

**The Reading Comprehension Question Levels in ‘Bahasa Inggris
SMA/MA/SMK/MAK Grade X Semester I’ based on Revised
Bloom’s Taxonomy**

CHAPTER I

INTRODUCTION

1.1 Background of the study

Many people say that reading is one of the skills which has to be learned if you want to master English faster. Through reading, the learners will unintentionally absorb the vocabulary, grammar and sentence structure while they are reading the passage (NCLRC, 2015). From there, the learners will know how to structure the sentences and how to use words and language effectively.

The benefit of reading for the readers is they get a lot of knowledge from the story. Not only that, reading can build your imagination, develop new concept of thinking and greatly broadens your vocabulary, thus helping you in speaking (and in listening and writing). From all the advantages above, reading will give many benefits for us who wants to be successful in the world which are full of competition (Yee, 2010). The following quotation highlights the

importance of reading, “Not all readers are leaders, but all leaders are readers.” (Harry S. Truman)

The habit of Japanese people to read books during their free time must be followed by Indonesian learners especially for senior high school students. It is important for them to read a lot if they want to continue their study to university because they have to pass the college entrance examination (Lan & Chern, 2010). The need of reading is to enable the students to comprehend reading passages in a meaningful way so that they can get the main ideas as well as the detailed information from the text. Therefore, the reading habit, especially reading texts in English, will be very helpful for college students as many textbooks for college students are in English

Reading comprehension questions are used to measure the students' reading ability which is believed that each student has different reading and thinking skills (slow-learners and fast-learners). Some students might understand the passage only by read one time but some are not. The questions usually contain a series of detailed information which can be found in the reading passage (Lan & Chern, 2010). The purpose of the questions is to find out whether the

students have understood the reading passage or not and from the students' responses the teacher can evaluate the effectiveness of the questions. As Smith and Robinson (1963) said "to help the teacher to measure the students' understanding of the reading passage is through questions."

The writer notices that the English subject for the senior high school emphasizes more on the importance of reading. Yet, many senior high school students still find a lot of difficulties in comprehending a reading passage. The problem can be because the questions are not in well proportion according to the levels of questions.

Considering the problem above, the writer concentrated her study on analyzing the reading comprehension questions levels in the 'Bahasa Inggris SMA/MA/SMK/MAK Grade X Semester I'. She would like to know whether the reading comprehension questions in the book were well proportion. The questions would be analyzed and classified based on Revised Bloom's Taxonomy. The writer used cognitive domain of Revised Bloom's Taxonomy because it is one of the taxonomies which is widely known to evaluate the levels of the

questions. The levels of comprehension questions would be classified as *remember*, *understand*, *apply*, *analyze*, *evaluate* and *create*.

The writer would analyze the reading comprehension questions on the 'Bahasa Inggris SMA/MA/SMK/MAK Grade X Semester I'. This book was chosen by the writer because it is the newest textbook no one has ever evaluated the comprehension questions in it.

1.2 Statement of the Problem

In line with the background above, the problems of this study are as follows:

1. What levels of reading comprehension questions are found in 'Bahasa Inggris SMA/MA/SMK/MAK Grade X Semester I'?
2. How is the proportion of each level of reading comprehension questions in 'Bahasa Inggris SMA/MA/SMK/MAK Grade X Semester I'?

1.3 Objectives of the Study

The aim of the research is to explore the reading comprehension question levels in the ‘Bahasa Inggris SMA/MA/SMK/MAK Grade X Semester I’ from the viewpoint of cognitive domain in Revised Bloom's taxonomy.

The study, therefore, seeks to find out the following information:

1. the levels of comprehension questions found in ‘Bahasa Inggris SMA/MA/SMK/MAK Grade X Semester I’.
2. the proportion of each level of comprehension questions in ‘Bahasa Inggris SMA/MA/SMK/MAK Grade X Semester I’.

1.4 Significance of the Study

The most important thing in education, especially for improving the students’ reading skills, is a textbook. Therefore, it is essential for the teacher to know whether the reading comprehension questions on the textbooks are suitable for the students or not. As the writer has explained in the background, if reading is very important

and beneficial for senior high school students, they must be provided with a book with well proportion of reading comprehension questions.

The results of analyzing the reading comprehension questions in the textbook will be contributive to all who are involved in the educational practice of English teaching in Indonesia, the textbook authors as well as the Ministry of Education. The results of the study would also raise their awareness of the cognitive levels of comprehension questions in the textbook.

1.5 The Delimitation of the Study

This study aimed at analyzing the reading comprehension questions on 'Bahasa Inggris SMA/MA/SMK/MAK Grade X Semester I'. This analysis based on Revised Bloom's Taxonomy. The writer only took one of the domains which were cognitive domain, instead of affective domain and psychomotor domain. The reason of choosing the cognitive domain was because this domain is mostly applied in the educational objective.

1.6 Theoretical Framework

Reading is defined as a process to understand and evaluate the information and ideas gained between the interaction of an author and the readers through the reading passage (Smith & Robinson, p. 205). It is relating to what we don't know, or new information, to what we already know from our basic knowledge and experience (Grabe, 1986, p. 6). When the readers try to comprehend the text, their cognitive skills work to bring the abilities, knowledge, and experience of reading a text. Generally, to develop the students' reading is through comprehension questions which are answerable by digging up their own experience or referring to the text. It can be used to measure the students' understanding about the reading passage from the way they answer the questions, whether they already comprehend the text or not (Ningsih, 2009).

The theoretical framework used in this study is the taxonomy of educational objectives. The Taxonomy of Educational Objectives is often called Bloom's Taxonomy. For this study, the writer used the Revised Bloom's Taxonomy, the revision of well-known classification system, was redefining by David Krathwohl,

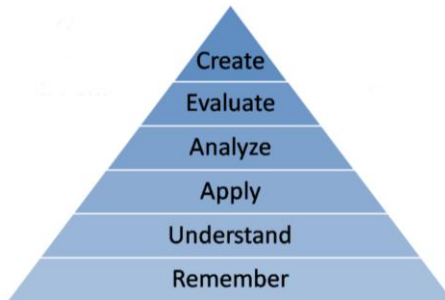
and a student of Bloom's, Lorin Anderson in 2001. Krathwohl and Anderson had changed the names of the six levels from noun to verb forms and also rearranging them into *remember, understand, apply, analyze, evaluate* and *create*. The purpose is to classify the learning objectives from lower to higher and challenging levels of cognitive thinking, such as analyze and evaluate processes, and procedures, rather than just remember facts (rote learning). For this reason, the taxonomy is often graphically represented as a pyramid with higher-order cognition at the top. There are three domains: cognitive, affective, and psychomotor domain. The cognitive domain deals with the knowledge and understanding of concepts or ideas. The affective domain is concerned with the attitudes and feelings that result from the learning process, and lastly, the psychomotor domain involves physical skills.

The present study is concerned with the cognitive domain since it examines the cognitive skill of the reading comprehension questions on 'Bahasa Inggris SMA/MA/SMK/MAK Grade X Semester I'. The six levels of the cognitive domain in Revised Bloom's Taxonomy are *remember, understand, apply, analyze,*

evaluate and *create*. The following figure describes the six levels of Revised Bloom's taxonomy (Anderson & Krathwohl, 2001).

Figure 1.6.1

The Six Levels of the Cognitive Domain of the Revised Bloom's Taxonomy



1.7 Definition of Key Terms

There are five terms to be defined in this study:

Levels	Positions are defined as ordinal arrangement of the aspect of Bloom's Taxonomy from lower to higher order thinking skill.
Reading comprehension	An interrogative statement given to the learners in reading comprehension

question	to check their understanding after reading the passages.
Reading comprehension question level	Degrees of difficulties of interrogative statement given to the learners in reading comprehension to check their understanding after reading the passages.
English Textbook	A book of English lesson materials provided for the students.
Revised Bloom Taxonomy	The revision of Bloom's Taxonomy which has six levels namely <i>remember</i> , <i>understand</i> , <i>apply</i> , <i>analyze</i> , <i>evaluate</i> and <i>create</i> (Anderson & Krathwohl, 2001).