

CHAPTER I

INTRODUCTION

A. The Background of the Study

English has been the main foreign language that should be mastered by the people around the world. English becomes a life skill that should be possessed especially by the professional and academic practitioners. The information and technological development takes place quickly and it requires several skills such as mastering foreign language, science and technology. Hence, mastering English is highly needed to face the challenge and facilitate people to compete and get the chance for a better life and future.

Education is an institution which prepares and equips the human resources to face the demand of the globalization era. The essential of education is humanizing humans, developing the basic potential of learners to be able to solve the problems without feeling depressed. Therefore, the curriculum has to be changed in line with technological developments, so that the human resources can adjust to the existing developments. Indonesia has 11 times of curriculum changes starting with the curriculum of 1947 until the last of the 2013 curriculum, and the implementation of 2013 curriculum was done gradually starting from 2013 school year in some schools.

The number of revision elements represent the features of Curriculum 2013, such as: measuring the cognitive thinking from the low level to the high level, ascertaining the high order thinking skill questions (not merely memorizing

questions), measuring the process of the students' work, not only the students' product, and the use of the students portfolio.

HOTS is considered as a skill that should be possessed by the learners to grasp many opportunities in this era, prominently to get a job. Shavinia (cited in Assaly and Smadi) stated that citizens who think critically and creatively are guarantees of political stability, economic growth, scientific and cultural enrichment, psychological health, and the general prosperity of any society in 21st century. By infusing HOTS to the Curriculum, it would produce the students who are able to solve the problem without any difficulty, able to make the innovation because they gain benefit from the discern thought, and critical thinking.

The Ministry of Education and Culture have attempted to insert the HOTS into the Curriculum 2013 aiming to overcome the problems in reading and literacy in Indonesia students who always below the expectation according to the survey of the International Survey of Reading and Literacy. Regarding the reading skill, more than 95% of Indonesia fourth grade students of elementary school were just able to reach the intermediate level, while Taiwan students were able to reach the high level.

Therefore, as a first step of implementing Curriculum 2013, The Indonesia government has decided to infuse the percentage of HOTS about 10% since 2018. According to Husprab in Tangalul, et. al. (2017) that educational issue is used as reflection of the quality of education in each country to ensure one's educational quality.

In addition, the National Examination is such a tool to evaluate the quality of learning process at school and also as a feedback to the teacher whether they have prepared the students with the exercises and activities that enable the students to stimulate their creative thinking or not (Retrieved from: www.kemdikbud.go.id). Nevertheless, the score of Indonesia examination is still far from the recommended result. The problem is they still feel difficult to answer the questions because they are lack of preparation. Preparing the reading exercises that suits their cognitive levels will help them to face the examination confidently.

Reading is an essential skill that leading the students to comprehend another discipline course. As an example, Tanudjaya and Doorman (2020) found that the students with low literacy skill will have the difficulties in solving the math problems, failed to apply the math concepts, and also difficult to develop mathematical model. In other words, reading is the gate that allowing the students in achieving the brilliant performance in other subjects. Students without reading comprehension will be stopped at the beginning phase to receive another kind of information and will not develop well in their academic achievement.

According to Linse (2005), reading is a set of skill that involves making sense and deriving meaning from the printed words. Reading skills are useful for learners to comprehend information from a source and transfer the information as detail as they read.

In addition, Goodman in Carrel (1988) reiterates reading as a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader

constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and reader decodes language to thought. Thus, reading activity can stimulate the High Order Thinking Skill (HOTS) of the students. Through comprehending the text, it is becoming the basis for the higher level of thinking, that is critical thinking.

Arysad (2009:4) states that teaching media is a media that brings instructional purpose of message or information of learning. Media is a means of expressing message and information. Heinich, et al in Nurrochim (2013:17-18) state that medium as a mediator that delivers information between sender and receiver. When the media brings instructional messages or information that contains learning purposes, it can be called as teaching media. English teaching media is very important to help students acquire new concepts of, the skills and languages competences. They are many kinds of media which can be used by the teachers in the teaching learning process, but the teacher should be selective when choosing.

Commonly, the teachers choose the textbook as a media to give instructions and guidance in teaching. But the use of the textbook doesn't provide adequate materials and support the student centred approach as the basic approach of Curriculum 2013. Thus, the teacher moves to the use of worksheet as the supplement of the textbook.

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the students to accomplish. In English teaching, a worksheet usually concentrates on one specific area of learning and is often used to practice a particular topic that has recently been learned or introduced. Worksheets designed

for English learners may be found ready-made by specialist publishers and websites or may be made by teacher themselves.

Worksheet contains series of exercises and activities. Exercises and activities in worksheet are arranged in many items such as true false items, multiple-choice items, short-answer/questioning items, and matching items. Among those items, questioning becomes most dominantly used to examine students' comprehension about learning material. Day and Jeong-suk Park (2005) state that well designed questions help students interact with the text, create and construct meaning and begin to think critically and intelligently. Questions are extremely important for examining students' understanding of learning material and can be used to measure the level of thinking among students.

Bloom's Taxonomy is widely used as an educational planning tool in Indonesia. The taxonomy can be helpful as teachers develop assessment by matching course learning objectives at any given level mastery (Forehand, 2005:1). Bloom's identified hierarchy six levels of cognition, with remembering being lowest and analysis, synthesis, and evaluation being highest. However, Krathwohl (2002) had revised Bloom's Taxonomy. The cognitive dimension process includes remembering, understanding, applying, analyzing, evaluating, and creating. It can be useful for course design because the different levels can help the teachers move the students through the process of learning from the most fundamental remembering and understanding to the more complex evaluating and creating. The successive levels of Bloom's can be applied by teachers in making a test or task in order to know the information about the students' achievement. The Revised

Bloom's Taxonomy has the more special features in its improvement such as, using the operational verbs and also reversing two last higher levels terms, namely evaluating and creating.

Bloom's Taxonomy has been used since 2013 to arrange the reading questions and exercises in English learning materials, such as textbook or worksheet. However, there are some levels that need to be emphasized based on the cognitive ability of the students. For the eleventh-grade students, the reading questions in learning material should cover more questions of applying and analysing level. In other words, regarding to their grade, the students must get more exposure to the Higher Order Thinking Skill (HOTS) questions.

Based on the writer's analyses on Student English Worksheet some questions of the reading text aren't appropriate with all cognitive domain based on Revised Bloom's taxonomy. Although the worksheet had been revised according to the curriculum 2013 features, there's still no improvement in designing the worksheet questions. Here are the reading questions from two texts that the writer found in *PERMATA* English Students' worksheet for the eleventh grade students of SMA Swasta Budi Satrya:



Text 1

Irwan Darmawan

Jl. Matoa, 14

Bandar Lampung 1453

Hey, Irwan! It feels like it's been a long time not seeing you. Until I forget when we last met. Looks like it's really been long time.

By the way, how are you there, my fellow? Are you alright? I'm fine here. Just a little busy with some tutoring and extracurricular activities. I follow extracurricular Scout as we did before while still attending SMP Tunas Bangsa.

I met many good friends in the event. Every time I follow the activity, I always remember you. I remember how we used to work hand in hand to be the team that won the competition between Scout teams. Do you remember? I hope you still remember it.

Maybe it was letter from me. I hope you can reply to this letter as soon as possible. I'm waiting for a reply from you, my best friend.

Best Regard,

Anto

- a. What is the definition of personal letter?
- b. Is the personal letter sent by a firm or institution?
- c. What is the other name of personal letter of thanking?
- d. What is the definition of personal letter of apologizing?
- e. What is used to write in personal letter of friendship?

All of the questions belonged to remembering level, which is categorized as lower order thinking skill. The questions just asked the students to recall the information about the definitions of various texts and retrieve the information about

the language features of a letter. These activities don't promote the higher levels order thinking skill such as analyzing, evaluating and creating.

Text 2

Jl. Manggis 24a
 Kebayoran Baru
 Jakarta
 25 January, 2018
 Dear Amanda,
 Our love, feeling, and prayers are with you and your entire family. As always, we are blown by your amazing spirit and strength. It was a pleasure meeting your mother last month. We will not forget her kindness and look forward to seeing you all soon. My condolence.
 Love,
 your best friend
 Susi

- a. Why do people send a condolence letter?
- b. Why do people send a complaint letter?
- c. Why do people send an invitation letter?
- d. "I know my friend's father have passed away. But I can't go to his funeral."
 What letter should I write?
- e. "I have a birthday party tomorrow. I want to invite my best friend. But I can't go to his house to give him my invitation card."
- f. What letter should I write?

In Text 2, there were no significant differences with the questions of Text 1. It is because from the 5 questions, 3 questions belong to remembering level while

the other questions belong to analyzing level. The first level is categorized as lower order thinking skill while the other level is included into high order thinking skill. The questions which were classified to remembering level: number a, b and c, which the total was 3 questions. They were classified as remembering level because those involve “recognizing” cognitive process. It had the students locate knowledge in long-term memory that is consistent with presented material. While the questions which were classified to analyzing level: number d and e, which the total was two questions. The questions had been categorized as analyzing level because they involved “identify” cognitive process which required the students to identify the expression found in the sentence. The students must have the knowledge first, about the language features of various kind of letter so that they could determine which letter that has such expression.

From the two texts above, it was found that the distribution of the lower order thinking skill obtained 8 questions while the higher order thinking skill just obtained two questions. It can be concluded the worksheet lacks the high order thinking skill and failed to facilitate the students to think and process the information critically. Therefore, the proportion of each level of Bloom’s Taxonomy should be distributed properly based on what learning goals expect from the intended students. It is because every level of education has its own proportion for each cognitive level which is determined based on their intellectual ability and learning objectives regulated by Indonesia Government.

For High School itself the good consideration for the low, medium, and hard questions form is 3: 4: 3 (Sudjana 2004: 136). Based on that consideration, the

percentage for each cognitive question is formulated as follow, 30% for C1 and C2, 40% for C3 and C4, 30% for C5 and C6. It means that the questions in the worksheet should cover more than 30 percents of high order thinking skill to gain the standard of learning objectives.

Arif (2016) evaluated the English reading exercises and developed them into the good exercises items based on Bloom's taxonomy theory, teacher's directive, and proportion 3: 4: 3. The results of the study are 23 reading exercise items that replaced the existing exercises from all 40 items for discussion text in *I CAN DO IT English 3* course book.

Sinaga (2017), analyzed cognitive level of reading questions in English textbook for grade XI. The result of her study was the whole reading questions in the textbook covered all of the cognitive levels but the proportion didn't follow the appropriate percentage based on Sudjana's theory (2014).

Furthermore, based on the writer's experience when doing the teaching practice, most of the students in that school consider that the reading questions in worksheet are very easy to be answered. The questions are not categorized to the high order thinking and the questions do not link the students to the critical thinking. It makes the writer wants to analyze reading comprehension questions in worksheet based on Bloom's taxonomy because by analyzing the questions in worksheet, it will prove that the reading questions are already appropriate with the level cognitive of thinking or not.

B. The Problems of the Study

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

1. What are the cognitive levels of Revised Bloom Taxonomy applied into questions in English Students' worksheet for the eleventh grade students in SMAS Budisatrya?
2. How is the proportion of each cognitive level of questions in English Students' worksheet for the eleventh grade students in SMAS Budisatrya based on Revised Bloom's Taxonomy?
3. How to design the questions in English Students' worksheet for the eleventh grade students based on Revised Bloom's Taxonomy?

C. The Objectives of the Study

Based on the formation of the research problem, the objectives of the study are:

1. To find out the types of the cognitive levels of Revised Bloom Taxonomy applied into questions in English Students' worksheet for the eleventh grade students in SMAS Budisatrya.
2. To analyze the proportion of each cognitive level of questions in the English Students' worksheet for the eleventh grade students in SMAS Budisatrya based on Revised Bloom's Taxonomy.
3. To design the questions in English students' worksheet for the eleventh grade students based on Revised Bloom's Taxonomy.

D. The Scope of the Study

This research will focus only on the English Students' Worksheet based on Revised Bloom's Taxonomy.

This research focuses only on the reading questions contained in English Students' Worksheet for the eleventh grade students by using the theory of Revised Bloom's Taxonomy. Therefore, the title of the research is "*Question Taxonomy on English Students' Worksheet Used by Eleventh Grade Students in SMA Swasta Budisatrya*".

E. The Significances of the Study

Hopefully this research will be useful theoretically and practically. Theoretically, the result of this study is expected to give the insight and addition to the theory about the good criteria of student's worksheet viewed from the reading questions. In short, the reading questions in the students' worksheet cover the cognitive skills proportionally.

Practically, the English teachers can evaluate and select wisely the appropriate instructional materials for the teaching learning process. Also, the book publisher can use the way and the theory in this study to compile and design the reading materials considering the learning objectives and students' needs. The last, this study can be used by other researchers as a referential contribution for those who want to conduct a further research in analyzing the worksheet and interest in doing the related study.