

CHAPTER I

INTRODUCTION

A. The Background of the Study

English is used for communication with all people around the world. Because of that reason, some countries have English as their second language and others have English as their foreign language. Indonesia is one of the countries that use English as a foreign language. It is taught by the teacher to elementary school until university.

There are four skills which have to be mastered by the students in learning English namely Listening, Speaking, Reading and Writing. The skills are used to build and improve students' ability in English. An English textbook includes those four skills. On Reading skill, reading materials are usually such as reading texts and followed by some questions that related to the texts. These questions usually appear in different sections of lessons and units. The questions may include from lower-order-thinking (remembering, understanding, applying) to higher-order-thinking (analyzing, evaluating, creating) of cognitive levels by revised version of Bloom's Taxonomy. (Edward and Bowman: 1996).

The Reading materials in a textbook also belong to a genre of writing, such as Narrative, Descriptive, Hortatory, Recount, Procedure, Explanation, Discussion, Exposition, News Item, Report, Anecdote and Review (Pardiyono:2007).

In studying the Reading, students need a textbook. A textbook is a very important thing in teaching-learning process. It is students' guide which supplies them with information and enriches their mind with knowledge. It is important to choose and evaluate the best reading text's questions because reading questions are the best way to evaluate student's competence in Reading skill.

The researcher have found and seen some of studies that related to this research, Bloom's Taxonomy is one of taxonomies that mostly used to analyze cognitive level of reading questions in a textbook. The related studies show how the reading question's in the textbooks covered the six cognitive levels of Bloom's taxonomy or revised version of Bloom's taxonomy. Revised Bloom's taxonomy (2001) has six cognitive level, they are Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. Remembering, Understanding and Applying are categorized as *Lower-Order Thinking* and Analyzing, Evaluating and Creating are categorized as *Higher-Order Thinking*

Ria (2014) studied the comprehension levels of reading exercises in *Look Ahead English* Course Books. It showed that there were only small numbers of the Higher-Order Thinking exercises which included Analyzing, Evaluating, and Creating presented in the course books.

Pratiwi (2014) also analyzed the reading exercises in Pathway to English textbook for the eleventh grade of Senior High School students based on Bloom's Taxonomy. The finding of the study showed that the Higher

Order Thinking level only obtains 15 out of 157 essay reading questions (9.6%), while the Lower-Order Thinking level obtains 142 out of 157 essay reading questions (90.4%). It can be concluded that the distribution of the Higher-Order Thinking level is lower than the Lower-Order Thinking level.

Ong (2004) investigated the reading questions of Senior High School English textbook based on Bloom's Taxonomy of cognitive domain. The result of the study showed that there were 222 questions in the knowledge level which was equivalent to 37.25% of the 592 questions, 235 questions in the comprehension level which was equivalent to 39.17% of the entire questions, 17 questions in the application level which was equivalent to 3.21% of the entire questions, 116 questions in the analysis level which was equivalent to 19.97% of the entire questions, there was no question in the synthesis level, there were 2 questions in the evaluation level which was equivalent to 0.40% of the entire questions.

In addition, Ibtihal and Oqlah (2015) evaluated cognitive levels of Master Class Textbook's questions using Bloom's Taxonomy. The result of the study showed that the author of Master Class emphasized the cognitive level of Comprehension having 52% of the questions, which was much more than the expected frequency, while only 3.7% and 6% of the questions on the cognitive levels of Knowledge and Application respectively. The frequency of questions on the cognitive levels of Evaluation and Analysis were much closer to the expected frequencies. The results indicated that about 40% of the

textbook's questions emphasized Higher-Order Thinking skills, which goes with the requirements of the revised curriculum.

From the previous studies, the fact is some of textbooks especially in reading section used by teachers in teaching-learning process are not appropriate with the good proportion of cognitive levels based on Sudjana's (2004) teori about Bloom's Taxonomy. Sudjana (2004) says that a good consideration between *easy (Remembering, Understanding): medium (Applying, Analyzing): hard (Evaluating, Creating) =30%:40%:30%* from all the raeding questions all the questions in a textbook. From the consideration above, the good percentage of each level of Bloom's Taxonomy in a textbook is as follow, 30 % for Remembering (C1) and Understanding (C2), 40 % for Applying (C3) and Analyzing (C4), 30 % for Evaluating (C5) and Creating (C6).

In addition, the researcher's experience in studying from Elementary School to Senior High School, the reading questions in English textbooks had the similarity with the previous studies which researcher explained before, that most of the questions were in the Lower-Thinking Order (Remembering, Understanding, Applying) and just a few of them in Higher-Order Thinking (Analyzing, Evaluating, Creating).

Considering the explanation before, this research aimed to analyze the cognitive levels of reading questions in *English* textbook for grade XI based on revised version of Bloom's taxonomy. It is a must to analyze the reding questions in a textbook because reading questions is a best way to evaluate

student's competence in reading. And also, it is a must that the reading questions in a textbook have good proportion from the easiest one to the hardest one.

B. The Problems of the Study

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

1. What kinds of cognitive level were used in reading questions of English textbook for grade XI based on the revised Bloom's Taxonomy?
2. How were the reading questions in the textbook cover the good proportion (percentage) of cognitive levels based on revised Bloom's Taxonomy?

C. The Objectives of the Study

Based on the problems of the study, the objectives of the study were:

1. To find out the kinds of cognitive level used in reading questions of *English* textbook for grade XI based on the revised Bloom's Taxonomy.
2. To describe the proportion (percentage) of each cognitive level based on the revised Bloom's Taxonomy used in English textbook for grade XI.

D. The Scope of the Study

This study analyzed the cognitive level of reading questions in *English* Textbook for grade XI based on revised version of Bloom's Taxonomy. So,

the researcher focused on reading questions only that usually exist after the reading texts.

E. The Significances of the Study

The significances of this study were:

Theoretically, the finding expected to broaden and apply on theories of analyzing the textbook by consider to the criteria of a good textbook, especially criteria of good reading materials.

Practically, the findings were relevant and useful for:

1. English teachers, to be aware in choosing and selecting the textbook and reading material which are compatible with the cognitive level by revised Bloom's taxonomy and paid attention to the content of the textbook that they used to teach their students,
2. English textbook writers, to help them to be more careful in writing and developing English textbook for students,
3. Students, to improve their reading competence and help them in having good learning source,
4. Other researchers, to be used as a referential contribution for those who want to conduct a further in depth research in analyzing the textbook and interest in doing the related study.