

CHAPTER I

INTRODUCTION

This chapter deals with background of the study, statements of the problems, objective of the study, theoretical framework, assumption, significance of the study, scope and limitation of the study, definition of key terms, and organization of thesis proposal.

1.1 Background of the Study

As a universal language, English has been a really important language to learn. In English, there are four skills that have to be learned. They are listening, speaking, reading, and writing. Reading is one of English skills that have to be mastered by students. Fisher and Peters (1981:116) point out "... the ability to read well is vital to academic success". Students are demanded to have a good comprehension in reading to achieve their academic success. That is why it is important to teach students English through reading as early as possible.

During the reading process, students are absorbing new knowledge and combining it with their prior knowledge. Reading involves thinking processes. Daiek and Anter (2004:5) say that to read successfully, learners need to constantly connect what they already know about the information to the words the author has written. In the end of the reading process, they are expected to understand the content of the reading text. Concerning reading comprehension, Swan (1976:1) says that

“If we say that a student is ‘good at comprehension’, we mean that he can read accurately and efficiently, so as to get the maximum of information from a text with a minimum of misunderstanding. We may also mean that he is able to show his understanding by re-expressing the content of the text-for instance, by writing sentences or paragraph in answer to questions, or by summarizing the text.”

One of the ways to check students’ understanding of a reading text is by asking them to answer the reading comprehension questions. Heilman, Blair, and Rupley (1981:242) state reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities. Answering reading comprehension questions helps the students to develop their critical thinking.

According to the summary of TEFLIN group discussion (2013:3) in Point and Recommendation of the 2013 Curriculum, one of the nature of language learning is that learning language has to be conducted step by step by including the students’ thinking ability, starting from knowing to comprehending, applying, analyzing, synthesizing, and evaluating what they have learned. It shows that learning a language also requires the students’ critical thinking.

In 1956, Benjamin Bloom developed a learning taxonomy. Krathwohl (2002:212) states that the original taxonomy represented a cumulative hierarchy; that is, mastery of each simpler category was prerequisite to mastery of the next more complex one. The taxonomy consists of three domains. They are cognitive domain, affective domain, and psychomotor domain. The cognitive domain deals with information processing, knowledge, and mental skills. The affective

domain deals with emotions, feelings, and attitudes. The psychomotor domain deals with manual or physical skills. The cognitive domain of Bloom's Taxonomy consists of six cognitive levels. They are knowledge, comprehension, application, analysis, synthesis, and evaluation. Bloom's Taxonomy can be applied not only to English teaching and learning, but also to the other disciplines. It is usually used by teachers as a parameter to construct questions. In Forehand (2005:2), Anderson, Bloom's former student, revised Bloom's Taxonomy in 1990s. He introduced the six thinking levels in cognitive domain. The cognitive domain consists of remembering, understanding, applying, analyzing, evaluating, and creating.

In this digital era, learning activities should be designed by involving technology. Soetikno (2013) points out that one of the seven principles of the curriculum implementation is using multi strategy and multimedia approach, adequate learning sources and technology, and utilize environment as learning sources. Therefore, curriculum 2013 can also be called a digital curriculum. Anderson and Krathwohl (2001) in Soetikno (2013) introduced the cognitive domain of Bloom's Digital Taxonomy. It is an update from the Bloom's Taxonomy Revised and suitable for the new curriculum, the 2013 Curriculum.

As mentioned before, reading is essential for students' academic success because many scientific books are written in English. However, students in fact are lacks of vocabularies nowadays. Spears (2004:1) states that a lack of vocabulary is indeed a significant obstacle to good reading comprehension, and so

acquiring a stock of new vocabulary words is crucial if students hope to become better readers. Teachers can help students to enhance their language proficiency through reading because a reading text consists of many vocabularies. Reading comprehension questions also play important roles in reading. They are given to students to help students understand the reading texts and develop their critical thinking better than just reading the texts without reading comprehension questions.

The 2013 Curriculum is a curriculum that demands students to be productive, creative, and innovative. It can be achieved if students try to develop their way of thinking. Reading comprehension question types presented in a textbook can be an important factor that influences students' thinking development. *Mandiri: English on Target* is a course book which has just been written and published in 2014 for the demand of the 2013 Curriculum.

The writer chose this course book because many school use course books published by Erlangga Press. Besides, there is reading section in each chapter in the course book. The reading section consists of reading texts and reading comprehension questions that will be the data source of this study. The writer uses only the cognitive domain of Bloom's Digital Taxonomy as a parameter because this study focuses on finding the question types and the proportion of the questions in the course book. To meet the demands of the 2013 Curriculum, reading comprehension questions in this course book are expected to help students to develop their critical thinking. This study, which focuses on finding the types and the

proportion of comprehension questions found in *Mandiri: English on Target* using the cognitive domain of Bloom's Digital Taxonomy is thus worth doing.

1.2 Statements of the Problems

In line with the title of this study "Reading Comprehension Questions in *Mandiri: English on Target*", and the background of the study, two relevant research questions are formulated as follows:

- What types of reading comprehension questions are found in *Mandiri: English on Target* (course book for the tenth graders)?
- What is the proportion of the reading comprehension questions found in the course book?

1.3 The Objective of the Study

In line with the research questions of the study, this study aims at achieving two objectives. The first objective of this study is to find out the types of the reading comprehension questions found in *Mandiri: English on Target*. The second objective of the study is to find out the proportion of each type of the reading comprehension questions.

1.4 Theoretical Framework

In order to achieve the two objectives of the study, the writer needs some theories. They are reading comprehension, critical thinking, and the cognitive domain of Bloom's Digital Taxonomy.

Reading provides new information and vocabularies for students. To check their understanding, comprehension questions are important to be given after they have finished reading a passage. As an active thinking process, reading can help students to develop their critical thinking. To understand better about critical thinking, the concept of critical thinking is needed in this study. Answering comprehension questions that cover all the thinking levels in Bloom's Digital Taxonomy can help students to develop their critical thinking. To categorize reading comprehension questions, the concept of the cognitive domain of Bloom's Digital Taxonomy is needed in this study.

The theories mentioned above support the discussion about the types of reading comprehension questions in the workbook. Moreover, the theories are important for analyzing the data.

1.5 The Assumption

This study is conducted on the basis of the following assumptions:

- The course book presents reading section in each chapter which contains reading texts and their comprehension questions.
- The comprehension questions found in the course book can be categorized using Bloom's Digital Taxonomy.

1.6 The Significance of the Study

This study is expected to give some contributions to the teaching of reading for the tenth graders who use *Mandiri: English*

on Target. The result of this study is expected to give feedback to the author of the course book. It also provides information which can help English teachers to construct good reading comprehension questions for students.

1.7 The Scope and Limitation of the Study

Each chapter in the course book consists of two sections. They are listening section and reading section. The writer limits the study to focus on the reading section. She focuses on all comprehension questions in the reading section. She analyzes and categorizes the types of reading comprehension questions found in Erlangga Press' *Mandiri: English on Target Volume 1* (course book for the tenth graders) only using the cognitive domain of Bloom's Digital Taxonomy.

1.8 Definition of Key Terms

In order to avoid misinterpretation and misunderstanding, some key terms used in this study are defined as follow:

- *Reading Comprehension (RC)* is a process to get meaning from a reading text.
- *RC Questions* are questions which are given to students after a reading process to check their understanding of a reading text; the answer of some questions are explicitly stated in the reading text and some questions require students to analyze, evaluate, and create.
- *Course book* is a book that is used by teachers and students to do a particular subject.

- *Bloom's Taxonomy* is a learning taxonomy which consists of six cognitive levels, namely knowledge, comprehension, application, analysis, synthesis, and evaluation.
- *Bloom's Digital Taxonomy* is the revised Bloom's Taxonomy which was developed to be a learning model in this digital era, namely remembering, understanding, applying, analyzing, evaluating, and creating (Forehand 2005).
- *Critical Thinking* is a thinking process that requires Higher Order Thinking Skills (HOTS).

1.9 Organization of the Thesis Proposal

This thesis proposal consists of three chapters. The first chapter is introduction. It deals with the background of the study, statements of the problem, objectives of the study, theoretical framework, assumption, significance of the study, scope and limitation of the study, definition of key terms, and organization of the thesis proposal.

The second chapter is review of related literature. It contains four major sections. Section one, two, and three are concerned with the review of related theories. Section four is concerned with the review of related studies. Section one presents the nature of reading comprehension which covers reading comprehension and critical thinking. Section two presents the cognitive domain of Bloom's Digital Taxonomy. Section three presents the English syllabus of Curriculum 2013 for a textbook which covers the English syllabus of curriculum 2013 for SMA and the characteristics of a good English textbook.

The third chapter is research method. It deals with research design, research data, instrument, data collection procedure, data analysis techniques, and triangulation.

The fourth chapter deals with data analysis and findings. The fifth chapter deals with conclusion and recommendation.