

Chapter I

INTRODUCTION

1.1 Background of the Study

English is called *Lingua Franca* throughout the world. In Indonesia itself, English is considered as a foreign language. To teach English, teachers at formal schools should teach their students the four skills; speaking, listening, reading, and writing. Out of the four, reading plays the most important role in different levels of EFL students; starting from the elementary to the advanced. To speak a foreign language is important in the first stage but to learn a foreign language is completely dependent on developing the reading ability.

There have been so many interpretations of reading. One of them tells us that reading is interacting with language that has been coded into print. The product of this interaction is called comprehension (Heilman, Blair, and Rupley in *Principles and Practices of Teaching Reading*, p. 4) Some people may experience that one thing that while reading such passage, they may be thinking about other things. People can also read in their native language or in certain foreign language they are learning but don't really understand what the texts are about. However, reading process itself requires a meaningful two-way communication between the writer and the reader; a full comprehension about what the writer is trying to tell us the reader and what things the reader gets while or after reading. To reach this aim, a teacher should have a reading program that enhances learners'

comprehension abilities.

Every English teacher does have sources where they get their teaching materials from. One of the examples is textbook. An effective English textbook must have relevant reading perhaps followed by exercises and questions. Those questions assist students' comprehension about what they read. Bloom's Taxonomy has stated that there are stages of cognitive process for comprehension namely remembering, understanding, go to applying, analyzing, evaluating, and the last is creating. Farrell (2009) stated that the most of language textbooks, for example reading textbook, gives exercises such as predicting, inference, checking prior knowledge, and guess the content of a text.

Talking about Bloom's Taxonomy, it was the taxonomy that has been popular in the education field for years. However, it was revised by Anderson and Krathwohl in 2001. If the stages of the Bloom's taxonomy are in the noun forms, the stages in the revised one are in the verb forms. There is also a change in the two highest stages. Synthesis (is called as "create" in the revised one) is considered as the highest stage. It swap with Evaluation (is called as "evaluate" in the revised one) so it is in the second highest stage after "Create". But that's not all. The major difference of these two is the act towards the knowledge dimension; factual, conceptual, procedural, and metacognitive. The three (except for the metacognitive) were introduced in the original version of the taxonomy. Metacognitive was later added in the revised version. This surprisingly matches the *Standar Kompetensi Lulusan (SKL)* set in the *K-13*. The ministry of culture and education set certain levels for students from grade elementary to senior high

using these dimensions of knowledge. Elementary students should master the knowledge of factual and conceptual. Once they become junior high students, they should master the knowledge of factual, conceptual, and procedural. For the senior high students, they have to master all the knowledge including the metacognitive one.

Based on the explanation above, the researcher was interested in conducting a study which analyzes the reading comprehension questions found in the 2nd Edition of *Solutions*, an Intermediate Student's Book by Oxford University, using the revised Bloom's Taxonomy. This book is used for grade 9 students in a private school in Surabaya. In this case, the researcher believed that this study provides theoretical information about cognitive level of reading comprehension. Also, it could impart much for English teachers to take in mind about the additional material that maybe needed alongside the English textbook in class. The government of education authorities could also make such considerations related to suggestions to the teachers about how to construct good learning materials that could bolster the curriculum they have set for schools to be based on the books they recommend the schools to use.

1.2 Statements of the Problems

In line with the background above, the study aimed at investigating the types of reading comprehension questions found in the 2nd Edition of *Solutions*, an Intermediate Student's Book by Oxford University, using the Revised Bloom's Taxonomy. Thus the study tried to answer the following questions:

1. What types of reading comprehension questions are found in *Solutions*, an Intermediate Student's Book by Oxford University, as based on the levels of the cognitive domain of the Revised Bloom's Taxonomy?
2. Do those questions match the competency levels of grade 9 students according to *K-13*?

1.3 The Objectives of the Study

Answering the research questions mentioned above, the study aiming at exploring:

1. The types of reading comprehension questions found in the 2nd Edition of *Solutions*, an Intermediate Student's Book by Oxford University, based on the revised Bloom's taxonomy.
2. The equality of the competency levels of reading comprehension questions found in the 2nd Edition of *Solutions*, an Intermediate Student's Book by Oxford University, with the one acquired by *K-13*.

1.4 Theoretical Framework

Reading is defined as a process to understand and evaluate the information and ideas gained between the interaction of an author and the readers through the reading passage (Smith & Robinson, p. 205). It relates to what we don't know, or new information, to what we already know from our basic knowledge and experience (Grabe, 1986, p. 6). When the readers try to comprehend the text, their

cognitive skills work to bring the abilities, knowledge, and experience of reading a text. Generally, to develop the students' reading is through comprehension questions which are answerable by digging up their own experience or referring to the text. It can be used to measure the students' understanding about the reading passage from the way they answer the questions, whether they already comprehend the text or not (Ningsih, 2009).

This study used the Revised Bloom's Taxonomy stages; remember, understand, apply, analyze, evaluate, and create by David Krathwohl and Lorin Anderson (2001) to expose two things as mentioned; the types of reading comprehension questions, and the equality of the competency levels of the reading comprehension questions with the *K-13* all using the *Solutions*, an Intermediate Student's Book by Oxford University.

1.5 The Significance of the Study

With this research about an analysis of the reading comprehension questions found in *Solutions*, an Intermediate Student's Book by Oxford University, which is used by a private school in Surabaya for their 9th grade, the researcher believed that the result of the study would provide information for the school or to be precise, the teacher, whether they have got more sources for more materials other than the ones found in the textbook for the students for the teaching-learning process, if the textbook alone was not enough. Not only that, the results of the study could also be useful for teachers as the basic for developing the syllabus and teaching materials for English subject.

1.6 The Scope of the Study

This was a non-experimental textbook analysis study. All the things studied and the results of the studies were collected purely by going under a process of content analysis of the reading comprehension questions found in the 2nd Edition of *Solutions*, an Intermediate Student's Book by Oxford University. Because this book is used for the 9th graders, the study only focused on matching the competency levels both from the book itself and from the *K-13* that had been set for 9th graders in English classroom.

The researcher used the Revised Bloom's Taxonomy by David Krathwohl and Lorin Anderson (2001) as the instrument for the content analysis. The reading comprehension questions found in the textbook were classified into the cognitive process stages in the revised Bloom's taxonomy. This study also qualified whether the reading questions found in the textbook mentioned satisfied the competency levels set by *K-13* for 9th graders or not.

1.7 Definition of Key terms

- a. An English textbook is a manual of instruction in any branch of its study. It is produced according to the demands of educational institution and following the set-curriculum.
- b. Reading comprehension is a comprehension process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaced process affected by several thinking and language abilities. (Heilman, Blair, and Rupley in

Principles and Practices of Teaching Reading, p.242)

- c. The Revised Bloom's taxonomy hasn't brought a radical change onto Bloom's original classification, yet has provided some significant innovations. The subcategories of all levels in the original table have been made wider and more comprehensible. (Yuksel, 2007)
- d. The cognitive process dimension is a measurement of thinking skills that somebody can master, starting from remember things to create new things studying about certain knowledge.
- e. The knowledge dimension is a set of four types of knowledge that somebody can master, starting from factual to metacognitive while studying about certain knowledge.

1.8 Organization of the Thesis

This study is divided into five chapters. The first chapter containing background of the study, statements of the problems, the objectives of the study, theoretical framework, the significance of the study, the scope of the study, definition of key terms, and the organization of the thesis. Second chapter containing the theories of: reading comprehension, comprehension questions, the revised Bloom's taxonomy, English teaching in *K-13*, graduate's competence standard (*SKL*) in *K-13*, and the correlation between the *SKL* in the *K-13* with the knowledge dimension in the revised Bloom's taxonomy. The third chapter containing the design of the study, the data, the instrument, the triangulation, the procedure to collect and to analyze the data. The fourth chapter containing the findings and discussion of the findings of the study. The last chapter containing

the summary and suggestions for certain parties.