

CHAPTER 1 INTRODUCTION

1.1 Background of the Study

In this era, we cannot be separated from something related to English. Since English is an international language that connects one country to another, it has become a necessity for us to learn English. Not only that, English is also very important to keep up with the flow of the rapid development of this era of globalization.

Learning English is not easy. There are four skills in English that we have to master, namely listening, speaking, reading, and writing. Reading is one of the most influential skills for our future because reading develops our mind. In addition, reading also adds useful knowledge to our lives.

Teachers need to provide materials and some exercises to support students' reading skills. Teachers usually use a textbook as teaching materials for students. A textbook usually contains learning materials and exercises for students. Therefore, a textbook plays an important role in the teaching and learning process.

Textbooks used by teachers at schools in Indonesia are usually published by the *Kementerian Pendidikan dan Kebudayaan (Kemendikbud)* and other private publishers. In compiling a good textbook, publishers must pay attention to the current curriculum. Nation & Macalister (2010) define Curriculum as a guidance in designing courses that consists of outer cycle namely principles, environment, and needs that involve practical and theoretical considerations that will have a major effect in guiding the actual process of course production. Inner cycle that consists of goals and its center, contents and sequences, format and presentation, and monitoring and assessment. From this understanding, we can conclude that the curriculum is a learning design that will be a guide in carrying out learning activities in order to achieve maximum learning outcomes. In addition to paying attention to the curriculum, a textbook writer, in making the questions in the textbook, must also refer

to Bloom's Taxonomy. Bloom's Taxonomy is used to distinguish cognitive levels in humans from thinking, learning, and understanding. The cognitive domain in Revised Bloom's Taxonomy is divided into 6 levels, namely Remember, Understand, Apply, Analyze, Evaluate, and Create. Remember, Understand, Apply and are categorized as Lower-Order Thinking Skills (LOTS), while Analyze, Evaluate, and Create are categorized as Higher-Order Thinking Skills (HOTS). The operational verbs or *Kata Kerja Operasional* (abbreviated into KKO) used in K-13 use action verbs in Revised Bloom's Taxonomy. KKO has a role to be able to help teachers prepare syllabus and lesson plans to analyze the quality and effectiveness of the material to be taught.

In reading, students have to develop their reading skills. Students have to understand the contents of the reading passages in the textbook they are using. The teacher can measure the students' reading ability in understanding the reading passages by using reading questions in the textbook. Reading questions given to students should be suitable for their level based on Bloom's Taxonomy theory to practice students' thinking level.

Based on the explanation above, the writer is interested in analyzing the reading questions in the textbook entitled "ESPS English " published by Erlangga. Erlangga Publisher is one of the well-known textbook publishers in Indonesia. Erlangga publisher has also won the award as "Top Brand for Teens" eight times in a row from 2013-2020 in the Education Book category. Therefore, many schools use textbooks published by Erlangga from early childhood to high school. The writer is interested in analyzing the reading questions in the textbook "ESPS English " to find out the cognitive levels and the formulation of reading comprehension questions in the English textbook "ESPS English" published by Erlangga for grade XI based on Revised Bloom's Taxonomy.

1.2 Research Problem

In line with the discussion above, the research problems are formulated as follows:

1. To what extent are the cognitive levels of reading comprehension questions in the English textbook "ESPS English" published by Erlangga based on the Revised Bloom's Taxonomy?

- 2 How are the questions in the English textbook “ESPS English” formulated?

1.3 Objective of the Study

This study aims:

1. To find out the cognitive levels of reading comprehension questions in the English textbook “ESPS English” published by Erlangga based on Revised Bloom’s Taxonomy.
2. To find out how the questions in the English textbook “ESPS English” are formulated.

1.4 Theoretical Framework

This study is based on the theories of Reading, Reading Comprehension questions, and Revised Bloom’s Taxonomy.

1.5 Limitation and Scope

This study is limited to the reading comprehension questions contained in the textbook entitled “ESPS English” published by Erlangga for grade XI. The analysis of the cognitive level uses the Revised Bloom's Taxonomy as a measuring instrument.

1.6 Significance of the Study

This study is expected to:

1. give English teachers information about the cognitive levels and appropriateness of the reading comprehension questions in the textbook “ESPS English” published by Erlangga for grade XI;
2. give English teachers information whether they need to provide supplementary questions for the textbook “ESPS English” grade XI Senior High School published by Erlangga;
3. help the authors and publishers to design good textbooks that are appropriate to the level of students.

1.7 Definition of Key Terms

The following key terms need to be defined to prevent misinterpretation.

- Reading

Reading is decoding and understanding written texts (Cline et.al, 2006)

- Reading Comprehension
Reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material (Olson and Diller, 1982)
- Reading Comprehension Questions
Reading comprehension questions are questions that are used to check the understanding of the content of the text (Grellet,1981)
- ESPS English Textbook
“ESPS (Erlangga Straight Point Series) English” is an English textbook for grade XI Senior High School 2019 edition published by Erlangga and written by Lidwina Sri Ardiasih.
- Revised Bloom’s Taxonomy
Revised Bloom’s Taxonomy refers to the six cognitive levels: remember, understand, apply, analyze, evaluate and create.

1.8 Organisation of the Study

This study consists of five chapters. Chapter I consists of the introduction of the study such as research background, research problem, research questions, objectives of the study, scope and limitation, significance of the study, definition of the key terms, and organization of the study. Chapter II consists of review of related literature and previous studies. Chapter III consists of research method covering research design, data source, instrument, procedure of data collection, and data analysis technique. Chapter IV consists of findings and discussion. The last chapter, Chapter V, consists of conclusion and suggestions.