

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English has been acknowledged as an international language. English engages lots of people in all countries in the world to interact with so many different purposes such as trading, commerce, politics, and many more. Learning English is therefore very important in order to prepare people to interact and communicate across the country especially in this globalization era.

To master English, there are four skills to be mastered including listening, speaking, reading, and writing. The skill that the researcher focused on in this study is the reading skill. Reading is very important skill as people meet reading on a daily basis such as reading written texts like articles, magazines, social media, newspaper, and many more. Learners who read regularly will eventually be accustomed to the language and over time they will improve their language skills because of the frequent exposure to the target language.

As mastering English language is very important, Indonesian government has proposed a curriculum for English competencies as guidance. The curriculum that is currently used is the curriculum of 2013 (K13) which has been implemented since 2013. In K13, Revised Bloom's Taxonomy is used as a guideline for determining the competence achievement that students should acquire when they pursue certain level from elementary, junior high school, and senior high school. In addition, it is stated in the K13 that students should be given several aspects in their learning such as character building, literacy, 4C (creative, critical thinking, communicative, and collaborative), and higher-order thinking skill (HOTS). Referring to the curriculum,

teachers are expected to give the students learning materials that emphasize higher-order thinking skills.

In Indonesia, most students learn English through textbooks at their school. Textbooks serve as a core resource and they provide exercises and activities to enhance subject learning (Cunningsworth, 1995). Most textbooks provide reading exercises as well as the reading comprehension questions which can be used by teachers as a guide to teach reading skill.

Moreillon mentions that questioning is one of the useful strategies to develop students' reading comprehension (Moreillon, 2007). However, teachers need to be selective in giving the reading comprehension questions so that the questions are suitable and appropriate to the students' thinking skills. Ideally, English textbooks should be able to provide teachers with questions in HOTS level to develop students' critical thinking.

To determine the appropriateness of reading comprehension questions, Revised Bloom's Taxonomy can be used. Revised Bloom's Taxonomy categorizes the thinking level into six levels of the cognitive domain which include (1) remember; (2) understand; (3) apply; (4) analyze; (5) evaluate; (6) create.

In general, most English textbooks published in Indonesia have been claimed to follow the basic competences in K13 as the base of their making of the book. However, previous studies conducting an analysis of textbook found that the dominant level of some English textbooks is still lower-order thinking skill (LOTS). For example, the textbook entitled Bright an English Course for Junior High School Students grade nine by Erlangga (Kartika, 2019). Based on the explanation above, the researcher is interested to analyze an English textbook "Talk Active Senior High

School Year X” published by Yudhistira in terms of the suitability of the reading comprehension questions in the textbook based on the Revised Bloom’s Taxonomy and the English competencies stated in K13.

1.2 Statements of the Problem

This study will investigate the following problems:

1. What cognitive levels of reading comprehension questions are found in English textbook “Talk Active Senior High School Year X” based on the Revised Bloom’s Taxonomy?
2. What are the appropriate reading comprehension questions to supplement the English textbook “Talk Active Senior High School Year X” to meet the English competencies stated in the Curriculum of 2013 (K13)?

1.3 The Objectives of the Study

The study aims at exploring:

1. The cognitive level of the reading comprehension questions found in English textbook “Talk Active Senior High School Year X based on the Revised Bloom’s Taxonomy”
2. The appropriate reading comprehension questions to supplement the English textbook “Talk Active Senior High School Year X” to meet the English competencies stated in the Curriculum of 2013 (K13)”

1.4 Theoretical Framework

The ability to comprehend the reading text is known as reading comprehension. In teaching reading comprehension, teachers need to teach reading comprehension strategies to help the students connect the information in the text and grasp the underlying meaning of the text (Moreillon, 2007). Zimmermann and Hutchins (2003)

suggest that there are 7 reading comprehension strategies that can be taught to enhance reading comprehension including: (1) activating or building background knowledge; (2) sensory images; (3) questioning; (4) making predictions and inferences; (5) determining main ideas; (6) fix-up options; (7) synthesizing.

Revised Bloom's Taxonomy is the revision of the original Bloom's Taxonomy which was created in 1948. The original taxonomy was constructed by Benjamin Bloom and other educators to classify the goals to be achieved in the teaching and learning process (Bloom, 1956). The revised version was redefined by David Krathwohl and Lorin Anderson in 2001. The changes of the taxonomy include the arrangement of the category and the class of the words used in the taxonomy, which is from nouns to verbs. According to Anderson & Krathwohl (2001), learning objectives are divided into three domains including cognitive, affective, and psychomotor.

This study is focused on the cognitive domain in order to analyze the cognitive level of the reading comprehension questions found in English textbook "Talk Active Senior High School Year X". There are six levels of the cognitive domain of Revised Bloom's Taxonomy which include (1) remember; (2) understand; (3) apply; (4) analyze; (5) evaluate; (6) create.

1.5 Scope and Limitation of the Study

The scope and limitation of the study were:

1. This study was limited to the reading comprehension questions found in English textbook "Talk Active Senior High School Year X".
2. This study was limited to the analysis of the reading comprehension questions using the Revised Bloom's Taxonomy.

3. According to Anderson & Krathwohl (2001), the educational objectives are divided into three domains which are cognitive, affective, and psychomotor domain. This study is limited to the analysis of the reading comprehension questions using the cognitive domain of the Revised Bloom's Taxonomy.

1.6 The Significance of the Study

This study is expected to:

1. offer supplementary reading comprehension questions for English teachers and the author of the textbook
2. give a clear picture about the cognitive level of the reading comprehension questions found in the "Talk Active Senior High School Year X" English textbook based on the Revised Bloom's Taxonomy

1.7 Definition of Key Terms

- a. **Reading Comprehension.** Reading comprehension is the ability to decode the comprehension problems found in the reading text (Moreillon, 2007).
- b. **Reading Comprehension Questions.** Reading comprehension questions are questions that are used to check the understanding of the content of the text (Grellet, 1981).
- c. **English Textbook "Talk Active Senior High School Year X".** "Talk Active Senior High School Year X" is an English textbook for tenth grade students published in 2017 by a well-known publisher in Indonesia Yudhistira. The book is used by some schools in Indonesia.
- d. **Revised Bloom's Taxonomy.** Revised Bloom's Taxonomy is the revision of the original Taxonomy for the cognitive domain, which is a hierarchy with six major categories.

1.8 Organization of the Study

Chapter I is the first chapter of this study which consists of background of the study, statements of the problem, the objectives of the study, theoretical framework, scope and limitation of the study, the significance of the study, definition of key terms, and organization of the study.

Chapter II is the second chapter of this study which consists of the review of the related literature including related theories and related studies.

Chapter III is the third chapter of this study which consists of research design, source of data, the research instruments, procedure of collecting data, data analysis technique, and trustworthiness.

Chapter IV is the fourth chapter of this study which consists of findings and discussion.

Chapter V is the fifth chapter of this study which consists of conclusion and suggestions.