



Reading Exercises in English Language Textbook for the Eleventh Grade of Senior High School

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ABSTRAK

Penelitian ini membahas tentang latihan membaca dalam buku teks Bahasa Inggris untuk kelas sebelas sekolah menengah atas yang diterbitkan oleh kementerian pendidikan indonesia. Tujuan dari penelitian ini adalah untuk menganalisis jenis-jenis domain kognitif Taksonomi Bloom dalam latihan membaca Buku Teks Bahasa Inggris untuk Kelas XI SMA. Penelitian ini merupakan penelitian deskriptif kualitatif analisis isi karena data dikumpulkan dari dokumen berupa latihan membaca yang terkandung dalam Buku Teks Bahasa Inggris. Dalam penelitian ini teknik pengumpulan datanya adalah dokumentasi. Ada beberapa langkah dalam pengumpulan data seperti membaca buku teks, membuat daftar dan mengumpulkan data yang dipertimbangkan, dan terakhir menyediakan tabel untuk memasukkan semua data yang dipertimbangkan dari buku teks. Dalam analisis data, penelitian ini menggunakan prosedur yang terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa proporsi setiap level dalam Buku Teks Bahasa Inggris tidak seimbang. Persentase tertinggi pada tingkat menganalisis sebesar 30,30%, tingkat mengingat sebesar 19,69%, tingkat memahami sebesar 18,18%, tingkat menerapkan sebesar 16,66%, dan persentase terendah pada tingkat menilai sebesar 15,15%. Sebaran berpikir tingkat rendah yang terdiri dari mengingat, memahami dan menerapkan berjumlah 36 tes (54,54%). Sebaran keterampilan berpikir tingkat tinggi yang terdiri dari menganalisis dan mengevaluasi sebanyak 30 tes (45,45%).

ABSTRACT

This research discussed about reading exercises in Bahasa Inggris textbook for the eleventh grade of senior high school published by the Indonesian ministry of education. The objective of this research is to analyze the kinds of cognitive domain Bloom's Taxonomy in reading exercises of Bahasa Inggris Textbook for the Eleventh Grade of Senior High School. This research was descriptive qualitative content analysis because the data were gathered from documents which is the reading exercises that contained in Bahasa Inggris Textbook. In this research the data collection technique was documentation. There were some steps in collecting the data such as read the textbook, list and collect the considered data, and lastly provide the table to put all the considered data from the textbook. In data analysis, this research used procedures consist of data reduction, data display and conclusions drawing. The results of this research showed that the proportion of each level in Bahasa Inggris Textbook was unbalance. The highest percentage belonged to the analyzing level was 30.30% the remembering level was 19.69%, the understanding level 18.18%, the applying level 16.66%, and the lowest percentage belong to evaluating level were 15.15%. The distribution of lower order thinking which consisted of remembering, understanding and applying consist of 36 tests (54.54%). The distribution of higher order thinking skill which consisted of analyzing and evaluating consist 30 tests (45.45%).

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1. INTRODUCTION

The low reading ability of students in Indonesia can be attributed to several complex factors involving various educational and social aspects. One of the main factors is the lack of access to quality reading materials, especially in rural areas (Mustain, 2015; Yunita Anindya et al., 2019). Many schools in Indonesia still face challenges in providing adequate libraries and updating the curriculum with relevant reading materials. In addition, teaching approaches that are less interactive and creative in some schools can make students lose interest in reading (Hasanah & Lena, 2021; Pratiwiningtyas et al., 2017; Zuhara et al., 2019). Economic aspects are also a consideration, with most families perhaps unable to afford books or involve children in literacy activities at home. Lack of training for teachers in developing students' reading skills is also a significant factor. Therefore, joint efforts from the government, schools and society are needed to improve literacy

infrastructure, provide training to teachers, and encourage a reading culture among students to improve reading skills in Indonesia (Damaianti et al., 2020; Ningsih et al., 2019).

According to PISA's assessment, Indonesia ranks 64th out of 70 countries in the world for students literacy, mathematics and science abilities (Chamisah, 2017; Pratiwi, 2019). This fact is in line with the problem that teachers face in the classroom, which is that students struggling to master the reading skills. However, in the newest result of PISA's assessment in 2018, the rank go down to 74th out of 79 country in the reading ability category with the average score 371 (Dinni, 2018; Rohmah et al., 2022). The most reason that the Republic of Indonesia always gets low ratings is the education curriculum that is enforced. In 2000, once the PISA still followed by forty-one countries, The Republic of Indonesia was stratified thirty-nine for reading and mathematics skills, whereas science skills were at thirty-eight. So far, the examination questions in the Republic of Indonesia have a level of the issue below the PISA, which is already supported by HOTS (Prastyo et al., 2020; Yuliati & Lestari, 2018).

Reading involves higher-order thinking skills and it is way more complicated than simply cryptography-specific words. Higher-order thinking ability consists of the 3 high ends of Bloom's taxonomy, they are: analyze, evaluate, and create (K. Atiullah et al., 2019; Johansson, 2020). Bloom's taxonomy continues to be thought-about a useful teaching tool these days. Teaching and training students to have higher-order thinking ability is significant among the reading ability as a result of among the reading activity the students need to answer the reading queries the smallest amount bit levels of thinking. Further, the higher-order thinking skill is expounded to the scientific approaches within the 2013 curriculum; observant, questioning, associating, experimenting, and human action, as a result of those approaches also are associated with the problem solving and critical thinking ability that belongs to the higher-order thinking skill (Fadilah et al., 2021; Mulawarman et al., 2020).

To enable the students to master the reading skill, English teachers ought to offer exercises during the teaching and learning process. In the teaching and learning process, there are some media that can help teacher to deliver the material and give the exercises (Bagata, 2020; Prasetya, 2021). One of them is Textbook. Selecting the appropriate textbooks is not a simple matter. Because as a foreign language it needs much consideration in selecting the compatible textbook which will use by the teacher and because it will affect the learning process and learning outcome (Arifin, 2020; Mulyana, 2013; Pratama & Retnawati, 2018). The Indonesian Ministry of Education has arranged for English materials/textbooks from elementary school to all levels of education High school can be used directly in the teaching process. *Bahasa Inggris* textbook for the Eleventh Grade of Senior High School is one of the examples of The Indonesian Ministry of Education's published book (Huda et al., 2021; Liansari et al., 2021).

Students can acquire some advantages by reading and doing the exercises in the textbook. In English subject, a textbook is employed to serve students' want regarding language ability. The student should have capability associated with the four following skills; listening, speaking, reading, and writing (Kurniasih, 2011; Supina, 2018). The connection of these abilities is very close as a result of they can not be essentially separated from one another. This study will concentrate on reading, especially in reading exercises.

The reading exercises that are suggested are not solely appropriate with the curriculum that is mentioned, but also suitable with the levels of the questions. Previous study states that some very good books have relatively few graphics; others make extensive use of illustrations, graphs, charts, and maps (Abusa'aleek & Baniabdelrahman, 2020; Dewantara et al., 2022). That means the teacher needs to analyze the textbook first, and choose the appropriate ones for teaching. One of the ways to analyze it is by using content analysis. Content analysis as an original to communication analysis and is probably one of all the foremost necessary analysis techniques in science (Jubaerudin et al., 2021; Wulandari & Iriani, 2018). As we all know, the recent curriculum determined by the ministry is the 2013 curriculum. The 2013 curriculum includes the ability of attitude, knowledge, and skills integrated.

Therefore, the model of this curriculum is additionally modified from teacher-centered to student-centered. As already mentioned before, *Bahasa Inggris* textbook for the Eleventh Grade of Senior High School that published by The Indonesian Ministry of Education is one example of the textbook. The textbook has 8 chapters and 170 pages. This study targeted reading exercises in Bahasa Inggris textbook. As a result of the necessity of reading and textbook of English as a manual for teaching the language, the teacher should read to the reading exercise within the textbook they utilized in the classroom. Considering the statements above, the researcher decided to analyze the content of *Bahasa Inggris* textbook, focused on the reading exercises, to obtain distribution of higher-order questions based on the revised edition of Bloom's Taxonomy in reading questions of *Bahasa Inggris* textbook.

2. METHOD

The design used in this research is descriptive qualitative research. Qualitative research is an analysis that has the purpose to understand phenomena concerning what's happened to the analysis subject, for example,

behavior, perception, motivation, act, holistically, in descriptive ways that in styles of words and languages, in natural and specific context use varied natural methodology (Lambert & Lambert, 2013). Qualitative research give priority to analyzing data. The data during this study was analyzed within the form of description and identification or analysis of the test. Data in qualitative research is descriptive because it was gathered from documents, audio-video recordings, transcripts, words, and photographs. The data of this research is the reading exercises from the textbook. The Source of the primary data in this research is an English textbook used by eleventh grade of Senior High School “Bahasa Inggris”. This book consisted of 8 chapters. There are 70 reading exercises in “Bahasa Inggris” that considered as the data of this research, which are the open-ended question of the reading exercises. The questions found in the Chapter 4, Chapter 8, and Enrichment. The data during this study is planned to be collected by distinguishing the contents of the textbook. The exercises chosen were planned to be analyzed with the factors planned by Bloom's Taxonomy theory revised (Anderson & Krathwohl, 2021; Kurnia Atiullah et al., 2019).

Data collection techniques are the way of getting the information required in the analysis. Triangulation is a data collection technique in qualitative research conducted through observation, recording, and interviews. Data collection takes a long time to obtain the required data. In this study, researchers used documentation to obtain data. In analyzing data there are three stages of analyzing data, including: data reduction, data display and conclusions drawing (Miles et al., 2014).

3. RESULT AND DISCUSSION

Result

After analyzing the data, the researcher stated that the tests in the textbook almost covered all of the cognitive levels, they are remembering, understanding, applying, analyzing, and evaluating. There is no creating level or C6 in the reading exercises of this book, however the proportion of others level that present in this book was unbalance. The cognitive domain in textbook is show in Figure 1.

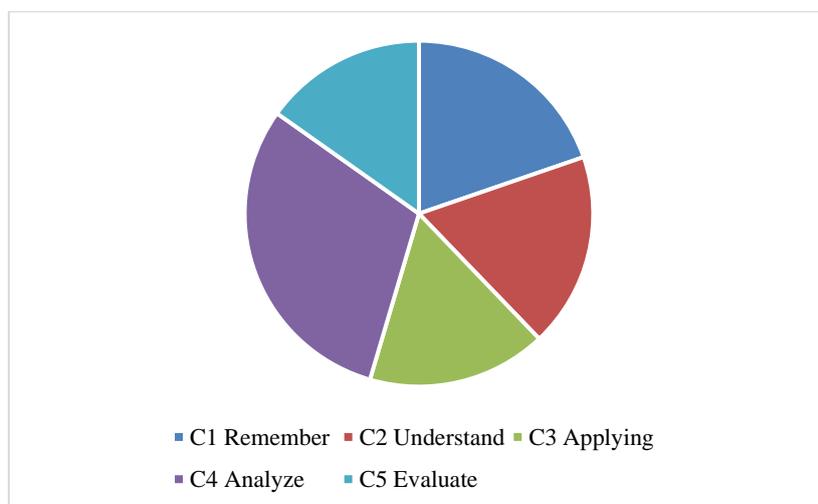


Figure 1. Cognitive Domain

Base on Figure 1, the highest level percentage belong to analyzing level gets 20 out of 66 tests or 30.30%, the remembering level gets 13 out of 66 tests or 19.69 %, the understanding level gets 12 out of 66 tests or 18.18 %, and the lowest percentage belongs to the applying level gets 11 out of 66 tests or 16.66% and the evaluating level gets 10 out of 66 tests or 15.15%. The distribution of higher order thinking skill which consisted of analyzing, and evaluating. obtained 30 tests (45.45%). Therefore, the distribution of lower order thinking skill which consisted of remembering, understanding, and applying obtained 36 tests (54.54%). The researcher found that there was inequality number in the distribution of high and low thinking skill tests in this research.

After identifying all of the open-ended reading questions in the book, researcher divided the questions into six cognitive domains based on revised Bloom’s taxonomy. Six cognitive domains are Remember, Understand, Apply, Analyze, Evaluate and Create. All these levels reflect its own complexity. It means, the least complex is the first one which is level Remember. While dividing the questions, writer found out that the highest portion of questions are on level Analyze. Level Analyze has total 20 questions out of 66 questions. In percentage, it took over 30,30% of total questions. This indicates authors and book developers have put their utmost attention on this level. On the other hand, according to Kementerian Pendidikan dan Kebudayaan (2019), on Drafting

Module of Higher Order Thinking Skills Questions of Lesson English, HOTS assessment needs to be contextual. One of contextual assessment characteristic is students construct their own responses than choose presented options. In this book, reading questions are preceded by reading passages stimulus. Therefore, it does correspond to contextual assessment characteristic. Another characteristic is that students are able to create as many as possible answers.

Moreover, the findings of this research correspond to other previous similar researches. For instance, Siti Mutia Nurfallah in 2018 mentioned on her research that EFL book does not provide sufficient amount of reading questions that develops students' thinking skill since there are only 19 questions that belong to the higher-order thinking skill and the availability is only 16.72%. Similarly, Faradina Ilma in 2018 concluded that level Remember has the most frequency in reading activities then followed by level Understand.

Furthermore, this book provides numerous higher order level questions. For instance, in level Analyze, there are total 20 questions of 70 questions. However, it takes only 28,57% of all questions. Besides, the distribution of this level is unequal. This indicates inadequate numbers of higher-thinking level questions. It can be seen that reading questions only appear more than once in chapter 2, 4, 7, 8 and Enrichment. Other than that, reading questions only appear three times or none at all. Findings of this research show that most of the questions require students to give logical reasoning. According to Anderson in 2001, level Analyze has 69 several objectives such as to make link between conclusion and supporting statements, determine how ideas relate to one another, to infer unstated assumptions and to find evidence to support author's purpose.

Discussion

Base on the result the book mainly focuses on lower level thinking skill, it cannot be taken lightly. Lower level thinking skills and higher level thinking skills are related to one another (Abosalem, 2015; Mizbani & Chalak, 2017). Without understanding the material, students will not be able to evaluate the material, generate a plan or create alternative hypotheses. Previous study mentioned that there is a nature relationship between lower order thinking skill and higher order thinking skill in which described as integrative (Cahyono & Rahayu, 2020; Putri & Sulistyanningrum, 2021). Lower level questions enhance the ability to acquire factual knowledge that would eventually be a foundation to achieve higher level thinking skill. To be precise, higher-level question develop students' cognitive skills such as problem solving and decision making (Kurnia Atiullah et al., 2019; Jensen et al., 2014). Therefore, there should be extra attention to prepare both teachers and students to employ lower level thinking skills and higher-level thinking skills. There should be a balance mixture between these two skills to achieve educational goals to equip students with knowledge and improve their thinking skills. However, higher-order thinking skills is important since it is one of the aims of Curriculum 2013. Therefore, applying HOTS strategy in daily basis could familiarize students with HOTS questions (Deviana & Kusumaningtyas, 2019). In short, majority of this English textbook emphasizes a little more on lower order level thinking skill than the higher level thinking skill. Though provide HOTS questions, it is still not ideal since the book used by eleventh grade students. Thus, it should provide more HOTS questions as it is their almost last year in high school (Anwar et al., 2020; Erfan et al., 2020). On the other hand, reading materials are also important since it is also related to the questions.

This research can make a positive contribution to improving the quality of learning in the eleventh grade of high school by improving or restructuring reading exercises in English textbooks. The results of this research can be a basis for developing learning materials that are more effective and appropriate to the needs of students at the eleventh grade level. If research finds significant weaknesses in textbooks, the implications could be to create distrust of the textbooks used by teachers and students. However necessary in the material or learning approach, teachers may need to spend extra time to understand and implement those changes, which can increase their workload.

For the future researcher, it will be better to expand the research into broader insight such as to compare textbooks with teacher-made materials and also conduct study in comparing HOTS ability in first language to target language since it may also contributes students' ability in understanding HOTS questions. For the English Teachers, since the role of teacher is indeed vital in learning process, teachers must not rely only on given textbooks to their teaching's aids. Therefore, teachers need to have additional media to offer more of higher level thinking skills. Teachers also need to consider applying Higher Order Thinking Skill (HOTs) strategy in classroom, so that students will be aware of higher-level thinking skills moreover higher-level thinking questions. For the book developer, as the book developers must constantly update on recent trending to provide more real life related reading passages.

4. CONCLUSION

The book only provided 30 questions that belong to higher level thinking skill and 36 questions that belong to lower level thinking skill. Most of questions in this book belongs to level Analyze, which has 20 of 66 questions. Therefore, the book implies that it does emphasize on higher-level cognitive process. On the other hand,

findings of this research are not accordance to previous research that stated books emphasize more on lower-level thinking skills.

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