

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some aspects related to research and covers various theories regarding the analysis. The discussion are the definition of reading, reading comprehension, textbook, revised bloom's taxonomy, and previous study.

A. Definition of Reading

Reading is one of the skills activity that someone does to understand the text. According to J. Charles Aderson & Bachman (2000) Reading is related to individual's ability to understand text and each individual has differents skills in reading. Here we can understand that reading is the activity to interpret the written texts. Maenwhile according to Anter (2004) that reading is a process of the find meaning in the texts. This is in line with Grabe (2009) Reading is the ability to explain information and write the meaning of the contents text. From the point of view above, reading is an important skill that needed an active process of the brain to gain an understanding the meaning of the text. To be a good reader students must read often in order to have good thinking.

B. Reading Comprehension

based on review above about the definition of reading, According to Grabe (2009) Reading is about process understanding of the text content which has been written by the author. good understanding is when the reader can explains the meaning of text content and remember it with the background knowledge of the reader.

According to Linse (2006) Reading comprehension is leads to meaning, understanding, and entertainment for readers. In addition, according to Caldwell (2008) reading comprehension is process of understanding the text and composing meaning through interaction with the written language. It shows that reading comprehension is a process interaction through the text to find the meaning of written language.

In addition, Francoise (1986) added that (reading comprehension is when the readers can summarize a text before to get the point of information from a text) it can be concluded that reading comprehension focussed on remember the text content and were involved the background knowledge before for get the point of information by the summarize.

Furthermore, reading comprehension depends on how quick the readers understand each word in the text. If the readers have difficulty in this matter, of course their understanding of the text will be impaired. The students could practice their understanding on the written text by answering questions related to the text given. Hence, it is important to use appropriate taxonomy level in the questions used to develop students reading comprehension (Ahmadi, 2017)

C. Textbook

English textbook is very important role on the teaching and learning process english teachers must be able to choose the appropriate textbook. The teachers usually used textbook as main teaching materials on learning process and take many tasks from the textbooks to make their student more activities. According to Ayaturrochim (2014) almost of teachers depend on textbook as required tool in learning process, because textbook provide the content and activities that makes

some instruction to make activities in the classroom. In line with the stated Tarigan 1986 as cited in Lustyantje (2015) textbook is learning tool to used in schools and universities to support the learning. However, Brown (2007) stated that textbook is common form of material support for language instruction.

From definition above, almost the majority of language teachers tend used textbook. the teacher may have particular reason for choosing the textbooks as teaching materials. there are some characteristics of a good textbook. First the contain materials of textbook must suitable with the subject. It means the text book must guide students in learning and practicing English usually includes vocabulary, grammar, reading comprehension and speaking practice. The second, textbooks are arranged based on the curriculum implemented by the government, it means the textbook should be adapted materials based on the current curriculum implemented. The Third a textbook must be give explanation clearly to be easy to understand by teachers and students, furthermore the teachers can guide and giving explanation to students.

Based on the text above it can conclude that the textbook is very important to learn. almost all the teacher used english textbook to learning process in the classroom. One of the textbook used the teacher in Senior High School is english textbook entitled "Bahasa Inggris" especially for XI grade produced by Kemendikbud, from this textbook will analyze the level of cognitive proces that used in reading comprehension.

D. Revised Bloom's Taxonomy

Bloom's Taxonomy is a book which contains about framework or schema for classifying educational objective derived which derived by Benjamin S. Bloom and

published in the 1956 entitled *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain*; There are three kinds of thinking behaviors that is cognitive, affective, and psychomotor. According to Michael (2008) that, "Educational goals must be taught and assessed in the cognitive field". Therefore, the cognitive field is guided and assessed to achieve educational goals with teacher knowledge. there are six levels from low to high namely knowledge, comprehension, application, analysis, synthesis, and evaluation.



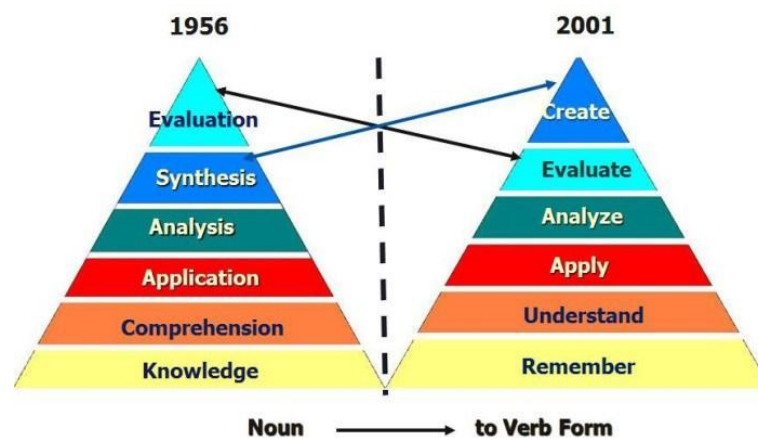
Picture 2. 1 Bloom's Taxonomy skillcast

from the skillcast above there are six levels it mean the first until third levels are Lower Order Thinking Skills (LOTS) while the fourth until sixth level are Higher Order Thinking Skills (HOTS). However it does not mean that the lower levels are not required. exactly the student must be in the first passed the lower levels in order to advance to the next levels.

Bloom's Taxonomy was created because a lot of evaluation of learning outcomes made by school were only ask the students to mention what they

memorize. Memorizing is the lowest level of thinking ability and there is a lot of higher thinking ability that must be acquired by the students

One of Bloom's student, Lorin Anderson and a group of psychologist improve Bloom's Taxonomy to match the era's development. In 2001 revised version published with the name Revised Bloom's Taxonomy. some changes happened after the revision. The first change is in the keyword from noun turned into verb. The second is change the arrangement of cognitive dimension level, evaluate located before create level. In the picture below, is the illustration of the differences between the original Bloom's Taxonomy and Revised Bloom's Taxonomy.



Picture 2. 2 Revised Bloom's Taxonomy

same like the old Bloom's Taxonomy, the Revised Bloom's Taxonomy classified into two categories. Remember, Understand, Apply categorized as Lower Order Thinking Skills (LOTS) and Analyze, Evaluate, Create categorized as Higher Order Thinking Skills (HOTS). This revised version mostly used in for fomulating learning objectives in Indonesia which often referred as

C1,C2,C3,C4,C5,C6. Sani (2019) stated that HOTS levels very different with LOWS levels, the differences are proposed in the below.

Table 2. 1 Differences in LOTS and HOTS Learning Activities

No	LOTS learning activities	HOTS learning activities
1	Passive in thinking	Active in thinking
2	Solve problem	Formulate problem
3	Assessing simple problems	Assessing complex problems
4	Convergent thinking	Divergent thinking and developing ideas
5	Learning from the teacher as the main source of information	Finding information from various sources
6	Practice solving problems and memorizing	Thinking critically and solving problems creatively
7	Prioritizing factual	Knowledge analytic, evaluative thinking and making decisions

E. Previous Study

To avoid the repetition someone else's, it is important to attach the previous studies. Some similar studies conducted by some researchers about reading comprehension question that is: The first previous study was done by Kurnia, Sri, and Dwi in the year of 2019. The title of their research is "Using Revised Bloom's Taxonomy to Evaluate Higher Order Thinking Skills (HOTS) in Reading Comprehension Questions of English Textbook for Year X of High School". The purpose of this research is to see the existence of Higher Order Thinking Skill (HOTS) in reading comprehension questions in English Textbook for Year X. This research apply a descriptive qualitative research and content analysis research design. Based on explanation, there are similarities with this research. The similarities is from research method applied dan used Revised Bloom's Taxonomy to Evaluate Higher Order Thingking Skills in reading comprehension questions and the difference is from the object of the study.

The second previous study was written by Zaharil Anasy in the year of 2016. The title of their research is "Hots (Higher Order Thinking Skill) in Reading Exercise" This research aimed to investigate Higher Order Thinking Skill (HOTS) question in textbook published by Erlangga for XI grade. This research apply a descriptive qualitative research and content analysis research design. Based on explanation, there are similarities with this research. The similarities is from research method applied dan used Revised Bloom's Taxonomy to Evaluate Higher Order Thingking Skills in reading comprehension questions and the difference is from textbook.