

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, research questions, objectives of the study, scope and limitation of the study, theoretical framework, significance of the study, definition of key terms, and organization of the thesis.

### **1.1. Background of the Study**

Despite the last decades trajectory of material development in which digital resources become more common in education, printed textbooks still maintain its existence as the important resources for teaching English materials that are used in the teaching and learning process in schools (Bierman, Massey, & Manduca, 2006). Textbooks can be a source of knowledge for further study and reinforcement material after getting English lessons taught by the teacher in class. Besides that, textbooks can be a reference for teachers in teaching because there is a guide in teaching. Each English textbook has different content in the chapter with a specific theme. In each chapter, there are information, conversations, examples, readings, and exercises that become learning material for students in understanding and mastering the materials. The material in the textbook is arranged chronologically so that teachers can be easy to prepare the material and teach the students.

The basic principle of having a good textbook is whether it can cater the framework guidelines as practically outlined in a national curriculum in Indonesian context. The Ministry of Education and Culture or *Kemendikbud*

presently implements curriculum, namely the *Kurikulum 2013* or K-13 in schools (*permendikbud, lampiran 160, 2014*). Because of the new curriculum, the textbooks have to fulfill the standard of K-13 (*permendikbud, lampiran 8, 2016*). The Ministry of Education and Culture or *Kemendikbud* provides textbooks to almost all schools in Indonesia that are approved by following the concept of K-13. This curriculum consists of 2 competences, Core Competences and Basic Competences. Those competences have a goal to form attitudes, skills, and develop students' knowledge (*pemaparan wamendik, 2014*).

As previously explained, the *Kurikulum 2013* is based on the Revised Bloom's Taxonomy to support the goal of the competences. Anderson et al., (2001) said that the Revised Bloom's Taxonomy is a taxonomy that can be used for assessing students' thinking skills. The cognitive levels in the Revised Bloom's Taxonomy are divided into 6 categories (Anderson and Krathwohl, 2001); there are Remember, Understand, Apply, Analyze, Evaluate and Create. Remember, Understand, and Apply are included in the category of Low Order Thinking Skills (LOTS), while Analyze, Evaluate, and Create are included in the category of High Order Thinking Skills (HOTS). In every level, there are action verbs to help assess students' cognitive levels, affective level, and psychomotor level. In addition, the action verbs in the Revised Bloom's Taxonomy will help teachers to design lesson plans to improve their teaching quality in the classroom.

To assist the students' improvement in their thinking skills, textbooks should provide learning activities aiming to the goal. One of the activities in an English textbook is reading comprehension. Reading comprehension is one of the skills

that every student must possess. But in fact, Indonesia students' competence is still relatively low. This is based on the results of PISA (Program for International Students Assessment) research conducted by OECD (Organization for Economic Co-operation and Development) in 2018 Indonesia ranks 74 out of 79 countries (oecd-ilibrary.org, 2019). From this result, this skill can be mastered by doing one of the examples of activities in the textbook such as reading comprehension. Czico et al., (2000 as cited in Torres & Constain, 2009) said that reading comprehension is a problem-solving process. It means that the reader does not only understands each word or paragraph but also from ideas and knowledge that is emerged from words and paragraphs. In short, reading comprehension is the process of reading where the reader understands the meaning or idea contained in a reading text.

Jones (2007 as cited in Torres and Constain, 2009) said that there are several strategies that are effective in doing reading comprehension, one of the strategies is answering questions. Questions become an important part of examining students' understanding of reading texts. By giving reading questions, students can practice higher and deeper levels of thinking skills. Day & Park (2005) said that giving suitable questions will direct students to understand the reading texts and well-designed questions can help students interact with texts, construct meaning and start to think critically and intelligently. At present, the Ministry of Education expects teachers to focus on improving students' cognitive by giving reading questions so they can think critically and logically (*Permendikbud, nomor 81a,*

2013). Reading questions in textbooks that follow the K-13 concept use operational verbs (KKO).

According to PISA data, the problem occurs because teachers tend to be guided by textbooks as one of the facilities used in the teaching and learning process. This causes them not to focus on the students' level of thinking skills. Knowing this fact, the writer is interested in analyzing the reading questions in the textbook according to the cognitive levels in the Revised Bloom's Taxonomy. Moreover, this analysis is needed because as English teachers must be able to make sure whether the textbook can facilitate students in understanding the material or not. The textbook chosen by the writer is "Bright" for Grade 7. This textbook is textbook based on the *Kurikulum 2013* published by Erlangga.

Based on the explanation above, the writer is interested to analyze the English textbook that is used by junior high school teachers. This study aims to analyze reading questions based on the cognitive levels of the Revised Bloom's Taxonomy.

## **1.2. Research Question**

Based on the background of the study, the research question is formulated as follows:

1. What levels of cognitive levels of the Revised Bloom's Taxonomy do the reading questions of the textbook belong to?

### **1.3. Objective of the Study**

Derived from the above main research question, the objective of the study is to know the levels of the cognitive levels of the Revised Bloom's Taxonomy the reading questions of the textbook belong to.

### **1.4. Scope and Limitation**

This study focuses on the reading questions which are taken from the English textbook "Bright" for Grade 7 which applied the *Kurikulum 2013* or K-13. This book is published in 2016 by Erlangga. The reading questions is analyzed using Revised Bloom's Taxonomy.

### **1.5. Theoretical Framework**

Amerian & Khaivar (2014) said that textbooks are the main role of various language learning and teaching programs that have many benefits for teachers and students. Textbooks provide teaching guides for teachers in delivering material with various explanations and activities. In addition, textbooks for students can affect their performance on the material. Generally, every textbook especially English textbook consists of chapters on different topics. Each chapter is supported by material and activities related to the topic.

Reading provides new information for students. Anderson, N (2013 as cited in Nunan, Terrell, & Brown, 2003) states that reading is a process involving information from text and background knowledge from readers to construct meaning. Reading requires thinking processes. He also says that the purpose of reading is comprehension.

Reading questions is an important part of checking students' understanding of the reading text. Questions that cover all levels of the Revised Bloom's Taxonomy can encourage students to think critically. In Revised Bloom's Taxonomy, there are six levels of cognitive levels which are designed and used to assess student's competences in what the teacher has taught in class. They are remembering, understanding, applying, analyzing, evaluating, and creating. The writer chooses Revised Bloom's Taxonomy to be an instrument in analyzing reading questions in the textbook "Bright".

#### **1.6. Significance of the Study**

The result of this study is expected as feedback to the author of the textbook and the textbook's writers to improve the book which refers to the Revised Bloom's Taxonomy. In addition, it is also expected to help the teacher to develop reading questions based on levels of the cognitive level of the Revised Bloom's Taxonomy.

#### **1.7. Definition of Key Terms**

##### **1. Textbook**

A textbook is a standard material for teaching and learning used in schools or language courses. Each chapter in the textbook has different topics. The content of English textbooks impacts what teachers teach and learners learn (Fredriksson & Olsson, 2006). The English textbook used in this study is "Bright" for Grade 7. The English textbook consists of 12 chapters.

## 2. Reading text and reading questions

Reading text consists of one or several paragraphs that tell a certain theme. After that, reading questions are given to assess students' understanding of the reading text. Reading questions are questions given to the readers to ask for facts, opinions, beliefs, and others. The reading texts and reading questions are taken from the English textbook “Bright” for Grade 7. There are 108 reading questions from the English textbook “Bright” for the total.

## 3. The Revised Bloom’s Taxonomy

The Revised Bloom's Taxonomy is a new version of Bloom’s Taxonomy that is used to facilitate learning, specifically used to assess the students’ competency through the teaching process carried out by teachers in the classroom. There are 6 cognitive levels from the Revised Bloom’s Taxonomy. They are Remember, Understand, Apply, Analyze, Evaluate, and Create.

### **1.8. Organization of the Thesis**

This study consists of five chapters. Chapter I will present about background of the study, research questions, objectives of the study, scope and limitation, theoretical framework, significance of the study, definition of key terms, and organization of the thesis. Chapter II will present about review of related literature that discusses English Textbooks, “Bright” English textbook, *Kurikulum* 2013, the Revised Bloom’s Taxonomy, Reading Comprehension, and previous studies.

Chapter III will present about research method that includes research design, data source, research instrument, procedures of data collecting, and data analysis procedures. Chapter IV will present about findings and discussion. Chapter V will present about conclusion and suggestions.