CHAPTER I

INTRODUCTION

1.1 Background of The Study

Nowadays English is important and it is the most commonly spoken language in the world. In Indonesia, English is considered as a foreign language because it is only taught or spoken at in school in English classes from primary to senior high school level. In the past, English was only supporting subject or called local content. However, nowdays English is one of regular subject in school now. Therefore, the demand to master good English skill is increasing along with the development of the government curriculum.

In learning English, there are four skills; reading, speaking, listening, and writing, and there are three components; grammar, pronunciation, and vocabulary. The skills and the components are connected to each other. In addition, out of the four skills, the reading skill plays the most important role. Reading can enrich the students' vocabulary and deepen the background knowledge. Reading is vital for academic achievement and is an important and necessary skill for successful functioning as a competent adult in today's society (Human Resources and Social Development Canada, 2003). As a result, good ability of teaching reading has to be developed by considering the quality of the reading passage and its comprehension questions.

To support the learning process especially in improving the students' reading skills, the teacher has to facilitate the learning process with many worksheets of reading. The teacher can take many example of reading from many sources, such as internet and textbook. However, there are only a few teachers who are able to selectively choose their reading materials along with the comprehension questions.

Talking about textbook, especially English textbook, there are some units in every textbook. It is divided into some parts or sections in every unit. So, in every unit there will be some parts of speaking skills, reading skills, listening skills, and writing skills. It also contains the three English components; grammar, vocabulary, and pronunciation. In addition, all the textbooks in Indonesia including English textbooks have already been developed based on 2013 curriculum.

The teacher can teach using the reading text in the textbook to improve the students' reading skills as there are many exercises of reading comprehension followed by the reading comprehension questions or exercises. Questions are important to facilitate the students' critical thinking. The questions could lead the students to comprehension. Day and Jeong-suk Park (2005) state that the well-designed questions help students interact with the text, create and construct meaning and begin to think critically and intelligently. So, good reading comprehension questions have to be developed to improve the students' reading skill.

Reading comprehension questions are also important in learning English. Beside improving the students' critical thinking, it will also improve the language ability. Reading comprehension is best viewed as a multifaced process affected by several thinking and language abilities. (Heilman, Blair, and Rupley, 1981). The critical thinking and language abilities are needed for each students, especially for students in junior high school who have to use critical thinking skills in solving reading comprehension questions.

To have the ability in mastering the basic skills of English, especially in reading skill, the junior high school also uses English textbook to support their learning process. In the textbook, there are many reading comprehensions that teacher can use for practicing the students' reading skill. In the reading comprehension, there are some reading comprehension questions that can help the students to improve their reading skill. Every question is used to measure the students' understanding about the text or the story. By answering the reading comprehension questions, it is hoped that the students will improve their reading skill as well. To know and see that the reading comprehension questions in the textbook can help the students in improving their reading skill, the teacher can use Bloom's Taxonomy to see the stages of questions that appear in the textbook.

The Bloom's Taxonomy can help the teacher to see whether the questions are really helpful and useful in improving the students' reading skill or not. It also helps the teacher in scoring the students'ability in answering the reading comprehension questions. It will ease the teacher to know the students'

understanding and capability in every question that is mentioned in the reading comprehension questions. As a result, the teacher will know the cognitive level of the reading comprehension questions in the textbook which will help the students to improve from the lower order thinking skills to higher order thinking skills.

Talking about Bloom's Taxonomy, there are two versions of Bloom's Taxonomy. The first one was created in 1956 under the leadership of educational psychologist Dr. Benjamin Bloom in order to promote higher forms of thinking in education. In the Bloom's Taxonomy, there are three domains of educational activities or learning (Bloom, 1956). The first domain is cognitive which refers to mental skills (knowledge), second domain is affective which growth in feelings or emotional areas (attitude or self), and the last is Psychomotor, it is manual or physical skills (skills). Bloom's Taxonomy cognitive domain has stated that there are some stages of cognitive process for comprehension namely remembering, understanding, applying, analyzing, evaluating, and creating.

However, the Bloom's Taxonomy was already revised to the new version by Anderson and Krathwohl in 2001. The differences between the new version with the old version are the last two highest stages and the forms. In the old version, the stages of the Bloom's Taxonomy are in the noun forms. Then, in the new version, the stages are in the verb forms. There is also a change in the two highest stages, synthesis and evaluation. The synthesis becomes create in the revised one and it is considered as the highest stage. The evaluation becomes evaluate in the revised one, so it is in the second highest stage after create.

Based on the explanation above, the writer is interested in analyzing the reading comprehension questions in the 2013 curriculum based English textbook published by Erlangga entitled Bright.The writer will analyze Bright English textbook for nine graders. The writer will also use the Bloom's Taxonomy Revised Edition in analyzing the data. The writer is interested on this topic because she wants to find out the kind of questions that always appeared in the textbook which are really helpful for the students' in thinking critically, so it will enrich the students' reading skill or not. Then, the writer also wants to find out whether the questions are in line with the 2013 curriculum or not. Therefore, the writer chose this topic. In this study, the writer believes that the result of the study will provide information about cognitive level of reading comprehension questions that appeared in the textbook and it also gives some benefits for the teacher whether the book provides good materials in the reading comprehension questions or not.

1.2 The Research Problem

The study aims at answering the following questions:

- What types of reading comprehension questions are found in Bright, an English Course for nine graders revised edition, as based on the Revised Bloom's Taxonomy?

- To what extent, do those questions match the competency levels of grade nine students according to 2013 curriculum?

1.3 The Objective of the Study

In line with what has been stated in the statement of the problems, the objectives of this study are to find out the types of reading comprehension questions found the Bright, an English Course for Junior High School students grade nine revised editions based on the Revised Bloom's Taxonomy, and to find out whether those reading questions are in line with 2013 curriculum.

1.4 Theoretical Framework

There are two underlying theories in this study. There are theory of reading comprehension, and theory of Revised Bloom's Taxonomy.

Reading comprehension is understanding, gaining meaning and interpreting the text depending on a variety of reader-related, text-related, and situational factors (De Corte et al. 2001). It will help the students to improve their critical thinking. Reading comprehension is a flexible and ongoing cognitive and constructive process. Reading comprehension is best viewed as a multifaced process affected by several thinking and language abilities. (Heilman, Blair, and Rupley,1981). In additon, developing the students' reading skill is done through comprehension questions. 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).

Bloom's Taxonomy offers six levels of thinking namely Knowledge,Comprehension, Application, Analysis, Synthesis, and Evaluation.

According to Krathwohl (2002), these categories of cognitive domain are hierarchically arranged which means that the achievement of a lower category is the prerequisite to the higher ones. The idea of Bloom's taxonomy was revised in 2001 by Krathwohl. The changes were on the terms used and the new concepts of two-dimensional cognitive domain. The revision as popularly called Revised Bloom's Taxonomy (RBT) offers almost the same categories as the original taxonomy. There are remembering, understanding, applying, analysing, evaluating, and creating. The Revised Bloom's Taxonomy can help the writer in analysing the data from Bright English textbook.

1.5 The Significance of the Study

With this research about an analysis of reading comprehension questions found in the Bright an English course for junior high school students, which is used by a private school in Surabaya for their 9th grade, it is expected that after evaluating the book, the results of the study would provide information for the school about cognitive level of reading comprehension questions and gives benefits for the teacher whether the book provides good materials in the reading comprehension questions.

1.6 Limitation and Scope

This study focuses on analysing the reading comprehension questions in the English textbook for nine graders. The writer used Bright English textbook published by Erlangga in 2018. This textbook was developed in the 2013 curriculum revised edition and it is used by many schools in Surabaya.

The writer used the Revised Bloom's Taxonomy by David Krathwohl and Lorin Anderson (2001) as the basic instrument for the content analysis. After that the writer will use 2013 curriculum to analyze the data to know whether the reading questions are in line with 2013 curriculum, especially in the third and fourth basic competences.

1.7 Definition of Key Terms

To avoid misunderstanding, the followings are the definitions of the key terms used in this study. In this definition of key terms, the writer wants to give the meaning of each word based on the title. There are the definition of reading comprehension, the definition of comprehension questions, and the definition of Bloom's Taxonomy.

- Reading comprehension is a flexible and ongoing cognitive and constructive process. Reading comprehension is best viewed as a multifaced process affected by several thinking and language abilities. (Heilman, Blair, and Rupley, 1981)

- Comprehension questions are well-designed questions that help students interact with the text, create and construct meaning and begin to think critically and intelligently. (Day and Jeong-suk Park, 2005)

- Bloom's Taxonomy is a classification of different objectives and skills that educators set for their students. (Jshabatu, 2018)

1.8 Organization of the Thesis

There are five chapters in this thesis. The first chapter presents the background of the study, the research problem of the study, the objective of the study, and the limitation and scope, as well as the definition of the key terms. The second chapter discusses the related literature study about the theory of reading, theory of reading comprehension, theory of comprehension questions, theory of Revised Bloom's Taxonomy, description of Bright English textbook, and the theory of 2013 curriculum. It also contains previous study of an analysis of reading comprehension questions based on the Revised Bloom's Taxonomy. Next, there are research design, data, instrument, collaboration, procedure of data collection, and technique of data analysis in the chapter three. Then, the fourth chapter contains findings and discussion. Finally, the last chapter contains conclusion of the study and suggestions.