

CHAPTER I

INTRODUCTION

1.1. Background of The Study

According to the test administered by the Program for International Student Assessment (PISA) of the Organization for Economic Corporation and Development (OECD) results from 2009, Indonesian 15-year-old students were ranked 57th with a score of 396 from OECD average score of 493. In 2012, within OECD average score of 496, they were placed 64th with a score of 396 (OECD, 2012). These scores came from 65 nations taking part in PISA in 2009 and 2012. The Progress International Reading Literacy (PIRLS) exam results from 2011, which assessed the class IV students' reading proficiency, are also available. Indonesia scored a 428 on the test, placing it 45th out of 48 participating nations, which was still below the average mark of 500 (Mullis et al, 2012). Based on the statistics, it can be concluded that Indonesian schools' use of education hasn't achieved its full potential. As a learning institution, schools should work hard to ensure that everyone in their community is literate so that they can develop personalities that value continuous learning.

Another research shows that reading interest among Indonesian students is still low. Data from UNESCO show that Indonesia has the lowest literacy percentage in the world, which suggests that reading interest there is quite low. A startling statistic shows that only 0.001% of Indonesians are interested in reading. In other words, only 1 Indonesian out of 1,000 reads avidly. Indonesia was ranked 60 out of 61 countries for reading interest in a different survey named "World's Most Literate Nations Ranking" conducted by Central Connecticut State University in March 2016. Regarding reading interest, Indonesia was ranked 60th out of 61 nations, just above Boswana and below Thailand (59).

To live in a creative society in the ever-changing globe, everyone must be literate. Being intelligent, inventive, selective, and original in how you interpret different information sources became crucial aspects of understanding how the Industrial Revolution 4.0 period was developing. Certainly, reading

and obtaining from the different available sources will yield such information. Therefore, increasing reading interest is a crucial step that must be taken. Reading is seen as a crucial element of academic success, and students require strong reading abilities to comprehend and learn a variety of content in the classroom (Musfiroh & Listyorini, 2016).

Reading has a significant social function in people's lives. Additionally, because a large portion of the educational process depends on the capacity and awareness of reading, reading is the primary capital for the advancement of a nation. In order to develop effective reading habits, two parts of reading activities must be taken into account: interest (a combination of desires, volition, and motivation); and reading skills, specifically eye skills and mastery of reading strategies (MaulidiaWE,2018).

Reading interest can be characterized as a high heart propensity toward a specific reading source (Springer, SE, et al.,2017). In the framework of teaching the nation's life, the goal of encouraging reading interest is to create a society that values reading and learning and is characterized by the creation of excellent human resources (HR) as tools for societal advancement. Reading habits and reading ability will improve as children's enthusiasm in reading grows. Additionally, reading encourages creativity, knowledge expansion, and insights, all of which increase kids' interest in reading (Kikas, E., et., All., 2018).

Considering the above phenomenon, the researcher thought about the use of textbooks for students to boost the quality of teaching and learning programs. Textbooks are important in the teaching and learning process since they are the primary means of transmitting knowledge to students. Furthermore, one of the primary functions of textbooks is to make existing knowledge accessible and visible to learners in a select, simple, and ordered manner. Textbooks are one of the supporting factors and are a key component of the success of the teaching and learning process for both teachers and students. In many ways, books serve as the primary source of course material for students and as supplementary material for teachers. In textbooks, students can find out the material that must be studied and mastered, the activities that they must participate in and do in learning activities, as well as practice

questions that can help them to hone their understanding skills after participating in learning activities. can be a source of ideas for teachers and students which they can further develop with creative, fun, and acceptable learning techniques according to the characteristics and needs of students.

Additionally, Richards (2019) adds that textbooks are an important part of language programs that serve as the main source of language information (language input) for language acquisition as well as for English practice in the classroom. Because of this, textbooks typically serve as a foundation for the following: learning objectives, the balance of skills taught, and various forms of English language practice activities carried out by students in the classroom.

Textbooks are things that are needed and very important for students. Among the benefits that can be obtained from the use of textbooks in general are as follows: textbooks can make students smarter, improve memory, relieve stress, increase student treasury, help students become more focused on the subject matter presented, help students learn things from the target country The language being studied, and textbooks can help students develop their analytical skills.

From the teacher's perspective, textbooks have an important role in the learning process. As stated by Hutchinson and Torres 1994 p.232 that cause textbooks to be something that really helps students in the learning process, especially in the era of educational change, namely: textbooks act as vehicles for teachers and students in learning activities, books. Teaching acts as a provider of support and a way to escape the burden of searching for materials because the material is already provided in the textbook, the textbook provides complete pictures that are able to give clear descriptions to students or it can be said that the textbook is visually appealing. indirectly able to provide psychological support to teachers.

Hutchinson and Torres 1994 also stated that textbooks give crucial input into classroom learning through various exercises, readings, and explanations. As a result, textbooks will always exist since they fill a certain demand. Textbooks can determine the components and methods in a lesson. The use of textbooks can control the content or materials, methods and procedures in learning activities. Students can easily get the material that must

be studied just by studying the material presented in the book. In short, it can be stated that the way a textbook presents material will affect the way students learn the material presented.

Textbooks have many advantages and roles for the achievement of learning objectives. In textbooks, both teachers and students can find learning references or syllabus. With a well-structured reference, it can help teachers standardize instruction, maintain teaching quality, and train teachers to be more efficient in carrying out learning. It is in line with Richard (2001) that stated without textbooks, any learning program will have little impact because they give structure and a syllabus. Furthermore, using a textbook ensures that students in different classes acquire equal content and, as a result, can be assessed easily in the same way. Textbooks are regarded as the most significant factor in the second language classroom behind the instructor in terms of language instruction and learning. Textbooks are tools in the teachers' hands and the teachers must understand how to use it and how beneficial it can be to all students

Regardless of the impact of new technology, textbooks will undoubtedly continue to play an important part in language teaching and will serve as a valuable resource for teachers and students. Good textbooks turn the rules in the official government curriculum into a rich supply of content, texts, and exercises that most teachers would be unable to create on their own. As students need English textbook-based learning to improve the quality of their studies, a study in Developing Students' English Textbook-Based Learning on Critical Thinking has determined this.

1.2. Research Questions

To obtain and identify research data related to Developing Students' English textbook-based learning on critical thinking for Senior High School Students, the following research questions guide this study to its conclusion:

1. What are the students' needs toward the English textbook on students' critical thinking?
2. How is the English textbooks developed?
3. What is the students' response towards the developed textbook?

1.3. Objective of The Study

Based on the question research, the objective of the development of this textbook are:

1. To identify the needs of the students before developing a textbook based on the theory of critical thinking.
2. To formulate how the textbook is developed
3. To reveal how the students response toward the developed textbook

1.4. Contribution of The Study

In order to promote the success of the learning activity process, research on the production of English teaching materials is anticipated to offer a valuable contribution, specifically by providing a pertinent, systematic, and user-friendly learning product for both students and teachers. Given that the results of such research will have a significant impact on learning. It is hoped that this study will be useful to many educational partners, including instructors, students, and researchers.

1. To the Teacher

It is anticipated that teachers, especially those who teach English to students in the XI grade, will greatly benefit from the study's results. They might gain understanding from this research about how to improve student critical thinking through better activity. In order to adapt the activity to the students' abilities, teachers are expected to have a solid grasp of how their students think critically.

2. For the Students

By exposing students' critical thinking, it is hoped that they will be able to identify their prevalent critiques and maximize their critical thinking during the learning process. Additionally, they are anticipated to perform better and feel more upbeat while participating in class activities.

3. To other Researcher

The outcome is expected to be highly valuable for researchers. They might use this study as one of their research sources. They can also conduct insightful study on the subject.

1.5. Definition of Terms

1. Developing Students' English Textbook-Based Learning

According to the Cambridge dictionary, the word developing can be defined as growing or becoming stronger or more advanced. Developing here can be defined as a process that is pursued by researchers in order to develop textbooks that are in accordance with the needs of students and are presented systematically based on the provisions of the applicable curriculum. The development of textbooks is very necessary so that the material presented and the learning flow remain relevant. The textbook that was developed here by the researcher called Go English XI.

2. Critical Thinking

As a guide to belief and behavior, critical thinking is the intellectually disciplined process of deliberately and skillfully conceiving, applying, analyzing, synthesizing, and/or evaluating knowledge obtained through, or generated by, observation, experience, reflection, reasoning, or communication. This book provides the students with some interactive activities to motivate students' critical thinking such as question and answer, quiz, puzzle word, analyzing text, rewrite the message from the text, delivering opinion, discussion and debate session.

1.6. Organization of The Study

This thesis presents the study's organizational structure in order to present the study effectively. Hence, the work is split into five chapters, they are :

1. Chapter I, Introduction, is the opening section. The study's history, research questions, objectives, contribution, and organizational structure are mostly covered in this section.

2. Chapter II, Literature Review, is the second section. The second chapter offers various theories that could serve as the study's fundamental framework.
3. Chapter III, methodology is the third section. The research methodology is described in this chapter. It addresses the definition of qualitative research, the role of the researcher, the context and the participant, data gathering techniques, and data analysis techniques.
4. Chapter IV, Result and Discussion, is the fourth section. The research analysis is presented in this chapter. Along with the study's final outcome, its findings will be discussed.
5. Chapter V, Conclusion and Recommendation, is the final section. The study's conclusions and recommendations are presented in this final chapter. The research findings are thoroughly described in the conclusion. The recommendation offers some recommendations for readers, English teachers, and other scholars for the general or specialized aims of teaching English.