

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The rapid development of globalization encourages the education to adjust any changes in academic contents. According to AACTE (Association of Colleges of Teacher Education) in cooperation with P21 (Partnership for 21st Century Skill) in 2010, there are some elements of academic contents that require to be focused in 21st century learning. The first is Global Sensitivity, in which the global issues and global culture need to be concerned. The second is literacy in Economic, politic, and business, in which emphasizes on the vital role of economic in daily society so that impacts the students decision in facing the relevant situation. The third is Societal Literacy, in which the nature of society is emphasized to enhance the students' awareness towards the importance of being a human being in a social community. The last is Environmental Literacy, in which the students require to acknowledge and aware towards the surrounding environment and well prepared to face the various challenges in the future environment. Those emphasized academic contents help the learners to develop their competencies to survive the rapid development of 21st era through literacy.

Literacy embraces some skill in its definition. It can be seen as the process of uniting two aspects called reading and writing (Himadara, Artini & Marhaeni, 2013). Mashuri (2012) supports the definition of Himadara, Artini & Marhaeni (2013), who stated literacy has massive power to escaping the different social status that embodies the society through the ability of reading. Besides, Pamungkas

(2017) also emphasized the role of literacy as a skill to help the future generation in tackling the future surrounding problems. Those statement encourages the assumption of literacy as the ability of reading and writing in order to acknowledge and face the future situational problems. It means that reading contributed the enormous effects towards the development of human being and urgently required to be mastered, especially in this pandemic.

Nowadays, teachers needs to plan carefully about their teaching in order to make students easy to understand which leads them to be competent, this task is now becoming a challengesince the world is now in Covid-19 pandemic (Barton, 2020). According to Reynolds et al. (2020), the various challenges occurred in performing teaching and learning instruction in the pandemic era. Those are preparing the students' assignment, grading the students, promoting the learning instruction with the lack of expertise, overloaded course and curriculum. Based on this phenomenon, the well preparation of lesson plan is necessary required in order to well accomplish the teaching and learning goal (Ferri, Grifoni, & Guzzo, 2020).

The design of lesson plan cannot be separated by the implementation of education policy in Indonesia. However, during this pandemic, the education policy undergoes a change in term of the learning place. The minister of Education certifies the nowadays' learning to held through online platforms (Kemdikbud,2020). This change of learning instruction process is implemented based on the circular letter of Indonesian Education and Cultural Ministry Number 1 Year 2020 on Learning Freedom Policy. Because of that, the sudden change of the education policy in Indonesia must be applied in every aspects, including teaching reading and the reading content in the textbook studied by the students. If

students cannot read, it will be difficult to interpret the text or reading. According to Alexander & Filler (1976), these skills can be used for general and specific purposes of students. Reading is also stated as a communication process between readers and writers to understand written or printed symbols, which involves recognizing letters, words, phrases and clauses, as well as understanding. Reading is one of the skills that students in Indonesia must have because the final exam puts more emphasis on reading (Baydik, 2011). In addition, reading can help students improve vocabulary, grammar, and other aspects that affect their reading competence (Alvermann & Earle, 2013). In teaching reading process, reading exercise is very important. The use of providing the students with exercises enhances the students' receptive skill. It can be divided into several group of reading. The first is pre-reading exercises, which is conducted before the students read the passage. The second is reading exercise, which is conducted to help the students extract specific information. The last is post reading, which is utilized to sum up the text content, the writer's opinion, and entail some follow up task based on the text provided (Yamashita, 2013). By having this exercise in reading, the students can be engaged in involving themselves in reading activity.

Since the Indonesian students grew in no native speaker society, English reading is difficult to be mastered due to the lack exposures of English sources like film, newspaper, or TV programs. The students tend to practice their English merely in the classroom, but they do not have more practices outside the classroom. This bad habit contributes a massive effect on the EFL students reading proficiency. It means that if this habit is progressively done by the students, they will have greater challenges in reading comprehension. According to Sunggingwati &

Nguyen (2014), it is required to emphasize the reading instruction in order to enhance the students' reading comprehension and actively engage with the passage given. Based on this phenomenon, the teacher's role in organizing the students' passage based on their learning need is urgently needed. By providing the students engaging passage to be read, it will encourage the students' participation and motivation in reading comprehension.

However, reading becomes a big problem in Indonesia because its people still have a relatively low awareness about literacy including reading and writing culture (Yuliyati, 2014). Besides that, Indonesian people's ignorance in literacy especially the reading and writing culture is reflected from the number of book production during the year 2012. The number of book production in Indonesia is only 8000 books per year in which it is considered extremely low compared to the other country such as Malaysia, Vietnam, and England that produces respectively 15.000, 45.000, 100.000 books per year (Mashuri, 2012). This statement is also supported by Novitasari (2018) who stated that most of students in Indonesia are not understand what they read and not interest in reading . It can be seen from UNESCO in 2012; state that out of a thousand Indonesian people there is only one who has a will to read books seriously and doesn't know what they ready. The big picture is that in a period of a year time, only one book is red. Another related study from Central Connecticut State University also get a conclusion that according to the tendency of reading interest of its people, Indonesia rank second from the last out of sixty-one countries that were surveyed (as cited in The Jakarta Post, 2016). Therefore the students' tendency of ignorance toward reading culture can enhanced the lack of ability in reading skill (Novitasari, 2018). Teeuw, (as cited by Suryaman

in 2015) stated that a society with bad civilization is resulted partly or even mainly by the fact that its people have bad rate of literacy in which it can also reflect that most of their people are illiterate. it not only means that most of their people do not have ability to read and write but it also applies to those people who do not have ability to collect and filter the information from the environment around them.

The interest of reading by Indonesian people can be increased if the reading content is supportive in which the reading content is interesting and motivating. However, based on pre-observation, the reading content of Indonesian book is still not interesting in which the book is just about task in and the text in the form of LKS (Lembar Kerja Siswa). This statement is in line with Diani, Nurhayati, & Suhendi (2019) who stated teachers generally provide teaching materials that are the same every year, teaching materials that are already available and ready to use, and do not have to be difficult to make. This causes boredom in students so that the learning process becomes ineffective and inefficient. Teachers lack creativity to plan, prepare, and make teaching materials mature and rich in innovation so that they are attractive to students. This causes a lack of student interest in the learning process. Based on the phenomena above, it can be assumed the current state of reading in Indonesia along with the current covid-19 pandemic made the reading becomes challenging to teach to the students which means the reading assessment in Indonesia must be analyzed in order to maintain the quality of reading when it is applied to the classroom. This assumption is in line with Turidho, Oktalidiasari, & Wahyu(2019) who stated that students need to be given challenging tasks in classroom assessment. The level of chalengge of the task can be seen in terms of level of question provided by Barret taxonomy. According to Muayanah (2014),

Barrett classification system was influenced by Bloom. The classification consists of 5 levels that reflects the degree of reading comprehension according to Barrett taxonomy, which are literal, recognition or recall, inference, evaluation, and appreciation

Based on those phenomena, the researcher decided to conduct a study about analyzing the question in reading passage for 12th grade students in Indonesia which is analyzed based on level of question from Barrett taxonomy. This study is beneficial for the students and teacher to know the current level of question used in reading material organized by Kemdikbud in Indonesia to response the world current trend of education in which becomes a novelty for this study because this study analyzed the book made from government in Indonesia.

1.2 Problem Identification

According to the elaborated information and problem above, it can be assumed that low reading habit and sudden change of education policy in Indonesia has an effect in the organization of the question in reading material for students which needs to be analyzed further in order to make it effective for online learning for students year 2021.

1.3 Limitation of the Problem

Based on the explanation of the background, this study focused only in level of question in reading passage for 12th grade students made by Kemdikbud based on Barrett taxonomy

1.4 Statement of the Problem

- a. What are the levels of question used in reading passage for 12th grade students based on Barrett taxonomy?

1.5 Purpose of the Study

- a. To describe the levels of question used in reading passage for 12th grade students based on Barrett taxonomy

1.6 Research Significance

- a. **Theoretical Significance:** it is useful to provides and develops reading comprehension related to the need of learner and the current education, especially among the senior high school students
- b. **Practical Significance:**
 - 1) **Students:** students will be helped effectively in developing high comprehension on reading because the K-13 curriculum must be based on HOTS which means the students need to learn HOTS based on HOTS activity in the book
 - 2) **Teacher:** teacher will be benefited as they could evaluate reading activity which improve students' reading comprehension based on level of question in the book
 - 3) **Future researcher:** future researcher could construct more intensive research by investigating other moderator and intervening variables other than reading comprehension