

CHAPTER I

INTRODUCTION

A. Background of the Study

English is very important to be learned because it becomes an international language is used by people around the world to communicate each other. Indonesian students learn English as a foreign language because it becomes a subject. It is used in English classrooms but not in everyday communication. Classroom teaching consists of three main elements: the teacher, the student and the textbook. As one of elements in learning process, the textbook plays important part in English teaching and learning process. Muchlis (2015: 314) state that English textbook is the most commonly resource used in English language teaching process. Textbook plays important role in teaching and learning process because it provides beneficial guidance and covers the materials that teachers need to deliver.

In English textbook there are four skills that must be learned by students, they are: listening, speaking, reading and writing. As a skill, reading is clearly one of important language skill that where students have to read English material for their subject. Through reading, the students get more information and more easily to understand the sentences. They also can improve their knowledge by reading. The students should be known what they read, so they can get a point what they need. By the reading, the reader expected get information. Actually, the students often thought to be easier to get information from written text by reading. In fact, the students will get the

problems if they do not comprehend a text and they do not get information from the text. Besides, their vocabulary and their reading skills to comprehend the text or sentences still need to improve.

Assaly and Smadi (2015: 101) stated that textbooks must emphasize reading comprehension strategies and guide students to read critically while reading in the language lessons. In English textbook Reading comprehensions usually follow by exercises and questions. As the exercises, the teachers use questions to find out whether the students have understood the text or not, and the students can comprehend the text and get more information from the exercises, especially in reading skills.

Day and Park (2005) in their journal states:

The use of questions is an integral aspect of such activities and in our experience as language teachers we have seen that well-designed comprehension questions help students interact with the text create and construct meaning and in addition we have seen well- developed comprehension questions help our students begin to think critically and intelligently. (p.61)

Besides, reading comprehension questions assist the students to comprehend the sentences. Yusak in Fitria et.al (2014: 3) stated that question in the reading class is not to test the students, however, it is used to make students aware of the way language is used to convey meaning and of the strategies he can use to recover the meaning from the text. By answering the question, students can think critically and use different level of thinking order to get whole comprehension.

Therefore, the students need levels thinking to answer the questions to understand and comprehend about the text. Gunning in Fitria et.al (2014:4) stated that taxonomies are appropriate indicators of the relative position that questions occupy on a scale of complexity. Test questions should be examined to make sure higher levels of questions being asked.

Bloom taxonomy is appropriate to apply in reading comprehension questions to helping students to have critical thinking. Bloom's taxonomy offers six levels of thinking namely *knowledge, comprehension, application, analysis, synthesis, and evaluation*. However, in 2001, Krathwohl has been Revised Bloom's Taxonomy. The cognitive domain process includes *remembering, understanding, applying, analysing, evaluating and creating*.

Thinking order in Bloom Taxonomy are helping students to learn something in meaningful process and improving the students' overall performance. It is also important to improve their skill to understand and comprehend reading text, so they can get more information from the text and they can convey the information what they have from the text. Mayer (2002) in his writing, he states that higher order thinking skill gives a broader vision of learning that includes not only acquiring knowledge but also being able to use knowledge in a variety of new situations, promotes the meaningful learning, and actively engages the students in the process of constructing meaning.

The English textbook entitle “*Contextual English*” for the eleventh grade of senior high school written by Bambang Sugeng and Noor Zaimah published by Platinum. The textbook is based on Educational Unit-Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan) 2006.

From the textbook page 158, a text which the title is A Telephone Call and the reading exercise questions is as follows:

1. What is the story about?
2. What was the speaker doing?
3. To whom that the speaker speak?
4. In some part of story, the speaker counted something. What did she exactly do?
5. Did the speaker finally do what she intended to do?

From the reading exercise questions above not indicate to higher order thinking skill because the exercise questions still depend to the text and the exercise questions not help the students to use their critical thinking. Moreover the higher order thinking level should allow the students to gives more insight into their thinking and learning to answer like the essay questions, the students need to use their own words. It is reasonable step to analyze the reading question exercise another one in the textbook, whether the textbook appropriate with the level of Bloom’s Taxonomy or not and this research can help the teacher to organize the reading exercise questions which is help the students to think critically.

It is very important for the teacher to choice and selecting a textbook which is appropriate for the students to develop their thinking skills by using analysis thinking order skills of reading comprehension questions in English textbook based on Bloom’s Taxonomy. To find the result of this analysis,

document analysis is needed to know the textbook is appropriate or not with thinking order skills of Bloom's Taxonomy.

B. Problems of the Study

The problems of the study are formulated as follows:

1. How does the distribution of the higher order thinking skills in reading comprehension questions of *Contextual English* textbook?
2. What is the dominant level of higher order thinking skills of Revised Bloom's Taxonomy in reading comprehension questions of *Contextual English* textbook?
3. Is the distribution of the higher order thinking skills in reading comprehension questions in *Contextual English* textbook appropriate with thinking order skills of Revised Bloom's Taxonomy?

C. Objectives of the Study

This study has objectives to answer the questions above. The objectives of study tried to find out:

1. To know the distribution of the higher order thinking skills in reading comprehension questions of *Contextual English* textbook?
2. To know the dominant level of higher order thinking skills of Bloom's Taxonomy in reading comprehension questions of *Contextual English* textbook?
3. To know the distribution of the higher order thinking skills in reading comprehension questions in *Contextual English* textbook appropriate with thinking order skills of Revised Bloom's Taxonomy.

D. Scope of the Study

This study is only limited in *Contextual English* textbook for eleventh grade of senior high school and focus on reading comprehension questions because the writer only analyze the higher order thinking skills based on Revised Bloom's Taxonomy.

E. Significance of the Study

Results of this study are expected to be giving out the theoretical and practical significance.

1. Theoretically

- The expected of this research is to enrich the learning of higher thinking order based on Revised Bloom's Taxonomy

2. Practically

- Teacher, to give broader insight about the textbook selection to develop students thinking skill ability in reading comprehension
- Students, Giving information to improve their thinking skill ability in reading comprehension,
- The readers, to have interest research to enlarge their understanding about thinking order skills.