

CHAPTER I

INTRODUCTION

A. The Background of the Study

Textbook is one of the learning sources in the classroom. A textbook usually provides appropriate ideas, exercises and activities to the subject matter (Jobrack: 2012). Depdiknas (2004) defines a textbook as a set compilation of teaching material which is methodically arranged by the authors in order to follow the current curriculum. The textbook plays an important role in providing materials for the teacher and students.

In the textbook, there are a lot of questions. Questions lead the students to the comprehension. They help the students focus on the case and reactive what it is 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 their experience as language teachers they have seen that well design comprehension questions help students interact with the text, create and construct the meaning and well develop comprehension questions help the students begin to think critically and intelligently. Questions are important to stimulate the students in the classroom. Tofade (2013) states that question are often used to stimulate the recall of prior knowledge, promote comprehension, and built critical thinking skills. They states that teachers ask question to help students uncover the materials have been learnt, to comprehensively explore the subject matter, and to generate discussion and peer interaction in learning process.

In learning English, there are four skills we need to master such as listening, speaking, reading and writing. Reading skill becomes one of the important skills in learning English, because the success of people's study will depend on their ability to read. If they are good at reading, they will also have a great chance to be successful in studying. Reading is process to get information and to understand the meaning of the text. Reading enhances individual knowledge. It increases academic knowledge, expands the general culture, and provides socialization. Reading is the most effective communication tool which is used throughout life.

In assessing the reading skills of the students, the teacher can use the reading question given in the textbook. The questions usually contain a series of detailed information which can be found in the reading passage. The teachers can check the students' comprehension about the text since reading question function as a tool to stimulate the students thinking about the content of the text. In order to be able to answer the questions, students need to comprehend the texts. In answering the question, the students need the critical thinking.

Indonesian Ministry of Education and Culture tries to integrate critical thinking in the existing curriculum which is 2013 curriculum (Kemendikbud: 2017). Thinking skills is one of the skills that need to be developed through the education process. Thinking skills needed to equip the students to compete in the globalization world. The students need levels thinking to answer the question, to understand and comprehend about the text.

Bloom's taxonomy consist of thinking skill that are ordered from simple to complex or from concrete to abstract mental processing abilities. The Bloom's

Taxonomy mainly consisted of curriculum instructional design, and assessment. The levels in Bloom's Taxonomy are the basis for the development of educational goals, test preparation, and curriculum. Bloom's taxonomy is useful for test developers to match their question items with syllabus and objectives of learning.

According to Revised Bloom's Taxonomy (Anderson and Krathwohl: 2001) cognitive domains are divided into two ; firstly Lower Order Thinking skills (LOTS) consisting of three level indicators, namely ; Remember (C1), Understand (C2), and Apply (C3) and High Order Thinking Skills (HOTS) consist of the top three domains in the cognitive skills ; Analyze (C4) , Evaluate (C5) and Create (C6) . LOTS and HOTS are interrelated entities. In learning process, the students required to mastering the lower order thinking skills as a basis of learning. Process in learning is continued with the next level of thinking, students learning process does not stop at lower order thinking skills (LOTS). HOTS in learning process could improve student's ability in critical thinking skill to evaluate information, having the higher order thinking in the social life. It emphasizes students to have the ability to analyze, evaluate, and create an idea related to problems faced in real life.

Furthermore, the policy of Directorate of High School (2015) states that students' exercises are expected to encourage the student's higher order thinking skills of creativity and build their self-reliance to solve problems. Moreover, Linggarjati (2015) reports that the Indonesian government through Education Minister decided to raise the analytical level test or higher order thinking question up to 10 percent for each year. It means that the exercises given to the students should be focus on higher order thinking skills.

However, a study reported that instead of concerning on developing HOTS based item, Lower Order Thinking Skills (LOTS) are the main concern on reading comprehension question in English Textbook (Ilna:2016). The study revealed that reading comprehension question in English Textbook for grade ten students in Senior High School consists of 24% for HOTS. Such condition was considered not effective in stimulating learners to optimize their critical thinking. There was a need for the test developers to decrease the quantity of LOTS questions and increase the questions requiring comprehension levels which belong to HOTS.

As the preliminary data, the researcher observed the English textbook entitled “Bahasa Inggris” for grade X written by Utami Widiati, Zuliati Rohmah, and Furaidah. It is published by Pusat Kurikulum dan Perbukuan. The textbook is based on curriculum 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. Mention the three waterfalls that form the Niagara Falls
3. What can people enjoy in the Cave of the Winds
4. Can people ride on the Maid Boat Tour in January?
5. Where can people watch a film of the thundering falls with completely different background?
6. Can the tourist enjoy the film in their own language?
7. What is kept in Niagara Science Museum?
8. What is shown in Niagara’s Wax Museum of History?
9. Where can people see the story of how electricity was made?
10. Is it possible for people to have Rainbow Air Helicopter Tours at night?

Based on the preliminary data above, it was found that all of those reading question which comprise of 10 questions belong to remembering level (C1). The question have been categorized as remembering because they are suitable to the verbs of objectives of remembering level (choose, describe, define, label, identify, list, locate, match, memorize, name, omit, recite, recognize, select, state).

1. The question number 1 has verb of objectives locate which ask the students to give the location of Niagara Falls.
2. The question number 2 has verb of objectives list which ask the students to mention the three waterfalls that form the Niagara waterfalls.
3. The question number 3 has verb of objectives identify which ask the students to identify what people can enjoy in the cave of the wind.
4. The question number 4 has verb of objectives recognize which ask the students to recognize the schedule of Maid Boat Tour.
5. The question number 5 has verb of objectives locate which ask the students to give the location the people watch the waterfall in different background.
6. The question number 6 has verb of objectives recognize which ask the students to recognize the text tell the Multilanguage headset are made available.
7. The question number 7 has verb of objectives describe which ask the students to describe the Niagara Science Museum.
8. The question number 8 has verb of objectives identify which ask the students to tell the Niagara's Wax Museum of History.
9. The question number 9 has verb of objectives locate which ask the students to give the location the people see the story of how electricity was made.

10. The question number 10 has verb of objectives recognize which ask the students to recognize the schedule of the Rainbow Air Helicopter Tours.

This is not appropriate for the regulation of Kemendikbud (2016) because there is no understanding, applying, analyzing, evaluating and creating as the cognitive level of revised Bloom's taxonomy applied.

Based on explanation above, this research aimed at analyzing the level of the reading exercises based on Bloom's Taxonomy in English Textbook "Bahasa Inggris" for grade Ten Senior High School students.

B. The Problems of the Study

Based on the background of the study above, the researcher identifies the problems of the study are formulated as follow:

1. What are the types of reading exercises in English textbook "Bahasa Inggris" for grade X Senior High School students?
2. How do the distribution of reading exercises on the cognitive domain of Bloom's Taxonomy in English Textbook "Bahasa Inggris" for grade X Senior High School students?
- 3.

C. The Objectives of the Study

Based on the problems of the study above, the researcher identifies the objectives of the study are formulated as follow:

1. To identify the types of the question in reading exercises in English Textbook “Bahasa Inggris” for grade X Senior High School students.
2. To identify the distribution of the question in reading exercises based on cognitive domain in Revised Bloom’s Taxonomy in English Textbook “Bahasa Inggris” for grade X Senior High School students.
- 3.

D. The Scope of the Study

In learning English there are four skills the students need to master such as listening, speaking, reading and writing. In this study, the writer will focus on reading section. In learning reading section, there are several sources for the students which are from the textbook, the worksheet, learning media, online source of learning. The writer choose the textbook that used by the students.

Since the change of the curriculum, the government published the English textbook thrice. The first edition is “Bahasa Inggris” which is published in 2013, the second edition is the revised edition of “Bahasa Inggris” was published in 2016 and the third edition was published in 2017 and will be used as the source of the data in this research. The writer will analyze the English textbook for the grade ten students in Senior High School. One of the schools which use this book is SMA Negeri 11 Medan.

In analyzing the question, the researcher will use the theory of Heaton (1989) about the types of question. The researcher also will use the Revised Bloom’s Taxonomy (Anderson and Krathwahl) which consists of two domain such as cognitive domain and knowledge domain. In this research the researcher will

focused on cognitive domain. There are six level of thinking in cognitive domain namely remember, understand, apply, analyze, evaluate, and create level skills. The data use are calculated and registered the question in the reading exercises and then calculate the distribution of question in each levels of cognitive domain in Revised Bloom's Taxonomy.

E. The Significances of the Study

The study is expected to give valuable contributions theoretical and practical for the teachers, students, and future researchers.

1. Theoretically

- a. The result of this study can be used as a reference for those who want to carry out the research in Bloom's taxonomy on reading section in student's textbook.
- b. The result of this research can be advantageous in English teaching and learning process

2. Practically

- a. For the teachers

This study becomes source for the teacher to be aware in choosing and selecting the textbook which are compatible with the revised Bloom's taxonomy.

- b. For the students

The result of this study can support the students to enlarge their thinking skill ability in reading comprehension.

c. For the future researchers

This study can be used by the future researchers as a referential contribution in conduct a further in depth research in analyzing the textbook and interest in doing related study.



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