

CHAPTER I

INTRODUCTION

A. Background of Study

In learning English, there are four skills which have to be mastered by students, namely Listening, Speaking, Reading and Writing. Reading is one of the skills that has an essential role for students. Through reading, the students can obtain knowledge from various sources and it will be greatly help them to develop their academic areas.

Nowadays is the global era, the ability to read is highly valued and it is important for personal, social, and economic well being. Reading is a process of drawing meaning or grasping information from a written text and forming interpretation of that information (Grabe&Stoller, 2002;4). By reading, students expose themselves with new things, new information, new ways to solve a problem, and new ways to achieve one thing because exploration begins with reading and understanding.

In reading, we do not simply read the text but we need to comprehend the meaning that is implicit in the text. Reading comprehension is the ability to read the text, process it and understand its meaning. An individual's ability to comprehend text is influenced by his/her trait and skill, one of which is the ability to make inferences. If word recognition is difficult, students are too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. As the purpose of reading is to comprehend the nations in the materials, it means that without comprehension, reading is useless and

meaningless. In reading, the students are expected to increase the knowledge and familiar with what the teacher has explained in the context while in reading comprehension, the students are expected to have more skills than just to explain individual text or passages after comprehending them. Grabe and stoller (2002:17) state that reading is the ability to understand information in a text and interpret it appropriately.

One of the most commonly used techniques for teaching or improving reading comprehension is questioning (Turner 1988;217). Questioning is one of the most regularly used teaching strategies by teachers and textbook developers. Good quality and cognitively appropriate questions will certainly lead to deeper understanding. 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. The questions play a central role in comprehension instruction because they can be used to develop concepts, build background, clarify a reasoning process and even lead the students to a higher level thinking.

Bloom's Taxonomy is appropriate to apply in reading questions in order to get more critical comprehension. The Taxonomy can be helpful as teachers develop assessment by matching course learning objectives at any level mastery (Forehand 2005:1). Bloom's taxonomy offers six levels of thinking namely, *knowledge, comprehension, application, analysis, synthesis and evaluation.*

However, in 2001, Krathwol has been Revised Bloom's Taxonomy. The terminology used in cognitive dimension of revised Bloom's Taxonomy had been

changed into verb from noun. The cognitive dimension process includes, *remembering, understanding, applying, analyzing, 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 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*.

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. According to Assaly and Samady (2015 : 101), the textbook emphasize reading comprehension strategies and guide students to read critically while reading in language lessons. The plays an important role in teaching and learning process because it provides beneficial guidance and covers the material the teachers need to deliver. Therefore, teachers must be able to choose appropriate textbook and reading materials that contain balance order of thinking of stated detail in cognitive dimension. Based on the previous research about Bloom's taxonomy, the cognitive dimension of reading questions was not balance because the reading questions only contained more low level of thinking rather than the higher thinking. Novianti (2002) had conducted research, which aimed to reveal task categories in English textbooks for senior high schools published by the department of national education based on cognitive domain of bloom's taxonomy. It was also found that most of tasks categories

mainly focused on lower level cognitive categories, namely knowledge and comprehension category. While application, analysis, and synthesis only constituted a small percentage. The highest-level category (evaluation) did not exist.

Besides, based on the writer's experience when teaching practice in Senior High School that used English textbook recommended by the Government entitled "Bahasa Inggris Kemendikbud" for the first Grade, some of reading questions in this textbook are too easy and some are too difficult to answer. On page 59, in the textbook there is a text which entitled "Taj Mahal" and the reading questions are in the table below.

Table 1.1 Reading Questions and Cognitive Dimension of Revised Bloom Taxonomy: C1 for Remembering, C2 for Understanding, C3 for Applying, C4 for Analyzing, C5 for Evaluating and C6 for Creating.

No	Reading Questions	Cognitive Dimension					
		C1	C2	C3	C4	C5	C6
1.	What is Taj Mahal actually?	√					
2.	What impression do you get when you read the word <i>majestically</i> ?		√				
3.	Why did the king construct Taj Mahal?	√					
4.	What does the phrase 'the crown of the palace' imply?		√				
5.	Read the third line of paragraph two. What impression did you get after reading the description?		√				

6.	How are the materials and architectural design of Taj Mahal?	√					
7.	What do all the materials and the architecture indicate?	√					
8.	Where was the queen actually buried?	√					
9.	When do you think is the best time to see Taj Mahal? Why do think so?					√	
10.	What do you think about the inclusion of Taj Mahal as one of the Seven Wonders of the World?					√	
11.	What is the writer's purpose in writing the essay?	√					
12.	How does the writer organize his idea?					√	
13.	What reaction from readers does the writer expect?					√	

Out of the 13 reading questions above, the writer found that 9 questions are for *understanding* and *remembering* levels . The two cognitive dimensions are categorized as lower order thinking. Then, 4 questions are for *analyzing* and *evaluating* levels. There are no *applying* and *evaluating* levels in these reading questions.

Based on the reading questions above, the most dominant questions are lower order thinking. If the task only applies much low order of thinking, the

critical thinking of students will not be developed as well as if the task applies balance higher order of thinking. The critical thinking of students is useful for students to solve their problems easier and systematically.

Based on the writer's interview toward the English teacher at SMA Teladan Medan, the levels of cognition that are applied for the first Grade in the School should be from the *comprehension* level until *analysis* level. So, the writer wants to know the level of cognitions that are used in reading question in their English textbook. If the reading questions are not based on *comprehension* level until *analysis* level, the writer added the new reading questions (See appendix 3).

Based on explanation above, this research is aimed to analyze the cognitive levels of reading questions in English textbook "Bahasa Inggris Kemendikbud" for the first Grade of Senior High School are written by Utami Widiati, Zuliati Rohmah and Furaida by using Cognitive Dimension of Revised Bloom's Taxonomy. This book was published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud. After analyzing the reading questions, the writer composed the new questions for all reading questions in the text of textbook to meet the demand of the higher order thinking skill based on Revised Bloom's Taxonomy.

B. The Problems of the Study

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

1. What cognitive dimensions are applied in the reading questions in “Bahasa Inggris Kemendikbud” for the 1st grade Senior High School?
2. What is the dominant cognitive dimensions applied in the reading questions in “Bahasa Inggris Kemendikbud” for the 1st grade Senior High School?
3. How are the reading questions composed in “Bahasa Inggris Kemendikbud” for the 1st grade Senior High School based on Revised Bloom Taxonomy?

C. The objectives of the Study

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

1. To investigate the applications of the cognitive dimensions of revised Bloom Taxonomy into reading questions in “Bahasa Inggris Kemendikbud” textbook for the 1st grade Senior High School”.
2. To find out the dominant cognitive dimensions of revised Bloom Taxonomy in reading questions in “Bahasa Inggris Kemendikbud” textbook for the 1st grade Senior High School”.
3. To describe the reading questions are composed in “Bahasa Inggris Kemendikbud” for the 1st grade Senior High School based on Revised Bloom Taxonomy.

D. The Scope of the Study

This study is limited on the reading questions in “Bahasa Inggris Kemendikbud for the 1st grade Senior High School” which apply cognitive dimension of Revised Bloom’s Taxonomy.

E. The Significances of the Study

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

Theoretically, the findings of the study later add some new theories and information in selecting the appropriate English textbook.

Practically, the findings become source of reference for the English teachers especially in the 1st Senior High School in their attempts for selecting the appropriate English Textbook. This study is also expected to make students enlarge their thinking skill ability in reading comprehension. Finally, the finding of this study can be used by other researcher who wants to analyze the Reading questions based on Bloom’s taxonomy.