

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is an international language. It is used in the international communication, so people who want to be able to get involved in the international communication must be able to speak English well. In Indonesia, schools and universities offer English subjects in their curriculum. Because the need of learning English is so intense, there are a lot of English textbooks available in the market. “Life” English textbook which is published by Cengage Learning Asia Pte Ltd is one of the newly published English textbooks offering different levels from elementary to advanced level. This English text book was first used by English department of Widya Mandala Catholic University in academic year 2016/2017 for the first semester students.

The students of English Department in Widya Mandala Catholic University are trained to be English teachers of elementary and secondary schools. As described in *Buku Pedoman Akademik Fakultas Keguruan dan Ilmu Pendidikan 2015 – 2016*, the graduate profile includes being proficient in English and being able to teach English in the Elementary, Junior High Schools and Senior High Schools. Therefore, the curriculum covers compulsory subjects and elective subjects which can be finished and in least 7 semesters. Most of the subjects are delivered in English.

Intensive course is one of the compulsory subjects in the curriculum of the English Department. IC provides students with basic knowledge and skills of English (listening, speaking, reading, and writing), and language components (vocabulary, grammar, and pronunciation) to enable them to communicate in everyday English (Buku

Pedoman Akademik 2015/2016). Hence, the purpose of this course is to prepare students to be able to join other courses given in English in the higher semesters.

In the academic year 2016/2017, the English Department has decided to use “Life” English Text Book written by John Hughes, Paul Dummett, and Helen Stephenson published by Cengage Learning Asia Pte Ltd, 2016 edition. It has some series and the one used was the elementary level. This Integrated Course is an 8 credit course held in 6 meetings per week. The text book is chosen because the materials developed are based on a practical, competency – based syllabus to help learners in their development of grammar, vocabulary, functions, pronunciation and skills through appropriate communicative tasks (Life Elementary Student’s Book 2016). This means that the materials cover four language skills and language components which are required by the Integrated Course.

The materials of each unit contains 9 parts which are grammar, vocabulary, real life (function), pronunciation, listening, reading, critical thinking, speaking, and writing. The materials are presented integrately based on certain themes. The reading part and the critical thinking part challenge learners to understand text at a deeper level (Life Elementary Student’s Book 2016).

As a new text book used in the Integrated Course, evaluation on the text book content has not been conducted yet. “The selection process can be greatly facilitated by the use of systematic materials evaluation procedures which help ensure that materials are consistent with the needs and interests of the learners they are intended to serve, as well as being in harmony with institutional ideologies on the nature of language and learning” (Nunan 1991: 209) to support the success of Integrated Course. Therefore, the writer is

curious to conduct an analysis of the content of the text book to give useful insights for the success of using this text book in the Intensive Course. In this thesis, the writer will not analyze the whole parts of the materials of the book, but she will focus on the reading parts. The writer will analyze the reading texts, the types of the reading questions, and the thinking skills accessed by the questions.

1.2 Statements of the Problem

Based on the above background of the study, the statement of the problem of this thesis is: How the reading materials are presented in “Life” English text book – Elementary Level? The statement of the problems is sub-categorized as follows:

1. What questions types are presented for each text?
 - a. What subjective questions are presented following each reading text?
 - b. What objective questions are presented following each reading text?
2. What thinking skills are accessed by the questions?
 - a. What higher-order thinking skills are accessed by the questions?
 - b. What lower-order thinking skills are accessed by the questions?
 - c. What is the percentage of each level of the thinking skill accessed?
3. What is the appropriateness of the book for the Intensive Course class

1.3 The Objectives of the Study

Based on the above statements of the problem, the objective of the study is mainly to know how the reading materials are presented in “Life” English text book – Elementary Level. Based on the main objective, the study aims at analyzing:

1. the questions types presented for each text, particularly the study will analyze:
 - a. what subjective questions are presented following each reading text, and
 - b. what objective questions are presented following each reading text.
2. the thinking skills accessed by the questions, particularly the study will analyze:
 - a. what higher-order thinking skills are accessed by the questions,
 - b. what lower-order thinking skills are accessed by the questions, and
 - c. the percentage of each level of the thinking skill assessed.
3. The appropriateness of the book for the Intensive Course class

1.4 Theoretical Framework

The study aims at analyzing the reading materials in English text book entitled “Life”. To support the study, the main theories employed by the writer are the theories concerning Revised Bloom’s Taxonomy, question types, and thinking skills. “Reading makes readers use their knowledge to build, to create, and to construct meaning and it is also interactive process between the reader and the text (Carrel 1987). In an English class, particularly in reading class, the materials used should be selected relevant for the students. Careful consideration should be made in terms of the question types, the level of

difficulty or cognitive domain, and thinking skills. “As successful reader is the one who is able to understand text at a deeper level” (Hughes, et. al 2016).

1.5 The Significance of the study

Because this is new book which is used by English Department of Widya Mandala, the writer will analyze the types of questions and level of reading comprehension questions using Revised Bloom’s Taxonomy in English Book entitled “Life” which is used by English department students in Intensive Course class semester one. The English book is expected to have objective and subjective types of questions in each unit. It is expected that the reading comprehension questions has lower and higher thinking level based on Revised Bloom’s Taxonomy. It is also expected to give a feedback to the IC coordinators and the lecturers to construct good reading comprehension questions which include high thinking skill and low thinking skill.

1.6 Scope and Limitation

The writer limits the study to focus on reading text. She focuses on all reading comprehension questions in reading text. This study evaluates and analyzes the type of questions and the thinking level of reading comprehension questions using Revised Bloom’s Taxonomy students which is found in “Life” as used by English department in Intensive Course class semester 1.

1.7 Definition of the key terms

1. Reading

Nunan (2004) state that reading is a set of skills that involves making sense and deriving meaning from the printed words

2. Course Book

McGrath (2002) A course book provides teachers and learners with a structure of teaching and learning, methodological support and opportunities for revision and preparation.

3. Question Types

Norman E. Gronlund (1982) states that there are two types of questions: objective test and subjective test.

4. Comprehension Questions

Richard R. Day and Jeong-Suk Park (2005) states that comprehension questions may take to stimulate students' understanding of texts.

5. Revised Bloom's Taxonomy

Anderson and Krathwohl's (2001) revision of the original Bloom's taxonomy (Bloom & Krathwohl, 1956) redefines the cognitive domain as the intersection of the Cognitive Process Dimension and the Knowledge Dimension. Revised Bloom's taxonomy is a revised learning taxonomy which consists of six cognitive domain levels namely remembering, understanding, applying, analyzing, evaluating, and creating (Anderson and Krathwohl 2001).

6. Critical Thinking

Critical thinking is that mode of thinking — about any subject, content, or problem — in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it (Foundation for Critical Thinking 2015).

1.8 Organization of the Study

Chapter one will consider background of the problem, statement of the problem, the objective of the study, theoretical framework, significance of the study, assumption, limitation and scope, definition of key terms, organization of this thesis. Chapter two will consider related literature and previous studies. Research methodology of this study is in chapter three. Research design, population and sample/subjects, instruments, the procedure of data collection, the technique of data analysis are in the chapter three.