CHAPTER 1

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1.1   Background of the study.

The most important objective of teaching English as a foreign language at Senior High School is to enable the students to comprehend English text book. Practically it is important for Senior High students to be able to comprehend English written texts because many scientific books are written in English.

Reading comprehension lessons are traditionally centered on giving a passage followed by questions. As the exercises, usually the teachers use questions to find out whether the students have understood the passage or not, and from the students' responses the teacher can evaluate the effectiveness of the material and the questions which the teacher is using.

Exercises are one of the media for the students to dig more information from the material they have read. There are many kinds of exercises, for example: questioning, cloze tasks, matching tasks, editing tasks, and picture-cued tasks. Teachers commonly use questioning to check the students' understanding. By giving some questions, teachers make students give more attention to the detailed-information moreover to improve the students' understanding and refresh their memory.

The Senior High School English lesson in reading emphasizes the importance of reading comprehension yet the fact shows that most Senior High School students still find a lot of difficulties in comprehending English written texts. In fact, when they read a text, they often miss the main points as well as most of the important details of the text because the students cannot comprehend the text. Unfortunately, the students are always given explicit questions by the teacher; they are just required to pin point facts in the passage.

Considering the problem above, the writer would like to concentrate her study on analyzing the types of reading comprehension questions found in the English text book "Look Ahead" by Erlangga and the analysis is based on Bloom's Taxonomy Cognitive Domain; there are knowledge, comprehension, application, analysis, synthesis, and evaluation. Another reason why the writer chooses reading comprehension questions as a topic is because reading comprehension questions would be supporting students to enhance their reading ability through the careful use of questions. According to College and University Teaching & Learning:

> "Student learning outcomes expressed at various levels of Bloom's taxonomy become the foundation for the selection and design of assignments (including examinations), teaching strategies, readings, and instructional materials such as technology".
> (The National Teaching and Learning Forum newsletter)

Bloom's Taxonomy Cognitive Domain is one of the taxonomies presenting various levels of thinking skills along with the details in every major level. Bloom's Taxonomy presents six particular kinds of thinking skills which are

usually named 'Cognitive Domain'. They are knowledge, comprehension, application, analysis, synthesis, and evaluation. The balance in proportion of these six reading elements will add the students' understanding. This will finally result in the students' critical thinking.

The writer uses Bloom's Taxonomy Cognitive Domain because it is used by teachers, as the material developers, to be a standard of levels for comprehension questions. Christine Nuttal (1985:128) points out, "Classification of form is useful mainly when you want to make sure that your students get graded language practice. Bloom's Taxonomy Cognitive Domain can help students understand the text better to what they read and also can help students respond to a variety of types of comprehension". The writer chooses "Look Ahead" as the material for her analysis because it is widely used in a lot of Senior High schools in Surabaya.

1.2 Statement of the Problem

This study is addressed to answer the questions below:

1. What types of comprehension questions are found in the English Book "Look Ahead 2" by Erlangga?

2. What is the proportion of these types of reading comprehensions questions in the English Book "Look Ahead 2" by Erlangga?

1.3 Objectives of the Study

This study has objectives to answer the questions above. The objectives of study tried to find out:

1. the types of comprehension questions are found in the English Book " Look Ahead 2" by Erlangga,

2. the proportion of these types of reading comprehensions questions in the English Book " Look Ahead 2" by Erlangga,

1.4 Significance of the Study

The writer hopes that the result can be used as:

1. Feedback by English teachers in leading their students to comprehend the text through questions.

2. Motivator to make the English teachers more creative in constructing the reading comprehension questions based on level of difficulties of the students

1.5 Scope of the study

Because of the limited time, this study was conducted only to analyze the types of reading comprehension questions found in the English text book "Look Ahead 2" by Erlangga. The analysis would be based on Bloom's Taxonomy.

1.6 Definition of Key Terms

➢ Reading: is extracting information from the text.

(Taylor, Insup and Taylor, M Martin. 1983)

➢ Comprehension: understanding or mentally grasping the meaning of something.

(Myers, Shirley S, and Palmer.2002)

➢ Reading Comprehension is the ability to derive meaning from text and it is thought to be ultimate goal of reading instruction

(Gibson & Levin, 1975 and Ross, 1975:116 state in Fisher, Dennis F and Peters, Charles W. 1981)

➢ Questions: a sentence which addressed to a reader and asks for an expressin of facts, opinion, belief etc.

(Longman dictionary of language teaching and applied linguistics)

➢ Reading Comprehension Questions: is the activity to guide the students to understand the passage after reading, the students can find the answer directly and explicitly available in the text.

(Nuttal, Christine. 1985)

➢ Bloom Taxonomy : is a classification of the different objectives and skills that educators set for students

(*Taxonomy of Educational Objectives*)

➢ Cognitive Domain: is revolve around knowledge, comprehension, and "thinking through" a particular topic. Traditional education tends to emphasize the skills in this domain, particularly the lower-order objectives

(*Taxonomy of Educational Objectives*)

1.7   Organization of The Thesis

This thesis consists of 5 chapters. The first chapter is the introduction which deals with the background of the study, the Statement of the Problem, the Objectives of the Study, the Significance of the Study, the scope of the study, the definition of the key terms, and the organization of the thesis. The second chapter presents the theories of reading, reading exercises, Bloom's taxonomy particularly the cognitive domain and the previous studies. The third chapter consists of the Research Design, the source of Data, the Research Instruments, the Procedure of Collecting the Data, the Procedure of Analyzing the Data, and the Triangulation. The fourth chapter consists of two parts; those are findings and the discussion. And the last chapter presents the summary of the study and suggestions.