

CHAPTER 1

INTRODUCTION

This chapter explains the introduction of study which consists of background of study, problem identification, problem limitation, research problems, purpose, and significance of study.

1.1 Background of Study

Reading is a window of knowledge in the world because it determines the quality of a nation. Reading is one of the language skills that help the learners to get information. By reading, the readers get much information through the book, internet, newspaper, and others. The reader needs to read a lot to improve reading skills. Moreover, reading can improve the readers' vocabulary, grammar, punctuation, and construct the sentences (Harmer, 1998:68). So, reading is an important skill in learning process especially for reading comprehension.

Nuttal (1996) states that reading is a process of interpreting meaningful verbal symbols in writing. This process is the interpretation of knowledge in a language. It means the students need to comprehend the meaning of the text. This statement support by McNiel (1984) that reading comprehension is a process to construct the meaning actively of the parts in the text. Comprehend meaning is understood fully of the aspect in the reading text (Townend, 2003). Comprehension is the ability students have to understand the content. In this statement, it can be concluded that the reader must understand what has been read. However, understanding the text or understanding the author's message is not a simple activity. So, reading comprehension need critical thinking skills.

Critical thinking is one of ability that are emphasize in 21th century skills. According to Hixson et al., (2012), there are four learning of 21th century skills namely, critical thinking,

communication, collaboration and creativity skills. Critical thinking is an ability to analyze and make a choice with complex problem in the text. Critical thinking is a higher order thinking skill that every human being has. Higher order thinking skills are skills that go beyond basic observation of facts and memorizing a problem. Higher order thinking skills, namely being someone who has high creativity, innovative and evaluative. Curriculum 2013 is designed to improve students to be able to compete in 21st century (Prianto, 2016). However the students' critical thinking is still low. Based on preliminary studies conducted in the Universitas Islam Negeri Hidayatullah Jakarta, most of the lecturers criticized students regarding their reading comprehension skills. This has been proven by the low of reading comprehension ability. The students' reading comprehension score is low because the test uses the High Order Thinking Skill. The questions use critical thinking to test their reason in answering question. In this case, if students do not understanding well, they will have difficulty in answering.

The results of the PISA (2018) study released by the OECD states that the reading comprehension of students in Indonesia only reaches 371, with the OECD average score of 487. This result has assessed 600,000 children with aged 15 years from 79 countries. From the comparison between students' mathematics, science, and reading comprehension abilities, Indonesia is ranked 74th in the sixth place from the bottom for the reading comprehension category. According to Yuri Belfali, the head of PAUD and schools stated that Indonesia is superior in single texts but very weak in plural texts. Indonesian students are capable of evaluating, reflecting on, and seeking information but are very weak in understanding information. The OECD and PISA assessment in reading comprehension is not only an assessment of written comprehension but also comprehension in various types of texts with a difficult level. Based on the result, Indonesian students have low reading comprehension skills.

Reading comprehension question help the student to think critically (Day and Park (2005). Most of the answers in reading comprehension questions in books always follow the text. Students can answer easily because literal understanding can be answered without critical thinking. So the question arises, does the correct answer shows that students understand the reading text? On the other hand, does the wrong answer indicate the student does not understand the reading text? In checking reading comprehension, the question raises how the teacher can find reading questions that help students understand the text? How can reading comprehension questions help students to speak and express their opinions regarding the reading topic? And, what reading comprehension questions should students ask? All of the questions above require a pragmatic approach that applies higher order thinking to all subjects, especially reading comprehension. Reading comprehension questions must comply with curriculum policies that are in line with the HOTS issue. It can be concluded that the low level of HOTS can affect the students' low ability to understand texts.

The HOTS problem stated by Sydoruk (2018) that there is no formal definition of higher order thinking from the educational literature. High-level thinking is also called critical thinking. Critical thinking is the most important and the broader component of higher-order thinking (HOTS). According to Collins (2014) teachers need to plan assessments in students' skills in analyzing, critical thinking, creative thinking, problem-solving, and evaluation. Brookhart (2010) states that there are three categories of high-level thinking, namely, (1) Transfer, (2) Problem solving, and (3) Critical thinking. From this statement, HOTS needs to be built based on critical thinking and problem-solving (Sydoruk, 2018).

Higher-order thinking is a learning and assessment process. The bloom taxonomy is used as an assessment instrument in learning and as a cognitive process dimension or a knowledge

dimension model (Anderson et al, 2001). According to Kusuma et al (2017) states that the assessment in the form of effective HOTS used to measure the level of students' thinking ability. Meanwhile, Abosalem (2016) states that the assessment method used by schools to remember information and carry out routine questions to students will not help to improve higher-order thinking skills. Therefore, it requires formative assessment or an effective method to determine the level of reading comprehension in students to measure high-level such as in the assessment of comprehension levels based on Barrett's taxonomy.

Barrett's Taxonomy is an assessment method created by Thomas C. Barrett in 1968. It used to measuring the level of reading comprehension questions. Barrett's taxonomy is used to develop instructional activities and identifies questions in the reading text. There are five levels of Barrett's taxonomy such as, literal comprehension, reorganization comprehension, inferential comprehension, evaluation comprehension, and appreciation comprehension. Barrett's Taxonomy was created to assist teachers in developing reading comprehension questions. Reading comprehension questions will improve students' reading skills because students can train themselves in understanding by answering questions according to their level of thinking ability. Therefore, Barrett's Taxonomy is offered to categorize a more specific level of reading comprehension, especially reading comprehension in English as a subject based on the school curriculum.

Since the launch of the National Curriculum 2013 in Indonesia, the national and regional Ministry of Education and Culture has implemented this training program to increase learning competencies (Kemendikbud, 2018). The national curriculum policy is constantly being updated and pays attention to developments in global issues concerning the world of education. Based on the 2013 National Curriculum, the book of "Stop Bullying Now" is one of the books

published by the Indonesian Ministry of Education and Culture (MECI) and prepared by government to implement curriculum 2013. This is an English book as a medium to support students' reading comprehension to improve reading skills. The publisher provided the book to support students in the learning process. So, the book of “Stop Bullying Now” was chosen for analysis because it has fulfilled 5 aspects of the assessment such as Practical Considerations, Layout and Design, Activities, Language Type, Subjects and Content. Besides, the suitability of this book in terms of content and presentation is determined by the BSNP which has good quality. Based on the results of research from Cahya et al., (2020), it can be concluded that the book "Stop Bullying Now" is a good book category. So, by achieving an average score of 90 percent of the ten proposed criteria, this book is recommended for analysis.

According to Fitria et al., (2014) stated literal comprehension level was in the highest portion and appreciation has the lowest portion in the textbooks “English Texts in Use and Look Ahead” are good. Farrah (2019) reported the level of eighth-grade textbook was a literal comprehension level of 70.02%, while evaluation was 35.87%, and appreciation was 36.41%. So the most dominant level is the level of literal comprehension. Similar findings were also reported by Surtantini (2019) states that reading comprehension question in Students’ Book is still dominated by literal comprehension or low-level. The results showed (21%) high-level and (80%) low-level questions. Many questions of reading comprehension question in the book just focus on the literal comprehension or low level.

Based on the problem above, this study aims to analyze the levels of questions used in the book “Stop Bullying Now” for the XI grade of Senior High School”. In this study, taking all reading comprehension questions in the book based on the passage of the text. The comprehension level statement aims to measure the level of reading comprehension questions

and determine the suitability of questions from higher-order thinking. So, the researcher determines the level comprehension question based on Barrett's taxonomy.

1.2 Problem Identification

The problem identification of this study as follow:

1. The reading comprehension question in the book just focuses on literal comprehension or low level. The type of reading comprehension question is related to the students' ability in reading comprehension. Literal comprehension level is a reading comprehension question that does not develop students' critical thinking because literal comprehension does not require critical thinking skills. Reading comprehension questions need to be recommended to emphasize reading comprehension questions to a higher level.

Therefore, it is necessary to analyze the levels of the questions used in the book of "Stop Bullying Now" for the XI grade of Senior High School. It is focused on all questions of reading comprehension in the type of reading text. Since there is a new curriculum 2013, the level question of reading comprehension needs to measure at a higher level because the national curriculum policy states that the learning process involves developing of higher-order thinking skills for all students in the school.

1.2 The Problem Limitation

This research is limited to analyze the levels of questions used in the book of "Stop Bullying Now" for the XI grade of Senior High School. This research focus on all reading comprehension questions based on the passage in the book. The question that were analyze including open-ended questions.

1.3 Research Problems

Based on the background of the study above, the research problem proposed in this study are as follows:

- 1.2.1 How are the reading comprehension question levels in Grade XI English students' book entitled "Stop Bullying Now"?
- 1.2.2 What reading comprehension levels are commonly used in the English textbook aforementioned?

1.4 Purpose of Study

The research objective of these studies are as follows:

General Objective. The general objective of the present research is to know the level of reading comprehension in the book of "Stop Bullying Now" for the XI grade of Senior High School based on the Barrett Taxonomy.

Specific Objectives. The specific objectives of this study as follow:

- 1) To know the level of reading comprehension questions found in the book of "Stop Bullying Now" for the XI grade of Senior High School based on Barrett Taxonomy.
- 2) To know the level of reading comprehension commonly used in the book of "Stop Bullying Now" for XI grade of Senior High School based on Barrett Taxonomy.

1.5 Significance of Study

The result of this study is expected to have practice and theoretical importance especially in reading comprehension question.

1.6.1 Theoretical significance

Theoretically, the result of study expected to be able to give information and knowledge about reading comprehension especially, the level of reading comprehension questions in the textbook used in the teaching and learning process based on Barrett's taxonomy.

1.6.2 Practical Significances

1) For Teacher

The result of this study will impact the teacher to broader knowledge about how important of reading comprehension question to build the student's critical thinking.

2) For Textbook Writers

This study encourages publishers to revise books according to student needs and compatible to the learning development process.

3) For Government

This study provides an overview of the latest educational developments and provides input on deficiencies in learning that must be corrected to improve the quality of education in the future