

CHAPTER I

INTRODUCTION

A. The Background of Study

English has become the primary language of communication. It is spoken by millions of people all over the world. English has become the dominant language in many fields of activity such as industry, military, business, tourism, transportation, sports, international relation etc. In Indonesia, English is adopted as the foreign language. It involves into education curriculum that every school runs. It becomes a local content in Elementary School, a compulsory subject in Junior and Senior High School and a complementary subject of the higher education institution. Even, when someone wants to find a job English is important one to get the job. This is because of the situation we are facing now; globalization era, which is very competitive.

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 reading questions that aim at checking students' understanding toward the texts. Considering the importance of both reading questions and English textbook in a process of teaching and learning reading English textbooks are usually full of questions that come either at the beginning or at the end of each section, lesson or chapter; unfortunately however, research has shown that most textbooks do not contain materials, nor do they include questions that require critical thinking and meta-cognitive processes (Collins, Brown, & Newman, 1989). Most textbooks questions, as research

indicates, emphasize the lower-order cognitive levels (Cotton, 1991; Ighbaria, 2013; Riazi & Mosalaejad, 2010). Accordingly, the cognitive levels of the textbook questions should be one of basic criteria to be used to evaluate textbooks. A good English textbook is easy to read, easy to understand, and easy to comprehend by students.

Questions lead students to the comprehension. Day and Jeong-suk Park (2005) state that well designed questions help students interact with the text, create and construct meaning and begin to think critically and intelligently. The researcher feels that questions are one of the important aspects in developing thinking among students through textbooks. Teachers must teach their students how to think and how to use higher order thinking processes. Therefore, they can assume that textbooks that have the objective of helping their students must also have these same objectives. The researcher therefore sees fit to take this aspect and analyze the book and see how much it contributes to the area of developing thinking among students, and to what extent it leads them from a situation of being students who merely memorize material to being students with an ability to analyze, synthesize, and evaluate.

Bull and Andre (1973, 1979) claim that questions direct the thinking process towards one of the following objectives:

- (1) Recalling previously taught material.
- (2) Examining new material with the purpose of organizing it and benefiting from it (comprehension, application, analysis and synthesis).

(3) Drawing a connection between old and new learning material by means of mental processes that students operate (evaluation).

Questions are extremely important for examining students' understanding of the learning material, and can be used to measure the level of thinking among students. Questions are considered a means of leading students' thinking. This method was used by Socrates in the course of his philosophical dialogues (Mar'i et al., 1993).

Bloom's Taxonomy is widely used as an educational planning tool and so does Indonesia. The taxonomy can be helpful as teachers develop assessment by matching course learning objectives at any given level mastery (Forehand, 2005:1). Bloom classifies educational goals and objectives, which resulted in three learning categories or domains and the taxonomy of categories of thinking. Each of the three categories requires learners to use different sets of mental processing to achieve stated outcomes within a learning situation. Those three domains are cognitive, affective and psychomotor. The domain which is the most central to the test development is cognitive domain. It is the domain in which most of the work in curriculum development has taken place and where the clearest definitions of objectives are to be found phrased as descriptions of student behavior (Bloom, 1956:7). The cognitive domain includes those objectives which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills for each level of education such as elementary school up to college which is divided into 6 levels; remembering, understanding, applying, analyzing, evaluating, and creating.

So, what teachers are classifying is the intended behavior of students, the ways in which individuals are to act, think, or feel as the result of participating in some units of instructions. The spread of proportion for each level of education based on Bloom's Taxonomy is surely different based on the guidance for assessment which is regulated by the Ministry of Education and Culture (2014:48). For Junior High School itself the proportion is remembering - understanding 20%, applying-analyzing 55%, evaluating 15%, and creating 10%. Therefore, teachers have to pay attention of this regulation.

Based on the data that researcher got from *Analysis of English Workbook for SMP/MTS by Using Revised Bloom Taxonomy* by Pratiwi Nana (2014) in her thesis proposal show that the result of her thesis :

Table 1.1 Cognitive Dimension Distribution in the workbook can do 2

No	Cognitive Dimension Level		Frequencies	Percentage
1.	Low Order Thinking	Remembering	132	33.2%
2.		Understanding	130	33.2%
3.		Applying	114	28.9%
4.	High Order Thinking	Analysing	17	4.3%
5.		Evaluating	1	0.25%
6.		Creating	1	0.25%
		Total	395	100%

Then, the data from *The Taxonomy of Thinking in Reading Questions in "Look Ahead An English Course For Senior High School Level 1, 2, & 3"* by Panjaitan Beny (2017) shown that the result of his thesis :

Table 1.2 Cognitive Dimension Distribution in the three level books

Level of Book	Total Questions	Cognitive Dimension					
		C1	C2	C3	C4	C5	C6
1	46	24	12	0	2	6	2
2	44	32	5	0	1	6	0
3	51	25	20	0	0	3	3
Total	141	81	37	0	3	15	5
Percentage (%)	100,00	57,45	26,24	0,00	2,13	10,64	3,55

Those data shown that the result from those researches is not appropriate with all cognitive domain in Bloom's Taxonomy. The proportions of those result by researchers is not appropriate also with the regulation of Ministry of Education and Culture. From the second data, the result of data analysis shown that is any part of cognitive domain is empty. It means the data of his analysis is not appropriate to fulfill the proportion of all levels in cognitive domain based on Bloom's Taxonomy.

According to the conclusion of the Revision of Bloom's Taxonomy (Krathwohl 2002) The Taxonomy of Educational Objectives is a scheme for classifying educational goals, objectives, and, most recently, standards. It provides an organizational structure that gives a commonly understood meaning to objectives classified in one of its categories, thereby enhancing communication. The original Taxonomy consisted of six categories, nearly all with subcategories. They were arranged in a cumulative hierarchical framework; achievement of the next more complex skill or ability required achievement of the prior one. The

original Taxonomy volume emphasized the assessment of learning with many examples of test items (largely multiple choices) provided for each category.

Revision of the original Taxonomy is a two-dimensional framework: Knowledge and Cognitive Processes. The former most resembles the subcategories of the original *Knowledge* category. The latter resembles the six categories of the original Taxonomy with the *Knowledge* category named *Remember*, the *Comprehension* category named *Understand*, *Synthesis* renamed *Create* and made the top category, and the remaining categories changed to their verb forms: *Apply*, *Analyze*, and *Evaluate*. They are arranged in a hierarchical structure, but not as rigidly as in the original Taxonomy.

Considering expectation and facts above shown that, this study is possible to do because analyzing of the reading questions in English textbook can be the orientation to the researcher of textbook to create the good Textbook based on Bloom's Taxonomy. This study will prove that the reading questions in English textbook already appropriate with Bloom's Taxonomy or not.

B. The Problems of the Study

Based on the background above, the problems of study were formulated as follow:

1. What levels in cognitive domain based on Bloom's Taxonomy are applied in the reading questions in the *Contextual Teaching and Learning (Fourth Edition)* Textbook?
2. Is the distribution of cognitive domain of Bloom's Taxonomy in reading questions in the *Contextual Teaching and Learning (Fourth Edition)* Textbook appropriate with the regulation by Ministry of Education and Culture?

C. The Objectives of the Study

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

1. The application of the cognitive domain of Bloom's Taxonomy into reading questions in the *Contextual Teaching and Learning (Fourth Edition)* Textbook.
2. The distribution of cognitive domain of Bloom's Taxonomy in reading questions in the *Contextual Teaching and Learning (Fourth Edition)* Textbook appropriate with the regulation by Ministry of Education and Culture.

D. The Scope of the Study

This study was limited on reading questions in the *Contextual Teaching and Learning (Fourth Edition)* textbook which applied the cognitive domain of Bloom's Taxonomy.

E. The Significances of the Study

Findings of this study were expected to provide information which may have theoretical as well as practical values or significances.

Theoretically, the findings of the study later added some new theories and information in selecting the appropriate English textbook. Meanwhile practically, the findings become source of reference for the English teachers especially in Senior High School in their attempts for selecting the appropriate English textbook.

The findings were also expected to pose challenges to authors and publishers to design better English textbook with the good forms of questions based on Bloom's taxonomy inside. Finally, the findings of this study can be used by other researchers who want to analyze the Reading questions based on Bloom's Taxonomy.