

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. The purpose of this research is to answer the problems of this study, they are: First, What kinds reading comprehension question in *Forward An English* textbook based on cognitive domain revised bloom's taxonomy? And the second, How are reading comprehension questions in textbook *Forward An English* cover the percentage of cognitive domain of revised bloom taxonomy.

Findings

In this study, *Forward An English* is the title of the textbook analyzed by the researcher. This textbook was written by Shyla K. Lande and Eka Mulya Astuti. The editors of the textbook are Mustika Busana K and Rikard Rahmat. The textbook is published by Erlangga. This textbook is made for high school grade IX students, in this book there are four basic skills of english, writing, speaking, listening and reading using the 2013 curriculum. The topics and themes are related to the material and lessons that will be studied by students.

In the textbook there are 10 chapters, each chapter has a different theme and topic for students to study. There are many questions in the book *Forward An English*, these questions are to practice the four basic skills of

listening, writing, speaking and reading. In this study, the focus is only on the reading comprehension questions in the textbook.

The table below shows the distribution of reading comprehension questions in Forward An English textbooks. Those reading texts of the questions consists of letters, reports, analytical exposition texts, dialogues, instruction manuals or procedure texts, and report texts. From the reading, the researcher found the number of questions as shown in the table below.

Table 4.1. Reading Question in the Forward an English Textbook.

No	Unit (Theme)	The Reading Comprehension Question
1.	What's Your Opinion	15 Questions
2.	Can I Take a Message	6 Questions
3.	Please, Attend the Event	20 Questions
4.	Best Wishes	12 Questions
5.	Follow the Intstructions Below	17 Questions
6.	It's Made of Glass	5 Questions
7.	If You Study Hard, You Will Succeed	6 Questions
8.	Factual Reports	17 Questions
9.	Is It Good for Us?	53 Questions

10.	Do You Know These People	30 Questions
Total		181 Questions

The table above shows that there are 181 questions included in the reading comprehension question. The data shows that the most dominant chapter is chapter ten with the theme *Is it Good for Us?* with a total of 53 questions, and the chapter with the lowest questions is chapter six with 5 questions.

The table above also explains that there are 181 questions related to reading comprehension questions in the *Forward An English* textbook which is divided into 10 chapters. These questions are in the form of short-Answer Questions, Long-Answer Questions, Matching items, Multiple choice, True or False Questions, and Completion Item.

The table below shows the distribution of those kinds of reading questions in *Forward An English* textbook. The types of questions are found in chapters 1 to 10, to explain more about distribution of the test types in reading comprehension questions: *multiple choice, true or false, matching, completion items, short answer and long answer questions*. The kinds of questions are as shown in table 4.2 below.

Table 4.2. The Question Types of Reading Question in Forward an English Textbok

No	Reading Questions	Chapters										Total Items
		1	2	3	4	5	6	7	8	9	10	
1.	Multiple Choice	-	5	-	-	10	-	-	10	-	7	32
2.	True or False	-	-	8	-	-	-	-	-	3	-	11
3.	Matching	-	-	-	-	-	1	-	-	-	-	1
4.	Completion item	-	1	-	1	2	-	-	-	-	-	4
5.	Short-Answer	-	-	6	-	5	-	-	-	-	-	11
6.	Long-Answer	15	-	6	11	-	4	6	7	50	23	122
Total		181 Questions										

Based on the table above, there are six types of reading questions in the Forward an English textbook, *multiple choice*, *true or false*, *matching*, *completion item*, *short-answer*, and *long-answer questions*. The table shows

that the multiple choice obtains 32 questions out of 181 questions, true or false obtains 11 questions, matching obtains 1 question, completion item obtains 4 questions, short-answer obtains 11 questions, and long-answer questions obtains 122 questions out of 181 questions.

Moreover, The table show that the highest questions of reading comprehension in english textbook *Forward an English* is the long-answer questions with 122 questions out of 181 questions, and the lowest questions is the completion item with 1 question out of 181 questions.

1. Kinds of reading comprehension question in *Forward An English* textbook based on cognitive domain revised bloom's taxonomy

There are six levels in the cognitive domain, *remember*, *understand*, *apply*, *analysis*, *evaluate*, and *create*. The level of thinking is divided into two parts are lower order thinking (*remember*, *understand* and *apply*), and higher order thinking (*analysis* *evaluate* and *create*). Based on the data that has been collected in the study, there are 107 questions from the level of thinking to *remember* (C1), 52 questions of *understand* (C2), 1 question of *apply* (C3), then there are 6 questions of *analyze* (C4), 14 questions of *evaluate* (C5) questions, and 2 questions of *create* (C6). The results can be seen from the explanation below.

a. Remember

In this textbook, there are 107 questions included in the remember level (C1). The table below is the checklist table of remember level (C1) that consist the list of some questions belong to remember level (C1) of the revised Bloom's Taxonomy and the verbs of objectives.

Table 4.3. The Questions List of Remember Level in Forward an English Textbook

No	Questions	Verbs of objectives
1.	What is the subject of the discussion?	Memorize
2.	Find two examples of an agreement in the dialog.	Underline
3.	Does this seem to be a dispute or a friendly discussion?	Review
.4.	Mention three common things that people normally write in a personal letter.	Write
5.	Match the object with the actions.	Match
6.	Where in the text do you find the writer's opinion?	Show
7.	Skim the text below to choose which diseases are caused by smoking	Choose

The question “What is the subject of the discussion?”. This question aims to ask students to memorize and remember what is the subject in the text previously read. The question has the verb of objectives *memorize* which is included in the remember level.

The question “Find two examples of an agreement in the dialogue” is a question that aims to ask students to find two example sentences in the text. This question is included in the category of the verb of objective *underline* which is included in the remember level because it asks students to find (*underline*) two examples found in the text.

The next question is “Does this seem to be a dispute or a friendly discussion?” This question aims to ask students to review whether the dialogue in the text seem to be a dispute or friendly discussion. The question has the verb of objectives *review* which is included in the remember level.

The question is “Mention three common things that people normally write in a personal letter”. This question aims to ask students to mention things that are usually written in a personal letter. This question is included in the category of the verb of objectives *write* which is included in the remember level because

students are asked to name and then write down what they get from the text.

The question is “Match the object with the actions” as seen, this question asks the students to match the object with the action. The question has the verb of objectives *match* which is included in the *remember* level.

The question in the table is “Where in the text do you find the writer's opinion?” This question aims to ask where the writer’s opinion is in the text. Students are asked to indicate where the opinion of the writer is, this question is included in the category of the verb of objectives *show* which is included in remember level..

Based on the explanation above, the purpose of the questions above is to ask students to *memorize, underline, review, write, match, show, and choose* which are included in the definition and the verbs of objective of remember level, so that the questions above is included in C1 (*remember*).

Remember level is the most dominant question in the textbook *Forward An English*, memorize is the most dominant verb in this level, this is in accordance with the definition of remember level which involves re-involving relevant knowledge from long-term memory.

b. Understand

There are 52 questions included in the *understand* level (C2). The table below is the checklist table of *understand* level (C2) that consist the list of some questions belong to understand level (C2) of the revised Bloom's Taxonomy and the verbs of objectives.

Table 4.4. The Question List of Understand Level in Forward an English Textbook

No	Questions	Verbs of objectives
1.	Describe Sarah's boyfriend.	Describe
2.	Identify the expression of asking for and giving opinion by completing this table.	Identify
3.	Write an example of a complimentary close	Give examples of
4.	Are they important?	Observe
5.	The main idea of the text is..	Give main idea
6.	To whom are the intructions intended?	Restate
7.	The primary purpose of the passage is to..	Interpret
8.	Using the information in the passage as a guide, it can be concluded that ..	Summarize
9.	What do you say in your languange the word "as well as" in the third paragraph?	Translate

The question “Describe Sarah’s boyfriend”. This question aims to ask students to understand the character of Sarah's boyfriend so that students can describe it with student’s understanding. This question has the verb of objectives *describe* which is included in the *understand* level (C2).

The question “Identify the expression of asking for and giving opinion by completing this table”. Students are asked to identify expressions in the text, which aims to train student’s understanding in expressions. This question has the verb of objectives *identify* which is included in the *understand* level (C2).

The question “Write an example of a complimentary close”. Students are asked to give an example, which aim to find out student’s understanding of the material. This question has the verb of objectives *give example of* which is included in the *understand* level (C2).

The question “Are they important?”. This question asks students to observe something that is in the text, whether they are important or not. So to answer this question students need an understanding of the content and purpose of the text. This question

has the verb of objectives *observe* which is included in the *understand* level (C2).

The question “The main idea of the text is..”. This question asks students to understand the text and give main ideas from the text. This question has the verb of objectives *give main idea* which is included in the *understand* level (C2).

The question “To whom are the instructions intended?”. This question asks students to understand and restate the information that has been given in the text. This question has the verb of objectives *restate* which is included in the *understand* level (C2).

The question “The primary purpose of the passage is to..”. This question asks students to understand and then interpret information of the text based on student’s understanding. This question has the verb of objectives *interpret* which is included in the *understand* level (C2).

The question “Using the information in the passage as a guide, it can be concluded that ..”. This question asks students to conclude by summarizing the contents of the text into several important sentences. This question has the verb of objectives *summarize* which is included in the *understand* level (C2).

The question “What do you say in your language the word “as well as” in the third paragraph?”. This question asks students to translate from one language (*english*) to another (*student’s languange*).

Based on the explanation above, the purpose of the questions above is to ask students to *describe, identify, give an example, give main idea, interpret, observe, summarize, restate* and *traslate* which are included in the definition and the verbs of objective of *understand* level, so that the questions above is included in C4 (*understand*).

c. Apply

There is only 1 question that is included in the apply level (C3). The table below is a checklist for the apply level (C3) that the list of question belong to the apply level (C3) of the revised Bloom's Taxonomy and the verbs of objectives.

Table 4.5. The Question List of Apply Level in Forward an English Textbook

No	Question	Verbs of objectives
1.	Change on of them into an active sentence.	Change

The question “Change on of them into an active sentence”. Aims to ask students to change sentences in a text. This question has the verb of objectives *change* which is included in the *apply* level (C3).

Based on the explanation above, the purpose of the question above is to ask students to *change* the sentence, which is included in the definition and the verb of objectives of *apply* level, so that the questions above is included in C3 (*apply*).

d. Analyze

There are 5 questions included in the *analyze* level (C4). The table below is the checklist table of *analyze* level (C4) that consist the list of some questions belong to analyze level (C4) of the revised Bloom’s Taxonomy and the verbs of objectives.

Table 4.6. The Question List of Analyze Level in Forward an English Textbook

No	Questions	Verbs of objectives
1.	Do you see any differences between the (two letters? Write a question about them.	Analyze
2.	Compare the two texts in task 13	Compare
3.	Read and analyze the text organization	Analyze

The question “Do you see any differences between the (two letters? Write a question about them”. This question aims to ask students to find the difference between two letters, to find these two differences, students must analyze the two letters to find the difference. This question has the verb of objectives *analyze* which is included in the *analyze* level.

The question “Compare the two texts in task 13”. This question aims to ask students to compare texts, to compare the two texts students must first analyze the text. This question has the verb of objectives *compare* which is included in the *analyze* level.

The question “Read and analyze the text organization”. This question aims to ask students to read and then analyze the textbook. This question has the verb of objectives *analyze* which is included in the *analyze* level.

Based on the explanation above, the purpose of the questions above is to ask students to *analyze* and *compre* which are included in the definition and the verbs of objective of *analyze* level, so that the questions above is included in C4 (*analyze*).

e. Evaluate

There are 14 questions included in the evaluate level (C5). The table below is the checklist table of evaluate level (C5) that consist

the list of some questions belong to evaluate level (C5) of the revised Bloom's Taxonomy and the verbs of objectives.

**Table 4.7. The Question List of Evaluate Level in Forward
an English Textbook**

No	Questions	Verbs of objectives
1.	SMKN 12 Palangkaraya is a member of NEA (True or False Question)	Decide
2.	Are the phrases for inviting correct?	Judge
3.	Compare the passive and the active sentences. Which one is more appropriate in the context?	Compare

The question "SMKN 12 Palangkaraya is a member of NEA". This question is a type of true (T) or false (F), this type of question aims to ask students to determine the true or false statement given. This question has the verb of objectives *decide* which is included in the *evaluate* level.

The question "Are the phrases for inviting correct?". This question asks students to judge the phrases used in the text, whether the phrases used are correct or if there are errors. This

question has the verb of objectives *judge* which is included in the *evaluate* level.

The question “Compare the passive and the active sentences. Which one is more appropriate in the context?”. Students are asked to compare between two sentences, then asked to judge which one is more appropriate for use in the text. This question has the verb of objectives *compare* which is included in the *evaluate* level.

Based on the explanation above, the purpose of the questions above is to ask students to *decide, judge* and *compare* which are included in the definition and the verbs of objective of *evaluate* level, so that the questions above is included in C5 (*evaluate*).

f. Create

There are 2 questions included in the create level (C6). The table below is the checklist table of create level (C6) that consist the list of some questions belong to create level (C6) of the revised Bloom’s Taxonomy and the verbs of objectives.

Table 4.8. The Question List of Create Level in Forward an English Textbook

No	Questions	Verbs of objectives
1.	Write three questions regarding the underline	Develop

	expressions from task 6	
2.	How sould the addressees respond to the invitation?	Imagine

The question “Write three questions regarding the underline expressions from task 6”. Students are asked to develop the underlined expression into a question the student creates. This question has the verb of objectives *develop* which is included in the *create* level.

The question “How sould the addressees respond to the invitation?”. Students are asked to imagine if they are the addressees of the invitation, how the response should be given by the addressees. This question has the verb of objectives *imagine* which is included in the *create* level.

Based on the explanation above, the purpose of the questions above is to ask students to *develop* and *imagine* which are included in the definition and the verbs of objective of *create* level, so that the questions above is included in C6 (*create*).

2. Reading comprehension questions in textbook Forward An English cover the percentage of cognitive domain of revised bloom taxonomy

Based on the findings kinds reading comprehension question in *Forward An English* textbook based on cognitive domain revised bloom's taxonomy. The tabel below will show the percentage of each thinking skill or cognitive level in the reading comprehension question in *Forward An English*.

Table 4.9. The Propotion of Cognitive Level in Forward an English Textbook

No	Cognitive level	Questions	Percentage
1.	Remember	107	59,1%
2.	Understand	52	28,7%
3.	Apply	1	0,6%
4.	Analyze	5	2,7%
5.	Evaluate	14	7,8%
6.	Create	2	1,1%
Total		181	100%

Based on the table, it can be seen that each cognitive level in *Forward An English* textbook has a different percentage. It show that from total 181 reading comprehension questions, remember level gets 59.1%, understand level gets 28.7%, apply level gets 0.6%, analyze level gets 2.7%, evaluate level gets 7.8%, and create level gets 1.1%. The remember and understand

level (*lower order thinking*) is the most dominant of the reading comprehension questions in *Forward An English* textbook.

Discussion

After finding the data, the researcher would discuss all the obtained data to answer the questions in this research. There are two questions that will be discussed, the kinds of reading comprehension questions in *Forward an English* textbook based on cognitive domains of revised Bloom's taxonomy and reading comprehension question in *Forward an English* textbook cover the percentage of cognitive domain of revised Bloom's taxonomy.

1. The kinds of reading comprehension questions in *Forward an English* textbook based on cognitive domains of revised Bloom's taxonomy.

After the researcher analyzed the reading comprehension questions in *Forward an English* textbook, the researcher will be discussed the kind of reading comprehension question based on cognitive domains of revised Bloom's taxonomy found by researcher in *Forward an English* textbook.

In the textbook, it can be seen that there are 181 questions included in the reading comprehension questions. The data shows that the most dominant chapter is chapter nine with the theme *Is It Good for Us ?* with 53 questions, and the chapter with the lowest

questions is chapter six with 5 questions. In the theme of *Is It Good for Us ?* , there are various types of texts that make students more disciplined, creative, curious, socially concerned and concerned about the environment contained in the value of character education.

There are six types of reading questions in the *Forward an English* textbook, multiple choice, true or false, matching, completion item, short-answer, and long-answer questions. The researcher found that the multiple choice obtains 32 questions out of 181 questions, true or false obtains 11 questions, matching obtains 1 question, completion item obtains 4 questions, short-answer obtains 11 questions, and long-answer questions obtains 122 questions out of 181 questions.

The highest questions of reading comprehension in english textbook *Forward an English* is the long-answer questions with 122 questions out of 181 questions, and the lowest questions is the completion item with 1 question out of 181 questions. Reading comprehension question in the textbook *Forward An English* is dominated by long-answer questions. This is in line with Kubiszyn & Borich (2013) said that long-answer questions (essays) are considered useful for measuring student's cognitive levels because

students are required to be able to compose, process, interpret, and conclude knowledge, and use the information obtained to solve problems.

The researcher found 107 questions from *Forward an English* textbook includes in remember level (C1) with the verbs of objectives are *memorize, underline, review, write, match, show,* and *choose*. The researcher found 52 questions in the textbook includes in understand level (C2) with the verbs of objective *describe, identify, give an example, give main idea, interpret, observe, summarize, restate* and *translate*. In this textbook, The researcher just found 1 question which is include in apply level (C3) with the verbs of objectives is *change*. For the analyze level (C4), the researcher found 5 questions includes in analyze level (C4) with the verbs of objectives are *analyze* and *compre*. The next is the researcher found 14 questions includes in evaluate level (C5) with the verbs of objectives are *decide, judge* and *compare*. And the last is 2 questions includes in create level (C6) with the verbs of objectives *develop* and *imagine*.

Based on the data, english textbok *Forward An English* is appropriate with the cognitive level of Bloom Taxonomy (remember, understand, apply, analyze, evaluate, and create)

which covered all of the reading comprehension questions in the textbook.

2. Reading comprehension question in Forward an English textbook cover the percentage of cognitive domain of revised bloom's taxonomy.

In the textbook, the percentage of cognitive level in *Forward An English* textbook has a different, 107 questions in remember level gets 59.1%, 52 questions in understand level gets 28.7%, 1 question in apply level gets 0.6%, 5 questions in analyze level gets 2.7%, 14 questions in evaluate level gets 7.8%, and the last is 2 questions in create level gets 1.1% from 100%.

It also show that the existence of the lower order thinking (*remember, understand and apply*) level gets 88,4% and the higher order thinking (*analyze, evaluate, and create*) level gets 11.6%. Researcher can be concluded that in Forward an English textbook the percentage of lower order thinking (LOTS) is more dominant than the percentage of higher order thinking (HOTS).

In the theory put forward Anggraeni and Suharyadi (2013) the ideal distribution of lower order thinking (LOTS) and higher order thinking (HOTS) is 50:50, which means it must be balanced. While in this study, researcher found that the percentage of lower

order thinking skill (LOTS) and higher order thinking skill(HOTS) is not balance. The questions in the textbook is more focused on lower order thinking (LOTS) with the percentage 88,4% and the dominant cognitive level are remember (59,1%) and understand level (28,7%). On the other hand, higher order thinking (HOTS) only has a few questions, according to Zaiturrahmi, Kasim & Zulfikar (2017) this happens because the authors of English textbook find it difficult to develop higher order thinking questions, this can be seen from the many lower order thinking questions in textbook . This is less helpful for students to develop higher order thinking (HOTS) as stated by Assaly and Smadi (2015) that textbooks must have questions to develop higher order thinking (HOTS) which are sufficient to develop student's thinking levels. Textbooks also have a balance between low-level thinking (LOTS) and higher-order thinking (HOTS). Based on the theory, it can be concluded that this textbook is not good in developing student's higher order thinking skill.