# CHAPTER I

# INTRODUCTION

This chapter reviews the background of the study, the research questions, the theoretical framework, the objective of the study, the significance of the study, the scope and the limitation of the study, and the definition of the key terms used in this study.

## 1.1 Background of the Study

As an international language, English is very important and has many interrelationships with various aspects in human life. In Indonesia, English is considered as the first foreign language and taught formally from secondary level up to the university level. In English, there are four language skills that should be mastered, they are: listening, speaking, reading, and writing.

Reading skill becomes the most important skill in learning English, because the success of people's study will depend mostly on their ability to read. If they are good in reading, they will also have a great chance to be successful in studying. Reading also becomes more essential in order to increase the knowledge. In reading, to comprehend the text the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text. To know whether the students understand the reading passage or not teachers may ask questions.

Using the reading comprehension questions given, the teachers can check the student's comprehension about the text since reading comprehension questions function as a tool to stimulate the student's thinking about the content of the text. Smith and Robinson (1963) say that questions are of course the main stay of teachers as they attempt to measure comprehension, and they are usually vital parts of reading purposes

used widely by pupils and teacher, and they enhance understand. Oral or written questions can stimulate thinking and light the way to productive learning and retention of written material.

To support those functions, the reading comprehension questions should be suitable. To make suitable questions, the reading comprehension questions should be organized based on taxonomy. One of comprehension taxonomies used for educational purpose is Bloom's Taxonomy which has been revised.

Revised Bloom's Taxonomy is Anderson and Krathwohl's (2001) revision taxonomy of the original Bloom's Taxonomy (Bloom & Krathwohl, 1956); which is used for reading. It consists of six levels: (1) remember, (2) understand, (3) apply, (4) analyse, (5) evaluate, (6) create. These levels are divided based on their difficulties. If the reading comprehension questions are made based on Revised Bloom's Taxonomy, the students can enhance their reading ability because they can train themselves to comprehend the text by answering questions that are made based on appropriate levels of thinking skills.

To improve student's reading ability, English textbooks have an important role to support their reading comprehension. Compared to the other types of reading materials, textbooks play a central role in helping the teachers to achieve the English learning objectives. According to Higgs (1982), it could not be denied that textbook is an essential part in curriculum including in studying foreign language.

By having a good textbook as their media to learn, the students can surely improve their learning, especially with a textbook that has many reading passages and appropriate numbers of reading comprehension questions consisting of levels of questions based on comprehension taxonomy.

In relation to the Curriculum of 2013 (K13), to help teachers in the teaching learning process, the Indonesia's Ministry of Education and Culture (Kemendikbud) published their own textbooks. One of them is *English textbook for Senior High School Students Grade XI* which is used by so many senior high schools in Indonesia. To know whether the textbook used can support the student's reading ability by having various levels and being appropriate for the student's needs based on K13, this study entitled "Using Revised Bloom's Taxonomy to Analyse Reading Comprehension Questions in English Textbook Entitled *"Bahasa Inggris"* for Grade XI by Kemendikbud 2014" is conducted.

## 1.2 Research Problems

Based on the background above, the researcher focused on some problems to be evaluated in this study:

- What types of reading comprehension questions are found in English textbook entitled *"Bahasa Inggris"* for Grade XI by Kemendikbud 2014 based on the Revised Bloom's Taxonomy?

- To which thinking skills do the reading comprehension questions in English textbook entitled *"Bahasa Inggris"* for Grade XI by Kemendikbud 2014 belong to?

- Are the reading comprehension questions in English textbook entitled *"Bahasa Inggris"* for Grade XI by Kemendikbud 2014 suitable for 11th grade students?

## 1.3 Objective of the Study

This study was conducted to find the answer of the problem statements above, they are:

- to find out what types of reading comprehension questions are found in English textbook entitled *"Bahasa Inggris"* for Grade XI by Kemendikbud 2014 based on the Revised Bloom's Taxonomy.

- to find out to which thinking skills the reading comprehension questions in English textbook entitled *"Bahasa Inggris"* for Grade XI by Kemendikbud 2014 belong to.

- to find out whether the reading comprehension questions in English textbook entitled *"Bahasa Inggris"* for Grade XI by Kemendikbud 2014 are suitable for the $11^{th}$ grade students or not.

## 1.4 Significance of the Study

This study explored reading comprehension questions in English textbook entitled *"Bahasa Inggris"* for Grade XI by Kemendikbud 2014 expecting to point out the appropriateness of reading comprehension questions with the higher order thinking skills for the $11^{th}$ grade students. It is expected that the result of this study may serve as an input for teachers while using the textbook so that they may use it wisely to achieve the basic competencies of reading stated in the English syllabus of Curriculum 2013. The results of this study is also expected to be a reference to the English teachers to add some supplementary questions for fulfilling the needs of the $11^{th}$ grade students to reach their higher order thinking skills. Moreover, for the other researchers, the results of this study will be a benefit to assist them to analyse the reading comprehension questions that are found in other textbooks.

**1.5 Scope and Limitation of the Study**

In evaluate the textbook, the researcher needed to define the scope and limitation in order to get focus on the evaluation. These were the scope and limitation of the study:

1. The study was limited only to English textbook entitled *"Bahasa Inggris"* for senior high students grade XI semester 1 by Kemendikbud 2014.

2. This study was limited to evaluate reading comprehension questions only using Revised Bloom's Taxonomy.

**1.6 Theoretical Framework**

Reading is strategies employed to encourage the reader to read with expectancy and anticipate the author's thoughts. In addition, Finochiaro and Bonomo (1973:119) states that reading is bringing meaning to and getting meaning from printed or written material.

Reading comprehension is an active, intentional thinking process in which readers construct meaning. Reader's general knowledge of the word and specific knowledge of the topic being studied play a significant role in the comprehension process (Alexander & Jetton, 2000). Reading questions guide the students to comprehend the message of the text. Thus, the level of reading questions is also an important part of reading comprehension.

Theory of Revised Bloom's Taxonomy and Thinking Skills (LOTS & HOTS) are also the major theoretical frameworks in this study. Since a textbook contains materials which are going to be taught to the students in the teaching learning process, it is compulsory to match the materials, especially the reading comprehensions, with the thinking level of the 11th grade students.

According to Bloom's Taxonomy, there are six levels categorised into levels of reading questions. Bloom's Taxonomy which was created in 1948 by a psychologist,

Benjamin Bloom. Bloom's Taxonomy has been revised over the years and is still used in education until today (Bloom, 1956). In the 1990s, one of Bloom's students, Lorin Anderson, revised the original taxonomy. Revised Bloom's Taxonomy has six levels. They are remember, understand, apply, analyse, evaluate, and create.

Thinking skills are often divided into Lower Order Thinking Skills (LOTS) and Higher-order thinking (HOTS). LOTS are reflected by the lower three levels in Revised Bloom's Taxonomy: remember, understand, and apply. Meanwhile, HOTS are reflected by the top three levels, which are: analyse, evaluate, and create level. Higher Order Thinking Skills is conceived as students being able to relate their learning to other elements beyond those they were taught to associate with it. That sounds appropriate to what the 11th grade students have to reach in their thinking level. As they grow older, their thinking has to be developed to be more critical. Giving some reading questions which is suitable with their thinking level can make them to train their thinking more. The textbook itself can also help students to improve their thinking ability by presenting the appropriate reading comprehension questions. Therefore, good reading comprehension questions should be suitable with the thinking level of the users of textbook.

## 1.7 Definition of Key Terms

To avoid the misinterpretation and make the readers understand more about this study, the researcher needed to explain the terms used in this study as follows:

o Revised Bloom's Taxonomy

Revised Bloom's Taxonomy is the revised version of the Bloom's Taxonomy for the cognitive domain that was created in 2000. It employs the use of 25 verbs that create collegial understand of student behavior and learning outcome (Pohl, 2000).

o Reading

According to Al-Khulli, (1997:69) in Haq (2011:12) "Reading is one of the four language skills which constitutes as a process to obtain information and get meaning from written materials."

o Comprehension

Comprehension is at the heart of what it really means to read by thinking, understand and getting at the meaning behind a text. Comprehension instruction begins before readers can even conventionally read (Serravallo, 2010).

o Reading comprehension

Reading comprehension is understand a text that is read, or the process of constructing meaning from a text (Kruidenier, 2002).

o Textbook

A textbook is a book which is used by an institute or school to give the learning materials applied in the teaching learning process.

o Lower Order Thinking Skills

Lower order thinking skills is the foundation of skills needed to move into higher order thinking. These are basic skills that are taught very well in school systems and include activities in reading and writing (Wilson, 2000).

o Higher Order Thinking Skills

Higher-order thinking is the process when the students are able to reason, reflect, and make sound decisions on their own without prompting from teachers or assignments.

## 1.8 Organization of the Thesis

This study consists of five chapters. Chapter I consists of  background of the study, research problems, objective of the study, significance of the study, scope and limitation

of the study, theoretical framework, definition of key terms, and organization of the thesis. Chapter II is concerned with the theories that become the basic foundation of this study. Chapter III discusses about the research methodology. Chapter IV deals with the findings and discussion. Finally, Chapter V concerns with the summary and recommendations.