

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In the era of globalization, we are required to follow its very fast development. Without broad insight and sufficient knowledge, we will find it difficult to follow. Now, everything has to do with English. As if it has become an obligation for us to master this international language. Therefore, learning English is very important in order to prepare people to interact and communicate across the country.

In English, there are four main skills that must be mastered well, namely listening, speaking, writing, and reading. Reading is a skill that plays an important role to develop language learner's insight. Patel and Jain (2008: 113 – 114) states as follows: "Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success".

In learning reading, the teacher will take many examples from many sources and exercises from textbook to help students improve their reading skill. The teacher will use the textbook as a guidebook for teaching students. Textbook is an instrument for teachers and students to study at school, in the form of books on certain subjects as standard teaching materials. Textbooks serve as a core resource and they provide exercises and activities to enhance subject learning (Cunningsworth, 1995). Textbook may help teachers to provide teaching materials because textbooks usually have learning standards in the knowledge and skills of students. Textbook has several sections or chapters and each chapter provides an explanation of learning material arranged chronologically, examples, readings, and certain exercises. The purpose of arranging learning materials in textbooks is to make it easier for teachers to use the textbook and deliver the material. In addition, all the textbooks in Indonesia including English textbooks have already been developed based on curriculum 2013.

Almost all subjects taught in public schools in Indonesia use textbooks from the Ministry of Education and Culture or the Indonesian Ministry of Education and Culture (Kemendikbud). The Ministry of Education and Culture has created a new curriculum, namely Curriculum 2013 or K-13 for teachers and all subjects. Curriculum 2013 consists of Core Competencies and Basic Competencies which have an important role in shaping students' attitudes, skills and knowledge. In K13, students must be given several aspects of learning such as character building, literacy, 4C (creative, critical thinking, communicative,

and collaborative), and higher order thinking skills. Therefore, teachers are expected to be able to provide learning materials that emphasize higher order thinking skills to students guided by K13.

In K13, the Bloom's Revised Taxonomy is used as a guideline to determine the achievement of competencies that must be obtained by students. The new version of Bloom Taxonomy as an ordering of cognitive skills to assess students' competence towards what the teachers have taught in the classroom. The cognitive domain in the Revised Bloom Taxonomy is divided into six levels, namely Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Remembering, Understanding, and Applying are categorized as Lower Order Thinking Skills (LOTS) while Analyzing, Evaluating, and Creating are categorized as Higher Order Thinking Skills (HOTS).

Through reading questions in textbooks, it can help students to think critically in reading and measure students through reading comprehension exercises in textbooks. Yousefi & Mohammadi (2016) stated as follows: there is a significant relationship between critical thinking and reading comprehension. So, the relationship between critical thinking and reading comprehension is that the higher students' critical thinking, the higher the students' reading comprehension ability. Therefore, students need to answer reading questions at all levels of thinking. The writer is interested in this topic because the writer wants to analyze more clearly the types of questions used in textbooks that can help students improve their reading comprehension and be able to think critically in a reading and improve reading ability.

1.2 Statement of the Problem

In line with the background of the study, two research questions are formulated as follows.

1. What cognitive levels of reading comprehension questions are found in the English Textbook "Passport to the World 3" according to Bloom's revised taxonomy?
2. Are the reading comprehension questions in the English textbook "Passport to the World 3" appropriate for the ninth graders according to the English competencies stated in Curriculum 2013?

1.3 Objective of the Study

In line with the research question above, this study aims at exploring: 1) the cognitive level of the reading comprehension questions found in the English textbook “Passport to the World 3” and 2) the appropriateness of the reading comprehension questions for the ninth graders according to the English competencies stated Curriculum 2013.

1.4 Theoretical Framework

To support this study, some underpinning theoretical perspectives are called for. They are the concept of reading, textbook, reading comprehension questions, Curriculum 2013, and the Bloom’s Revised Taxonomy

1.5 Limitation and Scope

As reflected by its title, this study focuses its concern on analyzing the cognitive level of the reading comprehension questions. The analysis is limited on the analysis on the cognitive level of the reading comprehension questions contained in the English textbook entitled “Passport to the World 3”. Besides, this study is also limited to use the Bloom’s Revised Taxonomy as the tool or parameter to categorize the cognitive level of the reading comprehension question.

1.6 Significance of the Study

These findings of this study are expected to:

1. give information about the cognitive level of the reading comprehension questions found in English Textbook “Passport to the World 3”
2. help the teacher with reading comprehension questions that are appropriate for the level of grade 9 students.
3. help the writers and publishers to find out about good textbooks in accordance with the 9th grade cognitive level according to Bloom's Revised Taxonomy and Curriculum 2013

.1.7 Definition of Key terms

To avoid misunderstanding, some key terms used in this study are defined as follows.

1. Reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words that could be seen and known (Tarigan, 2008: 7)
2. Reading comprehension is an activity aimed to understand the messages of a particular text (Cahyono:2011:49)

3. Passport to the World 3, which is designed as the guiding materials for junior high school students in Indonesia with a scientific approach in accordance to the 2013 curriculum, is an English textbook published in 2019 by a well-known publisher in Indonesia—PT Serangkai Pustaka Mandiri-
4. Bloom's revised taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. Bloom's Taxonomy is an extensive review of related literature and analyses of studies in the field of cognition and human information processing (Krathwohl, 2002)
5. Curriculum 2013, which entered its probationary period in 2013 by turning several schools into start-up schools, is a fixed curriculum applied by the government in the Indonesian education system to replace the Curriculum-2006

1.8 Organization of the Thesis

Chapter I, Introduction, is the first chapter of this proposal which consists of background of the study, statements of the problems, the objectives of the study, theoretical framework, the significance of the study, scope and limitation of the study, definition of key terms, and organization of the proposal.

Chapter II, Review of Related Literature, is the second chapter of this proposal which consists of the review of the related and related studies.

Chapter III is the third chapter of this proposal which consists of research design, the research data, the research instruments, procedure of collecting the data, and the data analysis technique.

Chapter IV is the fourth chapter of this study which consists of findings and discussion.

Chapter V is the fifth chapter of this study which consists of conclusion and suggestions.