

CHAPTER I

INTRODUCTION

1.1. Background of the Problem

English, as an international language which is spoken by many people in many countries in the world of globalization, plays an important role in various aspects in human life. In Indonesia, English becomes the first foreign language to be taught to students at formal education institutions as it is claimed as the first language spoken all over the world. There are many ways to learn English, such as: through English movies, English songs, English news, English novels, and many more. The commonest media used to learn English that must have been known is course books. Course books are usually used by teachers to teach English to students at school as the primary source during learning processes. As O'Neill (1982) stated that course book is a primary source for a teacher and for students to seek information. As teachers, we know that selection of suitable course book is vital, as course book can provide a structure from which the process of language learning can begin.

Cunningsworth (1995) believes that course books have multiple roles in English language classes and can help to present the written and spoken material, provide activities, promote interaction, serve as a reference on vocabulary and grammar, act as a source for classroom activities, serve as a syllabus, and offer self-access work or self-directed learning. Course books are known with their variety of contents. There are four major skills that an English Course Book

should fulfill which reading is one of them. Heilman, Blair, and Rupley (1981) state that reading is one of the basic communicative skills in learning English besides listening, speaking, and writing, but it is a very complex process.

As one of the basic communicative skills, it is very important to teach reading at schools where the students spend most of their time to study. It helps students to get and or improve their knowledge as by reading students discover more information. Then, it also trains them to think and decode the meaning of the reading texts and to comprehend what actually the reading texts mean. And after that, by using the information and knowledge the students have comprehended, hopefully they could deal with problems they may face in life or even create something new that may be useful for themselves and or others.

To achieve this goal, schools have a syllabus of reading of 2013 curriculum given by the education government as a set of framework to help the students as they follow the steps to achieve the goal based on the syllabus. Based on the fact, a good English Course Book should fulfill the criteria of the syllabus to facilitate the students to achieve the goal of reading.

Reading in a Course Book is commonly known as reading comprehension session. Reading comprehension is a process where the readers (the students) are trying to comprehend the purpose and the main idea of the texts they are reading about. While reading, the students are trained to think because they have to decode what the meaning of the text is. Then, after that, they could comprehend what the value of the text is about. One of the ways for the students to comprehend the reading text is by asking them to answer reading comprehension

questions. Heilman, Blair, and Rupley (1981) state that reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities. One of many ways to check students' understanding about how far they comprehend a reading text is by asking them to answer the reading comprehension questions. Answering reading comprehension questions helps the students to develop their critical thinking.

By having a good Course Book as the media in learning English, the students can improve their learning, especially with a Course Book that has many reading passages and appropriate numbers of reading comprehension questions consisting of levels on comprehension taxonomy.

In 1956, Benjamin Bloom developed a learning taxonomy. Krathwohl (2002) states that the original taxonomy represented a cumulative hierarchy; that is, mastery of each simpler category was prerequisite to mastery of the next more complex one. The taxonomy consists of three domains. They are cognitive domain, affective domain, and psychomotor domain. The cognitive domain deals with information processing, knowledge, and mental skills. The affective domain deals with emotions, feelings, and attitudes. The psychomotor domain deals with manual or physical skills. The cognitive domain of Bloom's Taxonomy consists of six cognitive levels. They are knowledge, comprehension, application, analysis, synthesis, and evaluation. Bloom's Taxonomy can be applied not only to English teaching and learning, but also to the other disciplines. It is usually used by teachers as a parameter to construct questions. In 2001, Anderson, Bloom's former student revised Bloom's Taxonomy. He introduced the six thinking levels

in cognitive domain. The cognitive domain consists of remembering, understanding, applying, analyzing, evaluating, and creating.

This study is intended to identify what types of reading comprehension questions are employed in “Bupena” for Grade X, XI, and XII of SMA/MA English Course books by Erlangga 2015. Therefore, the writer conducts a research entitled “Types of the reading comprehension questions in “Bupena” for Grade X, XI, and XII of SMA/MA English Course books by Erlangga 2015. This book is selected because this book which has just been written and published in 2015 for the demand of the 2013 Curriculum and considered as *Buku Pendamping Pemerintah*. The writer chooses SMA/MA English Course Book because high school period coincides with adolescence. Adolescence is a time when students have developed higher cognitive domain of critical thinking level. Therefore, it is crucial to conduct a research of the selected course books to see whether the book had proper guider of building cognitive domain of critical thinking which is important to the development of senior high school students.

1.2. Research Questions

This study aims at exploring the representative of evaluating the W-H reading comprehension questions in “Bupena” for Grade X, XI, and XII of SMA/MA English Course Books by Erlangga 2015. The study tries to answer the following questions :

1. What types of reading comprehension questions are employed in “Bupena” for Grade X, XI, and XII of SMA/MA English Course books by Erlangga 2015?
2. What is the proportion of each type of reading comprehension questions that are found in “Bupena” for Grade X, XII, and XII of SMA/MA English Course Books by Erlangga 2015 in reference to HOTS and LOTS?

1.3. Objectives of the Study

The study aimed at:

1. Identifying the types of reading comprehension questions employed in “Bupena” for Grade X, XI, and XII of SMA/MA English course books by Erlangga 2015.
2. Finding the proportion of the reading comprehension questions in the course books in reference to HOTS and LOTS.

1.4. Theoretical Framework

In order to achieve the two objectives of the study, the writer needs some theories. They are reading comprehension, critical thinking, and the cognitive domain of Revised Bloom’s Taxonomy that is based on the six levels of cognitive domain proposed by David R. Krathwohl, Hannah Hammond Professor of Education Emeritus at Syracuse University : remembering, understanding, applying, analyzing, evaluating, creating.

1.5. The Assumptions

This study is conducted on the basis of the following assumptions:

- The course books present reading section in each chapter which contains reading text(s) and their comprehension questions.
- The comprehension questions found in the course book can be categorized using Revised Bloom's Taxonomy.

1.6. The Significance of the Study

This study is expected to give some contributions to the teaching of reading for *SMA/MA* students who use *Bupena* English Course Books by Erlangga 2015. The result of this study is expected to give feedback to the course book's author. It also provides information which can help English teachers to construct good reading comprehension questions for students.

1.7. The Scope of the Study

This study is a content analysis. Each chapter in the course book consists of four sections. They are listening section, speaking section, writing section, and reading section. The writer limits the study to focus on the reading section. She focuses on all comprehension questions in the reading section. She analyzes and categorizes the types of reading comprehension questions found in "Bupena" (for senior high students) only using the cognitive domain of Revised Bloom's Taxonomy.

1.8. Definition of Key Terms

Course book	Course books have multiple roles in English language classes and can help to present the written and spoken material, provide activities, promote interaction, serve as a reference on vocabulary and grammar, act as a source for classroom activities, serve as a syllabus, and offer self-access work or self-directed learning. (Cunningsworth: 1995)
Reading	Reading is one of the basic communicative skills, but it is a very complex process. It is difficult to arrive at the precise definition of the reading process. (Heilman, Blair, and Rupley : 1961)
Reading Comprehension	Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language (Heilman, Blair, and Rupley : 1961)
Reading Comprehension Question	Reading comprehension questions are questions which are given to students after a reading process to check their understanding of a reading text; the answer of some questions are explicitly stated in the reading text and some questions require students to analyze, evaluate, and create. (Dian

	Cicilia : 2015)
Bloom's Taxonomy	Bloom's taxonomy is a learning taxonomy which consists of six cognitive domain levels namely knowledge, comprehension, application, analysis, synthesis, and evaluation.
Revised Bloom's Taxonomy	A new version of Bloom's learning Taxonomy which consists of six cognitive domain levels. The revision is the change from nouns to verbs. In the old version, the levels were knowledge, comprehension, application, analysis, synthesis, and evaluation, whereas in the revised version, they are remembering, understanding, applying, analyzing, evaluating, and creating.
Critical Thinking	Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. (Michael Scriven & Richard Paul : 1987)

1.9. The Organization of the Thesis

This thesis consists of five chapters. The first chapter is the introduction. It deals with the background of the study, statements of the problem, objectives of the study, theoretical framework, assumption, significance of the study, scope of the study, definition of key terms, and organization of the thesis proposal.

The second chapter is the review of related literature. It contains four major sections. Section one, two, and three are concerned with the review of related theories. Section four is concerned with the review of related studies. Section one presents the nature of reading comprehension which covers reading comprehension and critical thinking. Section two presents the cognitive domain of Revised Bloom's Taxonomy. Section three presents the English syllabus of Curriculum 2013 for a textbook which covers the English syllabus of curriculum 2013 for SMA and the characteristics of a good English textbook.

The third chapter is the research method. It deals with research design, research data, instrument, data collection procedure, data analysis techniques, and triangulation. The fourth chapter deals with data analysis and findings. The fifth chapter deals with conclusion and recommendations.