

# Developing English textbooks based on the 2013 curriculum oriented on Higher Order Thinking Skills (HOTS) for students of vocational high schools in Yogyakarta

by Dr. Margana, M.Hum., M.A.

## ABSTRACT

### Abstract

This research is aimed at developing English textbooks based on the 2013 curriculum oriented on Higher Order Thinking Skills (HOTS) for students of vocational high schools in Yogyakarta. This is rationalized from the fact that a great number of English textbooks are oriented on the development of Lower Order Thinking Skills (LOTS) instead of HOTS. The existing books give an emphasis on memorizing and comprehending which highlight to identify linguistic features of the target language. This leads to creating the negative impacts on students' insufficient language proficiency of vocational high schools to communicate with other people with the use of English. The existing English materials are not targeted to the development of applying, synthesizing, evaluating, and creating which become the aspects of HOTS. This is believed to drive students to establish students' independent learning and creativity which determine the success for acquiring the target language.

In reference to the above objective, this study articulates the analysis of the English textbooks developed by the ministry of education and culture on the basis of the 2013 curriculum. The English textbooks are designed for students of senior and vocational high schools under the issue of the 2013 curriculum. The analysis of the the English textbooks serve as the basis of developing English textbooks emphasising on the development of HOTS which will be conducted in the second year. In analysing the English textbooks, the reserachers voluntarily invited 14 English teachers of vocational high schools from three regencies, namely Sleman, Yogyakarta city, and Bantul. They were invited to participate in focus group discussion (FGD), questionnaire completion, and interview practices in reference to the nature of the English textbooks developed by the ministry of education and culture. The gathered data were then analysed with the use of descriptive qualitative method.

With regard to the data analysis, five main findings are made. First, the English textbooks were developed with the use of the integration of behaviourism and konstruktivism. Of the two approaches, the behaviorism one is emphasised in the existing books. Second, the English textbooks were developed with regard to the core competence and standard competence as nationally recommended. Those two issues were ,mesfested in the learning objectives as stated in every cahpter of the English textbooks. However, the learning objectives are primarily oriented on developing systemic knowledge, namely identifying communicative functions, generic structure of texts, and linguistic features which are presented to articultae the development of LOTS. Third, the organization of the textbooks accross chapter is not reliable. Added to this, the English textbooks do not qualify on listening. In other words, there is only a small proposition of the presentation of listening compared to other language skills (speaking, writing, and reading). Of the four macro-language skills, reading is the most dominant issue to be discussed in the English textbooks. Fourth, the content of the English textbooks did not meet the students' backgrounds as the English textbooks are the same as the English textbooks for students of senior high schools. Fifth, the exercises of the English textbooks give an emphasis on the development of LOTS as the exercises are closely related to assessing the factual information of the texts. They do not highlight the development of the HOTS. In summary, the English textbooks were developed without accomodating target needs and learning needs of students of vocational high schools.

Kata Kunci: *Higher Order Thinking Skills Lower Order Thinking Skills*