CHAPTER I

INTRODUCTION

The aim of this chapter is to explain the background of the study, research questions, objective of the study, theoretical framework, limitation, significance of the study, definition of key terms, and organization of the proposal.

1.1   Background of the study

Reading is one of the most influential aspects for our lives. According to Hijril Ismail, Juang Kurniawan Syahruzah, and Basuki (2017), reading is a crucial skill for learners to develop in order to improve their understanding, particularly in the English language.

In measuring the extent to which students understand a reading text, it is necessary to provide the reading comprehension questions. Students must be able to understand the content of the reading text and be able to answer the reading comprehension questions given. Questions made in reading comprehension questions are not arbitrary. The questions must be adjusted to the cognitive level based on the hierarchy in Revised Bloom's Taxonomy. There are six cognitive levels in Revised Bloom's Taxonomy which are Remember, Understand, Apply, Analyse, Evaluate, and Create. In the description of the cognitive level in the revised Bloom's Taxonomy, it is quite broad. In each level has their keywords represented their domain respectively. In remembering level has recognizing and recalling. Next, understanding level is represented by interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. Then, applying level is represented by executing and implementing. Moreover, analyzing level has differentiating, organizing, and attributing. For evaluating level, it is represented by checking and criticize. The last, in creating level, it is represented by generating, planning, and producing.

Based on the explanation above, the writer is interested in analyzing the reading comprehension questions in Intensive Course Test in a private university in Surabaya based on Revised Bloom's Taxonomy to find out the cognitive levels in the items. The writer chooses this topic because the writer wants to know cognitive levels contained in the pretest, review test, midterm test and final test there, also the quality of reading questions from year to year.

The aim of this study is to analyze reading comprehension questions in midterm and final test at private university in Surabaya based on Revised Bloom's Taxonomy and find out the cognitive levels in the reading items.

1.2   Research Questions

In line with the discussion above, the research questions would be as follows:

1.   What are the cognitive levels of the Intensive Course Tests based on the revised Bloom's Taxonomy?

2.   How is the quality of the reading questions on the Intensive Course Tests from 2017-2021?

1.3   Objective of the study

The study aims as follows:

1.   To know the cognitive levels used in the Intensive Course Tests based on the revised Bloom's Taxonomy.

2.   To know which are more dominant between LOTS and HOTS in the reading questions on the Intensive Course Tests from 2017-2021.

1.4   Theoretical Framework

This study is based on the theories of Test, Reading, Reading Comprehension Questions, and Revised Bloom's Taxonomy.

1.5   Limitation and Scope

This study is limited to the reading questions contained the Intensive Course Tests from batch 2017-2021. It analyzed the cognitive levels used in Intensive Course Tests and the quality of the reading questions from year to year by through the Revised Bloom's Taxonomy.

1.6   Significance of the study

This study is expected to suggest other teachers in making questions based on cognitive levels in a balanced way in accordance with the revised Bloom's Taxonomy in order to activate students' cognitive competence.

1.7   Definition of key terms

To ease the process of understanding this study, some key terms are defined below:

a.   **Test**. Test is an instrument that provides an accurate measure of the test-taker's ability within a particular domain. (Brown, 2003, p. 4)

b.   **Reading**. Reading is a strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, select key information, organize, and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals. (Grabe, 2009, p. 15)

c.   **Reading Comprehension Question**. Reading comprehension question is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. (Snow, 2002, p. 11)

d.   **Revised Bloom's Taxonomy**. Revised Bloom's Taxonomy is a hierarchy of cognitive skills that can be developed through the process of learning. (Anderson & Krathwohl, 2001)

1.8   Organisation of the proposal

This study consists of three chapters. Chapter 1 is about Introduction. It describes the background of the study, research questions, objective of the study, theoretical framework, limitation, significance of the study, definition of key terms, and organization of the proposal. Chapter 2 is about Literature Review. It consists of related literature and previous studies of this study. Chapter 3 is about Research Methodology. It contains the description about the research design and methods of data collection. Chapter 4 is about the findings and discussions. It consists of two items which are the results and discussion of the research. Meanwhile for chapter 5 talks about the conclusion and suggestions.