

# **CHAPTER I**

## **INTRODUCTION**

This chapter use some aspects that discusses and presents the topic of research; They are the background of the study, research questions, objectives of the research, significances of the research, scope and limitation, and definition of key terms.

### **A. Background of the Study**

Reading is one of the four language skills taught to learners of English (Varita, 2017). By reading we can combine information from the text and our background knowledge to develop the text we have read. Understanding the content of the text is the purpose of reading. because reading text without understanding the meaning is useless. The reader must comprehend it not only understand the text (Satriani E., 2018)

Reading is a part of our daily lives. It is performed both for pleasure and information (Kaya E., 2015) Reading is the window of knowledge. If the students have good reading skills, it supports them to extract and absorb information from available sources. The role of reading widens from language input to information input or simply, knowledge transfer from the text to the brain (Kaganang, 2019). This activity is usually done by the use of messages, articles, English textbooks, and etc.

Students in Indonesia, especially in Senior High School level have been already introduced to many kinds of text in English language. Based on the curriculum k-13, the 11th grade students learn about report text, narrative text, spoof text, etc.

Oftentimes in the reading process, students experience many problems that hinder their understanding of the text reading, hence there are a lot of students still have difficulty in answering questions about reading comprehension in books, understanding a text is not an easy thing to do. According to (Ariandika, 2018). Many students claim that the most complicated subject to learn is English, English is a foreign language so it is possible for English students to have difficulty reading English texts. Based on English Proficiency Index (EF EPI) 2018. In mastering English, Indonesia is in a low position. This is based on research conducted by EF globally in 2018. From the 80 countries Indonesia is ranked 51st in the research (Komarudin, 2019). Almost all students have difficulty understanding the reading text without have a vocabulary knowledge and effective learning strategies (Nor, 2018)

Furthermore, reading is a process that implies something that is very complex because this requires students to experience, examine, predict and acknowledge information based on students' experiences and backgrounds. In conducting reading assessments, students have to remember and use what they have learned before (this process is done by transferring in High Order Thinking Skills (HOTS)) reading texts that they must understand to apply critical thinking. The purpose of reading is to find main ideas, supporting details, etc. So, when students have difficulty reading, problem solving skills must be used immediately. from this statement states that the reading assignment is a complex task and it is more difficult for students if they lack High Order Thinking Skill (HOTS) (Atiullah, 2019).

This study analyzes English textbook for 11th grade student published by Kemendikbud RI 2017. There are chapters inside the textbook such as; vocabulary builder, pronunciation practice, reading, grammar review, speaking, etc and but this research only focuses on reading comprehension questions since no study has analyzed this textbook's based on Revised Bloom's Taxonomy.

This research about textbook analysis based on Revised Bloom's Taxonomy is important because we need to see whether a textbook is worth to use based on the composition of high or low level of reading comprehension questions based on Revised Bloom's Taxonomy and also it could be a base for the teacher to be more effective in order to implement High Order Thinking Skill (HOTS) to develop the students' reading comprehension ability.

Based on the description above, this research interested to find out to determine the level of reading comprehension in English books based on the bloom taxonomy revision. because almost all public schools use this book to study therefore by conduct a qualitative research using content analysis research design by the title "An Analysis of Reading Comprehension Questions in English Textbook Published by Kemendikbud Based on Revisd Bloom's Taxonomy".

## **B. Research Questions**

What level of Revised Bloom's Taxonomy is mostly used in designing reading comprehension questions ?

### **C. Objective of the Research**

To analyze and find out level of questions which made by Kemendikbud, that mostly used in reading comprehension of English test items based on Revised Blooms Taxonomy.

### **D. Significances of the Research**

#### 1. For Researcher

with this research, the researcher got the new experience and knowled of reading comprehensions, especially for 11th grade English textbook based on Revised Bloom's Taxonomy and the researcher hoped that it can explain clearly how to choose the a good english textbook for study in class. so it can make learning process more effectively.

#### 2. For further Researcher

This research can be used as a reference for teachers or tutors out there so that they can know the characteristics of a good reading comprehension question and apply High Order Thinking Skills (HOTS) based on revised bloom's taxonomy however with different english textbook.

### **E. Scope and Limitation**

In general, each textbook usually covers four question skills such as, writing, listening, reading, and speaking. However, researchers limit their research to focus on the reading section. The researcher focuses on all comprehension questions in the post reading section. Then, the questions will be analyzed and categorized by understanding the questions based on revised Bloom's taxonomy which are most often used including understanding remembering, understanding, applying, analyzing, evaluating, and making. In addition, researchers are also

curious about the material prepared by the Ministry of Education and Culture of the Republic of Indonesia 2017 and to find out in general the types of questions that are most used for reading comprehension, especially for grade 11.

## **F. Definition of Key Terms**

Very important to defining key terms for researchers, because definitions are made to avoid misunderstanding of terms in research. The author provides some meaning which is often used in this thesis. The definitions are described below:

### **1. Reading Comprehension**

Reading Comprehension is not only read the text, but capability to process a text, in a way they have to understand and combine the knowledge they have just got with their previous knowledge.

### **2. English textbook**

English Textbook is one of the learning resources used by students and almost every school in Indonesia uses them to facilitate teaching and learning activity to be more effective.

### **3. Revised Bloom's Taxonomy**

Taxonomy is created by Benjamin Bloom in 1956. However, this study uses the newest taxonomy which is Revised Bloom's Taxonomy created by Anderson & Krathwohl which are creating, evaluating, analysing, applying, understanding, remembering, and High Order Thinking Skill (HOTS) is connected with the cognitive level of Bloom's taxonomy.