

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter consist of a theoretical framework and some previous studies. The theoretical framework describes some information related to reading comprehension, 2013 curriculum, the implementation theory, Bloom's Taxonomy, and critical thinking.

#### **1. Reading**

##### **a. Definition of Reading**

Reading is the ability of transmitted writer aim using the word. Furthermore, reading is one of the important skills to be taught by the teacher to the students because reading is a window of knowledge. Reading is an undertaking of get something which means of the facts from the text. Reading is one of the psycholinguistics processes in which the context is reconstructed by the readers. It is happened in the mind of humans. The reader examines the textual content and their thought appears for that means of the text. Based on Muslaini, (2017) reading is the writer's way to send the information to the reader through the text.

Based on Shih et al., (1997) reading happens when someone looks at and gives meaning from the symbols which are written in the text. It means that reading is the way to understand a text, when we read the text we try to get the point about what we reading are. On another side, reading is an active effort from the reader, to understand the writer's message

(Smith, J, Richard & Johnson, D, 1980). In addition, they said that the reading process is a way of interacting and reconstructing what a writer tries to communicate. Based on the definition, it means that reading is a communication between the reader and the writer because the text saves the message from the writer, the message from the text can be information, knowledge, etc.

According to the explanation above, the researcher concludes that reading is an activity that needs hard thinking to get suitable information from the written text. Moreover, reading is also a connection between a writer and a reader. That is as the message sender and as the receiver via the text. The message will have been delivered successfully when the readers can get the idea of the text.

#### **b. Definition of Reading Comprehension**

According to Caldwell (2008), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that reading comprehension is achieved when the reader successfully extracts the useful knowledge from a text and constructs it into a new understanding. Comprehension is not a single total process. The reader activity includes a variety of simultaneous processes. Reading comprehension is the process of building a connection between what the reader knows and what the reader does not know, between the new and old.

Comprehension is constructing meaning from the printed material. It is an interactive process that requires using prior knowledge in combination with the printed material. Reading comprehension can improve by teaching students to assess their own comprehension by using a question. It is the teacher asking a question about the students' reading. It means that the readers are active in constructing meaning through the process of integrating this knowledge with what they already know and answer questions.

Based on the definition above, the researcher can be concluded that reading comprehension is defined as a process of extracting and constructing meaning through interaction between the reader and text and achieves when a reader successfully extracts the useful knowledge from a text and constructs it into a new understanding. Then, reading comprehension is an interactive process of finding meaning from the text.

Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. It is appropriate with McNamara (2007) who states that comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and ultimately, the construction of a coherent representation or picture in the reader's mind of what the text is about.

Based on Klingner et al., (2007) reading comprehension is the

process of constructing meaning by coordinating a number of difficult processes that consist of word reading, word and world knowledge, and fluency. From the declaration above, it can be concluded that reading comprehension is a kind of skill in reading which make the readers can create meaning from written text which make them able to understand the information in it. McNamara, (2007) states that reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. It means that when the reader read, the reader must understand and master some components of the text.

According to Birckbichler & Grellet, (1983) reading is a constant process of guessing and what one brings to the text is often more important than what one finds in it. There are many symbols and writings that must be known in the text that is read. This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. Therefore, reading is the key to successful language learning, especially in foreign language. By reading the reader can get information about knowledge of technology and science. Comprehension entails three elements; the reader who is performing the comprehending, the text which is to be comprehended, and the activity in which comprehension is a part. Furthermore, these three elements will influence each other in order to create a good comprehension for students or readers.

Klingner et al., (2007) explains that reading comprehension is

multicomponent, highly complex process that involves many interactions between readers and what readers bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). Similarly, McNamara (2007) says that reading comprehension is a product of complex interactions between the properties of the text and what readers bring to the reading situation.

This understanding comes from the interaction between the words that are written and how readers trigger knowledge outside the text. Reading would be empty and meaningless without comprehension because a good reader is someone who understands what he is reading, and the faster he can get meaning from his reading, the more efficient he is. From the theories above, it could be concluded that reading comprehension is how readers know about the content of reading text that they read and the readers' needs to comprehend about what has been read. In other words, reading comprehension is a kind of skill in reading which makes the readers able to create meaning from written text where they can be able to understand the information and knowledge from it.

### **c. Types of Reading**

According to Brown (2003), there are four types of reading, first, perceptive reading, perceptive readings implicate the factors of a large discourse, such as letters, words, punctuation, and different graphemes' symbols. Second, selective reading, this class is a structure of evaluation structure which is to ensure one's studying focus of lexical grammatical or

discourse facets of language inside a very quick time. Third, interactive reading, is the way the reader interacts with the text, it's mean that the understanding of the reader to the language from some paragraphs into a page or more in which the reader must. The last, extensive reading, extensive studying reads a lengthy text, such as a lengthy article, and books that are usually examined backyard a study room hour.

Based on the rationalization above, we understand that there are 4 kinds of studying relying on Brown, that are perceptive reading, selective reading, interactive reading, and tremendous reading. Perceptive studying asks the college students to analyze the letter, word, and image separately. Selective analyzing is the way to comprehend the grammatical or the paragraph in the quick passage. Interactive studying asks the college students to study some textual content and locate the records from the text. Meanwhile, big studying has an affair with longer text, this needs students' capacity to apprehend the complete text.

While, Patel and Janin (2017) said that there are four types of reading. First, intensive reading. Intensive analyzing is textual content analyzing or studying the passage. This reading activity reads the shorter text which is to aim the learner reads the text to get knowledge or to analyze and to get specific information. The learner reads books to accumulate information in the form of intensive reading. There are a few traits of intensive reading, first, this analysis helps the learner to increase lively vocabulary, second, the instructor performs the predominant

function in this reading, third, linguistic objects are developed, fourth, this analyzing goal at energetic use of language, fifth, intensive studying is studying aloud, and the last, in intensive analyzing speech dependency are emphasized and accent, stress, intonation, and rhythm can be corrected.

Second, extensive reading. In substantial reading, the degree of problem is decreased than intensive reading. Extensive studying is studying for pleasure. The reader simply needs to understand something, consequently, they do no longer care about the necessary data or the precise facts from the text. Usually, humans study to preserve them update. There are numerous traits of vast reading, that are, first It helps the learner to advance energetic vocabulary, second, big analyzing is silent reading, third, in sizeable studying the concern be counted is emphasized, fourth, in the extensive, analyzing the newbies play the principal function due to the fact they have to ask for measures, fifth, in big studying the concept can be developed, sixth, good-sized studying objectives to enrich learners' knowledge, the last, via tremendous studying the desirable studying addiction can be developed.

Third, reading aloud, also play important role in teaching English that is to help the students to develop the skill of pronouncing and to develop the skill of reading by expressing ideas.

The last, silent reading. Silent studying is a very necessary talent in educating English and vital to amplify analyzing capability amongst

learners. In silent reading, the instructor has to make them examine silently barring any difficulties. The purpose of silent studying is achieved to gather a lot of information. The gain of silent analyzing is it makes the college students very lively and accurate, can make the college students pay attention their interest towards the difficulty depends and he learns naturally, saving time, very beneficial to strengthen the ability to analyze fast, and This talent performs the predominant position to make bigger the expertise of students

### **C. Purpose of Reading**

In general, the purpose of reading is to get information, but every people have different purposes of reading. There are countless functions of studying in accordance to Grabe and Stoller (2019). First, reading to search for simple information and reading to skimming, reading to search for easy records is an incredibly unbiased cognitive manner in accordance to some researchers and it is additionally a frequent analyzing ability. In analyzing to search, we commonly scan the textual content for a specific word, or a specific section of the information, or a few deputizing phrases. Reading to skimming is a common part of reading. In skimming, we must use the right strategy to find out where the important information is and use reading skills to be able to understand the ideas of the text.

Second, reading to learn from texts, reading to research generally takes place in educational and expert contexts in which an individual is required to research a quantity of data from a text. In this case, the reader



is supposed to remember the main ideas and many supporting ideas and can remember this information as needed.

Third, reading to integrate information, write and critique text, reading to integrate information requires that the reader learn information from many texts or combine the information from different parts of the text, such as a long chapter in a textbook. These competencies the reader want the vital contrast of the data which have to examine so that the reader can decide what statistics to combine and how to combine it for the motive of the reader.

The last, reading for general comprehension, there are two definitions of typical analyzing comprehension that is first, it is the most fundamental purpose for reading, underlying, and bolstering most different dreams for reading. Second, studying for generic comprehension is extra complicated than generally assumed. It desires quicker and automated processing of words, sturdy competencies in the institution of a widely wide-spread that means an illustration of fundamental ideas, and environment-friendly coordination of many tactics in confined time when performed through an expert fluent reader.

## **2. Curriculum 2013**

2013 curriculum is an integrated curriculum with skills, themes, concepts, and topics (Poerwati & Amri, 2013). 2013 Curriculum or K13 is the newest curriculum that implementation in July 2013 (Komaria,

2011). These curriculum has a specific differences among the other curriculum which is implementation before. The 2013 curriculum also used a scientific approach for the method of learning. In the 2013 curriculum, the students pushed to be more productive, creative, innovative, and effective.

In 2013 curriculum scientific approach is the learning method. This method describes the process of searching knowledge by the students as the subject of learning through applied science principles. American educator and philosopher John Dewey (1859-1952) promoted the learning method called 'learning by doing. In this method, students become the subject of learning. Meanwhile, learning is the process of searching for the meaning of something with objective sides and connected to important issues. Furthermore, Hosnan (2014) states the scientific approach means „a learning process organized to make learners actively construct concepts, laws, or principles through activities likes observing, hypothesizing, collecting data, analyzing data, drawing conclusions, and communicating the principles found. Hopefully, students might search for new knowledge from multiple resources. They can do the observation without focused instruction material and emphasize the communicating skills as scientific principles.

### **3. Implementation Theory**

Implementation is a set of strategically activity in-term of norm to achieve the goals (Basyiruddin Usman, 2002). According to Miller and

Seller, quoted by Wahyudin (2016) that curriculum implementation is an application of the concept of program ideas or curriculum order into learning practices or a variety of new creativity so that it will change in the expected group of people to change. In simply way, implementation can be means as application or executing. Implementation is an activity that provides policies to the community so that it can provide the expected results, this is in accordance with the explanation of Rasyid (2005).

Meanwhile according to Basyiruddin Usman (2002), implementation is the expansion of activities that adjust to each other. Implementation simply defined as implementation or application. There are several step of implementation accordance. First, program development (likes Prota, Promes, etc). Then the implementation of learning which means the process of interaction between teacher and students with the surrounding environment. The last is evaluation means a process to determine the aims of extended which these activities have been achieved.

#### **4. Bloom's Taxonomy of Thinking Skills**

##### **a. Domains of learning**

Blossom's Taxonomy (1956), otherwise called Bloom's Taxonomy, is a notable instructive education strategy. In his scientific categorization, Bloom recognized three learning spaces: cognitive, affective, and psychomotor, and assigned any of these spaces an ordered progression that connected to different instructive stages. To make learning exercises for

understudies, a teacher ought to for sure carry out every one of the three areas together into extensive talks. The variety of informative techniques adds to the most well-instructive encounters that take special care of a wide scope of learning methodologies and strategies. This assortment separates the three areas into subcategories, beginning with the most straightforward and advancing to a much more confounded.

Bloom's Taxonomy of cognitive domain concerned with cognitive skill such as critical thinking, problem-solving, and knowledge acquisition (Krathwohl et al., 1956). The cognitive hierarchy is tremendous, from essential retention to making something new in view of recently educated data. The six categories that represent the cognitive domain are knowledge, comprehension, application, analysis, synthesis, and evaluation.

According to Bloom's Taxonomy (1956) affective domain is concerned with how people handle things that have an emotional impact such as emotions, beliefs, admiration, passions, motivating factors, and behaviors. Accepting to the phenomena, responding to phenomena, valuing, organizing, and characterization are examples of affective domain categories. The initial phase in the order is to get and pay attention to data, which prompts describing or incorporating values and consistently attempting to follow up on them. It is intended to help students achieve a more prominent mindfulness about their own convictions, and they have truly developed.

The part of physical domain are physical movement, coordination, and motor-skill application. The psychomotor area incorporates a student's

capacity to get done with responsibilities, exercises, and abilities truly. To foster these abilities, practice is required, which can be estimated regarding pace, exactness, length, cycles, or strategies utilized in an application. Translation, set, situated reaction, structure, complex obvious reaction, change, and foundation are all subdomains of psychomotor. The three learning domain have proactively been talked about; this exploration, then again, is centered on the Bloom Taxonomy Cognitive Domain.

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

Bloom's Taxonomy separates the areas of learning into three categories. The three (3) domains of knowledge include cognitive, affective, and psycho-motor to be achieved. Perceiving different sorts of students with explicit needs is fundamental. Instructors should follow various methodologies in planning and carrying out illustrations to address these necessities. Bloom's Taxonomy's cognitive domain could be used to comprehend and gauge how understudies' decisive critical thinking skills. In addition, Bloom's Taxonomy could be a valuable learning construction for supervisors to encourage cognitive growth in their supervisees in purposeful way (Granello, 2000). Bloom's taxonomy had been used in teaching and instructional preparation for nearly 50 years before revised by Anderson and Krathwohl in 2001.

Since they are comprised of various degrees of thinking, the cognitive domain is also known as the cognitive process or cognitive level. There are six different levels of thinking in the cognitive process. Low Order Thinking

and High Order Thinking are two of these cognitive levels. The best three degrees of higher-order thinking abilities are alluded to as higher-order thinking abilities (Analyzing, Evaluating, and Creating). This suggests that the Low Order Thinking Skill has a place with the Revised Bloom's Taxonomy's three least levels (Remembering, Understanding, and Applying). The Cognitive Process aspect is by all accounts indistinguishable in appearance to Bloom's taxonomy, with the special case that the last two gatherings are backward request, as expressed in Table 1.

**Table 1**  
*Bloom's taxonomy and the revised version by Anderson et al. (2001)*

<b>Bloom's Taxonomy</b>	<b>Revised Taxonomy</b>
Knowledge – to review data or information	Remember – recover important information from long term memory
Comprehension – the interpretation, understanding, or extrapolation of information	Understand – develop importance from informative messages, counting oral, composed, and realistic correspondence
Application – the use of information into another circumstance	Apply – doing or involve a methodology in a given circumstance
Analysis – breakdown information into parts and show connections among the parts	Analyze – break material into its constituent parts and determine how the arts relate to one another and overall structure or purpose
Synthesis – unite portions of information to frame an entire and construct connections for new circumstances	Evaluate – make decisions in light of models and norms
Evaluation – judgment about the worth of materials and strategies for given inspirations	Create – set up components to frame a cognizant or utilitarian entirety, revamp components into another example or design

#### **d. Taxonomy of Cognitive Learning**

Benjamin Bloom in 1956 created a taxonomy of educational objectives called Bloom's Taxonomy. According to Omar et al. (2012) Blossom's Taxonomy is a characterization of learning goals inside instruction that instructors set for understudies. In addition, Bloom's Taxonomy is a grouping for teachers set for students in various learning fields or learning objectives (Chang & Chung, 2009). Affective, psychomotor, and cognitive learning targets are the three kinds of learning goals. Teachers ought to focus on giving a more comprehensive and incorporated education to their students.

Furthermore, Granello (2000) defines that Blossom's Taxonomy is a particular of six progressively requested degrees of informative results that are planned to push students toward higher levels of cognitive intricacy. Students should initially obtain essential information and abilities at lower levels prior to advancing to higher levels. The scientific categorization is separated into six levels from most minimal to most elevated order processes. Blossom's Taxonomy is a structure for speakers and understudies to classify instructive focuses in different showing goals, which has a six-level progressive system of cognitive intricacy. Prior to advancing into the higher levels, students should initially secure essential information and abilities at lower levels (Chang & Chung, 2009; Granello, 2000; Omar et al., 2012). The scientific categorization of instructive goals can be considered an arrangement framework for articulations about statements about what we



want students to learn or what we expect them to learn. The scientific classification is an institutional structure that gives a typical understanding of objectives ordered in one of its classes. Subsequently, correspondence can be incredibly improved.

## **5. Critical Thinking Skills or High Order Thinking Skills**

Kivunja (2015) characterizes *critical thinking skill* as a singular's capacity to utilize a number of their overall intellectual handling abilities which fall into high-order thinking levels of dissecting, assessing and building groundbreaking thoughts or making and which empowers students to think profoundly to tackle non-recognizable issues in various ways. In another term, critical thinking is a process that provokes a person to utilize reflective, sensible, levelheaded thinking to accumulate, decipher and assess data in order to infer a judgment. While applying critical thinking and problem solving, students should have the option to settle on fitting choices and decisions utilizing what they have realized or read, utilize inductive and insightful thinking as suitable to the situation, and break down complex systems and decide how parts of an entire communicate with each other.

Based on Brookhart (2010) Higher-order thinking is imagined as the students having the option to relate their figuring out how to different components past those they were educated to connect. The teacher intends that students will be prepared to be out on the world and have an independent perspective. In addition, Higher-order thinking abilities is the

capacity to consider the growth opportunity and integrate new information with prior information (Stoney & Oliver, 1999). Students are supposed to have an independent perspective and go with their own choices, setting them up to venture into the world arranged to think for themselves in an assortment of circumstances. Moreover, Higher-order thinking abilities, is an idea of education change in light of learning scientific categorizations like Bloom's taxonomy. The thought is that a few sorts of learning require more cognitive handling than others and have more summed up benefits (Jacovina et al., 2015).

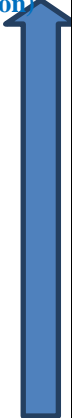

In light of those definitions, it tends to be presumed that Higher-Order Thinking Skills can be characterized as an instructive idea in view of learning scientific classifications on the capacity of students to interface their instructive encounters toward different factors and integrate new information from their experience information that requires cognitive interaction. Higher-Order Thinking Skills need students to upgrade given material by drawing deductions of the thing have been presented, making great portrayals, examining, and developing connections. Accordingly, Higher-Order Thinking Skills consolidating critical thinking, basic, and inventive reasoning abilities can be characterized as an expertise that involves analyzing, evaluating, and creating. Brookhart (2010) stated that students' thinking abilities and large execution might acquire from higher thinking abilities. It shows that while learning and further developing higher-thinking abilities, educators ought to permit students to initiate their

considerations and thoughts. Those procedures are intended to promote the growth of opinions and ideas that will result in more efficient information processing during the learning process.

In summarize, critical thinking not only used on the part of assessment tools it can be transferred on the set of teaching learning activity. The list of critical thinking cue-questions that usually used by the teacher is the important things to know by everyone. It's the one of the reason *C. Allen (January 2013) from Public Consulting Group's Center for Resource Management, in partnership with the Council of Chief State School Officers, August 2007* interpreted it into the table 2 below.

Table 2

*The example of word questions based on Revised Bloom's Taxonomy*

<p style="text-align: center;"><b>LOWER-ORDER THINKING SKILLS</b> (BASIC THINKING)</p>	<p style="text-align: center;"><b>HIGHER-ORDER THINKING SKILLS</b> (ABSTRACT THINKING)</p>
<p><b>3. APPLYING</b> (Using learned knowledge in new situations or to solve a real life problem)</p> <ul style="list-style-type: none"> <li>• How would you use ...?</li> <li>• What examples can you find to ...?</li> <li>• How would you solve ...using what you have learned ...?</li> <li>• How would you organize ....to show ...?</li> <li>• How would you show your understanding of ...?</li> <li>• What approach would you use to ...?</li> <li>• How would you apply what you learned to develop ...?</li> <li>• What other way would you plan to ...?</li> <li>• What would result if ...?</li> <li>• How can you make use of the facts to ...?</li> <li>• What elements would you choose to change ...?</li> <li>• What facts would you select to show ...?</li> <li>• What questions would you ask in an interview with...?</li> </ul>	<p><b>6. CREATING</b> (Putting ideas together to form a new and different whole)</p> <ul style="list-style-type: none"> <li>• What changes would you make to solve ...?</li> <li>• How would you improve ...?</li> <li>• What would happen if ...?</li> <li>• How can you elaborate on the reason ...?</li> <li>• What alternative can you propose ...?</li> <li>• How can you invent ...?</li> <li>• How would you adapt...to create a different ...?</li> <li>• How could you change (modify) the plot (plan) ...?</li> <li>• What could be done to minimize (maximize) ...?</li> <li>• What way would you design ...?</li> <li>• What could be combined to improve (change) ...?</li> <li>• How would you test or formulate a theory for ...?</li> <li>• What would you predict as the outcome of ...?</li> <li>• How can a model be constructed that would change ...?</li> <li>• What is an original way for the ...?</li> </ul>
<p><b>2. UNDERSTANDING</b> (Comprehension; Explaining the meaning of information)</p> <ul style="list-style-type: none"> <li>• How would you classify the type of ...?</li> <li>• How would you compare ...? contrast ...?</li> <li>• How would you rephrase the meaning ...?</li> <li>• What facts or ideas show ...?</li> <li>• What is the main idea of ...?</li> <li>• Which statements support ...?</li> <li>• How can you explain what is meant ...?</li> <li>• What can you say about ...?</li> <li>• Which is the best answer ...?</li> <li>• How would you summarize ...?</li> </ul>	<p><b>5. EVALUATING</b> (Making judgments about the merits of ideas, materials, or phenomena <u>based on criteria</u>)</p> <ul style="list-style-type: none"> <li>• Why do you agree with the actions? The outcomes?</li> <li>• What is your opinion of ...? (Must explain why)</li> <li>• How would you prove ...? disprove ...?</li> <li>• How can you assess the value or importance of ...?</li> <li>• What would you recommend ...?</li> <li>• How would you rate or evaluate the ...?</li> <li>• What choice would you have made ...?</li> <li>• How would you prioritize ...?</li> <li>• What details would you use to support the view ...?</li> <li>• Why was it better than ...?</li> </ul>
<p><b>1. REMEMBERING INFORMATION</b> (Knowledge; recalling facts and information)</p> <ul style="list-style-type: none"> <li>• What is ...?</li> <li>• How is ...?</li> <li>• Where is ...?</li> <li>• When did .....happen?</li> <li>• How did ...happen?</li> <li>• How would you explain ...?</li> <li>• How would you describe ...?</li> <li>• What do you recall ...?</li> <li>• How would you show ...?</li> <li>• Who (what) were the main ...?</li> <li>• What are three ...?</li> <li>• What is the definition of...?</li> </ul> 	<p><b>4. ANALYZING</b> (Breaking down a whole into component parts; Examining critically)</p> <ul style="list-style-type: none"> <li>• What are the parts or features of ...?</li> <li>• How is...related to ...?</li> <li>• Why do you think ...?</li> <li>• What is the theme ...?</li> <li>• What motive is there ...?</li> <li>• What conclusions can you draw ...?</li> <li>• How would you classify ...?</li> <li>• How can you identify the different parts ...?</li> <li>• What evidence can you find ...?</li> <li>• What is the relationship between ...?</li> <li>• How can you make a distinction between ...?</li> <li>• What is the function of ...?</li> <li>• What ideas justify ...?</li> </ul> 

## 6. Previous Studies

Several similar studies have been carried out by several researchers on study of critical thinking skills toward reading comprehension in English course. A study conducted by Tangsakul et al. (2017) discusses about the use of Bloom's Revised Taxonomy 2001 or Anderson & Krathwohl's Taxonomy 2001 to analyze and compare the levels of reading comprehension questions found in reading parts of Team Up in English 1-3 and Grade 9 English O-NET Tests academic years 2013-2016. The type of the study used qualitative research with content analysis method. The subject of study examine 416 reading comprehension questions from Team Up in English 1-3 and 65 reading comprehension questions from O-NET Tests academic years 2013-2016.

Another research conducted by Horváthová & Nad'ová (2021) discusses about evaluating teaching techniques which should improve students' reading comprehension which operates at multiple levels by applying Bloom's six levels to in-class reading tasks. The type of the study used action research. The subject of study used students studying in a five-year program focused on English as a Foreign Language in the fifth grade of upper secondary school level at an Evangelic bilingual grammar school in Slovakia on 2020. The purpose of the research are to explore how the principles of Bloom's taxonomy can be applied to reading comprehension of a text for specific purposes in foreign language teaching and find out the

most useful strategies for assessing students' reading comprehension proficiency at each of the six levels of Bloom's taxonomy.

It has been explained in previous research that critical thinking skills toward reading comprehension based on Bloom's taxonomy have been examine before. However, in the previous study, there was no in-depth explanation regarding to teacher action on applying critical thinking questions toward reading comprehension activities based on Bloom's taxonomy. For this reason, in this present study, an analysis will be carried out related to teachers' action on applying critical thinking skills toward reading comprehension on teaching EFL in eleventh grade students especially on teaching learning activities.

## **7. Theoretical Framework**

Reading is the ability of someone to deliver information, aim, message, or context of something through word, sentence, and text. From the reading the writer expected that the reader would be understandable to conclude the meaning of the text. Moreover reading comprehension is the one kinds of reading that consist of complex reading process. Reading comprehension involved thinking process of building a connection between new concept that have been learnt and the concept that was familiarly known into concluded new understanding. Likewise the reading comprehension meaning there is 4 kinds of reading that used on teaching learning process. There were perceptive reading, selective reading, interactive reading, and

tremendous reading. The kinds of reading provided the reader to get new concept related to the meaning of reading comprehension itself. Likewise the purposes of reading have been many benefit to the students.

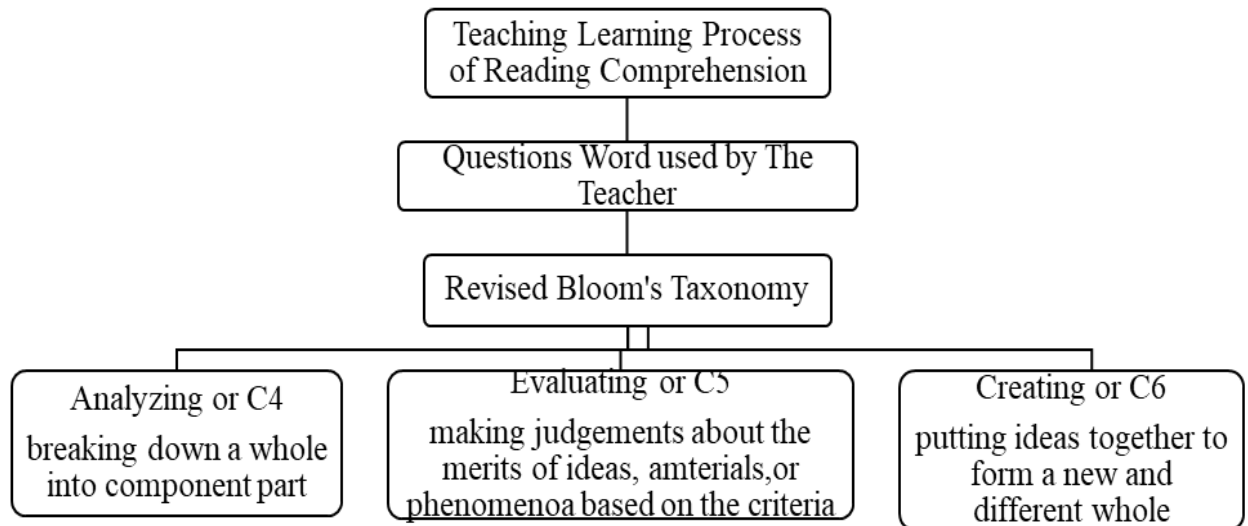
In our country, reading activity have been learnt too in the school with the package of teaching learning activities. On the other hand, teaching learning activity that used in Indonesia have been set up by the government with the 2013 curriculum. Curriculum itself means the package of teaching learning activities that provided the aim teaching learning, practically method used, and the goals of teaching learning activities that have must be achieved by the students. Furthermore, in this 21<sup>st</sup> century everyone must be held the survival skills known as 4C skill that consist of *Collaborative, Creativity, Communication, and also Critical Thinking with Problem Solving*. There were applicant into the teaching learning process as the goals of learning.

From the four skills that have must be taught to the students, the critical thinking is the one of important skill to be hold by the teacher and the students. Our country there were many kind of instructive education strategy have been used. The one of it is Bloom's taxonomy, in the bloom taxonomy there were three learning spaces called cognitive, affective, and psychomotor. In addition, cognitive domain concerned with cognitive skill such as the critical thinking, problem solving, and knowledge acquisition. The hierarchy of cognitive domain good started from the essential retention to something new based on the recently educated data. Bloom's categorized the cognitive domain into six categorized there were knowledge,

comprehension, application, analysis, synthesis, and evaluation. In the growth education in 2001 Anderson revised the cognitive taxonomy to clearly look the various degree of thinking. Anderson have been comprised the various degree of thinking into 2 big frame there were High Order Thinking Skill and Low Order Thinking Skill. The high order thinking skill consist of analyzing, evaluation, and creating. Meanwhile the low order thinking skill consist of remembering, understanding, and applying. In the end, to make simply the explanation above. It would be clearly interpret by using the diagram below.



**Figure 1 : Theoretical Framework**



- differentiating
- organizing
- attributing

- checking
- critiquing or judging

- generating
- planning
- producing