

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problem, objective of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of The Study

Reading is an important skill because it serves as a literacy skill. It means that when a person is going to master a certain knowledge, the first thing they have to master is reading. By reading, they will understand a certain knowledge so that they will gain more knowledge (Pustika, 2015). Richards and Schmidt (2002:126) define reading skill as an ability that required for skillful reading, such as discerning main ideas, understanding sequence, noticing specific details, making inferences, making comparisons, and making predictions in second and foreign language intruction, particularly with adults.

Reading is one of the main significant elements to develop English language ability. According to Nunan (2003) reading is a process of readers that combine information from the text and their background of knowledge to build a new meaning. The goal of reading is to comprehend, reading without comprehend the text is useless. The students require to have sufficient reading skills to support them in order 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).

Reading comprehension is a process that involves actively constructing

meaning of the text, and between the text and personal experience. It is the ability to understand the new information in light of what the reader already knows. Reading comprehension is achieved when the reader understands what the author is trying to say (Byrnes, 2008:201).

Textbook is an equipment of teaching and learning process and the purpose of textbook is to help the students in order to achieve their materials understanding (Damanik & Zainil, 2019). Even though several teachers do not apply textbook continuously or even do not apply it at all, on the contrary almost all of the teachers approve that textbook is needed in the process of teaching and learning. For the teacher who do not use textbook at all, they still use it for the directive to construct their materials. (Safitri & Tyas, 2019).

Students need a textbook to support their learning. English textbooks support the teachers to provide materials, because teachers are demanded to provide various material creatively. There are many publishers that try to provide textbooks in various style and setting which are compiled based on the curriculum implemented in Indonesia. Even Ministry of Education and Culture of Indonesia also provides English textbook Published by KEMENDIKBUD RI 2017. The book of High School English Students entitled “BAHASA INGGRIS” Published by KEMENDIKBUD RI 2017”. This is a new book that is published in 2017, and this book is published by Ministry of Education and Culture of Indonesia (MECI). Because of the various textbooks publishers try to provide textbooks in order to support teachers and students in teaching and learning process. Not all textbooks published are suitable with the learners need

and have good qualities. According to Cunningsworth as cited in Arba'ati (2015, p. 4) emphasizes that “no course book designed for a general market will be absolutely ideal for particular group of learners”. That means we need an analysis to evaluate the content of this book in order to support the book improvement.

Textbook analysis is really needed to evaluate the textbook. To improve reading ability, English textbooks have an important role as media to support their reading comprehension. According to Azizifar and Baghelani as cited in Setiawati (2015, p. 4) there are many various reasons for textbook evaluation. The first important reason is the requirement to adapt new textbooks. The second reason is to recognize specific strengths and weaknesses in textbooks which have been already in use. The third one is that textbook evaluation can be very useful in teachers' development and professional growth. While the other reasons of the writer choosing the “BAHASA INGGRIS” are seventh, this book based on curriculum 2013 that gathered nowadays. The textbook was a newly produce as a recommendation for the textbook reference spreading out though the ten grade of Senior High School students. And I use the theory of barrett taxonomy to analyze the book I choose because it was designed originally to assist classroom teachers in developing comprehension questions and questions of test for reading. Hence, it offers a more specific and detailed category of understanding level in terms of reading as part of English as one of the subjects in school curriculum. The difference between Bloom's taxonomy gives a chance to learn a range of thingking and provides a simple stucture for many different kinds of

questions while Barret's taxonomy is applicable to language subjects, as the students' understanding of comprehension questions in the reading part.

There are three researchs that underlying this current research. First, research conducted by Novydasar et al. (2017) the tittle is Analysis of Reading Comprehension Questions in the English Textbook for Eleventh Graders Based on Barrett's Taxonomy. The second study conducted by Amalya et al. (2020) to see an analysis of reading comprehension questions based on Barrett's taxonomy of an English coursebook entitled bright for eighth graders. The third study conducted by Zorlouglu et al. (2020) The analysis of 9th grade chemistry curriculum and textbook according to revised Bloom's taxonomy.

Based on the description above, the writer would like to conduct the research with the title *Reading Comprehension Question Levels in Grade X English Students' Textbook Based on Barrett's Taxonomy*.

1.2 Research Problem

The research problem of this study is:

What are the levels of reading comprehension questions based on Barrett's taxonomy found in the English textbook entitled "Bahasa Inggris Siswa Kelas X"?

1.3 Objective of the Study

In line with the research question on the previous page, the objective of this study was to determine levels of reading comprehension questions based on Barrett's taxonomy in the English textbook entitled "Bahasa Inggris Siswa Kelas X".

1.4 Significance of the Study

The findings of this study are expected to provide benefits for education. This research is expected to be useful in two ways, as follows.

1.4.1 Theoretical Benefits

The result of this study may give additional references to readers in order to they can more understand about reading comprehension questions types of English textbook used by first grader of senior high school level “Bahasa Inggris” Published By KEMENDIKBUD RI 2017. The result of this study may give further knowledge how to choose and select a suitable textbook for teaching-learning process, so the effectiveness teaching-learning process will be successfully implemented.

1.4.2 Practical Benefits

This research is important for the teacher or tutors out there to implement High Order Thinking Skill (HOTS) through appropriate textbook which covers all type of questions in a balanced manner to develop the students’ reading comprehension.

1.5 Scope and Limitation

The researcher focuses on all comprehension questions in the reading passage. Then, those questions will be analyzed and categorized the types of comprehension questions based on Barret’s taxonomy which are include of literal comprehension, inferential, evaluation and appreciation. Moreover, the researcher is curious with question items made by English teacher and to know generally mostly question types used for reading purposes.

1.6 Definition of Key Terms

1.6.1 Reading

Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is the process of building the meaning of words. Reading with the aim of helping readers to point information towards their goals and focus their attention. Although the reasons for reading can vary, the main purpose of reading is to understand the text. Reading is a thought process. Readers use strategies to understand what they're reading, use themes to organize ideas, and use textual instructions to discover the meaning of new words. Each of the three reading components is just as important.

1.6.2 Reading Comprehension

Reading comprehension is the ability to process text, understand its meaning, and integrate with what the reader already knows. The fundamental skills required in efficient reading comprehension are knowing the meaning of words, the ability to understand the meaning of a word from the context of a discourse, the ability to follow the organization's part and to identify antecedents and references in it, the ability to draw conclusions from sections about its contents, the ability to identify the main thinking of a piece, the ability to answer questions answered in a section, the ability to recognize literary devices or proposition structures used in passages and determine their tone , to understand the situational atmosphere (agents, objects, temporal and spatial reference points, casual and deliberate inflections, etc.) delivered for statements, questions, commanders, restraints etc.

1.6.3 Barrett's Taxonomy

Barrett's Taxonomy is a taxonomy made by Thomas C. Barrett in 1968 special for reading (Irene, 2014, p. 3). Barrett's Taxonomy (Barrett, 1976) comprises five main "comprehension" levels these are (1) Literal Comprehension is questions that deal with information explicitly stated in the text; (2) Reorganization is questions that require analysis, synthesis or organization of information explicitly stated in the text; (3) Inferential Comprehension is questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience; (4) Evaluation is these questions deal with judgments concerning value and worth; and (5) Appreciation is these questions are intended to assess the psychological and aesthetic impact of the text on the candidate (Reeves, 2012, p. 35).