

CHAPTER I

INTRODUCTION

A. The Background of the Study

English is getting more and more important in the communication world. It is very essential for communicating among people all over the world. Indonesia, as a developing country cannot deny the importance of English since there is assumption that science comes from around the world. So, to get or to understand the recent technology, Indonesians must master English well. Clearly, Indonesian has been learning English to grab modern technology. In other words, the main function of English in Indonesia is as an instrument, meaning that is used to get science and technology for the sake of national development. Further, it is used to get along with other people all over the world.

English in Indonesia is stated as the first foreign language which is taught as a compulsory subject at schools from elementary school up to universities and even in some kindergartens, it has been taught as a local content.

There are four skills that must be learned in studying English, they are: listening, speaking, reading and writing. Reading and listening are the receptive skills, in which people extract meaning from the discourse they see or hear. Then, writing and speaking are called as productive skills (Harmer, 2001: 199). These skills are needed in order to be successful in learning English.

Reading is a process of drawing meaning or grasping information from a written text and forming interpretation of that information (Grabe & Stoller,

2002:4). Educational Unit Curriculum (KTSP: Kurikulum Tingkat Satuan Pendidikan) about standard competence in reading states that students are expected to be able to comprehend the meaning (sense) of both interpersonal and transactional written text. In reading, the students are also expected to be knowledge and familiar with what the teacher has explained in the context, while in reading comprehension, the students are expected to have more skills than just to explain individual text or passages after comprehending them.

Reading comprehension is the most basic purpose for reading. Grabe and Stoller (2002: 17) state that reading comprehension is the ability to understand information in a text and interpret it appropriately. Reading comprehension requires very rapid and automatic processing of words, appropriate skills in forming a general meaning, and representation of main ideas. The National Reading Panel (2000) defined comprehension as the intentional thinking during which meaning is constructed between the reader and text. This implies that the reader interacts with the text content, using his or her vocabulary, background knowledge, skills, motivation to read that text, knowledge of text structure, and strategies to construct meaning. As the purpose of reading is to comprehend the notions in the materials, it means, that without comprehension reading is useless and meaningless.

Questions lead students to the comprehension. According to Turner (1988:217), one of the most commonly used techniques for teaching or improving reading comprehension is questioning. It is because questions play a central role in comprehension instruction because they can be used to develop concepts, build

background, clarify a reasoning process, and even lead the students to a higher level thinking (Gunning, 1992:231). In addition, Day and Park (2005:61) point out well designed questions help students interact with the text, create and construct meaning and begin to think critically and intelligently. Questions help students to comprehension have to be graded from lower level to higher level comprehension. Those graded questions will automatically increase students' comprehension in reading and create more critical in student's thinking.

Gunning in Fitria et.al (2014:2) 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. In short, taxonomy is a useful guide for constructing questions on a variety of thinking levels and judging questions that have already been created.

Bloom's taxonomy is appropriate to apply in reading questions in order to get more critical comprehension. 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 terminology used in cognitive dimension of Revised Bloom's Taxonomy had been changed into verb from noun. The cognitive dimension process includes *remembering*, *understanding*, *applying*, *analysing*, *evaluating* and *creating*. The use of verb in the terminology seems more suitable because it shows the thinking of process which is the active process rather than the use of noun. The term "*knowledge*" had been revised into "*remember*" because the term of "*knowledge*" shows the product of thinking rather than the thinking process. The

use of terminology “*synthesis*” and “*evaluation*” had also been changed into “*evaluate*” and “*create*”.

English textbook which is one of the main instructional materials covers all macro skills including reading. The textbook delivers reading materials through kinds of reading texts and equips them with questions on reading that aim at checking students’ understanding toward the texts. Therefore, teacher must be able to choose appropriate textbook and reading materials that contain balance order of thinking as stated detail in cognitive dimension. Based on the previous research about Bloom’s taxonomy, the cognitive dimension of reading questions was not balance because the reading questions only contained more low level of thinking rather than the higher level. Rahmawati (2012) had conducted research, which aimed to reveal reading questions categories in English textbook entitled “*Interlanguage: English for Senior High School Students XI*” based on revised Bloom’s Taxonomy. The frequency of each category of revised Bloom’s Taxonomy within the reading questions is not distributed in balance. The category Remember Factual Knowledge that is considered as the lowest level-order thinking has the highest portion, while the other categories that are considered as higher-order thinking have low portion.

Furthermore, based on researcher’s experience in Integrated Teaching Practice Program (PPLT) in 2015 in senior high school that used English textbook recommended by the government entitled “*Look Ahead an English Course for Senior High School Students Level 1, 2 & 3*”, most of students feel inferior because the reading questions in this textbook is too easy to answer. From the

textbook “Look Ahead an English Course for Senior High School Students Level 1” page 13, which the title of the text is “Earthquake” and the reading questions are as follow:

1. Who was involved in that story?
2. Where did the story happen?
3. What is the first event of the story?
4. What is the second event in this story?
5. The last event of the story is_____
6. Among the three events, which event touches your heart the most?
7. What is the purpose of the writer telling this story?
8. Why do you have to use “past tenses” in the story?
9. How did the writer feel about this story?

From the reading questions above do not indicate to higher order thinking because the question stems of these questions use the wh- question stems which is including to remember dimension and indicating to lower order thinking, and these questions do not help the students to use their thinking critically. This situation makes students being less motivated to answer the reading questions.

So, based on the background of the study elaborated above, the purpose of this study is to analyze the reading questions by using Cognitive Process Dimension of Revised Bloom’s Taxonomy in “Look Ahead an English Course for Senior High School Students Level 1, 2 & 3”.

B. The Problems of the Study

Based on the background above, the problems of the study are formulated as follows:

1. What are the cognitive dimensions of Revised Bloom Taxonomy applied into reading questions in “Look Ahead an English Course for Senior High School Students Level 1, 2 & 3” ?
2. What is the dominant cognitive dimension of Revised Bloom’s Taxonomy in reading questions in “Look Ahead an English Course for Senior High School Students Level 1, 2 & 3”?

C. The Objectives of the Study

Related to the problem formulated, the objectives of the study are presented as follows:

1. The application of the cognitive dimension of Revised Bloom Taxonomy into reading questions in “Look Ahead an English Course for Senior High School Students Level 1, 2 & 3”.
2. The most dominant cognitive dimension of Revised Bloom Taxonomy in Look Ahead an English Course for Senior High School Students Level 1, 2 & 3”.

D. The Scope of the Study

This study is limited on the reading questions in “Look Ahead An English Course For Senior High School Students Level 1, 2 & 3” which apply the cognitive dimensions Revised Bloom Taxonomy and critical thinking theory.

E. The Significances of the Study

These research findings are expected to be useful for:

1. The teachers to select the book based on students level of thinking
2. The researcher and those who are interested to conduct the further research of reading questions analysis.