

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Problem

English is an international language. As an international language, people should learn English, for example, how to listen, speak, read, and write in English. In Indonesia, English is the foreign language. It means that people do not use English everyday. English is taught since the learners are in Kindergarten. It is very helpful because the learners can develop their English ability.

There are three school levels that the learners should take, namely Elementary School, Junior High School, and Senior High School. In order to enter the next stage, the learners must take National Exam. English is one of the subject in National Exam for Junior High School and Senior High School. Most of the questions in English National Exam are reading comprehension questions.

It is happened because reading is important for somebody to master in English. Grabe and Stoller (2013) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. Through reading, the learners can get a lot of knowledge, especially the language components, such as grammar, pronunciation, and vocabulary. Besides, it can help the learners to develop their imagination, critical thinking, and also helps the learners to be good at writing and speaking. Snow (2002) states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Students can understand the text if they

comprehend the text by finding out the main idea, the key terms, the concept, what the text is about, and the value of the text. From those advantages, we know why most of the questions in English National Exam are reading comprehension questions.

Because English is one of the subjects in the *UNBK (Ujian Nasional Berbasis Komputer)*, the questions should fulfill the criteria of the newest curriculum, namely Curriculum 2013. The questions should be in accordance with the graduate competency standard. For Senior High School, the questions in *UNBK* should achieve the highest level of thinking because the graduate competency standard for Senior High School is to make students have life skills as people who are creative, productive, critical, independent, and communicative which belong to higher level of thinking.

As stated in Enclosure of Regulation by the Minister of Education and Culture number 20 Year 2016 that the government monitors and evaluates the graduate competency standards and graduates from each education unit and curriculum 2013 periodically and continuously in each period to find out the achievement and conformity between graduate competency standards and graduates from each education unit and curriculum 2013. The results are used as input materials for the improvement of Graduate Competency Standards in the future.

47<sup>th</sup> Enclosure of Regulation by the Minister of Education and Culture number 24 Year 2016 is about English syllabus of Curriculum 2013 for Senior High

School. It is stated in core competence, that Curriculum 2013 uses cognitive levels in Revised Bloom's Taxonomy. Curriculum 2013 for Senior High School emphasizes at Higher Order Thinking Skills. Therefore, the questions in "UNBK Bahasa Inggris SMA" should not only cover Lower Order Thinking Skills, but also Higher Order Thinking Skills. Besides, the proportion of Higher Order Thinking Skills should higher than Lower Order Thinking Skills.

Cognitive levels in Revised Bloom's Taxonomy consist of *remember*, *understand*, *apply*, *analyze*, *evaluate*, and *create*. Anderson and Krathwohl (2001) divide the levels of cognitive domain into two order thinking skills. In Lower Order Thinking Skills, the levels of questions are in *remember*, *understand*, and *apply* levels. In Higher Order Thinking Skills, the levels of questions are in *analyze*, *evaluate*, and *create* levels.

Because the government uses Revised Bloom's Taxonomy as the parameter in education field, the questions in "UNBK Bahasa Inggris SMA 2016 and 2017" should fulfill the cognitive levels of Revised Bloom's Taxonomy. Besides, the proportion of Higher Order Thinking Skills should be higher than Lower Order Thinking Skills. Therefore, the writer is attempted to analyze the cognitive levels of the questions in "UNBK Bahasa Inggris SMA 2016 and 2017" by using the cognitive levels in Revised Bloom's Taxonomy.

This study is intended to identify the cognitive levels of reading comprehension questions which are found in "UNBK Bahasa Inggris 2016 and 2017". Therefore, the writer makes a research entitled "Cognitive Levels of

Reading Comprehension Question in “UNBK Bahasa Inggris SMA 2016 and 2017””. The writer uses Revised Bloom’s Taxonomy as the parameter at analyzing the reading comprehension questions. The writer chooses “UNBK Bahasa Inggris” because *UNBK* is applied since 2016. The writer chooses Senior High School because the students in Senior High School have developed their higher cognitive domain. Besides, they are prepared to be ready to face the world after they graduate from Senior High School.

## **1.2. Research Questions**

This study aims at analyzing the reading comprehension questions in “UNBK Bahasa Inggris SMA 2016 and 2017”. The study tries to answer these following questions:

1. What are the cognitive levels of reading comprehension questions in “UNBK Bahasa Inggris SMA 2016 and 2017”?
2. What is the proportion of each cognitive level of reading comprehension questions that are found in “UNBK Bahasa Inggris SMA 2016 and 2017” in reference to HOTS and LOTS?

## **1.3. Objectives of the Study**

The study tries to find out the following information:

1. The cognitive levels of reading comprehension questions in “UNBK Bahasa Inggris SMA 2016 and 2017”.
2. The proportion of each cognitive level of reading comprehension questions that are found in “UNBK Bahasa Inggris SMA 2016 and 2017” in reference to HOTS and LOTS.

#### **1.4. Theoretical Framework**

The order to achieve those objectives of the study, the writer needs these three theories: Reading Comprehension Question, Six Cognitive Level of Revised Bloom's Taxonomy, and the English Syllabus of 2013 Curriculum for Senior High School. Snow (2002) states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Anderson and Krathwohl (2001) divided the Cognitive Domain of Revised Bloom's Taxonomy into six levels. They are *remember, understand, apply, analyze, evaluate, and create*.

#### **1.5. The Significance of the Study**

This study provides the information for the government about the types of reading comprehension questions in "UNBK Bahasa Inggris SMA 2016 and 2017" based on Revised Bloom's Taxonomy. From this information, the government will know whether those reading comprehension questions are in accordance with Revised Bloom's Taxonomy or not. Besides, the result of analyzing the reading comprehension questions is expected to give insight to the government in making "UNBK Bahasa Inggris SMA" by giving some example questions which are not mentioned in the "UNBK Bahasa Inggris SMA 2016 and 2017".

#### **1.6. The Scope of the Study**

"UNBK Bahasa Inggris SMA 2016 and 2017" consists of listening section, reading section, and text structure. The writer focuses on the reading section.

This study aims at analyzing the reading comprehension question in “UNBK Bahasa Inggris SMA 2016 and 2017”. The writer analyzes the questions by using cognitive domain of Revised Bloom’s Taxonomy.

### **1.7. Definition of Key Terms**

There are four key terms which will be defined in this study:

Reading Comprehension Question : An interrogative statement given to the learners in reading comprehension to check their understanding after reading the passage. (Damestiyas : 2016)

Cognitive Level : Students’ intellectual development skills to think, understand, and solve a problem. It includes the recall or recognition of specific facts, procedural patterns, and concept that serve in the development of intellectual abilities and skills. There are two thinking skills, namely Lower Order Thinking Skills which consists of *remember*, *understand* and *apply*, and Higher Order Thinking Skills which consists of *analyze*, *evaluate*, and *create*. (Bloom : 1956)

Revised Bloom’s Taxonomy : A new version of Bloom’s learning Taxonomy which consists of six cognitive domain levels. The revision is the change

from nouns to verbs. In the old version, the levels were knowledge, comprehension, application, analysis, synthesis, and evaluation, whereas in the revised version, they are remembering, understanding, applying, analyzing, evaluating, and creating. (Themelo : 2017)

Lower Order Thinking Skills : They are the active processes to make sense the experience, but in lower order. Lower Order Thinking Skills in the levels of cognitive domain in Revised Bloom's Taxonomy consists of *remember, understand, and apply*.

Higher Order Thinking Skills : They are the active processes to make sense of experience, but in higher order. Higher Order Thinking Skills in the levels of cognitive domain in Revised Bloom's Taxonomy consists of *analyze, evaluate, and create*.

### **1.8. Organization of the Study**

This thesis consists of five chapters. The first chapter is the introduction. It deals with the background of the study, statements of the problem, objectives of

the study, theoretical framework, the significance of the study, the scope of the study, definition of key terms, and organization of the study.

The second chapter is review of related literature. This chapter contains of three sections. Section one presents the reading comprehension question, section two presents six cognitive levels of Revised Bloom's Taxonomy, section three presents the English syllabus of 2013 Curriculum for Senior High School, and section four presents previous studies.

The third chapter is the research method. This chapter consists of six sections. Section one presents the research design; section two presents the research data; section three presents the instrument; section four presents the data collection procedures; section five presents data analysis techniques; and section six presents the triangulation.

The fourth chapter is findings and discussion. This chapter consist of two sections. Section one presents the findings; section two presents the discussion of the findings. In the discussion of the findings, there are six parts, namely questions which are categorized into *remember* level, questions which are categorized into *understand* level, questions which are categorized into *apply* level, questions which are categorized into *analyze* level, questions which are categorized into *evaluate* level, and questions which are categorized into *create* level.

The fifth chapter is conclusion and suggestion. This chapter consists of two sections. Section one presents the conclusion. Section two presents the suggestion.