

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Education is critical in the face of economy, environment, and social challenges. Children nowadays can meet future challenges if their education and informal learning activities prepare them for adult roles. To achieve their full potential as adults, young people need to develop a range of skills and knowledge that facilitate mastery and application of English, mathematics, and other school subjects. At the same time, business and political leaders are increasingly asking schools to develop skills such as problem solving, critical thinking, communication, collaboration, and self-management—often referred to as “21st century skills.” (Pellegrino & Hilton, 2012)

The development of information and communication technology in 21st century causes English to be more important than it used to be. Because of that, Ministry of Education and Culture created a new curriculum called curriculum 2013. Curriculum 2013 was made to fulfill learning model in 21st century. There are three purposes of learning English language in Senior High School. They are:

(1) develop communication competence in oral and written form to achieve informational literacy level, (2) have awareness about the nature and importance of English to improve nation competitiveness in global society, (3) develop learners' understanding of the interrelationship between language and culture "

One of purposes of learning English is to develop communication competence in oral and written to achieve information literacy level. It means that writing and reading are skill emphasized in learning English. In this study, the writer analyzes reading because reading must be mastered before learning writing.

Textbooks are needed as media to teach lessons. Textbooks may vary from schools to schools. It depends on the school's policy. There are many exercises or students' activities that support the student' skills in English lessons on the textbook. There are four English skills; listening, speaking, reading, and writing.

In conventional classroom, reading assignments come mostly from textbooks, the students' only source of information. Because of their comprehensive the type of question asked to guide comprehension should be based on the information readers need to answer the question (Pearson & Johnson 1978 p.37). According to the statements, every textbook must have reading comprehension that makes students more understand about the topic about.

Mangieri, Bader, Walker (1982) mention that the purpose of the reading is to find particular point of information. Wiener/Bazerman (1988) says that learning to read is not learning just a single skill. It is learning many skills. When the students read, they will get new vocabularies. As their vocabularies are enriched, they will understand about reading passage. As the result, the students will gain more clues about the meaning of unfamiliar words. Widyanata (2005) stated that to develop their understanding and refreshing memories, the teachers must give them question.

In two decades, there are many literatures about the importance of reading and the importance of teaching students different reading strategies to improve their reading comprehension (Falk-Ross, 2002; Nel, Dreyer & Kopper, 2004; Caskey, 2008; Alvermann, Phelps & Gillis, 2010; Ngwenya, 2010). In fact, reading is the essence of all formal education as "literacy in academic settings exists within the context of a massive amount of print information" (Grabe, 1991:389). Usually students access the information through reading on the textbook.

Based on statement above, the writer thinks that reading is often used when the students study or do their homework. When the students read, they need to comprehend and think deeply about the information that they get. Comprehension is critical as it fosters analysis, critique, evaluation and synthesis of information from various sources (Bharuthram, 2012). Because of the importance of comprehend reading, the writer decides to analyze reading comprehension questions.

There are many English textbooks which are produced by several publishers. Nowadays, publishers have created textbooks based on curriculum 2013. According to Regulation Ministry of Education and Culture 21 year 2016, article 1 no 6 about specific material to each subject is formulated based on Basic Competence and Core Competence. Ni'imah (2014) mentions each chapter contains a knowledge dimension factual, conceptual, procedural, and metacognition supporting the achievement of basic competence in core competence. However, there are publishers of the textbooks which do not mention clearly about that.

‘Pathway To English for Senior High School Grade X’ is one of the textbooks claimed based on curriculum 2013. However, there are not specific cognitive levels in reading comprehension questions, and there are not knowledge dimension attached.

Holt, Fawcet, Fransisco, Schultz, Berkowitz, Wolff (2017) mention that evaluation is more likely to focus on things that will inform (and influence) future actions. As the statement above, the writer chooses grade X because she thinks that the quality of the textbook can be predicted from the beginning. If the textbook grade X fulfilled the curriculum 2013, most likely textbook for grade XI and XII would fulfill the curriculum 2013. Because of that she chooses the textbook for grade X.

Eventually, the writer chooses textbook from ‘Pathway To English for Senior High School Grade X’, and the textbook has been created based on curriculum 2013. She chooses the textbook because it has never been researched.

The writer uses Anderson & Krathwohl’s Taxonomy to analyze the reading comprehension on the book because curriculum 2013 refers to Anderson & Krathwohl’s Taxonomy.

1.2 Statement of the Problems

According to the background of the study, the problems are:

1. What levels of reading comprehension questions are found in ‘Pathway To English for Senior High School Grade X’?
2. Are the comprehension questions in reading section of ‘Pathway To English for Senior High School Grade X suitable with curriculum 2013’?

1.3 Objectives of the Study

The aim of this study is to identify the reading comprehension in ‘Pathway To English for Senior High School Grade X’ based on Anderson & Krathwohl’s Taxonomy.

The study is expected to find the information below:

1. The levels of reading comprehension questions found in ‘Pathway To English for Senior High School Grade X’ based on Anderson & Krathwohl’s Taxonomy.
2. To find out whether comprehension questions in reading section of ‘Pathway To English for Senior High School Grade X’ is suitable for curriculum 2013 or not.

1.4 Significance of the Study

By analyzing the text book, there is significance got in this research. If the textbook is fulfills national standard for reading comprehension, the teachers can use this book to teach their students without adding other references. The results of the study will also raise the teachers’ awareness of the cognitive levels of comprehension questions in the textbook.

1.5 The Limitation of the Study

The purpose of the study is to analyze the reading comprehension questions level in ‘Pathway To English for Senior High School Grade X’. The analysis is based on Revised Taxonomy. The researcher only takes reading comprehension questions in reading section.

1.6 Theoretical Framework

Later in Chapter II, the writer writes theory about reading, comprehension questions, Anderson & Krathwohl's Taxonomy (revised taxonomy), and curriculum 2013. When the writer analyzed reading comprehension questions of 'Pathway To English for Senior High School Grade X', she categorized into revised taxonomy. From that, the writer decided whether the textbook is suitable with curriculum 2013 or not.

1.7 Definition of Key Terms

- Reading

Reading is a dialogue between the reader and the text which involves an active cognitive process in which the reader's background knowledge plays a key role in the creation of meaning. (Tierney and Pearson, 1994)

- Reading Comprehension Questions

The main purpose of reading is to comprehend the ideas in material (Casper, Cotton, Westfall, 1998). Gunning (1996) identifies three main theories of reading comprehension. These theories are Schema Theory, Mental Models, and Proposition Theory.

- Curriculum 2013

Curriculum 2013 is a curriculum of values occupied by character building. The values can be tracked from the Core Competences, abbreviated with KI-1 to KI-4 (Ahmad, 2014).

- Anderson & Krathwohl Taxonomy (Revised Taxonomy)

Revised Taxonomy is a two dimensional framework, knowledge and cognitive process (Bumen, 2007). Revised Taxonomy identifies the kind of knowledge to be

learned (knowledge dimension) and the kind of learning expected from students (cognitive processes).