

CHAPTER II

LITERATURE REVIEW

A. The Concept of Textbook

1. Definition of Textbook

Teachers and students both use English textbooks as a source of information when teaching and learning English in the classroom. People can use it at home to study their English-related materials or to try to learn the language in addition to using it in the classroom. The usage of English textbooks in the classroom has a considerable impact on the manner in which teaching and learning are carried out. The textbook has a considerable impact on the design and implementation of a learning process in the classroom (Russell and Airasian, 2013, p. 204). Since the English textbook is regarded as a teacher's guide for instructing pupils it has a significant impact on how teaching and learning are carried out in the classroom.

Textbooks are also among the most widely used instructional technology around the world, and their availability and use positively influence student achievement. But, as is well known, textbooks are not neutral: their content is contested and reflects the power asymmetries and taken-for-granted beliefs of the underpinning culture. These textbooks convey legitimated social and cultural values to students and impact students' perspectives of people and ethnicities different from themselves. Building on ongoing work in this area, we

present methods that aid the study of depictions of gender, race, and ethnicity in contemporary history textbook (Lucy et al., 2020, p. 2)

From the aforementioned justification, it can be concluded that the textbook is one learning resource that serves as guidance for both teachers and students in order to support teaching and learning activities in the classroom that are curriculum-based and meet students' learning needs.

2. The Role of Textbook

Textbooks have a distinctive role as “books that are specifically written for use as class material designed to convey knowledge from broad aspects of a given field and suited to supplement lectures” (Nicholls, 2009, p. 31). In the teaching-learning process, textbooks are an essential source of activities for learner practice and linguistic engagement. They give each student the best possible learning opportunity and the fundamental framework within which most classroom activities take place. The third as a guide for students on grammar, vocabulary, pronunciation, and other topics.

Learning does not take place in a vacuum, It is the fourth source of inspiration and ideas for language-related educational activities. Our kids must be guided toward achieving certain learning objectives. In this approach, textbooks benefit both teachers and students. The curriculum for the fifth (Where they reflect learning objectives which

have already been determined). The textbook suggests a learning route that is broken down into progressively larger pieces of instructional material. It offers several choices for organizing learning. The sixth can be used as a tool for self-directed learning or self-access work, as well as a resource for less experienced teachers who are still working to gain confidence.

It may be stated that the taxonomy book serves as a resource and educational tool for classroom instruction and learning. The preparation and development of teaching materials by instructors can be assisted by textbooks. While a student's textbook may be used to assess how well they have understood a certain subject.

3. Textbook Evaluating

Textbooks have been criticized for not being of the highest caliber, despite the fact that they serve both teachers and pupils. "Textbooks condense some material but are still too wide and limited, hindering conceptual thinking, critical analysis, and assessment," claim Reed, Bergemann, and Olson. Consequently, the instructor needs to assess the textbook (Harmer, 1996, p. 257 in Shafwati, 2016).

"Textbooks supplied in commerce will not always be full and acceptable for language programs," (Richards, 2014, p. 19) said. The instructor can pick the textbook's contents in accordance with the learning objectives, but there is no one ideal textbook to use as a guidance in the teaching and learning process.

(Cunningsworth 1995 in Suryani, 2018, p. 261) states that adopting new textbooks and finding strengths and weaknesses are the main reasons for textbook evaluation. If textbooks have any weak points, they will be strengthened after the evaluation by using the supplementary materials to fulfill the weak points. The evaluation relates to a set of criteria which can be applied with different textbooks. It is useful for teachers in developing materials and understanding the nature of textbooks. Proposes the criteria for textbook evaluation. First, they should correspond with students' needs and match the aims and objectives of the language-learning program. It is essential that textbooks should help students in developing and taking them to their goals efficiently. Therefore, textbook content should correspond to students' needs in terms of language items, skills and communicative strategies. Second, they should reflect the uses (present or future) which students will make of the language. The textbooks should help students to use language effectively for their own purposes. They should have a clear view of what students need to learn and practice for the use of language in personal, professional, academic and other relevant situations. The most proper textbooks for students will reflect the language content, language skills and language components that students need. Third, they should take into account of students' needs and should facilitate their learning processes, without imposing a rigid method. They assist students to select items to be

learned, for example, grammar, functions, and skills. Then, they order the items from familiar to unfamiliar and easy to more difficult. They also gather some learning styles and strategies which allow students to choose suitable learning style. Interesting textbooks with varied topics and well-presented can motivate teachers and students. Additionally, some learning styles and approaches are embodied in textbooks, which may influence how particular students approach their own learning.

Although a coursebook's approach to learning techniques may not be obvious, certain learning styles and tactics will be advocated in the book either expressly or implicitly and it is critical to understand what they are and how they are presented. The fourth must have a distinct function as a learning assist. Coursebooks assist students in a variety of ways, but they do so particularly well by offering English language models that may be learned at the student's proficiency level. They frequently include explanations or contextualized examples that aid students in understanding how the language functions, and they also offer exercises and activities intended to encourage proficiency in the use of English. Coursebooks support educators by offering ready-made presentation materials, lesson plans for various subjects, reading texts, hearing passages, discussion, etc., all rigorously graded and accompanied with exercises and activities for use in the classroom.

Given those assertions, it is clear that the textbook requires examination since, as was already said, it occasionally contains

teachings that are both dull and excessively generic. Textbook evaluation is critical for improved results in the teaching and learning process in the classroom. Textbooks must be reviewed in order to achieve success in the teaching and learning process in the classroom. There is no ideal textbook for kids, as teachers must be aware of. Consequently, the instructor should not be fixated on the textbook but rather provide engaging content that meets the requirements of the students.

B. Reading Comprehension In English Learning

1. Defition of Reading

Reading is one of the four linguistic abilities.. Reading is the process of creating meaning via engagement with written language, interaction with the text, and interaction between the reader and the text. For kids or anybody who can learn more about reading, reading is a process. According to (Penny Mckay, 2006, p. 224) said that, “Reading is both process and product. It means that the process or reading involves the interaction between the reader and the text. The product of reading is reading comprehension or internal construction of meaning; there has been understanding.

Futher (Richard, 2010, p. 131) effective reading involves complex processes with specific context including proficiency level, age, motivation, and reading process such as content mastery, general language development or the improvement of specific reading skill.

Reading successfully requires understanding. Strategic reading refers to the capacity of a reader to employ a range of reading techniques to meet a reading goal. When faced with a challenge, good readers know what to do. The ability to read comfortably while keeping appropriate understanding is referred to as reading fluency. To produce meaning, the reader's prior information is combined with the text. The reader, the text, their fluency, and their use of various reading methods all work together to characterize the process of reading.

Reading is an active skill, claims (Francoise Grellet, 2010, p. 8). This ability always involves speculation, foresight, and self-reflection. So, while creating reading skill tasks, part of the aforementioned is always employed. There is a chance. Introducing questions that help students comprehend the title and conclusion of the previous paragraph, for instance.

Reading is a fundamental skill that requires an active cognitive and visual process in order to understand the text, as can be deduced from the explanation above. In order to be successful readers, students must be competent thinkers. Children perform well in reading activities because they understand both the author's purpose in writing the reading text and the actual meaning of the text.

2. Reading Comprehension

The capacity to understand a text in its entirety is known as reading comprehension. It involves being able to comprehend all of the pieces in addition to understanding some of them. Decoding letters is only one aspect of reading comprehension. For readers to build meaningful context, it necessitates word sense. As a result, readers might infer meaning and identify an underlying message. Besides, reading comprehension takes beyond what is presented but asks readers to infer information implied in the text. However, reading comprehension is the ability to comprehend carefully created texts rather than comprehending spoken language (Oakhill, 2015, p. 7).

Reading comprehension is the process of getting meaning through the interaction between the reader and the writer (Rizal, 2021)

According to (Grellet 2010, p. 3), "A summary of the information requested from him as skillfully as possible" is what reading comprehension is. Readers must condense the knowledge they learn from books in order to comprehend them.

Moreover, according to the research's informal observations during classroom teaching practice, students have numerous reading difficulties (Riswanto, 2023). It was well-known that number of issues affecting students' reading comprehension had not been resolved; pupils were unable to read well. Typically, they translate word for

word, even if the English phrase or sentence cannot be translated word by word.

It is clear that the focus of this reading comprehension is on interpreting and communicating the text's meaning. When it comes to how the eyes and mind of the reader interact with the text when it is written.

3. Types of Reading Skill

The Practice of English Language Teaching, there are five reading abilities that we need to possess in order to be proficient readers:

- a. Predictive abilities are techniques that help us comprehend the text to determine how the following text's plot will pan out.
- b. To extract specific information from the reading text, information extraction skills are needed.
- c. We employ this talent while trying to extract the main concept from a text without taking into account specific details.
- d. Extracting information is a talent that allows us to identify the author's viewpoint and provide a thorough response to the material.
- e. It takes skill to be able to deduce the meanings of numerous terms from the text when reducing the meaning of context.

There are two different sorts of reading abilities, referred to as comprehensive and intensive reading, in accordance with (Harmer, 2004, p. 350 in Tibinko, 2018, p. 648).

1. Extensive reading is a broad reading activity in which a text is provided to the reader in accordance with his level of competence. If the material is too challenging, the reader may struggle to understand its meaning, which will prevent them from fully absorbing the information that needs to be retained.
2. Intensive reading is the practice of reading for the sole purpose of understanding what we must learn. Reading motivation may be increased when the text is provided to the reader in line with their preferences and the things that are suitable from the text provided.

This kind of reading skill is "the action of observing to gain particular information in the text and to skim through fast to collect general information from it," according to (McDonough and Shaw, 1993, p. 105 in Alshammari, 2015). The practice of these abilities occurs during learning to read.

In conclusion, there are two kinds of reading abilities: intense reading and intensive reading. While comprehensive reading refers to reading broadly, intensive reading refers to reading with a profound appreciation to put what we have learned to use. The item has the most text in the least amount of time.

4. Types of Reading Exercises

Typically, reading assignments in textbooks come in a variety of formats. This kind of task, according to (Crawley and Merri, 2000, p. 41 in Apriani, 2019, p. 21), establishes facts, establishes causes, understands important concepts, develops conclusions, as well as readings attentively. There are 5 different categories of reading tasks:

1. Gather the information; this is a test to identify a specific aspect of the choice.
2. Identifying the core concept; this may be done by looking at the central idea or significance of a particular section.
3. Reach judgments. Conclusions must be supported by facts. Students create hypotheses by relating what is said in the text to their own prior knowledge.
4. Establish a causal link. This can be said out loud or in a more subtle way. It is concerned with any type of response, motif, emotion, or action that occurs whether consciously or accidentally.
5. Review of literature. The best reading technique is critical reading, which involves reviewing or assessing what you have read. When reading critically, the reader may be asked to assess if an episode was real or made up.

There are four different kinds of reading exercises, according to (Grellet, 1986, p. 14 in Apriani, 2019, p. 22). The goal of the reading exercise is to draw conclusions about the significance of

the unknown material, comprehend how the phrases relate to one another, connect concepts and sentences, and make future predictions. And he adds that a variety of tasks, including queries about the roles of sections, general structure, facts, meanings, and judgments, may be utilized to build a variety of reading abilities.

The inference the reading exercise's goal is to draw conclusions about the significance of the unknown material. To properly answer the reading activities, students must be familiar with them.

C. HOT Level

1. Higher Order Thinking Skill

There are three methods to describe higher level thinking, according to (Brookhart, 2010, p. 5), include transferring high level thinking, It can be defined in terms of critical thinking as well as problem solving. The first is higher order thinking in terms of transfers. According to Brookhart, employing the cognitive taxonomy in instruction aims to prepare students for transfer. The second section includes critical thinking as well as higher level thinking.. Students who are "able to think," according to Brookhart, are capable of using excellent judgment or putting up persuasive arguments. Brookhart said that one trait of informed individuals is the capacity to debate, consider, and reach independent conclusions. Next, evaluation is crucial in higher order cognitive activities like evaluating reliable sources. The third and final section focuses on using higher order thinking to solve problems. "

Problems are objectives that cannot be met using recognized solutions.," says Brookhart.

Students see higher order thinking as connecting new information with previously taught concepts. According to Francoise (Grellet, 1986, p. 14 in Dewayani, 2022, p. 127), The teacher hopes that pupils will be prepared to go out into the world and think for themselves without relying on the teacher to finish homework. This is because life outside of school provides more possibilities for kids to apply classroom knowledge.

Higher order thinking skills, according to Scriven and Paul, as cited by Philippot and Graves in (Layliya, 2017, p. 17), become the most significant for your thinking. Higher order thinking is defined further as "the process of addressing issues that are disciplined and actively process, application, analysis, synthesis, and assessment." It might be argued that higher order cognitive talents are critical today.

It may be inferred that lower order thinking, which necessitates memorization, may not aid children in problem-solving. Critical thinking and effective communication both need the ability to solve problems. Students that are able to think can come up with original answers to challenges in both their academic and personal lives. Critical reasoning ability is one of the higher order thinking talents. work through issues, and apply information to actual circumstances. Higher

order thinkers must be able to weigh values, analyze available data, and express their thoughts on their own terms.

2. Advantages of Higher Order Thinking Skill

When teachers encourage students to apply higher-order thinking abilities, everyone benefits from the learning process. In order to enhance student learning and teaching results, HOTS instruction is crucial. According to (Mayer, 2002, p. 226), A few of the advantages of HOTS are that they " HOTS are given a larger picture of learning that involves not only obtaining knowledge but also being able to apply it in a range of new contexts." This implies Critical thinking changes perspectives on outcomes as well as the purpose of learning in the classroom.

And as stated by (Airaisan and Russell, 2010, p. 67), higher order thinking abilities help kids learn more effectively by fostering more complex thought patterns and logical reasoning. Teachers also urge children to think critically and creatively in order for them to acquire higher order thinking skills.

Furthermore, according to (Brookhart, 2010, p. 9). "The HOTS not only helped increase students' thinking skills but also their overall performance". That may occur as a result of their studies, which include developing meaning. In other words, critical thinking aids students by supporting them in learning things in a meaningful way and improving their overall performance. New subjects become the

backdrop to their expertise, allowing them to broaden their material knowledge and understanding. According to (Brookhart, 2010), higher order thinking abilities provide the following advantages.

a. Increase student achievement

The development of students' academic success is correlated with the usage of activities and judgements that call for intellectual and critical thinking abilities. Various learning outcomes, such as average test scores, demonstrate the development. Wenglinsky (in Brookhart, 2010, p. 10) discusses his study on the links between student ability and large-scale assessments of learning and instruction that place an emphasis on problem-solving, projects, and higher-order thinking abilities. Wenglinsky claims that instruction that places a strong emphasis on thinking is linked to rising test scores across all grade levels. According to (Newmann, Bryk, and Nagaoka in Brookhart, 2010, p. 11), students who receive instruction in higher order thinking skills can solve problems by organizing their knowledge and experience, elaborate on their statements or opinions, and successfully complete tasks that are unfamiliar.

b. Increase student motivation

According to a number of studies, instructors are in charge of improving students' higher order thinking abilities through tasks and judgements. To increase student success and motivation, these

issues need comprehension and critical thought. Material and instruction that are too abstract will not pique students' interests or inspire them to learn. Students will be motivated to study if they are thinking about specific or detailed things. Their desire in mastering their concepts develops with higher order cognitive abilities. There will be more enjoyable thinking on the part of the students (Brookhart, 2010, p. 12).

The benefits of higher order thinking abilities for students may be deduced from the statement above, which states that they aid and provide students with information and comprehension during the learning process.

3. Higher Order Thinking Skill in Reading Exercises

The growing significance of teaching and assessing students' higher order thinking. "The majority of people are convinced that simply analyzing the essay pieces of the reading question to see if there are any higher order thinking levels in the reading exercise," (Airasaian and Russell 2010, p. 111). "The five W's and one H (what, who, when, where, why, how) normally come first in a query." By asking students to describe how they comprehended a particular issue in the book, create a viewpoint, and support it with written language, essay questions in reading exercises assess higher-order thinking abilities. The essay questions are helpful for assessment, especially when reading.

"The finest essay questions assess complicated learning and higher order thinking skills," claims (Musial, 2017, in Javaeed 2018, p. 128). Consequently, it is fair to look at in essay reading practice, how are higher order thinking skills distributed?

Depending on the student's degree of thinking, the question can then be classified as either higher level or lower level. Higher levels of thinking require performance on a more difficult assignment, whereas lower levels only need pupils to recollect material. It indicates that HOTS is used in the reading tasks. Higher-level inquiries would not be as popular because teachers must typically wait a long time for the students to respond. Lower-order thinking questions are more likely to appear in exam forms or exercises since they are well-known, the simplest for students to answer to, and the simplest for teachers to design. Higher level thinking abilities, such as the ability to analyze, evaluate, and create, were necessary for the reading activity stated above. Because they feature words like "distinct," "determine," "relate," and "solution," among others, the solutions to these questions frequently require pupils to use critical thinking.

According to the preceding reasoning, reading tasks demanding higher order thinking include essay questions that require the talents of analyzing, evaluating, and constructing.

4. Higher Order Thinking in Revised Bloom's Taxonomy

Bloom's taxonomy aims of cognitive, emotional, and psychomotor can be utilized to evaluate student behavior during the teaching and learning process.

"In the cognitive domain, educational goals must be taught and evaluated." claim (Airasian and Russell 2010, p. 8). In order to accomplish educational objectives, the cognitive field is therefore directed and evaluated with teacher expertise.

The improved Bloom's Taxonomy is an upgraded version of the original Bloom's Taxonomy developed in 1948. The initial taxonomy was created with the intention of categorizing the objectives to be met during the teaching and learning process (Bloom, 1956). Six stages of thinking ability are included in the original taxonomy: knowledge, understanding, application, analysis, synthesis, and assessment. In 2001, Anderson and Krathwohl added two-dimensional frameworks with the cognitive process dimension and knowledge dimension to the original framework. The Revised Bloom's Taxonomy's cognitive process component served as the foundation for this study.

The cognitive domain of the taxonomy has undergone two alterations, as illustrated in the image below:

First, Bloom's original six categories have a new name. Each category's name was changed from a noun to a verb. For instance, remember can be converted from knowing. The placement of the two topmost taxonomy categories is the second alteration. In the updated taxonomy, synthesis was placed before assessment and creation was placed after evaluation.

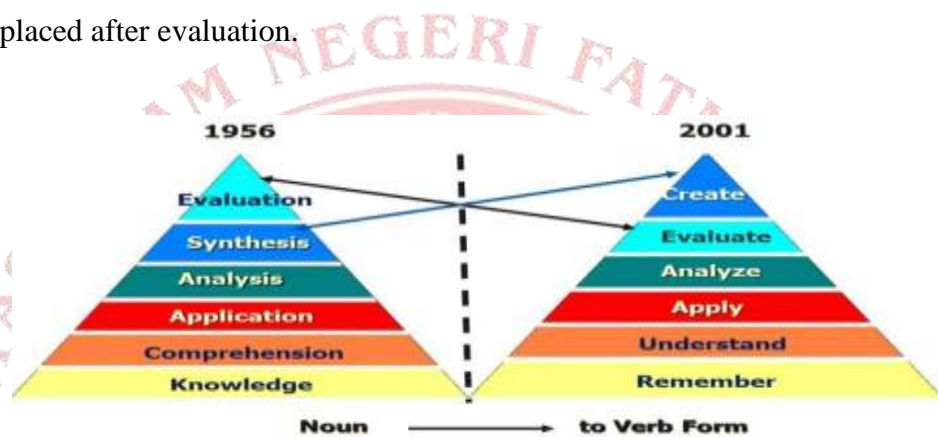


Figure 2.1 Bloom's Original Taxonomy vs. Revised Bloom's Taxonomy

The cognitive domain of the Revised Bloom's Taxonomy consists of six levels: recall, understand, apply, analyze, evaluate, and create. The cognitive levels of the Revised Bloom's Taxonomy are organized from lower-order thinking skills (LOTS) to higher-order thinking skills (HOTS). According to (Anderson and Krathwohl, 2001). Remember, comprehend, and apply are LOTS levels; analyze, evaluate, and create are HOTS levels. The requirement for critical and creative thought increases with thinking level in the taxonomy hierarchy.

Additionally, "much of the work in designing this curriculum has been place," according to (Churches, 2010). Therefore, the Bloom's cognitive categorization method is the main focus of this study. The table below provides an explanation of the various cognitive processes listed in Bloom's taxonomy;

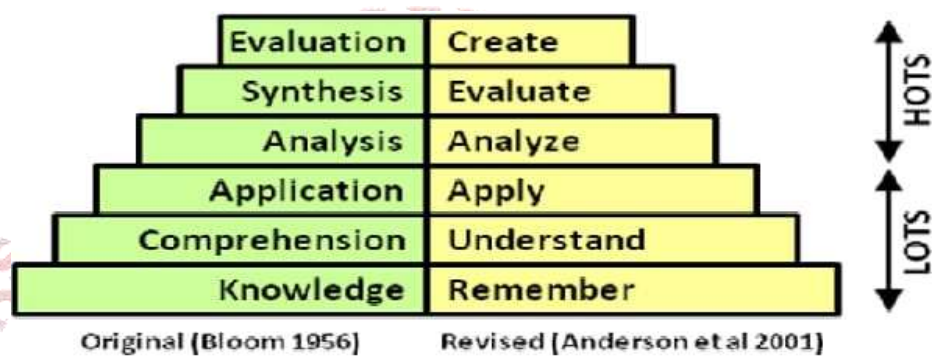


Figure 2.2 HOTS and LOTS in Revised Bloom's Taxonomy

The following are some examples of how original and amended taxonomies differ from each other:

Table 2.1 The Difference between Original Taxonomy and Revised Taxonomy

Original Taxonomy	Revised Taxonomy
Knowledge	Remember —bringing forth pertinent information from long-term memory (recognize, recall)
Comprehension	Understand – interpret, categorize, summarize, infer, and compare to ascertain the meaning of instructional information.

Application	Apply – employ a process in a specific context (apply, carry out)
Analysis	Analyze – Partition the subject matter to determine its relationships (differentiate, organize, attribute)
Synthesis	Evaluate – make decisions based on standards and criteria (check, criticism)
Evaluation	Create – combine components to create a logical whole or a unique product (generate, produce)

Every component of the original and revised taxonomies is identical, as seen in the table above. The only difference is in the phrasing and rearranging of the final two sections, which have been changed from synthesis and assessment to evaluation and production. Both of these skills have been restructured since students are expected to be able to examine and critically analyze ideas before producing.

According to (Airasian and Russ, 2018), the process of thinking and reasoning is more complicated than memory, which is included in Bloom's taxonomy's cognitive domain hierarchy of thinking. Higher order cognitive behavior refers to any cognitive behavior that involves more than memorization.

The following higher order thinking abilities have been updated in Bloom's taxonomy:

- a. The level of analysis is dissecting material into smaller concepts and figuring out how those ideas relate to one another.
- b. The assessment level entails examining and evaluating the material's worth in accordance with criteria.
- c. Producing, designing, and constructing new buildings out of various components are all included in the creating stage.

The three last talents of the hierarchy analyzing, evaluating, and creating require students to utilize critical thinking, according to the latest edition of Bloom's Taxonomy's explanation of higher order thinking abilities.

D. Curriculum

1. Definition of Curriculum

The Curriculum is a collection of systemically constructed tactics, activities, and goals for the teaching and learning process in schools. According to one curriculum expert, the curriculum as a whole controls student learning and is designed by schools to assist students in meeting their specific learning objectives (Adirika & Okolie, 2017). (Rima and Sujono, 2016) further emphasized that the curriculum should be future-focused because one of its primary objectives is to prepare students for the workplace. Students must be taught how to make use of the most recent technology, incorporate brand-new technology, and analyze and apply evolving technological

developments throughout time in their course work. The following are some fundamental ideas found in the curriculum:

- a. Curriculum objectives are categorized into basic themes and defined for each grade level in order.
- b. A syllabus is a general outline that often includes ideas, themes, and assessments.
- c. Content: An outline-style list of the subjects covered is provided.
- d. A list of the abilities and knowledge required by students in a straightforward profession.
- e. Instructional materials used as a model for classroom instruction.

The Preamble to the 1945 Constitution explicitly stated the major goal of education in Indonesia. In 2003, The Law of the Republic of Indonesia No. 20 on Education in Indonesia was published. "The curriculum is an individual strategy that controls the objectives, content, and learning resources used as guides for applying learning to achieve educational goals," the decision was made (Undang-Undang Dasar RI no 20 tahun 2003).

One may argue that the curriculum is a tactic that helps teachers direct and set objectives for the lessons that students need to learn. To assist students in their learning activities, the curriculum also makes use of a range of instructional resources, delivery methods, and evaluation procedures.

2. Curriculum 2013

In Indonesia, the curriculum is currently evolving and becoming more complex. Teachers in Indonesia have adopted three different types of curriculum during the previous ten years, including the most recent 2013 curriculum, which was eventually released in July 2013, the competency-based KBK curriculum, and the KTSP (school level curriculum). The government modified the curriculum, in accordance with (Apriani, 2015), because it was vital for it to be dynamic for a number of reasons. Because of this, curricula must be updated on a regular basis to reflect changes in society, science, and technology. The 2013 Curriculum is meant to enhance the previous KBK and KTSP Curriculum, which continued to categorize courses according to how they contributed to the development of students' attitudes, abilities, and knowledge.

Hanura & Jono (2021) suggested that the teachers should apply reading activities that are done while reading put more emphasis on the comprehending proces than the end of the reading product. The exercises, reading comprehension tests, referencing comprehension exercises, and inference exercises which incorporate with curriculum K-13.

Because many elements of the 2013 curriculum were borrowed from SBC, it has been revised and continued from SBC. The 2013 curriculum continues to employ KD (basic competency) and is still

based on the KTSP curriculum framework, but it also adds a new curricular variable called KI (core consultant).

The 2013 curriculum has the following features:

- a. Developing spiritual and social attitudes, as well as awe, creativity, and cooperation with one's cerebral and emotional abilities.
- b. Students who apply what they have learned in class and use the classroom as a resource create possibilities for learning at school.
- c. Create attitudes, knowledge, and abilities, then use them in a variety of settings, including educational ones.

The scientific approach is the foundation of K13, a learning strategy that calls for children to use higher-order thinking skills. Krathwohl (2001) developed three taxonomies for K13, including ones for attitude, skill, and knowledge, to assist instructors in creating instructional materials.,



Figure 2.3 The Curriculum of 2013 (K13)

In this study, the Bloom taxonomy, sometimes known as the Revised Bloom's Taxonomy, was employed. K13 uses the Revised Bloom's Taxonomy to establish the thinking level that students in elementary school, junior high school, senior high school, and college should reach. Because the Revised Bloom's Taxonomy divides thinking skills into the LOTS and HOTS levels, elementary school students should learn the apply level (LOTS), junior high students should learn the analyze level (HOTS), senior high students should learn the evaluate level (HOTS), and college students should learn the create level (HOTS).

3. Curriculum of Madrasah Aliyah

Islamic educational institutions known as madrasahs have been formed in many Muslim nations in response to societal demands and developments. Two key factors the advancement of knowledge and societal needs indicate it. Madrasah development, in particular, consistently adapts to scientific advancement, where it today has a highly dominating position.

The ongoing process of education in madrasah faces challenges in this era of globalization, such as the rapid advancement of technology, particularly in the area of information and communication technology, the presence of a dominant culture from a developed nation that challenges Islamic cultures and values, the integration of the world's

communities, and the shifting of social expectations, among others (Supriatna & Ratnaningsih, 2017).

The implementation of an appropriate curriculum is vital in every educational setting, including madrasahs, since it is utilized to create crucial instructional components for classroom activities every day (Adirika & Okolie, 2017). The reformation of the curriculum in Indonesia has changed throughout time, commencing with the madrasah curricula during the Old Order era (1945–1966), the New Order era (1966–1998), and the Reform era (1998–present) (Raihani, 2018). Particularly, since the Reform era is seen as upholding indiscrimination, the curricula utilized in Madrasah and schools are nearly same. A curriculum is a set of plans and arrangements about the objectives, content, and learning materials as well as the techniques utilized as rules for structuring learning activities to reach certain goals, according to Indonesia's National Education System number 20. (Permendikbud Nomor 20, 2003).

Every Indonesian public school and Madrasah education unit is now using a 2013 competence curriculum for school and Madrasah curriculum development, which is based on the Indonesian National Education Standards. Furthermore, public schools and Madrasah must develop curriculum in accordance with Indonesian National Education Standards by analyzing curriculum-related statutory provisions, analyzing student needs, forming a Madrasah curriculum development

team, holding workshops in which numerous related parties participate, having a curriculum expert review it, and enacting it (Permendikbud Nomor 36, 2018).

E. Theoretical Framework

Textbooks are a collection of educational tools used in the teaching and learning process. It is a crucial component of the learning process since it helps teachers and students by offering instructions and activities. Students can thus accomplish the objectives of learning by employing textbooks. There is no such thing as a perfect textbook, though. Each textbook has its own advantages and disadvantages. They all might or might not encourage critical or innovative thinking. Thus, it is crucial to evaluate textbooks in order to raise their quality and to inform teachers as to whether they ought to rely exclusively on the books or provide extra learning materials or exercises.

On the other hand, reading is highly thinking process of receptive skill (Cunningsworth, 1998). It requires us to understand presented material. Reading 45 comprehension takes more than just to decode letters but to also find meaningful context. There are several purposes of reading such as reading for general comprehension, reading to skim rapidly or reading to learn. In related to textbooks, there are two general reading questions such as controlled and constructed response tasks. Controlled tasks require student to choose amongst options while constructed response tasks allow students to write their own responses.

Furthermore, Higher-Order Thinking Skill (HOTS) is a complex cognitive skill (Krathwohl, 2002). It requires us to think beyond words, beyond what is presented. HOTS corresponds to the six types of cognitive processes in the updated Bloom's taxonomy. The six categories are: recall, comprehend, apply, examine, and create (Anderson, 2001). Remember involves retrieving facts. Understand involves comprehend meaning from instructional media. Using a method in a certain scenario is what it means to apply it. Analyze entails breaking items down into little bits and determining how they relate to one another. Evaluate involves judgement towards something. Creating entails combining elements to produce something new. The cognitive complexity of the domain that comes after is greater than the domain that comes before it. Therefore, of the six categories, create is the most complex, followed by assess, analyze, apply, understand, and remember. The revised Bloom's Taxonomy divides knowledge into four categories: factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge. Real-world information is dealt with by factual knowledge, theories and concepts are dealt with by conceptual knowledge, how to accomplish something is dealt with by procedural knowledge, and cognition itself is dealt with by metacognitive knowledge.

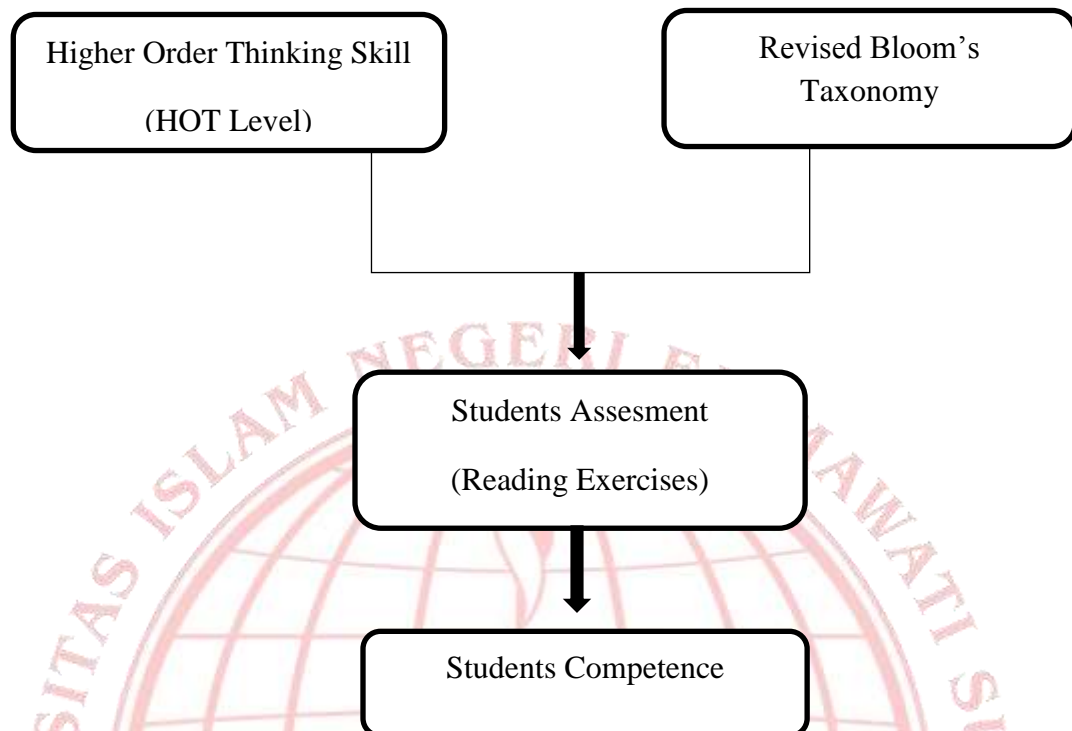


Figure 2.4 Theoretical Framework

F. Previous Related Studies

Siti Mutia Nurfalah's initial study from November 2021 is one of numerous studies on reading abilities that have been carried out by several scholars. The thesis is titled "Analyzing Higher Older Thinking Skills of Reading Questions in an English Textbook." This study is a content analysis of the Ministry of Education and Culture's Bahasa Indonesia Class XII textbook. The writer gathered and listed all of the open-ended questions from the reading comprehension exercises, using the checklist table to gather the data. Only 19 or 22% of the reading questions in this book fall within the higher-level cognitive category, according to the

findings. Meanwhile, just 26 or 30% of the reading questions fall within the category of higher-level knowledge.

Furthermore, the second study was conducted by Levika Egita Sulistiyana in April 2020. The thesis's title refers to "An Investigation of the four English Talents in The English textbook "When English rings a bell" using Alan Cunningsworth Criteria". The researcher discovered from two respondents that the seventh-grade junior high school English textbook "When English Rings a Bell" offers four English skills in each chapter: listening, speaking, reading, and writing. Then, this textbook is acceptable for its level and appropriate for usage in junior high school's seventh grade.

And the latest research, research from Alvina Zulfa Kummala in February 2022. The title of the article is "EFL teacher beliefs in boosting students' critical thinking". The author used A mixed methods design is a collection of approaches for collecting, analyzing, and "mixing" quantitative and qualitative methodologies in a single or series of research to better understand a research subject. The lecturers are adamant that it is crucial to encourage kids to develop their critical thinking abilities. More specifically, 85,1% of respondents say that critical thinking skills should be taught in educational settings. The second category is further divided into the following two beliefs: (1) The first and most important thing to have is the ability of teachers themselves to think critically. (2) The

capacity of teachers to offer a range of activities that might help pupils develop their critical thinking skills.

The study's researcher examined the distribution of higher order thinking skills based on revisions to Bloom's taxonomy by analyzing essay questions from reading exercises in the Pathway to English textbook for first-grade students at MAS PP Hidayatul Qomariyah in Kota Bengkulu. which is different from this research. It is essential to look at how higher order thinking abilities are distributed in reading tasks since doing so can help children develop these skills in all of their activities. So by researching this book the author can see whether the book is included in the HOT Level or not

