

CHAPTER I

INTRODUCTION

Background of Study

In learning process, textbook are needed as a learning resource. Textbook is one of the references used by the teacher in providing material and assignments to improve students higher level thinking. “Textbooks provide a clear framework; teachers and students know where they are going and what will happen next, so there is a sense of structure and progress” (Ur, 1996, p. 183). Textbook must meet the needs of students, to determine the feasibility of the book, an evaluation is carried out to determine the weaknesses and strengths of the book. Textbook must also pay attention to the requirements of the National Education Standards Agency (BSNP), and the 2013 curriculum as the current curriculum.

In english textbook, there are four basic language skills namely writing, listening, speaking and reading. According to Singhal (1998) in Ebrahimi (2012) stated reading is a skill that is quite difficult to learn because reading is a complex and interactive mental building activity from a written text so that readers do not only rely on the features of the text but also involve the features of the reader and assignments (Ebrahimi, 2012, p. 195). Reading skills are very important, students need to be trained to have good reading

skills because learning success is very dependent on student's reading abilities.

Allah explain in the holy Qur'an in the Al-Alaq verse 1:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

“Read with (mention) the name of your Lord who created (1), He created man from a clot of blood (2). Read, and your Lord is the Most Merciful (3), who teaches (man) by the pen (4), teaching man what he did not know (5).” (QS. Al-Alaq 1-5).

From the surah above, Allah asks us to read. Because reading will let us know something we didn't know before, Reading is an ability that is taught to take meaning from the text and correctly interpret the information obtained (Grabe & Stoller, 2002, p. 3) Reading must include reading comprehensions to understand the meaning of the text as shared by Uribe (2007) in Afriyeni, Mukhaiyar, Hamzah (2013) stated reading comprehension is a process of understanding and constructing the meaning of a text, as the end of the purpose of reading is to help readers understand the text (p. 15)

To support learning, the education system in Indonesia uses Bloom's Taxonomy as a standard for achieving learning outcomes. Teaching and learning activities are arranged based on objectives consisting of affective, cognitive, and psychomotor domains. Cognitive domain is one aspect of

learning that must be achieved by students. Cognitive domain involves knowledge and ability development, in the revised bloom's taxonomy there are six categories in the cognitive domain, are *remember* (C1), *understand* (C2), *apply* (C3), *analyze* (C4), *evaluate* (C5), and *create* (C6). The level categories in the cognitive domain are arranged from the lower order thinking to the higher order thinking.

The textbook must has a balance between lower order thinking (LOTS) and higher order thinking (HOTS). The questions in student textbooks must be very well made so that students become creative and can think critically. Reading questions in textbooks with low thinking skills questions cannot help students to think critically, this mean thats students need reading tests that are interesting and help students think more deeply so that they can improve their reading skills.

Based on the explanation above, the researcher believes that the cognitive level is very important in learning to determine the extent to which the material used can develop student's thinking skills, especially in reading comprehension questions which have an important role in reading practice. So that the researcher interested to analyze Reading Comprehension questions in the textbook "Forward An English" for class XI based on the cognitive domain of the blooming taxonomy, to identify the extent to which Reading Comprehension questions in the textbook help students develop cognitive

skills. In this study, researchers used a book entitled *Forward An English* published by Erlangga because the researcher argues that this book has many complete practice questions of the four English language skills, especially reading skills that can support student learning success, besides that this book is also a book that published based on the 2013 curriculum, researcher chose class XI because according to class XI researchers will face a higher level so that the cognitive level on each question is important to note.

Research Question

1. What kinds reading comprehension questions in *Forward An English* textbook based on cognitive domains of revised bloom's taxonomy?
2. How are reading comprehension questions in textbook *Forward An English* cover the percentage of cognitive domain of revised bloom's taxonomy?

Objective of Study

1. To identify the kinds of reading comprehension questions in textbook based on cognitive domain of revised bloom's taxonomy.
2. To describe the percentage reading comprehension questions in each cognitive domain of reading exercise in textbook.

Significance of Study

This research is expected to provide information for researchers and the community in related education fields. Researchers also hope that this research can be useful as:

1. This research will be useful researchers and people in the field of education who are concerned with the development of knowledge about the cognitive domain of Revised Bloom's Taxonomy.
2. This research is expected to provide a reference for teachers and students in choosing good textbooks to develop thinking skills. appropriate for students based on cognitive domain.

Definition of Key Term

1. Reading Comprehension
Is skill that obliged an active interaction between text and reader.
2. Cognitive Domain
Knowladge , thinking skills, and the development of intellectual skills
3. Analysis
A process of evaluating or examining data or a complex information into small pieces to be studied more deeply and how the relationship between these parts.
4. Textbook

Textbook are book that contain a complete compilation of the branches of study with the intention of explaining them. Textbook is used to meet the needs of students in school.

5. Revised Bloom's Taxonomy

Is a taxonomy that has been revised based on the original taxonomy, the revised taxonomy refers to two learning domains that form educational goals, namely cognitive and affective. The revised taxonomy focuses on six levels are: *remember, understand, apply, analyze, evaluate, and create*