

CHAPTER I INTRODUCTION

A. Background of Study

The role of Islam in education and reading is among the focus skills that also have a significant impact role in contributing to students success both academically and in life. Reading is also a very important point that is mentioned in the Al-Qur'an, it is by reading that people think, contemplate, and come up with new ideas which lead to more learning, wisdom, discovery and inventions and those who do not will asks us (Salam Islam, 2021). Higher order thinking skills are very important in reading because in reading activities, students must be able to answer reading questions. Higher order thinking skills are divided into three parts in the cognitive skills of bloom taxonomy namely, analysis, synthesis, and evaluation.

According to (Foye, 2014), if the language elements are taught well, incorporating religious values into language instruction is feasible and won't present any issues. Additionally, there are connections between religion and education, and the teaching resources that integrate religious content have significance for nation-building (Cheng & Beigi, 2012).

Textbooks are one of the teaching instruments used by teachers in the teaching and learning process. They play a crucial part in assisting students in understanding and simply receiving instructional content. A good English textbook should include relevant reading, as well as

exercises and questions. Furthermore, such tasks aid students in comprehending the educational content and determining their ability to read as a basic language skill. Because five scientific processes are included in the 2013 curriculum, reading exercises should incorporate higher order thinking abilities through asking questions.

Since the 2013 Curriculum was implemented in Indonesia, the government, through the Ministry of Education and Culture, has mandated that instructors support their students in developing their critical thinking skills. It covers what is typically referred to as HOT analysis, evaluation, and creation (Higher Order Thinking). Applying higher order thinking skills to the teaching and learning process is one approach to do so. (Anggraeni, 2020, p. 2) Three essential components make up a classroom activity: the teachers, the pupils, and the textbooks. In this process, a textbook serves as a significant source and medium to encourage students' HOT Levels. Primary school, seventh grade of junior high school, and senior high school are those.

The lower level of questions to much find in the textbook. They are well-known and simple for pupils to respond to, and they are considerably simpler for teachers or the textbook author to create. Whereas higher level questions are seldom featured in textbooks, they typically need teachers waiting a considerable amount of time for the pupils to respond (Kirana, 2021, p. 56). On the other hand, to fulfill one of the goals of Curriculum 2013 that is Higher Order Thinking (HOT) Level, it

requires us to know whether this textbook provides materials to develop students' critical thinking skill.

The questions can be easily answered by reviewing content of the text. Describe the "Bahasa Inggris" textbook that the ministry of education and culture publishes. It was made using the 2013 curriculum (Gultom, 2020, p. 247). She saw five questions in the first textbook, and discovered that the first through fifth questions are all labeled as memorizing (C1). Because the learner relies on the text to answer the questions, this demonstrated that the questions required lower order thinking skills. The scientific method should be broken down into five elements in the 2013 curriculum: teaching, observing, questioning, connecting, experimenting, and networking.

The reading exercises in the English textbook entitled "Pathway" for 11th grade students (Sitinjak, 2020). She found that higher order thinking skills only made up 9.6% of the distribution, compared to 90.4% for lower order thinking skills. The reading assignments that lead to HOT are not all found in the textbook. The rationale provided above leads to the conclusion that students need to be taught higher order thinking abilities through reading activities found in textbooks, yet the textbooks they use to study still contain questions that encourage lower order thinking skills. In this study, the researcher also examined the Pathway to English textbook, but only in the essay section, and which was used by 10th grade students

Many of the educators or teachers spoke to expressed doubt about the effectiveness of the textbooks they use to assess students' critical thinking abilities (Fitriani, 2021, p. 56). The majority of kids, in the teacher's opinion, have difficulty responding to questions that call for higher-order thinking abilities. Only a few pupils in the national test simulation were able to correctly respond to a high-level question. Additionally, the teacher noted that since learning takes time, if a question is asked to kids at a high level, they would require a lot of time to respon

Based on the results of pre observations at MAS PP Hidayatul Qomariyah Kota Bengkulu, June 21, 2022. A teacher was the subject of research interviews. It was discovered that teachers faced a number of challenges. The school teacher said that in Curriculum 2013 which applies the HOT level standard in the textbook Patway to English, there are still many pictures and reviewing content of the text, almost 80% use pictures in every part of the questions. But at school students find it difficult to work on the essay section in the book, they have to translate word for word to answer the essay questions. So does the book meet the HOT Level standard?. The revised Bloom's taxoomy consists of six cognitive dimentions; remember, understand, apply, analyze, evaluate, and create (Anderson et al., 2001). By presenting HOT Level questions, students need more than just remembering the knowledge but also thinking beyond the material. Besides, according to (Garver and Roberts,

2013) in (Smith and Darvas, 2017), though lower order cognitive domains are also important, meaningful learning are obtained from two highest level of cognitive domains (evaluate, create) Thus, to achieve meaningful learning as well as to achieve Curriculum 2013 goals, HOT Level questions need to be emphasized. But the teacher said for the first grade students find it difficult to answer the questions in the textbook Pathway to English especially in the essay section. Essay form requires an answer that is discussion or description of words. Questions in the essay section that require certain answers by individual students based on their own opinions. Each student has the opportunity to provide his own answer that is different from the answers of other students. If a question is asked to pupils at a high level, they will require a lot of time to respond.

The teacher at the school explained that some of the problems students worked on required a good understanding so that students could solve them perfectly, students cannot read the questions well. Usually they translate word for word, whereas in English texts or sentences cannot be translated word for word. Some use of student dictionaries to translate word meanings is not effective. They stop working on the questions if they come across a word they don't know the meaning of. So the students can be difficult to understand because they are focused on their language, so they still have low skills and do not develop proficiency in English or foreign languages, especially in reading

exercises. The researcher thinks it's crucial to analyze the higher-order thinking skills in the reading tasks of the resources book since doing so might help students develop their reading comprehension and critical thinking skills and help them thrive in the English-speaking world. For all these reasons, writer proposes research entitled “Hot Level Of Reading Exercises In English Textbook (An Analysis At “Pathway To English” Used By The First Grade Students’ At MAS PP Hidayatul Qomariyah Kota Bengkulu)”

B. Identification of The Problems

1. The textbook contains a lot of questions at lower levels since they are more known to students and simpler to answer.
2. The textbook does not contain all reading exercises that lead to HOT Level.
3. If a question is set at a HOT Level, it will take a long time for pupils to respond.

C. Limitation of The Problem

In this research, researcher focused on students need reading exercises. This study will be limited of Hot Level on Students’ reading exercises “Patway to English” Textbook. The level of students’ will be focused on first year at MAS PP Hidayatul Qomariyah Bengkulu in academic year 2021/2022.

D. Research Problem

Based on the identification of the problem above, the research problem is:

1. How extent are reading practice essay in the “Patway to English” textbook of the first grade students in line with HOT Level based on revised Bloom’s Taxonomy in curriculum 2013.

E. The Objective of Research

The goal of study is to obtain distribution of HOT Level question and whether the book is HOT Level or not based on the revised Bloom’s Taxonomi in reading exercises of Patway to English textbook of the first grade students.

F. Significance of The Research

The author thought that this study will be beneficial to:

1) The Teachers

- a. The teacher will know the HOT Level in reading exercises “Patway to English” textbook for the first grade students.
- b. The teacher might use the findings of this study as feedback on their teaching activities, particularly in English reading exercises; they could also use it to increase their knowledge of and experience with book selection.

2) The Students

To notify students about the syllabus points and the suitability of the Erlangga textbook Path Way to English for the first semester of the 11th grade.

3) The Next Researcher

For future researchers, It would be beneficial to the researcher since it might increase their understanding of how to evaluate textbooks in light of their suitability for the curriculum.

G. Operational Definition of Key Terms

Understanding this research is made simpler for researchers and other readers by being familiar with these important concepts. Several of the important phrases used in this study, including "hot level," "reading activities," and "textbook".

1. Hot Level is the capacity for challenging thought processes that support the application of information in the actual world, critical thinking, and problem-solving.
2. Reading exercises is a strategic process since it calls for the reader to foresee text content, choose crucial information, arrange and mentally synthesize information, monitor understanding, Repair comprehension breakdowns and align comprehension output with the reader's goals.
3. A textbook is a type of educational resource that includes text, maps, graphs, photographs, exercises, and other learning material. It is mostly utilized in the high school and college levels of education.