

RUNNING HEAD: THE COMPATIBILITY OF READING QUESTIONS

**THE COMPATIBILITY OF READING QUESTIONS IN
THE ENGLISH COURSEBOOK FOR GRADE 8 WITH
THE LEVEL OF THINKING SKILLS**

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Chapter 1

Introduction

I.1. Background of the study

It is no doubt that the curriculum in Indonesia changes several times. The latest curriculum is curriculum 2013 or K13. In the context of English Language Teaching (ELT) for junior high school, the purpose of teaching English at Junior High School according to K13 as mentioned in the document of K-13 is

Tujuan mata pelajaran Bahasa Inggris di sekolah menengah adalah untuk mengembangkan potensi peserta didik agar memiliki kompetensi komunikatif dalam wacana interpersonal, transaksional, dan fungsional, dengan menggunakan berbagai teks berbahasa Inggris lisan dan tulis, secara runtut dengan menggunakan unsur kebahasaan yang akurat dan berterima, tentang berbagai pengetahuan faktual dan prosedural, serta menanamkan nilai-nilai luhur karakter bangsa, dalam konteks kehidupan di lingkungan rumah, sekolah, dan masyarakat. (The document of K-13, 2013).

Based on the previous statements that the students are accustomed to read and understanding the meaning of text and to summarize and present in their own language. It means that reading plays the important part in this curriculum. Reading is

an interactive way for getting the message of the text. It is the interactivity between the reader, the text and the message (Mundhe, Sept-Oct 2015).

There are several ways to develop the students' competence in understanding the text, such as reading comprehension strategies by activating or building background knowledge, questioning, determining main ideas, making predictions and drawing inferences, synthesizing and defining/refining the purpose of reading. (Moreillon, 2014).

Questioning as one of the six reading comprehension strategies proposed by Moreillon is the appropriate strategy to curriculum 2013. As known, the latest curriculum is using scientific approach through observing, questioning, associating, experimenting, and networking activities. It helps students to focus on their text. The students are forced to discover information from the text. There are several types of questions used in the process. However, the teacher must select the types of questions based on the levels of the students. The types of questions will determine the level of students' thinking skills.

The importance of types of question makes the teachers to be clever in choosing the right question. However, the teachers must have criterion or standards in determining the right questions with the level of the students. Revised Bloom Taxonomy (Krathwohl D.) can be used to determine the

cognitive level of the questions used in the course book.

Bloom's taxonomy has been generally approved as a guideline in designing reasonable examination questions in the cognitive domain levels (Nazlia Omar, Automated Analysis of exam questions according to Bloom's taxonomy, 2011). It has been widely used in the education fields (M. Chang & L. Cutrone, 2010) in creating questions (R. Lister & J. Leaney, 2003).

The students may discover the information from different types of materials such as course book, magazine, newspaper, and others. However, the most effective material to achieve the English learning objectives is course books. As (Higgs, 1982) states that course book is a mandatory part in curriculum, including in learning foreign language. In the previous curriculum KTSP, the school has different types of books. However, in the new curriculum K-13, the government has published a course book entitled *When English Rings a Bell for grade 8 in 2014* to facilitate the teacher and the students. This course book can also be used as a teaching learning media. It is available in electronic which is called as an e-book. The school may print it and distribute it to the students. It is also available in two (2) kinds, which are students' and teachers' book.

The purposes of the present study are to determine the thinking skills level and compatibility of the reading questions

used in *When English Rings a Bell for Grade 8* students according to K-13.

1.2 The Research Questions

The problems that will be investigated in this study are:

1. To what extent are the reading questions in *When English Rings a Bell for Grade 8* compatible with the *Revised Bloom Taxonomy*?
2. Are the reading comprehension questions in *When English Rings a Bell* compatible for grade 8 students according to K-13?

1.3 The Purposes of the Study

Based on the research questions, the purposes of the present study are to determine the thinking skills level and compatibility of the reading comprehension questions used in *When English Rings a Bell* for grade 8 students according to K-13. Therefore it allows teachers or other educators to select the appropriate supplementary materials based on the findings of the first research question.

1.4 Theoretical Framework

The theoretical framework used in this research is cognitive dimension from Revised Taxonomy proposed by Bloom 45 years later after the original taxonomy. (Krathwohl

D. R., 2002). David R. Krathwohl ((Krathwohl D. R., 2002) states that the changes of the taxonomy are in the dimensions, from one dimension to two dimensions.

The next theoretical framework is the thinking skills proposed by Bloom. There are lower and higher levels thinking skills. (Nasser M. Freahat & Oqlah M. Smadi, 2014) states that the point of lower level questions is in the recall of specific and universal methods, processes, structures and settings. Meanwhile higher level questions is more advanced and require knowledge of subject matter and it requires students to be involved in deeper thinking processes.

1.5 Scope and limitation

The scope of the research is limited to the questions items of reading text found in the English coursebook *When English Rings a Bell* for grade 8 of Junior High School published by *Kementerian Pendidikan dan Kebudayaan* based on Revised Bloom Taxonomy and Curriculum 2013.

1.6 Definition of Key Terms

1.6.1 Reading Questions

As (Vacca) stated that questions are important tools in the hands of teacher. Moreover, he also stated that how, when, and where questions are used to guide reading determine their effectiveness. Therefore, reading question is a question

based on the text which is used to guide the students to comprehend the text.

1.6.2 Thinking Skills

The ability to solve the problems (answering the questions) based on the six domains of cognitive dimension from the revised bloom taxonomy.

1.6.3 Course book

Course book is a book that is designed to be used in class by students taking a particular course of study (Macmillan Dictionary, 2009 - 2016). It is one of the students' media in learning English. *When English Rings a Bell* is one of course book which is used for K-13. It is prepared by the Minister of Education and Culture of Indonesia for the new curriculum, curriculum 2013.

1.6.4 Compatibility

Compatibility is the capacity for two systems to work together without having to be altered to do so (Rouse, 2013)

1.7 Significance of the study

The findings of the study will contribute for :

- a. Teacher :
 - The teacher will be able to select some supplementary articles as another source which

contains the appropriate questions based on the level of the students.

- It will give more insight for the teacher to plan their own materials which is more suitable with the curriculum

b. School

- The school will facilitate the teachers with the appropriate supplementary materials based on the teacher's advice by considering the level of the students.
- The school will encourage the teachers to be more creative in planning their own teaching materials.

c. Book writer

- The book writer will revise the previous book by considering the level of the students based on the teacher's suggestion.
- The book writer will provide their book with enjoyable and creative exercises.

1.8 Thesis Organization

The study will be arranged systematically in order to be understandable for the readers. There will be at least five outlines in this research.

The first chapter occupies introduction contains of background of the study, research questions, purposes of the study, scope of the study, theoretical framework, definition of key terms, the significances of the study and thesis organization. The second chapter is review of the related literature contains of review of theoretical study and previous study. The third chapter deals with research methodology consists of research design, subject of the study, sources of data, data, unit analysis, instruments, data collection and data analysis. The fourth chapter contains of results and discussion of the findings. The last chapter is chapter five which consists of conclusions and suggestions.