

CHAPTER I INTRODUCTION

A. The Background of the Study

One component that is needed in order to reach the goal of teaching and learning is materials. Teaching and learning material can be presented in form of textbooks, workbooks, and hand-outs. The teaching material, which is presented in those form, usually contain material combination from some different sources but supporting each other in a unit. Ur (2009:184) claims that a textbook provides a clear framework; teacher and learners know where they are going and what is coming next, so that there is a sense of structure and progress. She adds that the textbook provides texts and learning task which are likely to be of an appropriate level for most of the class. This of course saves time for the teacher who would otherwise have to prepare his or her own. From those explanations, it has no doubt that the textbook greatly helps for both the teachers and the students as one of the learning sources in the English teaching and learning process to provide the frameworks, texts, and tasks.

English teachers have to be selective to find the proper textbooks in order to develop students's competence or skill, particularly in teaching reading. Reading is one of the skill that should be learned well by the students because by having reading skill they will be easy to get information, knowledge, and science. According to Nunan (2003:68) reading is a fluent process where in building the meaning, readers should combine information from the text with their own background of knowledge. While, Alyou1sef (2005:144) states that reading can be

seen as an “interactive” process between a reader and a text which lead to automaticity or (reading fluency). It is assumed that reading is not a passive skill because it needs so many times to practice and exercise. The improvement of the readers’ comprehension is based on how they work on it. It means that if the reader read more, they get better reading or comprehension. Most of students face difficulties in reading comprehension due to the different English language features from their first language.

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.

Exercises lead students to comprehend the text. Exercise in reading text takes prominent role in the English learning process because it helps the students to practice their ability and get good outcomes in reading process. Ur highlights that practice is the activity through which language skills and knowledge are consolidated and thoroughly mastered. As such, it is arguably the most important

of all the stages of learning. Hence, the exercise is useful for the teachers to know the students' understanding about the teaching material and their ability in the four basic language skills.

In fact, based on the preliminary observation done by the researcher to students of grade XI in senior high school that used English textbook entitled "Pathway to English", the researcher found that there are many reading exercises have low thinking skill question. For an example, the researcher takes one of reading text from Pathway to English textbook page 147, which the title of the text is "Floods" and the reading exercises are as follow :

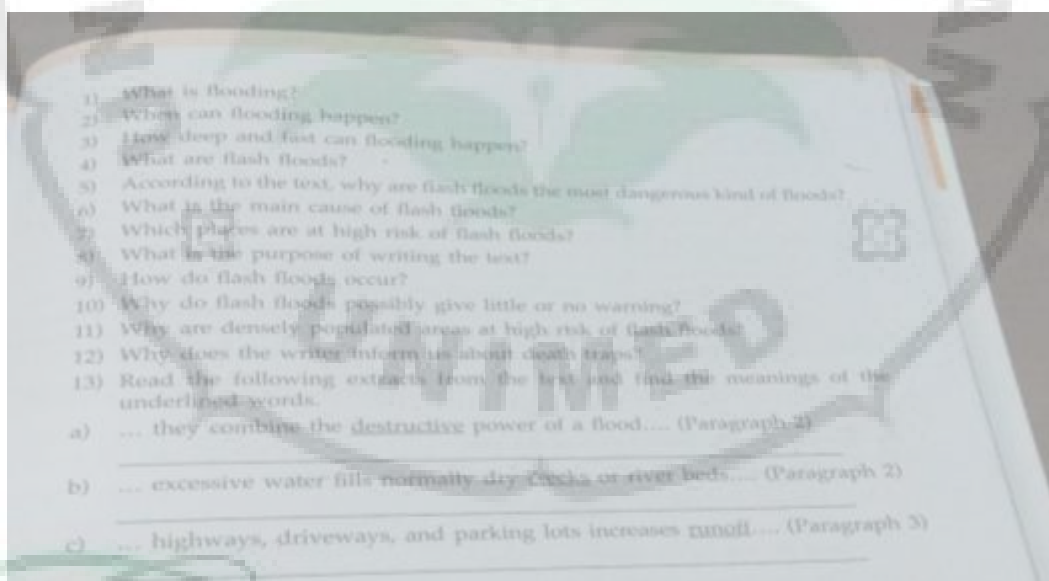


Figure 1.1 reading exercises from Pathway to English textbook page 147

From the reading exercises above question number 1 until number 10 do not indicate to higher order thinking. It was found that those questions from reading exercises above indicate low order thinking. Thus, it makes the students feel bored because the question in reading exercises is too easy to answer. The teacher also

said that reading exercises in this textbook do not stimulate the students's critical thinking. It means that the students need reading exercises which is attract to think more to answer the question. So, it can improve their reading comprehension skill.

Thus, the students need to have higher order thinking skills because Paul and Elder also highlight that no matter what your circumstance or goals, no matter where you are, or what problems you face, you are better off if your thinking is skilled. As a professional, shopper, employee, citizen, lover, friend, parent, and in every real situation of your life, good thinking pays off. It means that the higher order thinking skill is not only necessary in academic matters but also in every parts of our life to present our opinion and make a logical decision whoever and wherever we are.

Moreover, for the eleventh grade of senior high school students who will continue their study to the college or even for them who want to go to work, having the higher order thinking skill is very important for preparing themselves to do their own thinking in the real world.

Furthermore, the researcher chooses the textbook because it implicates the 2013 curriculum. In the 2013 curriculum, there are the five scientific approaches which are considered as the steps in teaching and learning process; observing, questioning, associating, experimenting, and networking.

It is also stated in the Online Longman Dictionary (Suharyadi, 2013) that in the observing process, the students can connect what they have learned with what they are going to learn. The questioning and the associating could be useful for the

students to develop their critical thinking skills in logically and systematically process of thinking. The experimenting could help the students to solve the problems they face in everyday life. Then, in the networking process, it allows the learners to face various changes and challenges to learn together. Hence, it can be seen that those scientific approaches are also related with the higher order thinking skill. It is supported by Brookhart's statement which states that the higher order thinking skill engages the problem solving and critical thinking skill.

Thus, it is important to analysis about the reading exercises that student or teacher used, such as the different level of instruction, the content compatibility, or language feasibility. Ur (2009:186) highlights that is important to check the existence of the exercises in the textbook because one of the characteristics of a good textbook is practicing the four basic language skills properly. Teacher should know the reading exercises having written accurately to their social function. And one aspect that should be analyzed in the reading exercises is compatibility of the student's development level in cognitive domain.

Cognitive domain in educational objectives makes reference to Bloom Taxonomy. Bloom's Taxonomy was primarily conceptualized and presented by Dr. Benjamin Bloom at the start of 1956 (Orey, 2010). It is the hierarchy structure that identifies the skill ranging from low to high level. The aim of taxonomy is very simple; it helps the teacher to achieve the education goal. Essentially, the Revised Bloom Taxonomy is a more authentic tool for curriculum planning, instructional delivery and assessment.

Bloom divided six thinking categories in cognitive domain: knowledge, comprehension, application, analysis, and evaluation (Nitko and Brookhart, 2011:25). However, (Krathwohl, 2002:215) stated that in 1990's Bloom's Taxonomy had been revised, the terminology used in the cognitive domain of Revised Bloom's Taxonomy had been changed into verb from noun. The cognitive domain includes *remembering, understanding, applying, analyzing, evaluating, and creating*. The use of verb in the terminology seems more suitable because it shows the thinking process which is the active process rather than the use of noun. The term "*knowledge*" had been revised into "*remember*" shows the product of thinking rather than thinking process. The use of terminology "*synthesis*" and "*evaluation*" had also been changed into "*evaluate*" and "*create*".

The research about taxonomy is addressed as a reference for English teachers. They must be able to choose appropriate teaching and learning materials that contain balance order of thinking as stated detail in cognitive domain. Based on the previous research about Bloom's taxonomy, the cognitive domain of reading exercises was not balance because the reading exercises only contained more low level of thinking rather than the higher level. Ayuturrochim (2014) conducted research, which aimed to find out the dominant component of cognitive domain of Revised Bloom's Taxonomy in reading task of "English in Focus" Textbook for Junior High School published by The National Education Department in 2008. The result of this research shows that there were 30 (98%) reading tasks used remembering level of the cognitive domain and only 1 (2%) reading task used understanding level. Reading tasks in English Focus Textbook only had 2

components of cognitive domain of Revised Bloom's Taxonomy. The other levels of cognitive domain were not used in reading tasks of "English in Focus" textbook. It could be concluded that the dominant cognitive domain of Revised Bloom's Taxonomy was remembering level. Furthermore, Panjaitan (2017) conducted research, which aimed at analyzing the cognitive dimension based on Revised Bloom Taxonomy in reading questions in Look Ahead an English Course for Senior High School Level 1, 2, & 3. The analysis showed that the most dominant cognitive dimension of Revised Bloom's Taxonomy is remembering (57.45%). The second dominant cognitive dimension is understanding (26.24%). The third dominant cognitive dimension is evaluating (10.64%). The fourth dominant cognitive dimension is creating (3.55%). The fifth dominant cognitive dimension is analyzing (2.13%). There was no cognitive dimension of applying that applied in reading question of the textbooks.

Based on the explanation above, the researcher choose to analyze Cognitive Domain of Revised Bloom's Taxonomy of reading exercises in the "Pathway to English" textbook for the eleventh grade of senior high school students to make sure that this textbook has been support the students in encouraging their competence to survive in the English communication environment .

B. The Identification of the Problems

Based on the background of the study mentioned above, the first problem is the reading exercises in English textbook has low thinking questions. It makes the

students do not interest to answer the low thinking question because they think it was too easy.

The second problem is the reading exercises in English textbook should be agree with cognitive domain of Revised Bloom's Taxonomy which consists of remembering, understanding, applying, analyzing, evaluating, and creating skill. It means that in reading exercises are not only contain low thinking questions but also high thinking questions in balance portion.

C. The Problems of the Study

The problem of this research will be formulated as follow :

1. What kinds of cognitive domain of Revised Bloom's Taxonomy are found in reading exercises textbook for the eleventh grade of Senior High School?
2. How are the reading exercises in the textbook cover the good proportion (percentage) of cognitive domain based on Revised Bloom's Taxonomy ?

D. The Objectives of the Study

Based on the formulation of the research problem above , the objectives of this research were :

1. To find out kinds of cognitive domain of Revised Bloom's Taxonomy in reading exercises textbook for the eleventh grade of Senior High School.
2. To describe the proportion (percentage) of each cognitive domain of Revised Bloom's Taxonomy in reading exercises textbook for the eleventh grade of Senior High School.

E. The Scope of the Study

This study is limited on analyzing the reading exercises in textbook for the eleventh grade of Senior High School. Those exercises are analyzed based on the cognitive domain of the revised edition of Bloom's taxonomy which consists of remembering, understanding, applying, analyzing, evaluating, and creating skill.

F. The Significances of the Study

1. For the students

The result of this study can be used as the reference by the students to know the weakness of this book, so they can look for another textbook as a complement book to complete the materials from this main textbook.

2. For English teachers

The researcher hopes that the study is useful for English teachers in using textbooks as teaching materials more efficient in order to choose the appropriate exercises for the students based on the cognitive domain of Revised Bloom's Taxonomy. And also this study can be used as the reference to know the weakness of this book, so they can look for another textbook as a complement book to complete the materials from this main textbook.