

CHAPTER I

INTRODUCTION

This chapter reviews background of the study, statements of the problem, objectives of the study, significance of the study, assumptions of the study, theoretical framework, scope and limitations of the study, definition of key terms, and organization of the thesis.

1.1. Background of the Study

English is not the most commonly used language in the world but it is probably the best and most powerful though. It is also because the English language can help people around the world to communicate with each other. Crystal (1997) argues that in the second half of the twentieth century, the emergence of English as a global language happened relatively quickly over a period of fifty years. English is a really important language that is used in all aspects of everyone lives, such as education, trade, and many more. Since English is not the first language in Indonesia, it is learned as a foreign language. The government and schools realize the importance of English for students' future so they began teaching English from the earliest stage in Indonesia. Indonesian people start learning English at the elementary school level but at kindergarten or pre-school level, they learned the Basic English.

There are four important skills in the process of learning English, such as listening, speaking, reading, and writing. Each of those skills has its own role and

each of them has the same importance, including reading. By reading, learners can get a lot of information because they absorb the information from what they read. According to Fisher and Peters (1981), reading is a set of mental processes that readers use when engaging with printed discourse meaningfully. Reading also requires thinking and feeling because reading is not merely searching and pronouncing words in the text but understanding all the components of a text.

Reading skill is needed by learners of English Foreign Language (EFL). Every duty of EFL learners usually is highlighted in understanding any type of text. That is why reading becomes important for EFL learners. They can enlarge their vocabulary when they read something in English text.

Reading is concerned with comprehension. Fisher and Peters (1981) defined reading comprehension as follows:

“... reading comprehension can be defined as the ability to derive meaning from text (Gibson and Levin, 1975) and is thought to be the ultimate goal of reading instruction (Ross, 1975) ...”

In other words, reading comprehension is the ability to understand some written text information. Reading skills can improve through daily learning and practices. This means when learners read papers or stories, they collect some knowledge about the data using comprehension skills beginning with the text.

The learners have to be provided with as many practices as possible when they are in the reading comprehension class to understand the reading passages. The learners also need to be exposed to the reading passage as routinely as possible and be asked questions to check whether they have understood or not. In addition, teachers have to test the student's comprehension using the reading comprehension

questions because reading comprehension questions act as a tool to stimulate the student's thought about the content of the text.

The reading comprehension questions can be divided into several types of comprehension. Bloom's taxonomy (Bloom, et al. 1956) is the most well-known taxonomy, but this taxonomy is obviously designed for educational purposes not explicitly made for knowing one's types of comprehension of reading. The other taxonomy that can be used is Barrett's Taxonomy. The taxonomy of Barrett was developed by Thomas Barrett and introduced in 1968 conference. Barrett's taxonomy is used to assist teachers in developing and reviewing reading comprehension questions. There are five types of comprehension based on Barrett's Taxonomy, such as (1) literal comprehension (recognition and recall), (2) reorganization, (3) inferential comprehension, (4) evaluation, and (5) appreciation.

The reading comprehension questions also have to be sufficient to fulfill the learning objectives of the lesson or course and have to be grouped based on taxonomy in order to make the appropriate questions. Moreover, the learning objectives are a reference point to decide materials or textbooks. The learning objectives themselves have been written in the syllabus or academic guidelines that have been agreed by the teachers or lecturers before.

The writer decided to analyze the types of reading comprehension types in the second edition of the book "*Concepts for Today*" based on Barrett's Taxonomy as the parameter. The textbook that the writer used is a textbook for Reading B course at one of a private universities' English Education Study Program in Surabaya. The textbook was also designed for reading comprehension questions in high-

intermediate types. In short, the aim of the “*Concepts for Today*” textbook is to enable students to develop HOTS (High-order Thinking Skills). Because of the purpose of the textbook, the writer matched the results of identifying the types of reading comprehension with the learning objectives of Reading B course; this is to confirm whether or not the textbook complies with the learning objectives of Reading B course at the English Education Study Program as written in the academic guidelines of 2017-2018. For this purpose, this study entitled “The Reading Comprehension Questions Types in “*Concepts for Today*” Textbook based on Barrett’s Taxonomy” is worth conducting.

1.2. Statements of the Problem

In the line of the title of the thesis and the background of the study, two relevant research questions are formulated as follows:

1. What types of reading comprehension questions are found in “*Concepts for Today*” textbook based on Barrett’s Taxonomy?
2. Which types of reading comprehension question do match the learning objectives of Reading B course?

1.3. Objectives of the Study

Referring to the statements of the problem above, this study is intended to:

1. find out the types of reading comprehension questions in “*Concepts for Today*” textbook based on Barrett’s Taxonomy.

2. find out which types of reading comprehension question match the learning objectives of Reading B course.

1.4. Significance of the Study

This result of this study is a meaningful feedback for the teaching and learning of reading comprehension at the English Education Study Program. The concerned lecturers of Reading B course and the department may take the advantage of the result of this study for the betterment of Reading B course.

1.5. Assumptions of the Study

This study was conducted under the assumption that reading comprehension questions can be categorized. Thus, the reading comprehension questions found in the “*Concepts for Today*” second edition textbook can be identified and categorized using Barrett’s Taxonomy. This categorizing of the reading comprehension questions types is meant to judge whether the reading comprehension questions “*Concepts for Today*” match the learning outcome of Reading B course.

1.6. Theoretical Framework

The writer used some theories to support this study, which classifies the reading comprehension questions types in A reading textbook entitled “*Concepts for Today*”. The very nature of reading is the first theoretical framework. Theory of reading comprehension and the teaching of reading comprehension is the first underpinning theory that needs to be reviewed. The second underlying theory that

needs to be reviewed is the taxonomy of reading. In this study, Barrett's Taxonomy is selected to be used in this study. It is because Barrett's Taxonomy is concerned with reading comprehension only.

1.7. Scope and Limitations of the Study

In line with the title and the research questions (focus on the study), this study limits its scope to two important points. First, this study focuses on categorizing the reading comprehension questions types found in "*Concepts for Today*" textbook based on Barrett's Taxonomy. Second, it focuses on finding out which types of reading comprehension questions match the learning objectives of Reading B course. The findings of this study become a recommendation of whether "*Concepts for Today*" textbook with the reading comprehension questions in it deserves to be used again as the learning materials of Reading B course.

1.8. Definition of Key Terms

The following key terms are defined for the sake of clarity, accuracy, and to avoid misinterpretation. The definition of each key term is laid down as follows:

1. Reading

According to Fisher and Peters (1981, p.40), reading is a set of mental processes that readers use when engaging with printed discourse meaningfully.

2. Reading Comprehension

Reading comprehension is defined as the ability to derive meaning from text (Gibson and Levin, 1975)

3. Reading Comprehension Questions

Reading comprehension questions are questions used to understand the meaning in the text, either in details or as a whole.

4. Types of Reading Comprehension

The types of reading comprehension in this study refers to the reading comprehension types as described by Barrett (1968), covering 1) Literal Comprehension (Recognition and Recall), 2) Reorganization, 3) Inferential Comprehension, 4) Evaluation, and 5) Appreciation.

5. “*Concepts for Today*” Textbook

Concepts for Today Second Edition refers to the textbook by Smith and Mare (2003) which contains reading passages with comprehension questions analyzed in this study.

6. The Barrett’s Taxonomy

The Barrett’s Taxonomy (1968) refers to Barrett’s reading taxonomy developed by Barrett, which covers 1) Literal Comprehension (Recognition and Recall), 2) Reorganization, 3) Inferential Comprehension, 4) Evaluation, and 5) Appreciation.

1.9. Organization of the Thesis

This thesis consists of five chapters. Chapter I consists of Background of the Study, Statements of Problem, Objectives of the Study, Significance of the Study, Assumptions of the Study, Scope and Limitations of the Study, Definition of Key Terms, and Organization of Thesis. Chapter II is concerned with the Review of

Related Study and some Relevant Studies. Chapter III is concerned with Research Design, Research Instruments, Data Source, Procedure of Collecting Data, Technique of Data Analysis, and Triangulation. Chapter IV is about Data Analysis and Findings. Chapter V presents Conclusion and Recommendation.