

CHAPTER I

INTRODUCTION

A. The Background of the Study

Coursebook and textbook are the common tools which are used by the teachers and students in school. But actually, coursebook is quite different with textbook. Textbook is a book, contains some texts which are able to be used generally. It means that textbook can be used by everyone, even if it is without any specific purpose. Textbook is a comprehensive learning resource to support a substantial portion of the curriculum expectations for a specific grade and subject, as defined by Ministry of Education of Ontario. In other words, textbook is a medium which supports the students in achieving the indicators that is expected in curriculum. Furthermore, in the rules of Ministry of National Education number 11, 2005, it is explained that textbook is a reference book used in school which contains learning materials arranged based on the standard of National Education.

Coursebook itself, as defined by Mudzakir (2003) in his paper, is a textbook with some addition such as exercises and the other pedagogic activity in order to ease the teaching-learning process. So textbook and coursebook are only differed by the existence of the exercises and the pedagogic activity in the content.

Coursebook takes an important role in a teaching-learning process. Commonly, teacher uses a coursebook as a reference in the teaching-learning process. But it is not the only role. Cunningsworth (1995) adds some informations that at least there are seven roles of coursebook in English Language Teaching (ELT) and one of them is coursebook as a source of activities for learner practice and communicative interaction. This role means that coursebook is a guideline in the arrangements of activities in the teaching-learning process. Coursebook provides some activities for learners in the class. It eases the teachers in managing the class.

The other role is as a support for less experienced teachers who have yet to gain in confidence. Coursebook helps the teachers, the less experienced teachers, to teach in the class confidently because it provides something 'what to do' or 'what to teach'.

Because of those roles stated above, choosing a good coursebook becomes the first important step in order to make a good learning process. Teacher as the one who is responsible to determine the coursebook which will be used in the class should evaluate some coursebooks to select the good one. Wen-Cheng, Lin, and Lee (2010) mention some aspects which be able to be the references. They are the year of publishing, relevant content, visual and graphics, audiovisual, material address and exercise.

Moreover, Mukundan, Vahid, and Reza (2011) provided a tentative checklist as the criteria of a good coursebook. They divided the criteria into two parts. First part was the general attributes. In this part, they mention five aspects that need to be fulfilled by a coursebook. Based on the general attributes, they explain that a coursebook has to match to the specifications of the syllabus and curriculum. It has to provide the activities that can work well with the methodology in ELT. The look of a coursebook such as the cover, layout, and graphics also belongs to the aspect that has to be fulfilled.

The second part was about the content. Generally, the content of a coursebook should be fun and interesting. The task which is provided should move from simple to complex. Because ELT is a language subject, the content also should achieve the objective of four skills and the other language features such as listening, speaking, reading, writing, vocabulary, grammar, and pronunciation. The last component is exercise. They should have clear instructions, and help students who are under/over achievers.

One of the components stated in the second part is about exercise which is providing exercises aims to make the students get used to the topics or the materials so that they can achieve what curriculum expects to. Exercises contain questions and activities. In designing some exercises, in this case, questions, the author of the coursebook should follow the steps how to make a good questions.

There are some references which be able to be used in designing the questions. They are the curriculum's expectations and parameter or standard. One of the standards which can be used is Bloom's Taxonomy. As stated in a study of Giani, Zulkardi and Cecil (2015), they explained that the percentage of the question for each cognitive level of Bloom's Taxonomy is formulated as follow, 30% for remembering and understanding level, 40% for applying and analyzing level, 30% for evaluating and creating level.

But, unfortunately, not all of the coursebook provides the exercises which fulfill the criteria within the curriculum's expectations and the cognitive domain. It supported by the finding of Sirait in her research. Sirait (2014) argued that *Look Ahead* coursebook fails to provide exercises, in this case reading exercises. She stated that reading exercises in *Look Ahead* coursebook are not proportional viewed from Bloom's taxonomy especially on comprehension level of reading.

Furthermore, the writer took her finding in *Look Ahead 3*. She found that there are twenty reading passages in this coursebook. Each passage is followed by comprehension exercise.

As shown in her finding, it is known that the appearance of the question in remembering level is the highest which is 51 percent, followed by the appearance of question in understanding level which is 32 percent. Then the rest of level is only 2-9 percent from all appearance. So it can be concluded that the numbers of exercises for each level are not spread evenly. That is why Sirait stated that the exercises in this coursebook are not propotional.

In line with this finding, Giani, Zulkardi, and Cecil conducted a research which is relevant with Sirait's. In *Matematika Konsep dan Aplikasinya untuk kelas VII* book, from 115 questions in the chapter of *Persamaan dan Pertidaksamaan Linear Satu Variable*, they found that 3.23% questions are in remembering level, 30.97% questions are in understanding level, 61.93% questions are in applying level, and 3.87% questions are in analyzing level. Sadly, none of the question is in both evaluating and creating level.

Based on the data from Sirait and Giani, Zulkardi, and Cecil, the writer himself analyzed another coursebook in order to find out the condition of the exercises in this coursebook. The coursebook which was chosen by the writer is *I CAN DO IT English 3*.

I CAN DO IT English 3 is a coursebook published by Masmedia in 2012. This book is used by the grade XII students in SMA Negeri 1 Kuala, Langkat. In analyzing this book, the writer focuses on the reading exercises of discussion text. There are six texts in relating to the genre of discussion text provided in this book.

From all 40 numbers of exercise, 57% are in the remembering level, 30% are in the understanding level, 3% are in the applying level, 3% are in the analyzing level, and 7% are in the evaluating level. But unfortunately, none of them is in the creating level.

Because of the failure in these three coursebooks in providing the appropriate reading exercises as presented above, it surely affects the students reading skill. Their understanding will not be challenged by the exercises. Sirait

stated that this failure will be the obstacle for the development of the students' comprehension skill, and further, their reading skill.

Since this condition makes the students become weak in reading skill, the writer thought it is necessary to do some improvements by developing the reading exercise to the Bloom's taxonomy in order to make an appropriate exercise so that it can develop students' reading skill.

By conducting this research, the writer expected that developing the reading exercises in *I CAN DO IT English 3* coursebook could fix the problem elaborated above.

B. The Problem of the Study

From the explanation in the background of the study, the writer formulated this research problem as follow: "What are the appropriate reading exercises of discussion text in *I CAN DO IT English 3* coursebook for Senior High School grade XII students viewed from the Bloom's taxonomy?"

C. The Objective of the Study

The objective of this research was to develop the reading exercises of discussion text in *I CAN DO IT English 3* coursebook viewed from Bloom's taxonomy.

D. The Scope of the Study

This research only focused on analyzing the existing reading exercises in *I CAN DO IT English 3* coursebook and developing them viewed from the Bloom's taxonomy. The writer limited the exercises that was only about discussion text.

E. The Significance of the Study

The writer expected that this research would give some contributions. Theoretically, this research would contribute to the teachers in guiding them to do the same. In other words, the theories and the way used by the writer in developing the exercises could be useful for the teacher in order to do the improvement in other coursebook they use in the class. The theory itself could be useful for other researchers in conducting the same research.

Practically, this research would contribute a useful product for the teachers and the students. The result of this research could be recommended to the school which uses *I CAN DO IT English 3* coursebook, in this case SMA Negeri 1 Kuala, as the material in their teaching-learning process.