## ABSTRACT

**Nastiti, Sholihatun.** 2019. *The Comparative Study of Higher Order Thinking Skills on the Reading Tasks Written in Foreign and Local Textbooks for Grade 8*. Final Project. English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Novia Trisanti, S. Pd., M. Pd.

**Key Words:** textbook analysis, higher order thinking skills, reading tasks.

This final project is based on a study which attempted to examine the availability of higher order thinking skills presented in reading tasks of two English textbooks. The first textbook entitled *Access 2 Students' Book* which is used in Thailand, was written by native speakers and published by Express Publishing in 2015. The second textbook entitled *When English Rings a Bell* which is used in Indonesia and was published by the Department of National Education 2014. Both textbooks are for the second grade of secondary school. The main purpose of this study was to find out how the higher order thinking skills (HOTS) are realized in the textbooks' reading tasks and find out which textbook is more oriented to HOTS. This study is a descriptive qualitative research. The data is in the form of items from the reading tasks in the textbooks. The data were classified into six levels of Bloom's taxonomy cognitive domain. After that, the higher order items were analyzed using analysis cards which contained 26 item types and were built based on higher levels of Bloom's Taxonomy cognitive domain. The following findings were drawn from the analysis: LOTS were more dominant than the HOTS. HOTS were found in 43% of the first textbook's reading items and 30% of the second textbook's reading items. Only eight (31%) out of 26 items found in the first textbook's higher order reading items. Meanwhile in the second textbook, only six item types (23%) can be found. Those results led to the conclusion that the first textbook, *Access 2 Students' Book*, presented more HOTS in its reading tasks. Based on the findings, it is recommended to English textbook writers to include more HOTS in order to develop students' thinking skills.

## TABLE OF CONTENTS

	<b>Page</b>
<b>DECLARATION OF ORIGINALITY .....</b>	<b>ii</b>
<b>APPROVAL .....</b>	<b>iii</b>
<b>MOTTO AND DEDICATION.....</b>	<b>iii</b>
<b>ACKNOWLEDMENT.....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>TABLE OF CONTENTS.....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF FIGURES .....</b>	<b>xiii</b>
<b>LIST OF APPENDICES .....</b>	<b>xiv</b>
<b>CHAPTER I</b>	
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Reasons for Choosing the Topic.....	5
1.3 Research Questions.....	6
1.4 Objectives of the Study.....	7
1.5 Significance of the Study.....	7
1.6 Scope of the Study .....	8
1.7 Definition of Key Terms.....	8
1.8 Outline of the Study.....	9

## CHAPTER II

<b>REVIEW OF RELATED LITERATURE.....</b>	<b>11</b>
2.1 Review of Previous Studies .....	11
2.2 Review of Theoretical Studies.....	17
2.2.1 <i>The Concept of Higher Order Thinking</i> .....	17
2.2.2 <i>Higher Order Thinking Taxonomy</i> .....	21
2.2.2.1 Bloom's Revised Taxonomy.....	22
2.2.3 <i>Reading Comprehension</i> .....	26
2.2.3.1 The Relation between Reading Comprehension and the Concept of Higher Order Thinking .....	28
2.2.4 <i>Textbook</i> .....	30
2.2.4.1 The Relation between Textbook and the Concept of Higher Order Thinking.....	33
2.2.5 <i>Textbook Analysis</i> .....	34
2.2.6 <i>Access 2 Student's Book</i> .....	36
2.2.7 <i>When English Rings a Bell</i> .....	36
2.3 Theoretical Framework .....	37

## CHAPTER III

<b>METHODS OF INVESTIGATION .....</b>	<b>40</b>
3.1 Research Approach.....	40
3.2 Object of the Study .....	41
3.3 Unit of Analysis.....	42
3.4 Procedure of Data Collection .....	42
3.5 Procedure of Data Analysis .....	43



3.6	Triangulation.....	45
3.7	Framework of Analysis.....	46
3.8	Procedure of Presenting the Result.....	50
<b>CHAPTER IV</b>		
<b>FINDINGS AND DISCUSSION .....</b>		<b>51</b>
4.1	Textbooks Presentation.....	51
4.1.1	<i>Access 2 Student's Book</i> .....	51
4.1.2	<i>When English Rings a Bell</i> .....	52
4.2	Result of the Data Analysis .....	53
4.2.1	<i>Analysis of the Reading Tasks in Access 2</i> .....	54
4.2.2	<i>Analysis of the Reading Tasks in When English Rings a Bell</i> .....	56
4.2.3	<i>Higher Order Thinking Skills in the Reading Tasks of the Textbooks</i> ....	58
4.2.3.1	Analyzing Level .....	58
1.	<i>Analyzing Items found in the Reading Tasks of Access 2</i> .....	58
2.	<i>Analyzing Items found in the Reading Tasks of When English Rings a Bell</i> .....	67
4.2.3.2	Evaluating Level.....	73
1.	<i>Evaluating Items found in the Reading Tasks of Access 2</i> .....	73
2.	<i>Evaluating Items found in the Reading Tasks of When English Rings a Bell</i> .....	76
4.2.3.3	Creating Level .....	80
1.	<i>Creating Items found in the Reading Tasks of Access 2</i> .....	81
2.	<i>Creating Items found in the Reading Tasks of When English Rings a Bell</i> .....	86
4.3	Triangulation.....	90

4.4 Comparison of Higher Order Thinking Skills on the Reading Tasks Written in the Textbooks.....	92
--	----

## **CHAPTER V**

<b>CONCLUSIONS AND SUGGESTIONS .....</b>	<b>95</b>
5.1 Conclusions .....	95
5.2 Suggestions .....	98
<b>REFERENCES.....</b>	<b>100</b>
<b>APPENDICES .....</b>	<b>105</b>

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
2.1 Structure of the Cognitive Process Dimension of the Revised Bloom’s Taxonomy .....	25
3.1 Structure of The Cognitive Domain of the Revised Bloom’s Taxonomy ...	46
3.2 Bloom’s Taxonomy Cognitive Domain Verbs .....	47
3.3 The Example of Analysis Using the Revised Bloom’s Taxonomy .....	48
3.4 Instrument to Analyze the Higher-order Questions.....	48
4.1 The Frequency of Bloom’s Taxonomy Cognitive Domain found in <i>Access 2’s</i> Reading Tasks.....	54
4.2 The Frequency of Bloom’s Taxonomy Cognitive Domain found in <i>When English Rings a Bell’s</i> Reading Tasks .....	56
4.3 The Types of Analyzing Items in <i>Access 2’s</i> Reading Tasks .....	59
4.4 The Examples of Analyzing Items from <i>Access 2</i> .....	60
4.5 The Examples of Analyzing Items from <i>Access 2</i> .....	62
4.6 The Examples of Analyzing Items from <i>Access 2</i> .....	64
4.7 The Examples of Analyzing Items from <i>Access 2</i> .....	65
4.8 The Types of Analyzing Items in <i>When English Rings a Bell’s</i> Reading Tasks .....	67
4.9 The Example of Analyzing Items from <i>When English Rings a Bell</i> .....	68
4.10 The Examples of Analyzing Items from <i>When English Rings a Bell</i> .....	70
4.11 The Examples of Analyzing Items from <i>When English Rings a Bell</i> .....	72

4.12	The Types of Evaluating Items in <i>Access 2</i> 's Reading Tasks .....	74
4.13	The Examples of Evaluating Items from <i>Access 2</i> .....	75
4.14	The Types of Evaluating Items in <i>When English Rings a Bell</i> 's Reading Tasks .....	77
4.15	The Examples of Evaluating Items from <i>When English Rings a Bell</i> .....	78
4.16	The Examples of Evaluating Items from <i>When English Rings a Bell</i> .....	79
4.17	The Types of Creating Items in <i>Access 2</i> 's Reading Tasks .....	81
4.18	The Examples of Creating Items in <i>Access 2</i> .....	82
4.19	The Examples of Creating Items in <i>Access 2</i> .....	83
4.20	The Examples of Creating Items in <i>Access 2</i> .....	85
4.21	The Types of Creating Items in <i>When English Rings a Bell</i> 's Reading Tasks .....	87
4.22	The Examples of Creating Items in <i>When English Rings a Bell</i> .....	88
4.23	Intercoder Reliability: Coefficient Correlation between the Researcher and Investigator 1 .....	91
4.24	Intercoder Reliability: Coefficient Correlation between the Researcher and Investigator 2 .....	92

## LIST OF FIGURES

Figure	Page
2.1 Structural changes from Bloom to the Anderson and Krathwohl revision..	24
2.2 Theoretical Framework.....	37
4.1 The Percentage of Bloom’s Taxonomy Cognitive Domain found in <i>Access</i> 2’s Reading Tasks.....	55
4.2 The Percentage of Bloom’s Taxonomy Cognitive Domain found in <i>When</i> <i>English Rings a Bell’s</i> Reading Tasks .....	57
4.3 The Examples of Analyzing Items from <i>Access 2</i> .....	60
4.4 The Examples of Analyzing Items from <i>Access 2</i> .....	62
4.5 The Examples of Analyzing Items from <i>Access 2</i> .....	64
4.6 The Examples of Analyzing Items from <i>Access 2</i> .....	65
4.7 The Example of Analyzing Items from <i>When English Rings a Bell</i> .....	68
4.8 The Example of Analyzing Items from <i>When English Rings a Bell</i> .....	69
4.9 The Example of Analyzing Items from <i>When English Rings a Bell</i> .....	71
4.10 The Examples of Evaluating Items from <i>Access 2</i> .....	74
4.11 The Examples of Evaluating Items from <i>When English Rings a Bell</i> .....	77
4.12 The Examples of Evaluating Items from <i>When English Rings a Bell</i> .....	79
4.13 The Examples of Creating Items from <i>Access 2</i> .....	82
4.14 The Examples of Creating Items from <i>Access 2</i> .....	83
4.15 The Examples of Creating Items from <i>Access 2</i> .....	85
4.16 The Examples of Creating Items from <i>When English Rings a Bell</i> .....	88

## LIST OF APPENDICES

Appendix	Page
1. The Cognitive Process Dimension of Revised Bloom's Taxonomy .....	105
2. Bloom's Taxonomy Cognitive Domain Verbs .....	107
3. Instrument to Analyze the Higher-order Questions.....	109
4. Criteria of Item Types in the Content Analysis Card .....	111
5. The Analysis of the Reading Tasks Written in <i>Access 2</i> Using Bloom's Taxonomy .....	114
6. The Analysis of the Reading Tasks Written in <i>When English Rings a Bell</i> Using Bloom's Taxonomy.....	123
7. Investigator 1's Analysis of the Reading Tasks Written in <i>Access 2</i> <i>Student's Book</i> Using Bloom's Taxonomy.....	126
8. Investigator 1's Analysis of the Reading Tasks Written in <i>When English</i> <i>Rings a Bell</i> Using Bloom's Taxonomy .....	129
9. Investigator 2's Analysis of the Reading Tasks Written in <i>Access 2</i> <i>Student's Book</i> Using Bloom's Taxonomy.....	130
10. Investigator 2's Analysis of the Reading Tasks Written in <i>When English</i> <i>Rings a Bell</i> Using Bloom's Taxonomy .....	134

# **CHAPTER I**

## **INTRODUCTION**

Chapter 1 explains the background knowledge about the topic being studied. It consists of background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, limitation of the study, definition of key terms, and outline of the study.

### **1.1 Background of the Study**

Textbook is an important aspect in learning. It helps students and teachers to be engaged in the learning process. It also provides materials that have to be learned by students in order to achieve learning objectives. Many experts said that textbook has an important role in learning activities.

Richards (2001) mentioned seven advantages of the existence of English textbooks. They include (1) providing a description of the structure and the syllabus of the program, (2) conferring standardized instruction, (3) assuring the quality of the learning process, (4) offering a variety of learning resources, (5) facilitating second language learning and teaching to be efficient in the process of teaching and learning, (6) conferring effective language model and input, (7) serving as a medium of initial teacher training, and providing second language learning and teaching with a visually appealing model. This suggests that English textbooks should be well developed in order to facilitate the effectiveness of English language learning.

These days, many experts have understand that the enhancement of thinking skills ought to be articulated in the development of English textbooks because the development of thinking skills will build up students' creativity and autonomous learning practices so that they could acquire the target language maximally (Margana & Widyanoro, 2017). Quality of thinking is important in our life especially in this 21<sup>st</sup> century which is fueled by innovations. Zaida (2013) said that not possessing qualified thinking can lead anyone to trouble themselves as well as the society.

In regard to the development of thinking skills, many experts classify them into two types, namely lower order thinking skills (LOTS) and higher order thinking skills or HOTS (Anderson et.al., 2001; Pohl, 2000). LOTS are concerned with types of thinking skills which do not require high level of thinking skills. Meanwhile, HOTS deal with the application of the high level of thinking which includes analyzing, evaluating, and creating.

Higher order thinking skills (HOTS) are important considerations when teaching languages especially English as a second/ foreign language because thinking is the first step of learning. As the students think at higher order they come across to various questions and it will give them an exposure to learn new things with interest. Furthermore, HOTS make students not only acquire the knowledge and skills, but also can apply what they have learned to new situations. We know that the main goal of language learning is the ability to communicate the language. In other words, learners are supposed to use or apply the language



through their communication in real life. Thus, HOTS are needed in language learning.

Book evaluation is a mean of matching textbooks with world's continuous changes and progress (Keshta & Seif, 2013). Keshta and Seif (2013) also said that the current textbooks should meet the needs of the people nowadays in addition to current developments in the world. According to the explanation above, the incorporation of HOTS is needed in English textbook since the skills are important to face 21<sup>st</sup> century world.

Based on that background, some researchers recommended to conduct studies about the availability of HOTS or critical thinking skills in English textbooks. Permatasari (2012) suggested to English education students to take this issue of their object of studies in order to see the implementation of critical thinking in real life. Additionally, Abdelrahman (2014) also recommended to conduct other studies on textbooks using the revised version of Bloom's Taxonomy. Lastly, Gordani (2010) suggested to compare and contrast English textbooks to see whether different textbooks would present the same amount of higher levels materials.

This research aims to analyze the availability of HOTS in two textbooks; *Access 2 Students' Book* and *When English Rings a Bell*. The first textbook is an English textbook that is used in a secondary school named Wathurae School in Songkhla Province, Thailand. It was written by Virginia Evans and Jenny Dooley based on Thailand's newest curriculum. This textbook was published in 2015 by Express Publishing in association with Aksorn Thailand. Meanwhile, *When*

*English Rings a Bell* is an English textbook for secondary school in Indonesia. This textbook was written based on Indonesia newest curriculum, the 2013 Curriculum. It was published in 2014 by the Ministry of Education and Culture and written by a team of English teachers in Indonesia. Reading task is the focus of this research since reading comprehension texts are important vessels that may train learners to practice all levels of cognitive skills and they are the base of the whole learning process (Keshta & Seif, 2013). Reading and comprehending what is read are also the most important means of gaining and developing individuals' knowledge.

The two textbooks were chosen because both textbooks were written based on the newest curriculum in each country. *Access 2 Student's Book* was written based on the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) and *When English Rings a Bell* for grade 8 was written based on the 2013 Curriculum. Both curriculums aim to build learners critical thinking. It is stated in the Basic Education Core Curriculum that one of learners' key competencies is capacity for analytical, synthetic, constructive, critical and systematic thinking. Meanwhile, 2013 Curriculum adopts the cognitive domain of Bloom's taxonomy to arrange the standard of learning stages which are used by teachers in the learning and teaching process.

This study uses qualitative research approach to analyze HOTS in the two textbooks. The analysis cards were built based on higher levels of cognitive domain of Bloom's taxonomy. Each item of the reading tasks are analyzed using the card. After that, the results of the analysis are compared to find out which

textbook promotes the high availability of HOTS as it is appropriate for English learning goals.

## **1.2 Reasons for Choosing the Topic**

This study is related to the realization of the higher order thinking skills on two English textbooks for second grade of Secondary School, *Access 2 Student's Book* and *When English Rings a Bell*. Several reasons have become the writer's point of considerations in choosing this topic:

- (1) Textbook is one of the essential components that must exist because it has a role as a guide for teachers and students to be actively engaged in classroom practices. So, its content must support the objective or the main goal of the learning.
- (2) Higher Order Thinking Skills (HOTS) are important because thinking is the first step of learning. As the students think at higher order they come across to various questions and it will give them an exposure to learn new things with interest. Moreover, according to the Next Generation Science Standards (NGSS, 2013), as stated in Alexander et.al. (2016) higher order thinking is needed by students for post secondary success and citizenship in a world fueled by innovations in science and technology.
- (3) Reading is a very important aspect in language learning. Keshta and Seif (2013) said that reading comprehension texts are important vessels that may train learners to practice all levels of cognitive skills and they

are the base of the whole learning process and also the most important means of gaining and developing individuals' knowledge.

- (4) The two textbooks are chosen because both textbooks are written based on the newest curriculum in each country which are aimed to build learners critical thinking. It is stated in the Basic Education Core Curriculum that one of learners' key competencies is capacity for analytical, synthetic, constructive, critical and systematic thinking. Meanwhile, 2013 Curriculum adopts the cognitive domain of Bloom's taxonomy to arrange the standard of learning stages which are used by teachers in the learning and teaching process.

### **1.3 Research Questions**

- (1) How is the analyzing skill realized in the reading tasks of *When English Rings a Bell* and *Access 2 Student's Book*?
- (2) How is the evaluating skill realized in the reading tasks of *When English Rings a Bell* and *Access 2 Student's Book*?
- (3) How is the creating skill realized in the reading tasks of *When English Rings a Bell* and *Access 2 Student's Book*?
- (4) Which textbook is more oriented to Higher Order Thinking Skills?

#### **1.4 Objectives of the Study**

This study aims to:

- (1) describe how the analyzing skill is realized in the reading tasks of *When English Rings a Bell* and *Access 2 Students' Book*;
- (2) describe how the evaluating skill is realized in the reading tasks of *When English Rings a Bell* and *Access 2 Students' Book*;
- (3) describe how the creating skill is realized in the reading tasks of *When English Rings a Bell* and *Access 2 Students' Book*;
- (4) find out which textbook is more oriented to Higher Order Thinking Skills in its reading tasks.

#### **1.5 Significance of the Study**

At least there are four points of significance that will be derived from this study:

- (1) Theoretically, this study will show the applicability of Higher Order Thinking Skills on reading tasks written in English textbooks.
- (2) Practically, this study will help understand the concept of Higher Order Thinking Skills and organize effective teaching learning environment by giving activities in this case reading activities that encourage students' critical thinking abilities.
- (3) Pedagogically, this study will give an overview about how to use higher order thinking tasks in reading and will be consideration for the

stakeholders to develop English textbook which promote Higher Order Thinking Skills.

### **1.6 Scope of the Study**

This study is restricted to investigate the availability of Higher Order Thinking Skills (HOTS) in the reading tasks of *Access 2 Students' Book* (English Textbook for Second Grade of Secondary School by Virginia Evans and Jenny Dooley) and *When English Rings a Bell* (English textbook for Eighth Grade of Junior High School by the Ministry of Education and Culture).

### **1.7 Definition of Key Terms**

Some key terms need to be defined so the content of this final project can be understood well. The definition of this study's key terms is as follows:

- (1) Textbook analysis is the systematic analysis of the value of materials in relation to their objectives and to the objectives of students or learners utilizing them. The analysis includes the evaluation of the structure, the focus, and special learning assists of the materials.
- (2) Higher Order Thinking Skill (HOTS) is a concept of education reform based on learning taxonomies such as Bloom's taxonomy. It is also associated with critical thinking skill and problem solving. HOTS can be applied in arranging tasks or questions of a test. Higher order questions are those that require students to manipulate information by using higher levels of thinking (analysis, synthesis, and evaluation) (Mrah, 2017).

(3) Reading is one of four language skills which is categorized as an important skill that maintains other language skills (listening, speaking, and writing). Mrah (2017) said that reading comprehension texts are important assests to train learners to practice levels of cognitive skills which are an integral part of the whole learning process.

### **1.8 Outline of the Study**

The discussion of this study is divided into chapters and subchapters. The explanation of each chapter can be elaborated as follows:

Chapter I is introduction. It consists of background of the study, reasons for choosing the topic, research questions, objectives of the study, and outline of the study. Chapter II covers review of related literature, which includes review of previous studies, review of theoretical studies, and theoretical framework. Review of previous studies presents some researches which have ever been conducted related to the topic of this study; meanwhile review of related literature presents some theories related to the study which is used as the reference. It includes definition of the higher order thinking skills, revised Bloom's Taxonomy, and also textbook analysis. It also explains the relation between reading comprehension and HOTS. The last one is theoretical framework. It explains how the researcher conducts the research. Each step is done based on theories that have been deliberated previously.

Chapter III is research methodology. It consists of research approach, object of study, research instrument, component of research instrument, roles of the

researcher, unit of analysis, procedure of data collection, procedure of data analysis, procedures of presenting results, and triangulation. Chapter IV contains findings of the study and the discussion of the findings. This chapter presents the overall analysis and the discussion of the result. Chapter V is the conclusion and suggestions. Then, the study is completed with references and appendices.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents review of previous studies, review of theoretical studies, and the theoretical framework. Review of previous studies is the brief description about some researches which have been conducted related to the topic. Some studies are used as the base of thinking. The next part is review of theoretical studies which concerns on some theories used in designing this study. And the last part is theoretical framework. It is a brief conclusion from both previous studies and theoretical studies.

#### **2.1 Review of Previous Studies**

There are many studies that had been conducted by other researchers about the availability of Higher Order Thinking Skills in textbooks. The first study was conducted by Permatasari in 2012. The title of her research was *The Critical Thinking Tasks Displayed on the Textbooks for Eleventh Grade of Senior High School*. This research focused on the analysis of critical thinking tasks in the textbooks for eleventh grade of Senior High School especially reading tasks. The data that had been collected by the researcher were analyzed using two frameworks of analysis, the Bloom's Taxonomy (1956) and the sequence of critical tasks by Numrich (Permatasari, 2012).

The result of the analysis of critical thinking tasks using Bloom's Taxonomy showed that the reading tasks in the textbooks still focused on the understanding level. While the result of the analysis using the sequence of critical thinking tasks by Numrich showed that the reading tasks were dominantly structured by questions which focus on the text. From the analysis it can be concluded that the reading tasks in the textbooks cannot foster students' critical thinking skills.

The second research was conducted by Ming (2011) in which he analyzed the learning objectives of textbooks used in private colleges in China. The textbooks that were investigated were the series of Cambridge textbooks *New Interchange* which was written by native speaker and the *Integrated Skills of English* which was written by Chinese specialists. In this study, he aimed to analyze the textbooks in terms of Bloom's taxonomy, compare the textbooks and find out which textbook is more suitable for Chinese English learners.

The results of the analysis showed that for the *New Interchange*, the most important assignment was the pair and group work: 55.9% of the book was based on them and in some units; the percentages exceeded 60% which placed the textbook high on Bloom's taxonomy scale as the textbooks engage language learners cognitively. Meanwhile, for the *Integrated Skills of English*, knowledge and comprehension-based parts were the most dominant on the tasks and exercises (57.5%), and this placed the book at low level of Bloom's Taxonomy.

Moreover, Seif (2012) and Mrah (2017) conducted a research to evaluate higher order thinking skills in reading tasks of EFL textbooks in Palestine and

Morocco. In his study, Seif used content analysis card to evaluate the exercises. After that, the researcher interviewed English teachers to find out their views regarding to the availability of HOTS in the reading exercises in the target textbook and to validate the findings the researcher got from the analysis card.

From Seif's research, it was found that fifteen out of the 26 items (58%) in the exercises which presented the HOTS. Whereas, the other eleven items (42 %) are completely neglected. The distribution of the categories of HOTS in the exercises is the following:

- Concerning the analysis skill, it got 51.92%.
- Concerning the synthesis skill, it got 41.45%.
- The evaluation skill got the least score. It only got 6.73%.

Meanwhile, Mrah found that most of the questions only targeted the three lower-level categories of the taxonomy. It means that the examined textbooks did not effectively enable learners to be critical thinkers.

Another research was conducted by Bouzid in 2016. The research investigated the 21<sup>st</sup> century skills delivered in three Moroccan ELT textbooks. Bouzid (2016) stated that the 21<sup>st</sup> century skills include clear communication, cross cultural understanding, collaborative work, critical thinking, creative thinking, effective ICT using, and professional development. The study adopted a triangulation design and used content analysis. The result of the analysis showed that critical thinking ranked fourth in the skills presented in the textbooks. There were 63 activities which promote critical thinking.

Furthermore, Nurisma (2010) conducted an analysis of reading questions in an English textbook for the second grade of Senior High School in Indonesia. She used Bloom's taxonomy to analyze the questions. The result showed that only five levels of the cognitive domain in Bloom's taxonomy which were presented in reading questions of the textbook. They were knowledge, comprehension, application, analysis and evaluation. Among those five levels, knowledge level was the most dominant, followed by application, analysis, and evaluation.

In addition, a study of the compatibility of reading exercises in a textbook with Bloom's revised taxonomy and 2013 curriculum was conducted by Arvianto and Faridi in 2016. The study aimed to identify the cognitive processes and knowledge dimension of the Revised Bloom's Taxonomy in the reading exercises, determine how the Lower Order Thinking Skills and Higher Order Thinking Skills are realized, and determine the compatibility of the reading exercises in the textbook with 2013 curriculum. The analyzed textbook was "BAHASA INGGRIS" for grade XI published by the Department of National Education 2014.

The results of the study concluded that (1) there were only three cognitive processes found: *remember*, *understand* and *evaluate*. It showed that the reading exercises were not in hierarchical order. (2) There were two knowledge dimensions found: factual knowledge and metacognitive knowledge which implied that the knowledge dimension offered was not varied. (3) The reading materials promoted more Lower Order Thinking Skills than Higher Order

Thinking Skills. (4) The reading exercises in the textbook were less compatible with 2013 curriculum.

Meanwhile in 2010, Riazi and Mosalanejad conducted a study that investigated learning objectives in Iranian high school and pre-university English textbooks using Bloom's Taxonomy. In this study, a coding scheme was developed based on Bloom's (1956) taxonomy of learning objectives. It was found that lower-order cognitive skills in the exercises and tasks of the textbooks were more dominant than the higher-order ones.

Additionally, in the study of Gordani (2010) and Abdelrahman (2014), the questions and tasks in the English textbooks used in Iran and Jordan were analyzed by using revised Bloom's taxonomy. Gordani found that 351 tasks and exercises in the textbooks were concentrated in the first three levels of Bloom's taxonomy which are referred to as the lowest level of cognitive skill.

Meanwhile, Abdelrahman's study revealed the following: most of the questions were within the first two levels; remembering and understanding (55.11%) , 16.18% for applying and less for the other levels 28.71% which reflected the preponderance of the low level question in the two investigated textbooks (Abdelrahman, 2014). In conclusion, the questions in the analyzed textbooks still focused on the lower level of the cognitive domain of the taxonomy.

Lastly, an analysis was conducted in 2010 by Lan and Chern. Based on the revised Bloom's taxonomy, this study aimed to examine the cognitive process levels and knowledge types measured on the English reading comprehension tests

of college entrance examinations administered from 2002 to 2006 in Taiwan (Lan & Chern, 2010). The results showed that there were four major levels of revised Bloom's taxonomy found in both tests. They were remembering, understanding, applying, and analyzing.

Based on the findings of those studies, the researchers recommended some suggestions. It is recommended for textbooks designers and writers to provide exercise and activities in textbooks that go beyond lower-order cognitive skills and to include higher-order ones. Furthermore, they recommended to include activities that enhance students' critical reading skills. Textbooks designers are also suggested to regenerate ideas in order to facilitate students need and their dynamic ways of learning.

Additionally, it is suggested for English teachers to be more selective in choosing textbooks and to be more creative by developing materials from other sources. It is also recommended that teachers should be trained to develop materials that enhance students' critical thinking skills. Moreover, teachers are recommended to pay attention to the development of students' thinking level.

Lastly, regarding to further studies, researchers recommended to conduct other studies on other textbooks using the revised version of Bloom's Taxonomy in order to evaluate the textbooks' framework. They also suggested to conduct comparison studies of English textbooks to see whether different textbooks would present the same amount of higher levels materials. Comparative studies between textbooks for lower and higher grades are also recommended to see whether

higher proficiency levels would affect the result of the higher-order thinking skills' availability in the textbooks.

Based on those previous studies, there are various textbooks and tests that have been analyzed using Bloom's Taxonomy and other taxonomies. There are some studies that focus on Higher-order Thinking Skills or critical thinking skills and there are some studies that merely analyze the tasks in the textbooks using the taxonomy. The difference between those studies with the present study conducted by the researcher is in the object of the examination. Most of the other studies only analyze one textbook, meanwhile, this study analyze and compare two textbooks from different countries.

## **2.2 Review of Theoretical Studies**

Theoretical studies present theories underlying issues or reference of this study to guide and keep the study on the right track.

### ***2.2.1 The Concept of Higher Order Thinking***

Higher-order thinking is a thinking concept of education reform based on learning taxonomies. There are many theories that explained the definition of higher order thinking. Brookhart (2010) categorize the definitions into three criteria: (1) those who define higher order thinking in terms of *transfer*, (2) those who define higher order thinking in terms of *critical thinking*, and (3) those who outline it in terms of *problem solving*.

In the transfer category, Anderson and Krathwohl (2001) defined that two of the most important educational goals are to promote retention and to promote

transfer (which, once it occurs, indicates purposeful learning). Retention requires students to keep in mind what they have learned, whereas transfer requires students not only to remember but also to make sense of and be able to use what they have learned. That is, students gain the information and skills, as well as can apply them to new circumstances.

The *critical thinking* category includes definitions that refer to ‘reasonable, reflective thinking that is focused on deciding what to believe or do’ (Norris & Ennis, 1989 as cited in Collins, 2014) and ‘artful thinking’, which includes reasoning, questioning and investigating, observing and describing, comparing and connecting, finding complexity, and exploring points of view (Barahal, 2008 as cited in Collin, 2014).

In the *problem-solving* category Brookhart (2007) provided the following definition: a student incurs a problem when the student wants to reach a specific outcome or goal but does not automatically acknowledge the proper path or solution that can be used to reach it. The problem to solve is how to reach the required goal. Because a student cannot automatically recognize the proper way to reach the required goal, she/he must use a lot of higher-order thinking processes. These thinking processes are known as problem solving (Nitko & Brookhart, 2007).

From those definitions, we can conclude that the term higher order thinking is often associated with other terms such as critical thinking and problem solving as well as creative thinking and decision making. This variety of terms often confuses teachers and other education practitioners. Lewis and Smith (1993)



proposed the term higher order thinking as such an encompassing term that included critical thinking, problem solving, creative thinking and decision making. According to Lewis and Smith (1993), higher order thinking occurs when a person takes new information in memory and interrelates and/or rearranges and extends this information to achieve a purpose or find possible answers in intricated situation.

Newman (1990) conducted a study in which he did observations in classrooms and interviewed teachers to derive the definition of higher order thinking. He concluded that higher order thinking challenges students to interpret, analyze, or manipulate information.

Mc Davitt in Seif (2012) said that higher order thinking skills include analysis, synthesis, and evaluation and require mastery of previous levels, such as applying routine rules to familiar or novel problems. Higher order thinking skills also can be described as the ability to use information to solve problems, analyze arguments, negotiate issues or make predictions (Wenglinsky in Seif: 2012).

Wright (2002) as cited in Mrah (2017) stated that HOTS require high intellectual processes and cultivation of one's mind and thoughts, enabling the individual to become an active learner rather than a passive recipient of information, question the taken-for-granted assumptions, and take responsibility for seeking evidence and analyzing their knowledge. This involves the ability to define and clarify problems, issues, conclusions, reasons, and assumptions; judge the credibility, relevance and consistency of information; and infer or solve problems as well as drawing reasonable conclusions (Jones, 1989 in Mrah, 2017).

Possessing the ability to think at higher order is important. In relation to this statement, Zaida (2013) stated that “not possessing qualified thinking can lead anyone to trouble themselves as well as the society. The dangers might be caused by a rush in decision making and unjustified points of view”. Paul and Elder (2006) as cited in Zaida (2013) also made a statement about the quality of thinking. They stated that much of our thinking is biased, misled, partial, uninformed or down-right prejudice. Yet the quality of our life and that we have a tendency to produce, make, or build depends precisely on the quality of our thought. From those statements, it can be concluded that possessing qualified thinking skills is important in every aspects of our life.

The importance of higher order thinking has also become concern in teaching. Higher order thinking skill (HOTS) is an important consideration when teaching languages especially English as a second/ foreign language because thinking is the initial step of learning. As the students think at higher order, they go over to different inquiries and it will give them exposure to learn new things with interest.

Putchá (2012) in Margana & Widyantoro (2017) said that when second language learners are accustomed to employ their critical thinking skills, which are included in HOTS, they get positive experiences of learning English and could encounter any demanding tasks which can in turn establish their self-confidence in learning English.

From the reviewed literature on HOTS, it can be concluded that HOTS are more than just remembering or recalling. HOTS require high intellectual

processes (Wright, 2002 as cited in Mrah, 2017) which enable a person to manipulate, apply, and use information he/she receives to solve problems in real situations. Experts also agree that the skills are important and needed by students and learners in this 21<sup>st</sup> century as Collins (2014) said that it is hard to imagine a teacher or school leader who is not conscious of the importance of teaching higher-order thinking skills to make young men and women ready to live in the 21<sup>st</sup> Century.

Mrah (2017) also stated that:

Students' success in today's world rests upon their ability to adapt to new situations through self-reflection and the need for being innovative and creative in their attempt to solve real life problems. Aside from enhancing learners' communication skills, foreign language classes should include possibilities for learners to develop skills necessary to identify and retrieve relevant information, organize it and evaluate its usefulness and quality.

### ***2.2.2 Higher Order Thinking Taxonomy***

Trying to understand how people think is some way impossible. However, choices are available. We can choose to focus on measurable aspects of human behavior; or we can resort to metaphors which have personal or group appeal; or look for patterns (Moseley et.al, 2004). Those approaches are used in thinking skill taxonomies and frameworks.

There are many thinking taxonomies which have developed by some experts. One of the most well-known taxonomies is Bloom's taxonomy. Collins (2014) and Seif (2012) said that Bloom's taxonomy is widely used by researchers for their studies' purposes and subsequent frameworks tend to be closely linked to Bloom's work.

We know that the ability to think in high order can be achieved through processes. Higher order thinking requires the mastery of previous level (Mc Davitt in Seif, 2012). In relation with this statement, Moseley et.al (2004) said that the mental processes in critical thinking involved in different aspects of thinking which are often equated with the higher-order categories of Bloom's taxonomy. It is also stated that the good quality of thinking will be obtained at particular mental processes such as analyzing, inferring, and evaluating.

#### **2.2.2.1 Bloom's Revised Taxonomy**

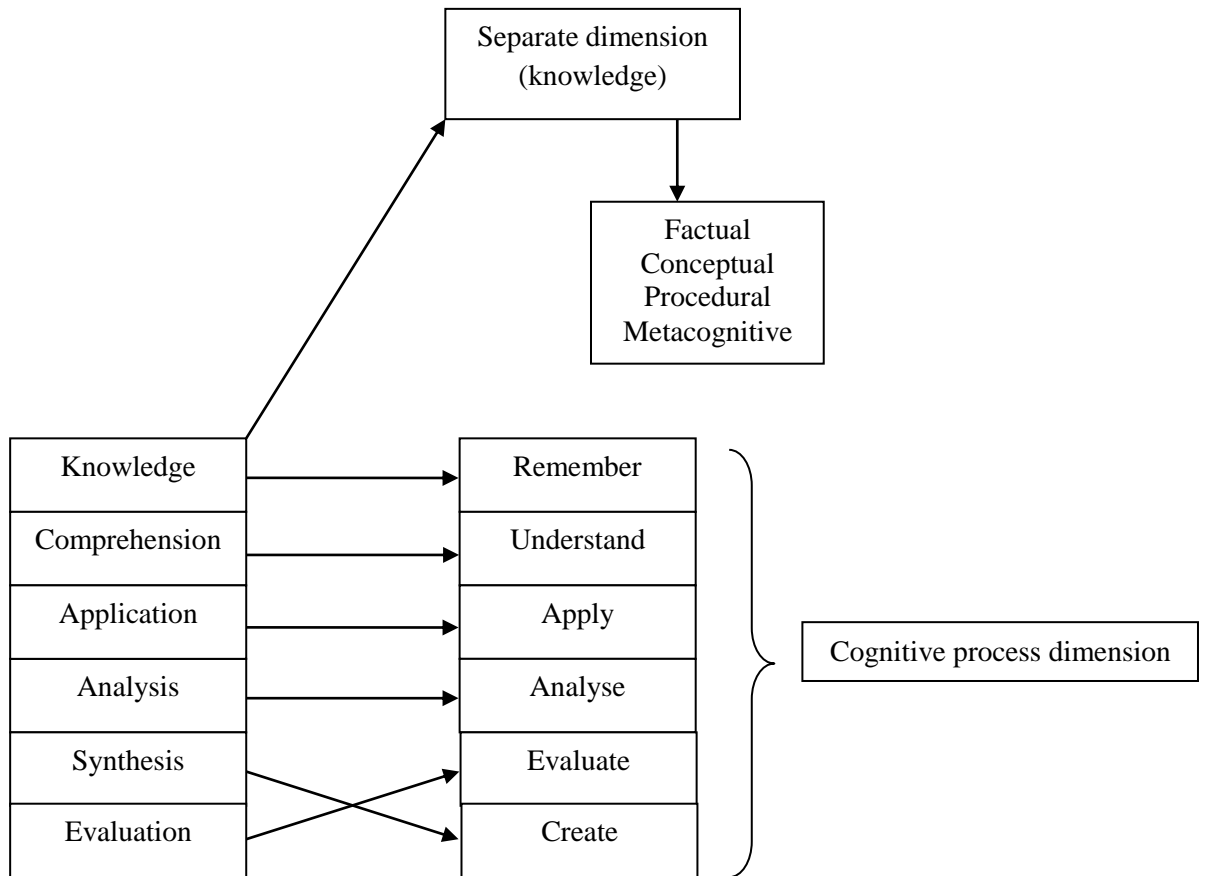
Bloom's taxonomy is one of learning taxonomies created by Dr. Benjamin Bloom in 1956. Bloom's taxonomy provides a useful theoretical framework for designing sequential educational objectives with the aim of enabling learners to move from lower knowledge levels to higher level thinking skills (Mrah, 2017).

There are three domains in Bloom's taxonomy. They are cognitive, affective, and psychomotor domain. According to Bloom (1956) the three domains are divided into subdivisions, starting from the simplest behavior to the most complex. The cognitive domain comprehends knowledge and the development of intellectual skills (Bloom, 1956). This cognitive domain is divided into six categories. They are a) *knowledge* which includes recalling previously learned material and grasping its meaning; b) *comprehension* which involves constructing meaning by making connections between the text and the reader's prior knowledge; c) *application* defined as the use of previously learned information in new situations in order to solve problems; d) *analysis* which refers to the ability of learners to break down information into component parts to make

valid generalizations; e) *synthesis* entails the ability to conceive new or original concepts; and f) *evaluation* intended to develop the ability to judge the quality and credibility of information (Anderson & Krathwohl, 2001).

Lorin Anderson, a former student of Bloom, revised the cognitive domain in the learning taxonomy in the mid-nineties and made some changes. Moseley et.al (2004) listed the changes as follows:

- 1) Educational objectives indicate that a student should be able to do something (verb) to or with something (noun). In the original framework, nouns were used to describe the knowledge categories (e.g. application). In the revision, the major categories in the cognitive process dimension have been relabeled with verb forms (e.g. apply). *Knowledge* as a cognitive process is renamed *remember*. Sub-categories in the cognitive process dimension have also been labeled with verbs, such as checking and critiquing (sub-categories of evaluate).
- 2) The revision has renamed and re-organized the knowledge sub-categories as four types of knowledge: factual, conceptual, procedural and metacognitive.
- 3) Two of the major categories in the original framework have been renamed: *knowledge* has become *understand* and *synthesis* has become *create*.



**Figure 2.1**

**Structural changes from Bloom to the Anderson and Krathwohl revision**

**(Anderson & Krathwohl, 2001)**

The following is the completed table of cognitive domain of Bloom's revised taxonomy.

**Table 2.1 Structure of the Cognitive Process Dimension of the Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001)**

1 Remember	2 Understand	3 Apply	4 Analyze	5 Evaluate	6 Create
1 Recognizing	1 Interpreting	1 Executing	1 Differentiating	1 Checking	1 Generating
2 Recalling	2 Exemplifying	2 Implementing	2 Organizing	2 Critiquing	2 Planning
	3 Classifying		3 Attributing		3 Producing
	4 Summarizing				
	5 Inferring				
	6 Comparing				
	7 Explaining				

This study employs the framework of Bloom's taxonomy in cognitive domain. It is because cognitive categories of Bloom's taxonomy promote higher form of thinking. This research focuses on the revelation of the three higher categories of revised Bloom's taxonomy cognitive domain. They are analyzing, evaluating, and creating skills.

### ***2.2.3 Reading Comprehension***

The definitions of reading have developed beyond more than recalling, word recognition, and mastery of phonemic recognition. Reading is an interactive and complex process (Ulmer et.al, 2002). Reading is a self-discovery process. During this process, readers interact with written materials by employing both cognitive and metacognitive skills to break down new knowledge so as to make or infer meaning. From this point of view, reading comprehension can be seen as the final product (Hellyer, Robinson, & Sherwood, 2001; Kalayci, 2012 as cited in Kaya, 2015).

There are broad theories about reading comprehension. Perfetti and Stafura (2014) stated that:

Earlier ideas about text comprehension had been dominated by demonstrations of knowledge-driven top-down procedures guided by scripts (Shank & Abelson, 1977) and other forms of schemata (Anderson, 1978; Bartlett, 1932). Then, in the following years van Dijk and Kintsch (1983) and Kintsch (1988), text comprehension research headed in new directions, building on these models of text-knowledge interaction and creating enriched variations (Goldman & Varma, 1995) and update son the basic idea (Kintsch & Rawson, 2005).

Many experts also offer multiple definitions of reading comprehension. Comprehension is the essence of reading and the active process of constructing meaning from text (Dutcher, 1990; Durkin 1993; Ulmer, et.al, 2002). In line with Durkin's statement, Harris and Hodges (1995) stated that reading comprehension is the construction of the meaning of a written or spoken communication through two-way holistic, interchange of ideas between the interpreter and the message. The interpreter will get the meaning of the text through intentional problem-



solving thinking processes. The interpretation is also influenced by that person's prior knowledge and experience.

The definition of reading comprehension mentioned above is the most comprehensive since many experts have the same opinion which is similar. It is also stated by RAND Reading Study Group (2002) that reading comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (as cited in Kwiatkowska-White, 2012).

In addition, Ulmer et.al (2002) said that “the definitions of reading comprehension now include—or perhaps are even replaced by—the dynamic, reciprocal interactions among reader, text, and the context of the reader's prior literacy schema”.

Those definitions are in line with the schema theory of Anderson (1987). According to schema theory; comprehension is a method in which the reader brings his/ her own knowledge on a topic and problem-solving skills to the task of making meaning from text. Aloqaili (2011) also added that schema theory is “considered to be a theory about knowledge: how knowledge is represented and organized, and how that representation and organization facilitates the use of a reader's prior knowledge to improve reading comprehension”.

Meanwhile, regarding to the importance of reading, Arvianto and Faridi (2016) said that reading is categorized as an important skill that sustains any other language skills (listening, speaking, writing) since the written words are the sources of knowledge for readers. Moreover, Al-Drees (2008) stated that by

reading a lot, the readers can improve their English background knowledge and broaden vision, inspire their thought, build the values, practice the creative performance and develop their intelligence (as cited in Keshta & Seif, 2013).

In relation with the importance of reading, Keshta and Seif (2013) and Mrah (2017) also said that reading comprehension texts may train learners to practice all levels of cognitive skills and they are the base of the whole learning process and also the most important means of gaining and developing individuals' knowledge.

Based on studies by experts, it can be concluded that reading comprehension is a series of processes. The processes involve the dynamic interaction of the reader with the text and require complex thinking skills such as cognitive, metacognitive and problem-solving skills. The meaning of the text which is inferred by the reader also affected by many factors. They are the reader's prior knowledge, working memory, and language processes, such as basic reading skills, decoding, vocabulary, and sensitivity to text structure, inferring, and motivation (Yovanoff et.al, 2005). Reading is also considered as important skill among other language skills because it is source of knowledge, base of learning processes, and it may train students to practice all their cognitive skills.

#### **2.2.3.1 The Relation between Reading Comprehension and the Concept of Higher Order Thinking**

As I have mentioned in the sub-chapter above, many experts stated that reading comprehension is a series of processes which involve many thinking skills. Reading is a construction of meaning through problem-solving thinking

processes which employ both cognitive and metacognitive skills (Dutcher, 1990; Durkin 1993; Harris & Hodges, 1995; Ulmer, et.al, 2002; Kaya, 2015).

From that statement, it is concluded that the comprehension of texts requires a thinking process from lower order to the higher order. Linse (2006) stated explicitly that reading comprehension is related with higher order thinking skills. According to Linse (2006) reading comprehension refers to reading which seek for meaning, understanding, and entertainment. It involves higher-order thinking skills and is far a lot of advanced than just coding specific words.

Mrah (2017) also claimed that reading comprehension is particularly congenial to the development of higher order thinking. It is because in reading, readers are called on to activate schemata. Bos and Anders (1990) stated that, “schema theory explains how knowledge is structured in memory and how these structures affect incoming information” (as cited in Aloqaili, 2011).

By this mean, critical thinking, which is the part of higher order thinking, can be considered to activate or construct schema (Aloqaili, 2011). The activation of readers’ schemata can be done by critical thinking, contrasting ideas, and engaging in reflective thinking (Norris & Phillips, 1987 as cited in Aloqaili, 2011). Furthermore, critical thinking is used in reading comprehension processes to make inferences, and activating prior knowledge thinking (McNeil, 1992; Aloqaili, 2005; Orbea & Villabeitia, 2010 as cited in Mrah, 2017).

Reading is an advanced process in which readers learn the way to extract meaning from text and reconstruct it by integrating information from the text into their background knowledge to create assumptions and draw conclusions (Mrah,

2017). Thus, improving the quality of students' thinking is necessary in order to make students effective readers. Students should be trained how to read to become effective readers (Marier, 2000, as cited in Mrah, 2017). In this case, generally, government as the curriculum developers and especially teachers are responsible to enhance students' thinking ability.

#### **2.2.4 Textbook**

There are some definitions of textbook. Langenbeach in Andika (2015) said that textbook is a book that presents an organized body of knowledge and usually simplified manner for purposes of learning. Meanwhile *The Institution of the Development Educational Materials* (2010) stated that textbook is a teaching tool which presents the subject matter arranged based on the curriculum. Additionally, Hornby (2005) stated that textbook is a book that teaches a particular subject and is used especially in school and colleges.

According to Seguin (1989) textbook has three main roles, those are:

1. An information role

A textbook offers information and knowledge, but often within a certain ideological perspective. The way it is formed will determine what information is contained in a textbook and make it seems unsuitable in certain historical situations or for certain socio-economic or cultural objectives defined by development policy.

2. A role of structuring and organizing learning

A textbook suggests a progression in the learning process organized in successive blocks of teaching units.

### 3. A role of guiding learning

To guide the students in his perception and comprehension of the global world, in putting together knowledge acquired from sources aside from the curriculum.

From the definitions mentioned, it can be concluded that textbook is a source of knowledge and information, a guidance to teach and written based on curriculum. It contains organized and simplified material that helps to achieve the learning objectives.

However, the using of textbooks has some advantages and disadvantages.

Richards (2001) described it as follows:

Among the advantages are:

- (1) They provide structure and a syllabus for a course.
- (2) They help standardize instruction. Using a textbook in teaching and learning process ensures that the students in different classes receive the same material and they can take the same test.
- (3) They maintain quality.
- (4) They provide a variety of learning resources because some textbooks are accompanied with workbooks, CDs, and cassettes.
- (5) They are efficient because the teachers can save their time to teaching rather than materials production.
- (6) They can provide the needs of effective language models and input.
- (7) They can train inexperienced teachers.

- (8) They are visually appealing because they usually have good design which can make the learners interested with them.

Meanwhile, the potential negative effects are:

- (1) They may contain inauthentic language.
- (2) They may distort content because textbooks often present an idealized view of the world or fail to represent real issues.
- (3) They may not reflect students' needs because they are often written for global market.
- (4) They can deskill teachers, if the teachers use textbooks as the main source of their teaching.
- (5) They are expensive so that sometimes buying textbooks is a burden for the students.

From the previous explanation, teachers should consider many aspects before choosing textbooks they will use. Teachers also can combine the materials from textbooks with their own material. Thus, the materials can be adjusted with their students' need so it will be more contextual and appropriate for the students.

Despite those advantages and disadvantages, textbooks play important role in English language teaching. According to Margana and Widyanoro (2017), the availability of textbooks is one of the important components that must exist because textbooks play a role as a guide for students and their teachers of any level of education to be actively engaged in classroom practices. This is in line with Iqbal (2013) who urges that existence of the textbooks could facilitate students to maximally achieve the targeted learning objectives (as cited in

Margana & Widyanoro, 2017). Added to this, Cunningsworth (1995) stated that textbooks provide effective resource for self-directed learning. They are effective resources for presentation material, sources of ideas and activities.

This suggests that textbooks play an important role to succeed for the teaching and learning practices. In relation to this statement, Kitao and Kitao (1997) as cited in *Textbook Evaluation and ELT Management: a South Korean Case Study* articulate that textbooks are vital in the process of teaching and learning as they function as the center of instruction and describe what goes on in the classroom practices in order that the teaching and learning activities become efficient, effective, and meaningful (Litz, 2005).

#### **2.2.4.1 The Relation between Textbook and the Concept of Higher Order Thinking**

I have explained about the definition of textbook and the concept of higher order thinking. However, we should try to match these two concepts in order to make relation of them.

It is clearly stated in the previous section that textbooks and the ability of thinking in high order are important in English teaching and learning. The application of thinking skills in learning will help students get positive learning experience and will make them enjoy more challenging tasks (Putchu, 2012 as cited in Zaida, 2013). The realization of higher order thinking skills in English language teaching and learning is worth doing to improve students' English competence.

In line with this, textbook as an important role in English teaching and learning should provide the availability of higher order thinking skills in its materials and activities in order to exposure students' thinking skills.

### ***2.2.5 Textbook Analysis***

Definition of textbook analysis is the systematic analysis of the text materials including the structure, the focus, and special learning assists. Textbook analysis is a part textbook evaluation. According to Krippendorff (1980), textbook analysis is a research technique for making valid inferences from texts (or other meaningful matter) to the context of they used. As a technique, textbook analysis provides new insights, increases understanding of particular phenomena, or informs practical actions (as cited in Mrah, 2017).

Textbook analysis is needed as a way to ensure that careful selection of textbook is made and the materials closely reflect the need of the learners and the aims, methods, and values of the teaching program (Cunningsworth, 1995). Sheldon (1988) added that textbook evaluation would enable educators in identifying the particular strengths and weaknesses of textbooks they use. This (textbook evaluation) would go an extended method in assisting teachers with making optimum use of a book's strong points and recognizing the shortcomings of certain exercises, tasks, and entire texts (Litz, 2005).

Moreover, Litz (2005) stated that textbook evaluation can be very useful in teacher development and professional growth. Textbook evaluation helps teachers move beyond impressionistic assessments and it helps them to acquire helpful,



accurate, systematic, and contextual insights into the overall nature of textbook material (Cunningsworth, 1995; Ellis, 1997 in Litz, 2005).

There are many ways to analyze a textbook. According to Wahab (2013), there are three basic methods of evaluating textbook. The first one is the impressionistic method. The aim of this method is to get general impression of the analyzed textbook. This method uses skimming technique through the book to get a sense of organization, topics, layout, and visual. This could be combined with the second method, which is called the checklist method. This method involves a systematic checklist of certain criteria. The third method, the in-depth method, suggests a careful investigation or representative features such as the design of one particular unit, or the treatment of particular language elements.

Cunningsworth (1995) said that choosing English textbook can be based on these factors:

- (1) The textbook package
- (2) The language content
- (3) Syllabus design
- (4) Skills
- (5) Topic, subject content, and social values
- (6) Methodology

Those factors can be used as the criteria in analyzing textbook. The main concern of this study is to reveal the availability of higher order thinking skills of the reading tasks written in *Access 2 Student's Book* and *When English Rings a Bell*.

### **2.2.6 Access 2 Student's Book**

*Access 2 Student's Book* is an English student book for second grade of Secondary School that was published in 2015 by Express Publishing in association with Aksorn Thailand. The book was written by Virginia Evans and Jenny Dooley. This textbook was written based on the latest Thailand curriculum, the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). It is used by several schools in Thailand for their English lesson.

There are two series of this book; teacher's book and student's book. Teacher manual is textbook that published for teachers. It contains the procedure and tips how to teach English based on student book, whereas student book is a textbook that published for students. It contains materials that are learned by students. This research focuses on the student book of *Access 2*.

### **2.2.7 When English Rings a Bell**

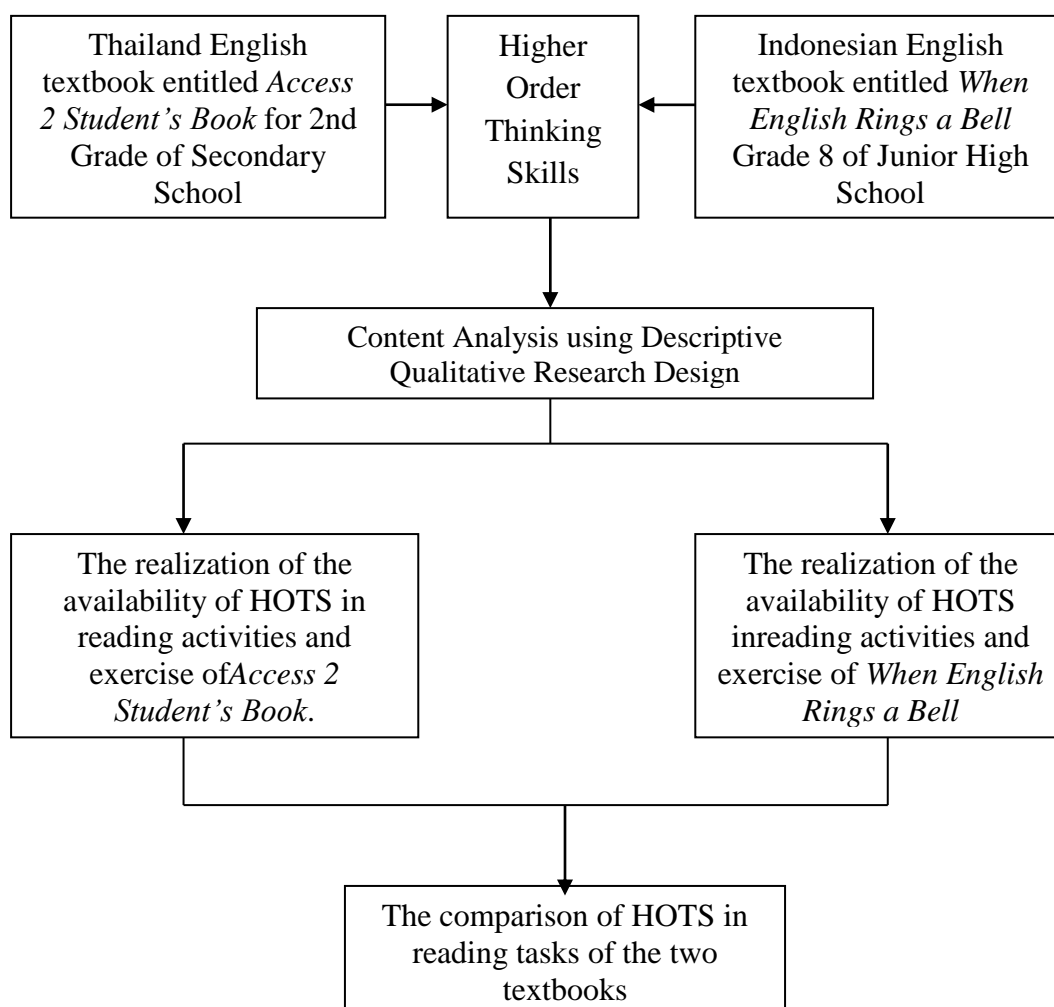
*When English Rings a Bell* is the title of a series of English textbooks for Junior High School (secondary school) students published by Indonesian Ministry of Education and Culture in 2014. In this research, the researcher analyzes and focuses on the textbook for the second grade of Junior High School.

The textbook was written based on Curriculum 2013. This textbook was composed and arranged by many Indonesian experts under the coordination from Indonesian Ministry of Education and Culture by paying attention to the Curriculum 2013. All the materials in this textbook are based on Core Competences and Basic Competences in the Curriculum 2013.

There are two kinds of these textbooks. The first one is as guidance for teachers, and the other one is as guidance for students. This study only focuses on the student book of *When English Rings a Bell*.

### 2.3 Theoretical Framework

Theoretical framework explains how the researcher conducts the research.



**Figure 2.2**

### Theoretical Framework

English textbook entitled *Access 2 Student's Book* is a textbook for second grade of Secondary School in Thailand. It was written by Virginia Evans and

Jenny Dooley and published by Express Publishing in 2015. This textbook was written based on the latest Thailand curriculum, the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). Meanwhile, *When English Rings a Bell* is an English textbook which mainly is used by schools in Indonesia. This textbook is for grade 8 or the second grade of Junior High School and published in 2014 by Indonesian Ministry of Education and Culture based on Curriculum 2013.

According to many experts, one of the important aspects in developing a textbook is the enhancement of thinking skills. In regard to the development of thinking skills, many experts classify them into two types, namely lower order thinking skills and higher order thinking skills (Anderson & Krathwohl 2001; Pohl, 2000).

Higher Order Thinking Skill (HOTS) is an important consideration when teaching languages especially English as a second/ foreign language. So, we need an analysis to evaluate the book in order to help the improvement of textbooks. According to those reasons, the researcher analyzes textbook in terms of the availability of HOTS in the reading tasks of *Access 2 Student's Book* and *When English Rings a Bell*. Then, the researcher compares the two textbooks to find out which textbook promotes more higher-order thinking skills in its reading tasks.

In this case, the researcher limits her research in reading tasks of the two textbook that enforcing students' higher order thinking skills since reading is categorized as important skill among the other skills. Moreover, an effective and successful reading comprehension requires a good quality of thinking skills in order to contract the schemata to get the meaning of the text.

The researcher analyzes the textbooks in descriptive qualitative research design. The result of this research is the evaluation of textbook in terms of its availability of HOTS. To analyze the data, this study uses the revised Bloom's taxonomy as the framework and content analysis cards which were made based on the taxonomy. This study employs the cognitive domain of the revised Bloom's taxonomy. In the end, the realization of HOTS in reading tasks written in the two textbooks is compared in order to know which textbook is more promoting the HOTS.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In the previous chapters, the writer has discussed the introduction to this final project, the review of the related literature, the method of investigation and the findings and discussion. This chapter presents the conclusions of the present study which were drawn from the research findings and discussion. In addition, it also outlines suggestions and ideas for future research.

#### 5.1 Conclusions

Based on the overall findings of this study, the researcher can conclude some points. First of all, the higher order cognitive skills in the textbooks' reading tasks are not well covered, not well treated nor well distributed. The percentage of higher levels in the textbooks' reading tasks is less than the lower ones. In *Access 2*, lower order thinking skills covered 57% of the reading questions. Only 43% of the questions which belong to higher order level. Meanwhile, the 70% of *When English Rings a Bell's* reading questions belong to higher order level and the percentage of the higher order reading questions is far below the lower ones which is 30%.

Secondly, regarding to the realization of HOTS in the textbooks, both textbooks do not present the skills properly. The analyzing skill in both textbooks was presented in a small portion. In *Access 2*, there were only 13 items from 88 items which belong to analyzing level with a percentage of 15%. Moreover, out of

13 analyzing item types, there were only 4 types which are covered. Meanwhile, in *When English Rings a Bell*, there were only five (15%) analyzing questions found and there were only 3 types covered in the items. It shows that this textbook does not give the students a chance to practice the very basic level of HOTS.

For the evaluating skill, *Access 2* presents better performance. There were 16 questions (18%) from 88 reading questions which belong to evaluating level. This level is the second highest level which was available in the textbook after remembering level. Unfortunately, the variation of this skill is very poor since there was only one type which can be found among the evaluating questions. All of the evaluating questions belong to ‘expressing opinion towards the text’ type. On the other hand, the amount of HOTS in *When English Rings a Bell* is getting smaller. Evaluating tasks were barely found in the textbook. There were only 3 questions with a percentage of 9% which belong to evaluating level. However, those three questions covered 2 out of 4 evaluating item types.

Then, regarding to creating level, the findings showed that this level has the smallest frequency among the other higher order levels. There were only 9 questions which belong to creating level in *Access 2*. It covers 10% of all reading items in the textbook. This level is the second lowest level after applying level which can be found in the textbook. Besides, those items covered three types from 9 creating item types. Meanwhile in *When English Rings a Bell*, the amount of creating tasks in *When English Rings a Bell* is very limited. The availability of this level is not appropriate because it is only 6% with 2 occurrences. Those two questions only covered one type of 9 creating item types.

Lastly, related to the comparison of higher order thinking skills on the reading tasks written in the two textbooks, the foreign English textbook provides more Higher Order Thinking Skills in its reading tasks. It can be shown from the percentage of the higher-order items found which is 43% and only has 14% difference with the lower-order items. In addition, out of the twenty six categories adopted as criteria to evaluate higher order thinking skills, there are eight types covered in this textbooks. It means that the distribution of the higher-order tasks is well managed since the gap is not huge and in average, the higher-order items can be found in every two items in the textbook's reading tasks. Meanwhile, in *When English Rings a Bell*, the lower-order categories are very dominant. The percentage difference between the two categories is 40%. The lower-order categories got a percentage of 70% (24 frequencies) and the percentage of higher-order thinking is only 30% (10 frequencies). Furthermore, number of item types covered in *When English Rings a Bell* is only six out of 26 categories.

Based on the findings, it is also concluded that this study has some weakness. Firstly, the analyzed textbooks were written based on different curricula and syllabi. Meanwhile, one of the requirements in comparative study is that the analyzed objects should have equal aspects. Therefore, a study about each curriculum should be done before comparing the textbooks in order to find out if there are similarities in the materials of the textbooks. If this procedure is carried out, the comparative study will be more valid. Secondly, this study only focused on one aspect of language skills. The other skills should be analyzed as well in order to reach comprehensive result.



Lastly, this study only carried out one procedure in conducting the investigator triangulation. Meanwhile, there should be several steps in conducting an ideal investigator triangulation. We can see the example of this triangulation in Lan and Chern's (2010) study. They conducted the triangulation in two steps. The first one is trial item analysis. This step was done in order to make the investigators familiar with the coding framework. Then the second step is formal item analysis. By conducting the triangulation in two steps, the result of the coders' analysis showed a higher consistency.

## **5.2 Suggestions**

Based on the discussion which conclude that critical thinking is regarded as an important skill in daily life and based on the findings of this study, this section presents some recommendations. Firstly, it is recommended that textbooks designers should modify the reading exercises to include higher order thinking skills. The stakeholders especially Ministry of Education or English supervisors are also recommended to develop English teachers' awareness of the importance of higher order thinking skills in English learning by providing teachers with more exercises that cover higher order thinking skills or holding workshops to train the English teachers how to develop and enhance students' thinking skills.

Secondly, the English language teachers should enrich their knowledge on the importance of higher order thinking by reading more research about higher order or critical thinking skills. Teachers are also recommended to find another learning sources which can facilitate students to develop their thinking skills.

Lastly, it is highly suggested for students who are willing to be a teacher to prepare themselves with the insight about the importance of students' thinking quality so that they could apply their knowledge to develop the thinking quality of their future students. As they have known that critical thinking skill which is concluded in higher order thinking skill is seen as a survival skill in this globalization era.

## REFERENCES

- Abdelrahman, M.S.H.B. 2014. An Analysis of the Tenth Grade English Language Textbooks Questions in Jordan Based on the Revised Edition of Bloom's Taxonomy. *Journal of Education and Practice*. 5/18: 139-151. Available at 1 [accessed 15/04/18)
- Alexander, P.A. et.al. 2016. Relational Reasoning: What We Know and Why It Matters. *Policy Insights from the Behavioral and Brain Sciences*, 3/1: 36-44.
- Ali, N. 2010. An Evaluation of the Reading Texts & Exercises in SB & WB of English for Palestine–Grade 9. Thesis Faculty of Education The Islamic University of Gaza.
- Aloqaili, A.S. 2011. The relationship between reading comprehension and critical thinking: A theoretical study. *Journal of King Saud University - Languages and Translation*. 2012/24: 35-41.
- Anderson, L.W. and D.R. Krathwohl. 2001. *A Taxonomy for Learning, Teaching, and Assessing*. New York: Longman.
- Anderson, R.C. 1978. Schema-directed processes in language comprehension. In A.M. Lesgold, J.W. Pellegrino, S.D. Fokkema, & R. Glaser (eds.). *Cognitive psychology and instruction* (pp. 67–82). New York, NY: Plenum.
- Andika, J.D. 2015. Content Analysis of the Spiritual and Social Competences in “When English Rings A Bell” (The Case of the Textbook for the Seventh Grade of Junior High School). Final Project English Department FBS Unnes.
- Arvianto, Z.I. and A. Faridi. 2016. The Compatibility of Reading Exercises with Bloom’s Revised Taxonomy and 2013 Curriculum (A Case of English Textbook Entitled *Bahasa Inggris* for Grade XI Published by Department of National Education 2014). *English Education Journal*. 6/1: 42-51
- Bloom, B. S. 1956. *Taxonomy of Educational Objectives. Part 1, Cognitive Domain*. New York: Longmans Green.
- Bloom’s Taxonomy of Learning. Available at: <http://www.nwlink.com/~donclark/hrd/bloom.html>. [accessed 10/06/17]
- Bouزيد, H.A. 2016. Boosting 21st Century Skills through Moroccan ELT Textbooks. *Journal of English Language Teaching and Linguistics*. 1/2: 97-108.
- Brookhart, S.M. 2010. *How to Assess higher-order Thinking Skills in Your Classroom*. Alexandria: ASCD.

- Centre for Learning, Innovation and Simulation (CLIS) of the Michener Institute of Education at UHN. 2017. Bloom's Taxonomy Verb List. Available at: <https://michener.ca/wp/content/uploads/2017/09/Blooms-Taxonomy-Verb-List.pdf> [accessed at 09/01/2018]
- Cohen, L., L. Manion, & K. Morrison. 2007. *Research Methods in Education (6th ed.)*. New York: Routledge Falmer.
- Collins, R. 2014. Skills for the 21st Century: teaching higher-order thinking. *Curriculum and Leadership Journal*. 12/14.
- Creswell, J.W. 1994. *Research Design Qualitative and Quantitative Approach*. London: SAGE Publication.
- Creswell, J.W. and D.L. Miller 2000. Determining validity in qualitative inquiry. *Theory into Practice*. 39/3:124-130.
- Cuningsworth, T. 1995. *Designing Language Courses*. Canada: Newbury House.
- Denzin, N.K. 2006. *Sociological Methods: A Sourcebook*. New York: Routledge
- Donald, A., et.al. 2010. *Introduction to Research in Education, 8th Edition*. Belmont: Wadsworth.
- Durkin, D. 1993. *Teaching Them to Read (6th ed.)*. Boston, MA: Allyn & Bacon.
- Dutcher, P. 1990. Authentic Reading Assessment. *Practical Assessment, Research and Evaluation*. 2/6. Available at: <http://PAREonline.net/getvn.asp?v=2&n=6> [accessed at 20/04/2018].
- Evans, V. and Jenny D. 2015. *Access 2 Students' Book*. Bangkok: Aksorn Charoen Tat ACT.
- Gordani, Y. 2010. An Analysis of English Textbooks Used at Iranian Guidance Schools in Terms of Bloom's Taxonomy. *The Journal of Asia TEFL*. 7/2: 249-278.
- Harris, T.L. and R.E. Hodges. 1995. *The Literacy Dictionary: The Vocabulary of Reading and Writing*. Newark: Order Department, International Reading Association.
- Holsti, O.R. 1969. *Content analysis for the social sciences and humanities, Reading*. MA: Addison-Wesley.
- Hornby, A.S. 2005. *Oxford Advanced Learner's Dictionary of Current English*. England: Oxford University Press.
- Hsieh, H.F. and S.E. Shannon. 2005. Three Approaches to Qualitative Content Analysis. *Qualitative Health Research*. 15/9: 1277-1288.

- Kaya, E. 2015. The Role of Reading Skills on Reading Comprehension Ability of Turkish EFL Students. *Üniversitepark Bülten*, 4/1-2: 37-51.
- Kementerian Pendidikan dan Kebudayaan. 2013. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Kementerian Pendidikan dan Kebudayaan. 2014. *Bahasa Inggris "When English Rings a Bell"*. Jakarta : Kementerian Pendidikan dan Kebudayaan.
- Keshta, A.S. and A. Seif. 2013. Evaluating Higher Order Thinking Skills in Reading of English for Palestine Grade Eight. *Asian Journal of Education and e-Learning*. 1/1: 47-69. Available at: <http://www.ajouronline.com> [accessed at 12/06/17]
- Krathwohl, D.R. 2002. A Revision of Bloom's Taxonomy: An Overview. *Theory into Practice*. 41:212-218.
- Kwiatkowska-White, B. 2012. Understanding Reading Comprehension Performance in High School Students. Dissertation Faculty of Education Queen's University Canada.
- Lan, W. and C. Chern. 2010. Using Revised Bloom's Taxonomy to Analyze Reading Comprehension Questions on the SAET and the DERT. *Contemporary Educational Research Quarterly*. 18/3: 165-206.
- Lewis, A. and D. Smith. 1993. Defining Higher Order Thinking. *Theory into Practice*. 32:131-137.
- Litz, D.R. 2005. Textbook Evaluation and ELT Management: A South Korean Case Study. *Asian EFL Journal*. 48: 1-53.
- Margana and Agus W. 2017. Developing English Textbooks Oriented to Higher Order Thinking Skills for Students of Vocational High Schools in Yogyakarta. *Journal of Language Teaching and Research*. 8/1: 26-38.
- Mrah, I. 2017. Developing Higher Order Thinking Skills: Towards a Rethinking of EFL Coursebooks in Moroccan High Schools. *Journal of English Language Teaching and Linguistics*. 2/3: 225-243
- Ming, G. 2011. Foreign and Local Textbooks Evaluation in the Exam – Oriented Environment at Private. Paper presented at *the 16th Conference of Pan-Pacific Association of Applied Linguistics*. Hong Kong: the Chinese University of Hong Kong.

- Ministry of Education. 2008. The Basic Education Core Curriculum B.E. 2551 (A.D. 2008). Available at: <http://academic.obec.go.th/web/doc/d/147> [accessed 22/03/18]
- Moseley, D. et.al. 2004. *Thinking Skill Frameworks for Post-16 Learners: An Evaluation: A Research Report for the Learning and Skills Research Centre*. London: Learning and Skills Research Centre.
- Mouter, N. and D.V. Noordegraaf. 2012. Intercoder Reliability for Qualitative Research. *You Win Some, but do You Lose Some as Well*, 8.
- Newman, F.M. 1990. Higher Order Thinking in Teaching Social Studies: A Rationale for the Assesment of Classroom Thoughtfulness. *Journal of Curriculum Studies*. 22: 41-56
- Nurisma, R.A. 2010. An Analysis of Reading Questions in English e-Book Entitled "Developing English Competencies" for Grade XI. Final Project Universitas Negeri Malang.
- Perfetti, C. and J. Stafura. 2014. Word Knowledge in a Theory of Reading Comprehension. *Scientific Studies of Reading*. 22-37.
- Permatasari, R. (2012). The Critical Thinking Tasks Displayed on the Textbooks for Eleventh Grade Students of Senior High School. Final Project English Department FBS Unnes.
- Pickard, M.J. 2007. The New Bloom's Taxonomy: An Overview for Family and Consumer Sciences. *Journal of Family and Consumer Sciences Education*. 25: 45-55.
- Pickvance, C. (2005, September). The Four Varieties of Comparative Analysis: The Case of Environmental Regulation. *Conference on Small and large-N Comparative Solutions*. Paper for Conference on Small and large-N Comparative Solutions, Brighton, UK (pp. 1-20). Brighton: University of Sussex. Available at: <http://eprints.ncrm.ac.uk/57>
- Pohl, M. 2000. *Learning to Think, Thinking to Learn: Models and Strategies to Develop a Classroom Culture of Thinking*. Cheltenham, vic: Hawker Brownlow.
- Riazi, A.M. and N. Mosalanejad. 2010. Evaluation of Learning Objectives in Iranian High-School and Pre-University English Textbooks using Bloom's Taxonomy. *The Electronic Journal for English as a Second Language*. 13: 1-16.
- Richards, J.C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

- Seguin, R. 1989. *The Elaboration of School Textbooks Methodological Guide*. Paris: UNESCO. Available at: <http://www.unicef.org/textbooks/files/schoolbooks.pdf> .
- Seif, A. 2012. Evaluating the Higher Order Thinking Skills in Reading *Exercises of English for Palestine Grade 8*. Thesis Department of Curricula and Methodology The Islamic University of Gaza.
- Sheldon, L.E. 1988. Evaluating ELT Textbooks and Materials. *ELT Journal*. 42/4: 237-246.
- Sudjiono, A. 2005. *Pengantar Evaluasi Belajar*. Jakarta: Raja Grafindo Persada.
- Ulmer, C. et.al. 2002. Creating Games as Reader Response and Comprehension Assessment. *American Reading Forum Online Yearbook*.. 22.
- Wahab, M.M.A. 2013. Developing an English Language Textbook Evaluative Checklist. *IOSR Journal of Research & Method in Education (IOSR-JRME)*. 1/3.
- Wang, W. 2011. A Content Analysis of Reliability in Advertising Content Analysis Studies. *Electronic Theses and Dissertations*. Paper 1375. Available at: <http://dc.etsu.edu/etd/1375> .
- Yovanoff, P., et.al. 2005. Grade-level invariance of a theoretical causal structure predicting reading comprehension with vocabulary and oral reading fluency. *Educational Measurement: Issues and Practice*. 24/3: 4-12.
- Zaida, N. 2013. A Framework of Incorporating Critical Thinking Skills in English Textbook for the Nine Graders of Indonesia. *Second ELTLT International Conference Proceedings* . Paper presented at Second ELTLT International Conference, Semarang, Indonesia (pp. 382-398). Semarang: Semarang State University