

CHAPTER I

INTRODUCTION

A. Background of the Research

Education is a learning process or a process of self-development in order to understand everything. Indonesian education can be divided into two categories, namely general education and religious education. General education and religious education have the same goal of educating students to be independent, think critically, creatively, and sense of responsibility.

General education and religious education are only distinguished by the curriculum they use. General education uses the 2013 curriculum while religious education uses the Kulliyatul Mu'allimin Al-Islamiyah (KMI) curriculum.

The 2013 curriculum was created to make students think critically, creatively, intelligently and innovatively. Thus, students must be more active in the classroom compared to the teacher. Students can also give their opinions so that they do not keep quiet if there is a learning process.

Kulliyatul Mu'allimin AL-Islamiyah (KMI) is curriculum that is proportional between religious and general knowledge, students must be guided so that they can think critically, responsibly, independently and maintain their religious knowledge.

The 2013 curriculum textbook and the KMI curriculum are important components in the class because they guide students and the teaching and learning

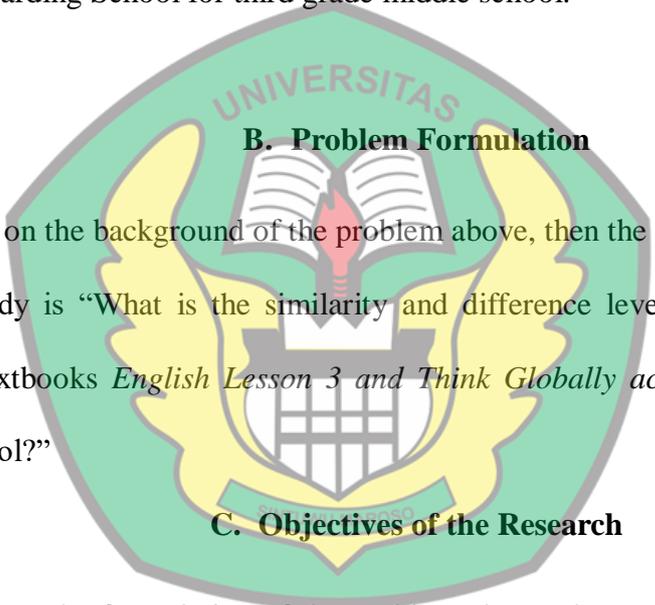
process of teachers. Textbooks used in the teaching and learning process must guide teachers and students to achieve educational goals. In the textbook there is a lot of knowledge including one of them is a question. In the textbooks there is a lot of knowledge including one of them is a question. Questions have an important role in the teaching and learning process.

Questions make students think during the teaching and learning process, and can help them to focus on learning because the questions arise in their curiosity. The questions come not only from the teacher but also from English textbooks. Questions in English textbooks have various types of difficulties. There are six levels of questions, namely: remember the level of questions, understand the level of questions, apply the level of questions, analysis of the level of questions, evaluation of the level of questions, and the level of creating questions.

WH Form is one of the inquiry forms. The question in the reading section of English textbooks is one factor that supports the success of education because in the reading section there is information that can help students to think critically and focus text books in the reading section. If the questions in the reading section of an English textbook include high-level questions, it can make students think more clearly. So, choosing good questions in an English textbook is a good goal. The government must be selective in making questions in textbooks, because the questions will influence students' critical thinking in teaching and learning.

There are many 2013 curriculum textbook publishers in public schools and Islamic boarding schools, including the Ministry of Education and Culture and the Darussalam Press. It is assumed that the textbook has questions that can make

students practice critical thinking in accordance with educational goals. Based on the explanation above, researchers are interested in conducting research that focuses on analyzing the level of questions in 2013 curriculum textbooks and KMI Islamic Boarding School published by the government and Darussalam press Islamic Boarding School for third grade middle school.



B. Problem Formulation

Based on the background of the problem above, then the problem formulation in this study is “What is the similarity and difference level of question in the English textbooks *English Lesson 3 and Think Globally act Locally* for Junior High School?”

C. Objectives of the Research

Based on the formulation of the problem above, the purpose of this study is “To find out the similarity and difference level of the questions in the English textbooks *English Lesson 3 and Think Globally Act Locally* for Junior High School.

D. Significances of the research

1. For the government, this research can be the reference in influencing English textbook as the learning media.
2. For the readers, to get more knowledge about the level of questions in English textbook.
3. For further researchers, this study is expected to be one of references to conduct a deeper study about difference level of question in the textbook.

E. Scope Of The Research

The research analyzed two English textbooks; they are *English Lesson 3* published by Darussalam Gontor and *Think Globally Act Locally* published by Ministry of Education and Culture. The researcher focused on the similarities and differences of question, for instance the function of question (Donald and Eggen (1989)), the role of the question (Hopper (2009)), and questions level based on Bloom's Taxonomy revised (Anderson & Krathwohl, (2001), Anderson (2003), and Bloom (1956)).

F. Definition of Terms

1. English Lesson 3 is English textbook of *Kulliyatul Mua'llimin Al-Islamiyah* for IX grade published by Darussalam Gontor in 2016.
2. Think Globally act Locally is English textbook of curriculum 2013 for IX grade published by Ministry of Education and Culture in 2015
3. Comparative study is a comparative study. The comparison means to compare the similarities or differences of two or more object facts under study based on a certain frame of mind. In this research, the comparison study is between two textbooks *English Lesson 3* and *Think Globally act Locally*.
4. Level of question is a question that the more difficult it is to answer, the higher the level of the question is placed. Conversely, the easier the questions are answered the question level is at the lowest position.

Remember level of questions (1st level), understand level of questions (2nd level), apply level of questions (3rd level), analyze level of questions (4th level), evaluate level of questions (5th level) and create level of questions (6th level)

