

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is an activity to get information or to draw the meaning about something that a writer wants to share in a printed. Reading is included in one of the skill in English instruction, because it is very necessary for students to the success of their studies. Sri (2012) states that the goal of English teaching is the acquisition of communicative competence that is emphasized on reading skill as the receptive skill, and not on oral skill. This is the reason why reading skill is so important. If their reading skill is poor they are very likely to fail in their study or at last they will have difficulty in making progress. On the other hand, if they have a good ability in comprehending reading, they will have a change to succeed in their study. There are some problems in reading comprehension one of them is the difficulty in understanding and answering the reading exercise.

Exercise is one of important components in the teaching learning process. Because it helps students to practice their skill in the learning process to get good result and also help the teacher to know the students' skills of the material. Ur (2009) says that, "Practice, then, 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". That's why exercise becomes important in the teaching learning process. By exercising, both students and

teacher will be able to measure how far students are able to understand a certain topic. The reading exercise can be found in textbook.

Textbooks are a source of learning that is very important in the teaching learning process. By using the textbook, teacher and student can know the material to be studied such as reading. In English textbook, reading is a crucial part that stimulates thinking skills. Textbook provides texts and exercises which are likely to be of an appropriate level for most of the class. It is in line with Ria (2014) who says that it could not be denied that course book is an essential part in curriculum, including in learning foreign language.

An effective English textbook must have relevant reading text followed by exercises and questions. By doing reading activity, the readers can get the meaning and information the writer wants. However, Cunningsworth (1998) states that no course book designed for a general market can be completely ideal for particular group of learners, but the purpose of selecting and evaluating the textbook is to find the best possible fits. In line with Cunningsworth's idea, the exercises of reading text can measure the capability of students' understanding by using the instruments of reading comprehension. This is because the reading exercises presented in the English textbook should guide students to be able to critically comprehend a text as suggested by the English syllabus of school based curriculum. Students who achieved the indicators were considered successful to achieve the basic competence. Furthermore, students will be able to think critically because they have experiences from the texts she/he has read.

In the textbooks there are many aspects that need to be evaluated such as layout, exercises, and materials. Some of these aspects could influence the quality of textbooks and results in the learning process. One of the results in the analysis conducted by Igbaria (2015) in the EFL textbook based on Bloom's Taxonomy showed 224 questions represent low order thinking skill and only 177 questions emphasized high order thinking. Moreover the textbook has to provide varied topics and tasks for different learners' levels, learning styles, and interest

Lower order thinking skill consists of the top three domains in the cognitive skills from Bloom's taxonomy, knowledge, comprehension, and application. Higher order thinking skill consists of the top three domains in the cognitive skills from Bloom's taxonomy, analysis, synthesis, and evaluation. Bloom's taxonomy itself is one of the most famous taxonomies in educational matter which is introduced by Benjamin S. Bloom (1956). Moreover Indonesian government applied the 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. For Junior High School itself the proportion is remembering - understanding 20%, applying-analyzing 55%, evaluating 15%, and creating 10%. Based on the explanations above, the writer will analyze of level in reading exercises.

Reading exercise is necessary to be evaluated since reading is considered as second step in learning other skills after the listening skills. The reading exercises presented in a textbook should guide students to be able to critically comprehend a text as suggested by the English syllabus of School Based

Curriculum. Therefore, the writer will analyze one of English textbook for VIII grade entitled "*English on Sky*". The textbook contains four basic skills of English. However the writer focuses on analyzing of level in reading exercises based on revision of Bloom's taxonomy.

In the *English on sky* textbook for the reading skill, there are 17 reading exercises. From the preliminary data of reading exercises, there are 6 essay questions in a descriptive text that apply the reading skill in the *English on Sky* textbook. Those essay reading exercises are analyzed to find out the level of the cognitive domain in every essay reading question based on revised Bloom's taxonomy.

1. What kind of text is it?
2. What is the purpose of the text?
3. Who is described in the text?
4. What does barly do in his spare time?
5. How often does he play football?
6. What does he think about Yongyakarta?

Based on the data it is found that the reading exercises in the English on sky for VIII grade comprise of 6 essay questions that dominate the lower order thinking skill. the distribution of the lower order thinking skill which consist of remembering, understanding, and applying level obtains 5 questions out of 6 essay questions. The remembering domain or C1 gets 2 items while C2 or the understanding domain gets 3 items and C3 or the applying is no question. The distribution of the higher order thinking skill consist of analyzing, evaluating, and creating level only obtains 1 questions out of 6 essay reading questions. The analyzing domain or C4 gets 1 item while C5 or the evaluating is no question and

C6 or the creating is no question. The questions which are classified to remembering level: number 3 and 4; which the total is 2 questions. The question which are classified to understanding level: number 1, 2 and 5; which the total is 3 questions. The question which are classified to analyzing level; number 6; which the total 1 question. The distribution of the lower order thinking skill obtains 5 while the higher order thinking skill only obtain 1 question.

The questions have been categorized as understanding because they are suitable to the definition of understanding level of revised bloom's taxonomy, which is constructing meaning through interpreting, inferring, and explaining. The questions demand the students to understand the texts they are studying. And the other questions which had been categorized, they are suitable with each definition of categorize level of revised bloom's taxonomy.

Based on the first observation done by the researcher, it was found that the reading exercises in English on Sky are the most in understanding level of revised bloom's taxonomy. This data shows that the objective of teaching and learning process cannot be achieved maximally because the reading exercises are not appropriate with the cognitive dimension based on revised Bloom's taxonomy because there are many uneven cognitive dimension questions. It was concluded that reading exercises cannot improve students' critical thinking skills for VIII grade.

B. The Problems of the Study

From the identification of the background of the study, the problems are formulated as follows:

1. To what extent do the reading exercises in *English on Sky* apply the six levels of the Bloom's taxonomy revision?
2. How is the distribution of the lower and higher order thinking skill in the reading exercise of *English on Sky* textbook based on Bloom's taxonomy revision?
3. Why are the levels exercised?

C. The Objectives of the Study

Based on the formulation of the research problems above, the reading objectives of this study are:

1. To analyze the levels of reading exercise in *English on Sky* textbook based on Bloom's taxonomy revision.
2. To find out the distribution of the lower and higher order thinking skill in the reading exercise of *English on Sky* textbook based on Bloom's taxonomy.
3. To know about the reading exercises material are able to us or not.

D. The Scope of the Study

The study is limited to analyze reading exercises based on Bloom's taxonomy in *English on Sky* textbook that used in the school; it will be applied in the grade VIII junior high school. This study focuses on the essay questions of the reading exercises only which available on the textbook.

E. The Significances of the Study

Theoretically, the findings of the study can contribute to theories of language learning as applications of linguistics. In addition, the findings can be references for further studies.

Practically the findings are expected to be useful for:

- a. The teacher to give broader insight or perception about the textbook selection, the reading exercises and the higher order thinking skills.
- b. The students to choose and analyze the English textbook that will be used in their English learning.
- c. The reader to know or as one of the references for future research with same topic to be analysis.