CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading skill becomes one of the important skill in learning English, because the success of people's study will depend on their ability to read. If they are good in reading, they will also have a great chance to be successful in studying. Through reading, the readers will unintenionally absorb the vocabulary, grammar, and sentence structure while they are reading the passage (NCLRC, 2015). Reading also becomes more essential in order to increase the knowledge. In reading, to comprehend the text, the reader should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text.

Students need a textbook in studying reading. English textbook has an important role to support their reading comprehension. The textbook contains reading materials through kinds of reading texts and complements them with reading questions which intend to check students' understanding toward the texts. According to Assaly and Samadi (2015 : 101), the textbook must emphasize reading comprehension strategies and guide students to read critically while reading in language lessons. The textbook plays an important role in teaching and learning process because it provides beneficial guidance and covers the material that teachers need to deliver.

Questions lead students to the comprehension. They help students focus on the case and reactive what it is being known by the students. Day and Park (2005) in their journal state that the use of questions is an integral aspect of such activities and in our experience as language teachers we have seen that well-designed comprehension questions help students interact with the text create and construct meaning and in addition we have seen well-developed comprehension questions help our students begin to think critically and intelligently.

Using the reading questions given, the teachers can check the students' comprehension about the text since reading questions function as a tool to stimulate the student's thinking about the content of the text. The questions usually contain a series of detailed information which can be found in the reading passage (Lan and Chern, 2010).

In this case, the students need levels thinking to answer the questions to understand and comprehend about the text which is called Bloom's Taxonomy. Bloom's Taxonomy is suitable to apply in reading questions in order to get more critical comprehension. Bloom's Taxonomy consist of six levels of thinking namely : *knowledge, comprehension, application, analysis, synthesis,* and *evaluation* (Bloom, 1956). However, Bloom's Taxonomy has been revised by Krathwohl in 2001. The cognitive domain process includes *remembering, understanding, applying, analysing, evaluating* and *creating. Remembering*, *understanding* and *applying* are categorized as lower order thinking, while *analyzing, evaluating and creating* are categorized as higher

order thinking. Based on the regulation of Kemendikbud (2016), the cognitive level of revised Bloom's taxonomy which should be applied for senior high school students are *understanding*, *applying, analyzing,* and *evaluating*.

The English textbook entitled *"Bahasa Inggris"* for grade X is written by Utami Widiati, Zuliati Rohmah, and Furaidah. It is published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. The textbook is based on Curriculum 2013 revised version.

From the textbook page 72, which a title of the text is "Visiting Niagara Falls" and the reading questions are as follows:

1. Where is Niagara Falls located?
2. What can people enjoy in the Cave of the Winds?
3. Can people ride on the Maid of the Mist Boat Tour in January?
4. Where can people watch a film of the thundering falls with completely different background?
5. Can the tourists enjoy the film in their own language?
6. What is kept in Niagara Science Museum?
7. What is shown in Niagara's Wax Museum of History?
8. Where can people see the story of how electricity was made?
9. Is it possible for people to have Rainbow Helicopter Tours at night?

Based on the preliminary data above, it was found that all of those reading questions which comprise of 9 questions belong to remembering level. The questions have been categorized as remembering because they are suitable to the verbs of objectives of remembering level (*choose, describe, define, describe, label, identify, list, locate, match, memorize, name, omit, recite, recognize, select, state*). The question number 1 has verb of objectives *locate* which asks the students to give the location of Niagara Falls. The

question number 2 has verb of objectives *identify* which asks the students to identify what people can enjoy in the Cave of the Winds. The question number 3 has verb of objectives *identify* which asks the students to identify whether people can ride on the Maid of the Mist Boat Tour in January or not. The question number 4 has verb of objectives *locate* which asks the students to give the location where people can watch a film of the thundering falls with completely different background. The question number 5 has the verb of objectives *identify* which asks the students whether the tourists can enjoy the film in their own language or not. The question number 6 has verb of objectives *describe* which asks the students to describe something which is kept in Niagara Science Museum. The question number 7 has verb of objectives *describe* which asks the students to describe something which is shown in Niagara's Wax Museum of History. The question number 8 has verb of objectives *locate* which asks the students to give the location where people can see the story of how electricity was made. The question number 9 has verb of objectives *identify* which asks the students to identify whether it is possible or not to have rainbow helicopters at night. This is not appropriate for the regulation of Kemendikbud (2016) because there is no understanding, applying, analyzing, and evaluating as the cognitive level of revised Bloom's Taxonomy applied.

Based on explanation above, this research is aimed to analyze the cognitive levels of reading questions in English textbook entitled *"Bahasa Inggris"* for grade X based on revised Bloom's Taxonomy. It is a must to

analyze the reading questions in a textbook because reading questions is a best way to evaluate student's competence in reading.

B. The Problems of the Study

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

1) What forms of reading questions are found in English textbook entitled *"Bahasa Inggris"* for grade X based on Day and Park's theory ?

2) How is the proportion of each cognitive level of reading questions in English textbook entitled *"Bahasa Inggris"* for grade X based on revised Bloom's Taxonomy?

C. The Objectives of the Study

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

1) to find out the forms of reading questions which are found in English textbook entitled *"Bahasa Inggris"* for grade X based on revised Bloom's Taxonomy.

2) to explore the proportion of each cognitive level of reading questions in English textbook entilted *"Bahasa Inggris"* for grade X based on revised Bloom's Taxonomy.

D. The Scope of the Study

This study was limited in reading questions of English textbook entitled *"Bahasa Inggris"* for grade X based on revised Bloom's Taxonomy.

E. The Significances of the Study

The study is expected to give valuable contributions theoretical and practical for the perspective of teachers, students and researchers. Theoretically, this study is expected to describe Bloom's Taxonomy applied in the reading questions in students' textbook. Meanwhile practically, this study become source for the teacher 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. This study is also expected to make students can enlarge their thinking skill ability in reading comprehension. Finally, this study can be used by other researchers 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.