

CHAPTER I

INTRODUCTION

A. Background of The Study

In learning English, there are four skills which have to be mastered by students, namely Listening, Speaking, Reading, and Writing. 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 succesful in studying. Through reading, the readers will unintentionally 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 comphrand 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 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 txtbook 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.

In studying, students need to read textbooks. A textbook is an 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 texts questions because reading questions are the best way to evaluate student's competence in reading skills. On Reading skill, reading materials are usually provided with reading comprehension questions. The questions may include from lower-order-thinking (remembering, understanding, applying) to higher-order-thinking (analyzing, evaluating, creating) of cognitive levels by Bloom's Taxonomy revised version. (Edward and Bowman: 1996).

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).

Nowdays, teaching and learning process at school use The National Curriculum Framework 2013 (NFC). The national curriculum framework 2013 is a clear statement of what is important in education. It includes nine principles on which to base curriculum decision making and sets out values which are to be encouraged, modeled an which affect all decisions about teaching and learning. The national curriculum framework establishes the principles and values to guide curriculum planning and implementation. It outlines the essential competencies and life skills beneficial for the development of successful lifelong learners who will become active and responsible citizens. Critical and creative thinking is one of the essential competencies that reflected and promoted by the national curriculum framework 2013. Critical thinking involves reflecting on what is learned while referring to personal knowledge and intuition, asking question, making inferences and challenging the basis of assumptions and perceptions. Creative thinking leads students to actively seek, use, apply and create knowledge.

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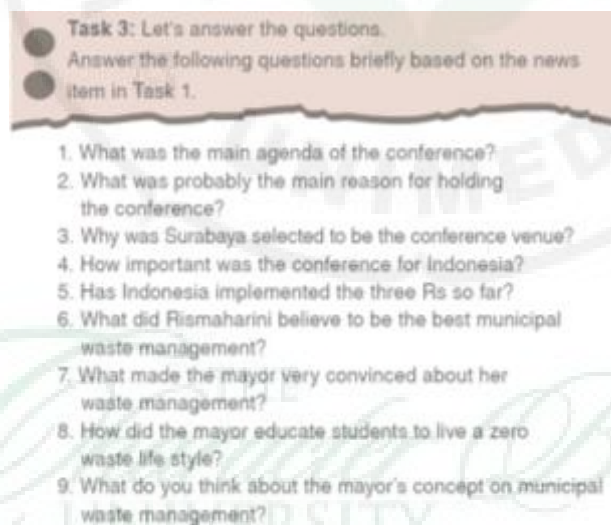
Related the purpose above, High order thinking skill is the skill that must be achieved by students. High order thinking skill has been researched by some researchers. According to Bloom (1956), high order thinking is an abstract ability in the domain of cognitive taxonomy of educational objectives includes the analysis, synthesis and evaluation. Resnick (1987), high order thinking is a process that involves mental such as classification, induction, deduction and reasoning. Gunawan (2003), defined high order thinking skill as a strategy by the process of higher order thinking, where students were encouraged to manipulate information and ideas in a certain way that can give them the understanding and new implications.

To achieve high order thinking skill, doing exercise must be done by students. Chakara (2012), exercise is an activity that is desirable and capable of bringing about stability and strength. Bloom's Taxonomy is suitable to apply in reading exercise 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 *Bahasa Inggris* for grade XII 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 101, which a title of the text is "Indonesia Opens Regional Recycling Conference" and the reading questions as follows:



Task 3: Let's answer the questions.
Answer the following questions briefly based on the news item in Task 1.

1. What was the main agenda of the conference?
2. What was probably the main reason for holding the conference?
3. Why was Surabaya selected to be the conference venue?
4. How important was the conference for Indonesia?
5. Has Indonesia implemented the three Rs so far?
6. What did Rismaharini believe to be the best municipal waste management?
7. What made the mayor very convinced about her waste management?
8. How did the mayor educate students to live a zero waste life style?
9. What do you think about the mayor's concept on municipal waste management?

Based on the data, it is found that the reading exercises in the textbook of *Bahasa Inggris* for grade XII consist of 9 essay questions that dominate the lower order thinking skill. The distribution of the lower order thinking skill questions which consist of remembering, understanding, and applying level obtains 8

questions out of 9 essay questions. The remembering domain or C1 gets 5 items while C2 or the understanding domain gets 3 items and C3 or the applying is no questions. The distribution of the higher order thinking skill consist of analyzing, evaluating, and creating level only obtains 1 questions out of 9 essay reading questions. The analyzing level C4 and C6 of creating is not found. While the evaluating C5 gets 1 item. The questions which are classified to remembering level: number 1,2,6,7 and 8: which the total is 5 questions. The questions which are classified to understanding level: 3,4 and 5: which the total is 3 questions. The questions which are classified to evaluating level: which the total 1 questions. The distribution of the lower order thinking skill obtains 8 while the higher order thinking skill only obtain 1 questions.

Based on explanation above, the researcher choose to analyze Reading Comprehension Questions based on Bloom's Taxonomy in The students' english textbook for grade XII, to make sure that this textbook has been support the students in encouraging their competence to survive in the English communication environment.

B. Problems of the Study

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

1. What levels in cognitive domain based on revised Bloom's Taxonomy are applied in reading questions in English textbook for grade XII ?
2. Is the distribution of cognitive domain of revised Bloom's Taxonomy in reading question in the English textbook for grade XII appropriate with the regulation by Ministry of Education and Culture?

C. Objectives of the Study

The study has objectives to answer the problems of the study above. The objectives of study are to find out:

1. To investigate the levels of cognitive domain of Revised Bloom's Taxonomy which are applied in reading questions in English textbook for grade XII.
2. The distribution of cognitive domain of revised Bloom's Taxonomy in reading questions in the English textbook for grade XII appropriate with the regulation by Ministry of Education and Culture.

D. Scope of the Study

This study was limited in reading questions of English textbook for grade XII based on revised Bloom's Taxonomy.

E. Significances of the Study

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

1. Theoretically

- to finding expected to broaden and apply on theories of analyzing the textbook by consider to the criteria of a good textbook

2. Practically, the findings were relevant and useful for:

- English teachers, to be aware and selecting the textbook and reading material which are compatible with cognitive level

by revised Bloom's Taxonomy and paid attention to the content of the textbook that they used to teach their students.

- Students, to improve their reading competence and help them in having good learning source.
- English textbook writers, to help them to be more careful in writing and developing English textbook for student.
- Other researchers, to be used as a referential contribution for those who want to a conduct a further in depth research in analyzing the textbook and interest the related study.

