

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In the era globalization new, public schools in Indonesia have already provided many kinds of language which are included in extracurricular activities such as French, Korean, Japanese, Chinese, German, Korean and English. However, out of them, English has been one intracurriculars subject in the curriculum for a long time in the country. This language has been used by so many countries two of which are the United States and the United Kingdom. Therefore, nowadays, people should minimally know English besides other foreign languages.

There are four skills in English, listening, speaking, reading and writing. Each of them has the same importance. Among the skills mentioned, reading might be the most advantageous skill in learning English because besides the purpose of reading itself, that is to comprehend the text, reading also enriches vocabulary and broadens the reader's knowledge. This is because, in reading, people know more that information, news or entertainment. Reading is one of the important skills and has already been taught at school since the early years of schooling. According to Kathleen (1993, p.4) "students seldom mention reading as an essential skill, in sense, reading is a hidden factor in college success".

Reading texts can be found in our daily life such as magazine, newspaper, novel, article and journal. In the classroom, reading texts can be found in many subjects especially language. Reading texts can be long or short in the passage and usually they are followed by some number of questions below the text. The purpose

of the questions is to help the students understand the passage as well as to get the main idea of the text.

Kathleen T (1993) stated that the teacher can use reading to get students' attention. By reading, they familiarize themselves with the vocabulary and the meaning itself. Effective and efficient reading is a must to help students concentrate with what passage contains.

Based on the standard competence and basic competence in the 2013 curriculum (SK and KD Bhs Inggris untuk SMA-MA, p.308), there are three purposes of learning English language in Senior High School as stated below:

“(1) mengembangkan kompetensi berkomunikasi dalam bentuk lisan dan tulis untuk mencapai tingkat literasi *informational*, (2) memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global, (3) mengembangkan pemahaman peserta didik tentang keterkaitan antara bahasa dengan budaya”.

As the purposes mentioned above, based on K13, it is expected the students develop oral and written communication competence and realize the importance of English to compete in the global society. Besides, they should know the relation between language and culture.

Reading comprehension is important because it can increase students' knowledge and to make the readers think more critically. Besides, comprehension is a process of organizing and memorizing. Reading words on many passages and accesses the meaning it can be defined a good comprehension. William (1992) stated that a person's previous comprehension in reading will be added with the new ones when he or she learns something new; as a result; it will create deeper understanding.

To check the readers' understanding, a reading text is commonly provided with comprehension questions which usually appear in the end of the passage. In some books, the questions precede the reading text. Question is one of the media to dig their knowledge from the text. Widyanata (2005) stated that to develop their understanding and refreshing memories, the teachers must give them questions so it can motivate them to be interested in the lesson. In addition, achieving a good understanding can be scaffolded by leading good questions.

Dupuis & Askov (1982) stated that in reading sections, Barrett taxonomy is prepared very well which supports and develops the comprehension questions or test questions. It is especially useful for classroom questioning in other content areas as well. In this taxonomy there are four categories: literal recognition or recall, inference, evaluation and appreciation.

There are many English textbooks in the market and one of them is Contextual English. The textbook is for grade eleven students. It is stated on the cover that it is written based on curriculum 2013. The reason why the writer chooses this book to analyze is if based on the newest curriculum, it is expected that the book is well designed, including the reading section. However a thorough study is needed to analyze the reading comprehension questions in the book.

1.2 Statements of the Problems

1. What types of comprehension questions based on Barrett Taxonomy are found in the English Book "Contextual English grade 11"?

2. What is the percentage of higher and lower levels of reading comprehension questions found in the English textbook “Contextual English grade 11” based on Barrett Taxonomy?

1.3 The Objectives of the Study

The study aims at exploring:

1. the types of reading comprehension questions found in the English textbook entitled “Contextual English grade 11”.
2. the percentage of higher and lower levels of reading comprehension questions found in the English textbook “Contextual English grade 11” based on Barrett Taxonomy.

1.4 Theoretical Framework

There are some theories that the writer will use in this study. They are the theory of reading and Barrett taxonomy. According to Thorndike (1917) reading has been defined in five ways: reading is complex, reading is a mental activity, reading involves discourse, reading interacts with discourse and reading is meaningful. In addition, reading involves searching through memories of the long past to near present and the operations of the perceptual, cognitive, and linguistic processes that enhance imagery.

Barrett's Taxonomy is a study prepared to determine the status of students' reading comprehension. This taxonomy of reading comprehension is divided in four categories: literal recognition or recall, inference, evaluation and

appreciation. This taxonomy is designed from the easy to difficult levels based on the levels (Dupuis & Askov, 1982).

1.5 The Significance of the Study

The writer hopes that the result will be useful for the teachers to know the levels of reading comprehension questions in the textbook to consider whether she or he will use the book for her or his students or not, or whether she/he should prepare some additional questions. Besides, it can also be a useful feedback for the author of the book.

1.6 Assumptions

There are two assumptions in this research. First, the writer believes the students or the book is assumed to be suitable for the level of grade 11 students. Second, the students have known how to read the reading passages and do the reading comprehension questions.

1.7 The Limitation of the Study

The writer will find out the types and the percentage of higher-lower levels the reading comprehension questions in Contextual English for grade 11 based on Barrett's Taxonomy. The reasons of choosing the book and second are, first, it is written referring to 2013 curriculum. Second, because in every chapter, there are some reading passages with the comprehension questions. Other aspects of the book are not observed in this study.

1.8 Definition of Key Terms

- **Reading Comprehension**

Reading comprehension is the act of understanding what you are reading.

- **Reading Comprehension Questions**

Investigative statement that appears through the units in the English textbooks and call on the student for some level of cognitive functioning to provide answers (Longman, 1984). In this research, reading comprehension questions are questions to check someone's understanding of a reading text.

- **Barrett's Taxonomy**

Barrett's Taxonomy is a taxonomy made by Thomas C. Barrett in 1968 special for reading. It categorizes reading comprehension questions into four levels: (1) Literal recognition or recall, (2) inference, (3) evaluation, and (4) appreciation.

- **Lower Levels**

Lower levels in this study refer to level 1 and 2 of Barrett's Taxonomy (Literal recognition or recall and inference), in which the students are asked to answer the questions based on the passage.

- **Higher Levels**

Higher levels in this study refer to level 3 and 4 of Barrett's Taxonomy (Evaluation, and Appreciation), in which the students have to think critically to answer the questions.

- **Reading Comprehension Types**

The types of reading questions according to Barrett Taxonomy which include: Literal Recognition or recall, Inference, Evaluation and Appreciation.

1.9 Organization of the Thesis

This thesis consists of five chapters. Chapter 1, the introduction, tells about the background of the study, statement of the problem, the objective of the study, theoretical framework, significance of the study, assumption, the limitation and scope of the study, definition of key terms and organization of the thesis. Chapter 2 is review of Related Literature which reviews the related literatures and some previous studies. Chapter 3, Research Method, explains the research design, population and sample or subjects, the instruments, the procedure of data collection and the technique of Data Analysis. Chapter 4 is Data Analysis and findings. Chapter 5 is Conclusion and Recommendation.