

CHAPTER I

INTRODUCTION

This chapter shows several aspects related to the topic of study. It contains the background of the study, the research problem, the objective of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

A. Background of Study

Reading is a fundamental goal that must be mastered by students to achieve success both in school and in life. With reading students can learn various things, especially in English because reading will expand their vocabulary, add insight, increase new ideas and experiences. Reading is also an active thinking process because it involves interaction between the reader and the text or content being read. According to Brown (2007), reading is the most important skill in an educational context because it can be the assessment of students' language skills. Reading skill is an interactive activity to understand the meanings contained in the written material. Efficient understanding requires the ability of the reader to link textual material with the knowledge that already has. Reading skill is one of the important requirements for students in achieving success and development in learning. Through reading, not only directs students to have productive lives, but also makes them aware of technological developments, innovations, and new ideas that can be updated.

Hayes (2018) states that in Mega-Trend of Industrial Revolution 4.0 for students in the 21st century, there are three skills must be possessed by students. That skills are learning skills, literacy skills, and life skills. Here, literacy skill is closely related to students' reading skill. It is very interesting issue to research because in this modern era literacy skills are needed by students to answer the challenges of the world through good reading skills.

Students can find out accurate, precise, and logical information so that they are not easily provoked by inaccurate information. In addition, this is also included in the 2013 curriculum, precisely in the English syllabus used at the high school level, one goal of English teaching-learning is that the students are able to read English texts effectively and efficiently. strategies that are suitable for students' skills.

There are various types of text in English, namely: descriptive text, narrative text, report text, exposition text, explanation text, discussion text, procedure text, spoofs, review text, anecdotes, news items and recount text. But here the researcher discusses recount text. Recount text material is very important to understand by students in senior high school, even though before students have studied material about recount text when they are in junior high school but sometimes many of them still have problems in understanding recount text.

A recount text tells about the experiences that have been done, so that students can more easily understand the contents of the text because it is related to daily life when compared to other texts. By understanding the level of students' reading skill, teachers can find out how much potential their students have. It also guides teachers regarding students who have talent in the field of English and can be included in English language competitions such as debate, storytelling, speech, and others. Students' reading skill in recount text can be associated with a championship in the field of English. It is also very influential in the field of storytelling competitions, because storytelling is an activity to tell stories that have passed. Before understanding the story, students are required to understand the content of the story either explicitly or implicitly. Thus, it is the role of reading skills that can determine the potential of students in the field of English.

Two taxonomies are often used in education, namely Bloom's taxonomy and Barrett's taxonomy. However, there are differences between them. The most visible difference is that Bloom's Taxonomy can be applied

in all subjects according to function in general and the items arranged, namely to measure low-level skills and high-level skills or what is currently known as LOTS (Low Order Thinking Skills) and HOTS (High Order Thinking Skills). Furthermore, Barrett's taxonomy was created by Thomas C Barrett in 1968, this taxonomy intended as a parameter in making specific questions for reading purpose. Blair, Helman & Rupley (in Rahma, 2019) argue that Barrett's Taxonomy is more specific and suitable to analyze reading comprehension and skill because it can be represents of comprehension the taxonomy when the teacher develops instructional activities in reading, notifies questions and determines the reading comprehension instructions contained in the reading test questions. By using Barrett's Taxonomy, teachers can create reading questions based on students' thinking levels. The questions are designed with various types of questions and are divided by level of difficulty. Thus, students can improve their reading skills because as a form of training themselves in comprehending the text by answering questions designed based on level of thinking skills.

Based on preliminary study, many students face several problems in learning English, especially learning about understanding an English text. Because they feel that reading English text is difficult, and most of them are in the difficulty in interpreting an English reading text. In addition, many of the students still have weaknesses in finding the main idea and understanding the content of the text. Limited knowledge of vocabulary, lack of reading practice, and the habit of doing English reading questions carelessly are some of the factors that cause students to have difficulty in reading skill.

There are some previous studies related to the topic of reading using Barrett's Taxonomy. The first previous study was conducted by Rahma (2019) discusses an analysis of reading comprehension questions made by an English teacher based on Barrett's Taxonomy. Second previous research was conducted by Amalya et al., (2020) tells the analysis of reading

comprehension questions based on Barrett's taxonomy in the English course book. A similar study about analyzing students' reading ability in recount text using Barrett's Taxonomy was conducted by Junika (2018) that investigates an analysis of students' reading comprehension in recount text of Barrett's Taxonomy.

Based on the explanation above, there are previous studies that focus on analyzing reading comprehension questions based on Barrett's Taxonomy and other previous studies on students' reading comprehension in recount text using Barrett's Taxonomy. It can be seen that analyzing reading using Barrett's Taxonomy is significant because it can find out the correct level of reading comprehension questions according to the level of students' skill both in reading questions made by the teacher or reading questions in certain books. Moreover, Barrett's Taxonomy is not only used to analyze reading comprehension questions but also can be used to determine the level of students' reading skill in certain texts. It is important for the teacher can make reading questions based on the students' thinking level. Thus, it can improve students' reading skill because the questions made by the teacher are based on the appropriate level of thinking ability. Therefore, the writer will conduct this research to strengthen the previous research with investigate students' reading skill based on their level of thinking in reading English texts using Barrett's Taxonomy. Therefore, this research will be conducted with the title "An Analysis on Students' English Reading Skill in Recount Text Based on Barrett's Taxonomy".

B. Research Problem

Based on the explanation in the background of the study above, the research question can be formulated as:

1. What is the level of students' English reading skill in recount text at senior high school level?
2. What is the weakness level of students' reading competence in recount texts based on Barrett's Taxonomy?

3. How to overcome the weakness level of students' reading competence in recount texts based on Barrett's Taxonomy at senior high school level?

C. Objective of Study

The objective of this study is to know and describe the level of English reading skill by the students at senior high school, to find out the weakness level of students' reading competence in recount texts based on Barrett's Taxonomy and also to overcome the weakness level of students' reading competence in recount texts based on Barrett's Taxonomy.

D. Significance of Study

The results of this study are expected to provide good benefits for students, teachers, and further researchers.

1. For students

This research is expected to motivate students to read and understand recount text and other kinds of texts in English. In addition, it can also increase student learning activities through reading.

2. For teachers

This research is expected to be able to assist teachers in improving learning strategies that are more varied, especially in teaching reading so that the information contained in this study is useful for improving the quality of learning English in schools.

3. For further researchers

The researcher hopes that this research can be useful for another researcher who wants to research with the same topic and purpose so that it can be used as a reference. It can show how students' reading ability in recount text is analyzed using Barrett's Taxonomy.

E. Scope and Limitation of Study

In this research, the researcher will not examine the reading skill of all students at the senior high school level. However, the researcher will limit the research to tenth-grade students of SMAN 8 Kediri because the recount text material has been taught in this grade.

This research focuses on analyzing students' reading skills in recount texts based on five intellectual levels of reading comprehension in Barrett's Taxonomy namely, literal comprehension, reorganization, inferential comprehension, evaluation, and appreciation. Based on the syllabus for senior high school English subjects by Kemendikbud (2017), it shows that the recount text material is included in KD 3.7 and 4.7, which means the recount text material in the second semester. For this reason, this material is chosen as a variable because this research will be carried out in an even semester in the 2021/2022 academic year.

F. Definition of Key Terms

To avoid misunderstand and make the reader comprehend the topic discussed in this study, it is necessary to define key terms.

1. Reading

Reading as the active thinking process of readers in interpreting sources of information, understanding meaning, and managing comprehension using social contexts to reflect their response in a reading text.

2. Recount Text

Recount text is a text that contains events, experiences, and accomplishments of a person from the past and is told in a logical sequence. Thus, recount text is one type of text that retells the story, experiences, or events that occurred in the past, then the recount text is always written in the past tense.

3. Taxonomy

Taxonomy is a classification of items into certain classes and subclasses. The taxonomy that used in this study is Barrett's Taxonomy. Barrett's Taxonomy represents the understanding of the taxonomy used when enhancing instructional activities, telling questions, and determining reading comprehension instructions.