

# **A CONTENT ANALYSIS OF READING QUESTIONS IN AN ENGLISH TEXTBOOK “BAHASA INGGRIS” BY GRADE 11**

## **CHAPTER 1**

### **INTRODUCTION**

This study covers the research background, research problem, research question, the objective of the study, scope and limitation, significance of the study, definition of key term, and organization of the proposal.

#### **1.1 Research Background**

A textbook is a book about a particular subject as the standard of teaching material. It has an important role in teaching and learning process. It is the instrument for both teacher and students to learn in the school. It is one of many sources that students can get to learn more about materials taught in the school. Textbooks can also be useful for teachers to give teaching material because textbooks include the standard of the study for students to acquire certain knowledge and skills. Commonly, textbooks are divided into some chapters and each chapter provides certain information, examples, readings, and exercises. The information is arranged chronologically so that it is easier for teachers to teach the materials to the students.

Almost all subjects taught in public schools in Indonesia use textbooks from the Ministry of Education and Culture or *Kementrian Pendidikan dan Kebudayaan Indonesia (Kemendikbud)*. *Kemendikbud* made new curriculum, which is *Kurikulum 13* or K-13, for all the teachers in Indonesia to all subjects. The

curriculum consists of Core Competence and Basic Competence which contribute in forming the students' attitudes, skills, and knowledge. This curriculum is based on the Revised Bloom's Taxonomy, the new version of Bloom Taxonomy as an ordering of cognitive skills to assess students' competence towards what the teachers have taught in the classroom. The cognitive domain in the Revised Bloom Taxonomy is divided into 6 levels, Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Remembering, Understanding, and Applying are categorized as Low Order Thinking Skills (LOTS) while Analyzing, Evaluating, and Creating are categorized as Higher Order Thinking Skills (HOTS). Action Verb or *Kata Kerja Operasional* (KKO) used on K-13 are using the action verb on the Revised Bloom's Taxonomy. KKO will help teachers in arranging the syllabus and lesson plans to evaluate the quality and the effectiveness of the material that the teachers are going to have in the classroom.

One of materials in the English subject that could be taught to students is reading comprehension. Reading comprehension is the understanding of the meanings or the ideas that the author want to convey of a certain text. The readers should process the main idea of the text written by understanding the vocabulary and the word choice used in the text and the relation between one text to another (Montgomery, 2018). In reading comprehension, there are reading passage which is usually followed by reading questions to make sure the readers understand the reading passage. Reading questions in the textbooks will help teachers to measure the students' ability in understanding the reading passage. Reading questions in the textbooks which apply K13 will use Action Verb. It would be easier for the teachers

to measure the student ability based on the Revised Bloom Taxonomy, so the teachers can find out in which level the reading questions are. Learning reading comprehension in English subject is really important because in Indonesia, English is one of the subject that will be tested during *Ujian Nasional* or National Examination. National Education Standards Agency or *Badan Standar Nasional Pendidikan* (BSNP) (2019) stated that from 50 questions tested in English subject, 70% of the test consists of reading comprehension questions while 30% is listening comprehension questions. Moreover, 10% of the reading comprehension questions were in Higher Order Thinking Skills (HOTS). *Kemendikbud* (2019) announced the average score of English subject in National Examination 2019 was 53.4. This score was higher 0.06 from National Examination 2018. In the past 5 years, the average score of English subject in National Examination was lower than the minimum score to pass National Examination which was 55. Knowing this fact, students need to learn English better especially in doing reading comprehension questions. Students could practice more in the classroom if the textbooks' material is in accordance to what the students need.

The writer notices that reading questions could be used to measure the students' competence by using Revised Bloom Taxonomy as the instrument. Therefore, the writer will analyze one of the textbook which apply K13, "*Bahasa Inggris*". Textbook for Grade 11 was published in 2014 and got revised in 2017. The textbook consists of 8 main chapters and 7 enrichment chapters. All the main chapters are divided into 7 activities, which are Pre-Activity, Building Blocks, Let's Practice, Active Conversation, Writing Connection, Let's Create/Contribute, and

Formative Assessment. In the enrichment chapters, there are 4 activities, Pre-Reading Activities, Reading Activity, Post Reading Activity, and Personal Journal Writing. The reading passages and reading questions are taken from enrichment chapters because not all main chapters have reading passages and they only have triggering questions.

The purpose of this research is to analyze whether the reading passages and reading questions of revised English textbook “*Bahasa Inggris*” for Grade 11 by *Kemendikbud* is already in accordance to the Revised Bloom Taxonomy or not and to analyze whether the reading questions have referred to the students’ competence according to K13 or not.

## **1.2 Research Problem**

The writer finds these research problems:

1. The reading questions of the revised English textbook “*Bahasa Inggris*” are in accordance with the Revised Bloom Taxonomy or not.
2. The questions verbs in the textbook directly refer to the action verbs in the K13 or not.

## **1.3 Research Question**

The writer comes up with these research questions:

1. To what extent are the reading questions of the revised English textbook “*Bahasa Inggris*” in accordance with the Revised Bloom Taxonomy?
2. Do the question verbs in the textbook directly refer to the action verbs in the K13?

#### **1.4 Objective of the Study**

To know whether the reading questions of the revised English textbook “*Bahasa Inggris*” are in accordance with the Revised Bloom Taxonomy or not and to know whether the questions verbs in the textbook directly refer to the action verbs in the K13 or not.

#### **1.5 Scope and Limitation**

This study focuses on the reading questions which are taken from the revised English textbook “*Bahasa Inggris*” for Grade 11 by *Kemendikbud* which applied the *Kurikulum 13* or K13. This book was published in 2017 by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud*. The reading questions with the total of 63 questions are in enrichment chapters of the textbook. These questions will be analyzed using the Revised Bloom Taxonomy. The result of the study will show to what extent that the reading questions are in accordance with the Revised Bloom Taxonomy and it will show whether the reading questions have completed the students’ competence as grade 11 students or not.

## 1.6 Significance of the Study

The result of this study will show the distribution of verbs of reading questions in Enrichment chapters of revised English textbook “*Bahasa Inggris*” according to the Revised Bloom Taxonomy. It will also show how the reading questions have referred to the action verbs suggested in K13. If the reading questions do not show certain cognitive domain of the Revised Bloom Taxonomy or do not refer to the action verbs suggested in K13, it might be necessary for the English teachers to give additional materials to cover the cognitive domains or action verbs which are not showed in the reading questions.

## 1.7 Definition of Key Terms

### 1. “*Bahasa Inggris*” English textbook

An English textbook is an English book used as the standard of teaching material in the schools or learning center. The English textbook used in this research is revised English textbook “*Bahasa Inggris*” for Grade 11 by *Kemendikbud*. This textbook was published in 2017 by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud* and written by Mahrukh Bashir, M.Ed. This textbook consists of 8 main chapters and 7 enrichment chapters.

### 2. Reading passage and reading questions

Reading passage is one or several paragraphs of written text with certain themes. Reading passages could be short passages which consists of 1 to 2 paragraphs or long passages which consists of 3 to 9

paragraphs. Reading questions are questions that related to the reading passage. The reading passages and the reading questions are taken from revised English textbook “*Bahasa Inggris*” for Grade 11 by *Kemendikbud* in enrichment chapters. There are 7 enrichment chapters. There are 9 questions in chapter 1, 7 questions in chapter 2, 8 questions in chapter 3, 10 questions in chapter 4, 8 questions in chapter 5, 10 questions in chapter 6, and 11 questions in chapter 7. The total of the reading questions in enrichment chapters are 63 questions.

### 3. The Revised Bloom Taxonomy

The Revised Bloom Taxonomy is the new version of Bloom Taxonomy as an ordering of cognitive skills to assess students’ competence towards what the teachers have taught in the classroom. There are six cognitive domains of the Revised Bloom Taxonomy, Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.

## 1.8 Organization of the Thesis

This study consists of five chapters. Chapter I consists of the introduction of the study. It presents research background, research problem, research question, objective of the study, scope and limitation, significance of the study, definition of the key terms, and organization of the proposal. Chapter II consists of related review of literature. It presents “*Bahasa Inggris*” textbook by *Kemendikbud*, the Revised Bloom’s Taxonomy, reading, *Kurikulum* 13, and previous studies. Chapter III

consists of research methodology. It presents research design, data source, instrument, procedure, data analysis, and triangulation. Chapter IV consists of findings and discussions. Chapter V consists of conclusions and suggestions.