

**READING COMPREHENSION QUESTIONS IN ENGLISH TEXTBOOK
BASED ON BLOOM'S TAXONOMY FOR GRADE XII**

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READING COMPREHENSION QUESTIONS IN ENGLISH TEXTBOOK BASED ON BLOOM'S TAXONOMY FOR GRADE XII

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ABSTRACT

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This study aimed at identifying and analyzing the types and levels of questions available in the third grade of senior high school. The purpose of the analysis was to determine the distribution of the questions over the six levels of the new version of Bloom's Taxonomy of the cognitive domain. The sample of the study consisted of the English textbooks where the researcher analyzed (144) questions. The results revealed the following: for remembering - understanding (20%), analyzing - applying (55%) evaluating (15%) and creating (10%). The proportion of regulation by the ministry of education and culture shows remembering – understanding level is 20%, whereas in the distribution of cognitive domain in data analysis shows remembering – understanding is 70.7%, applying – analyzing is 55%, whereas in the distribution of cognitive domain in data analysis shows applying – analyzing is 21.4%, evaluating is 15%, whereas in the distribution of cognitive domain in data analysis shows evaluating is 2.4%, and creating is 10%, whereas in the distribution of cognitive domain in data analysis shows creating is 5.5%. Based on the data above it clearly shows the significant differences between proportion of regulation by ministry of education and culture with the result of the data analysis in English textbook for third grade of senior high school is inappropriate with the regulation by ministry of education and culture.

Keywords : English Textbook, Bloom's Taxonomy, Reading Comprehension Question

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INTRODUCTION

Background of the Study

In studying, students need to read textbooks. A textbook is an important thing in teaching-learning process. It is students' guide which supplies them with information and enriches their mind with knowledge. It is important to choose and evaluate the best reading texts questions because reading questions are the best way to evaluate student's competence in reading skills. On Reading skill, reading materials are usually provided with reading comprehension questions. The questions may include from lower-order-thinking (remembering, understanding, applying) to higher-order-thinking (analyzing, evaluating, creating) of cognitive levels by Bloom's Taxonomy revised version. (Edward and Bowman: 1996).

Questions lead students to the comprehension. They help students focus on the case and reactive what it is being known by the students. Day and Park (2005) in their journal state that the use of questions is an integral aspect of such activities and in our experience as language teachers we have seen that well-designed comprehension questions help students interact with the text create and construct meaning and in addition we have seen well-developed comprehension questions help our students begin to think critically and intelligently.

Using the reading questions given, the teachers can check the students' comprehension about the text since reading questions function as a tool to stimulate the student's thinking about the content of the text. The questions usually contain a series of detailed information which can be found in the reading passage (Lan and Chern, 2010).

Nowdays, teaching and learning process at school use The National Curriculum Framework 2013 (NFC). The national curriculum framework 2013 is a clear statement of what is important in education. It includes nine principles on which to base curriculum decision making and sets out values which are to be encouraged, modeled and which affect all decisions about teaching and learning. The national curriculum framework establishes the principles and values to guide curriculum planning and implementation. It outlines the essential competencies and life skills beneficial for the development of successful lifelong learners who will become active and responsible citizens. Critical and creative thinking is

one of the essential competencies that reflected and promoted by the national curriculum framework 2013. Critical thinking involves reflecting on what is learned while referring to personal knowledge and intuition, asking question, making inferences and challenging the basis of assumptions and perceptions. Creative thinking leads students to actively seek, use, apply and create knowledge.

To achieve high order thinking skill, doing exercise must be done by students. Chakara (2012), exercise is an activity that is desirable and capable of bringing about stability and strength. Bloom's Taxonomy is suitable to apply in reading exercise in order to get more critical comprehension. Bloom's Taxonomy consist of six levels of thinking namely : knowledge, comprehension, application, analysis, synthesis, and evaluation (Bloom, 1956). However, Bloom's Taxonomy has been revised by Krathwohl in 2001. The cognitive domain process includes remembering, understanding, applying, analysing, evaluating, and creating. Remembering, understanding, and applying are categorized as lower order thinking, while analyzing, evaluating and creating are categorized as higher order thinking. Based on the regulation of kemendikbud (2016) the cognitive level of revised Bloom's Taxonomy which should he applied for senior high school students are understanding, applying, analyzing, and evaluating.

RESEARCH METHODOLOGY

In conducting the research, descriptive qualitative research was used. Patton and Cochran (2012) state that qualitative research is characterized by its aims and its methods which generate words, rather than numbers, as data for analysis. It means that the data of the study was analyzed by describing, identifying and analyzing the exercises. Content analysis is focused on analyzing material such as textbook within its own content (Ary, Jacobs, Razavieh, 2002). Related to this theory, the content of *Bahasa Inggris* textbook for Grade XII students of senior high school, was analyzed based on Bloom's taxonomy.

The source of data is the reading questions in English textbook for grade XII with 2013 curriculum (K13) published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. This textbook consist 11 chapters and 256 pages. Identifying the whole reading exercises from the English textbook for grade XII.

Classifying the reading exercises into six levels of revised Bloom's taxonomy: (1) remembering, (2) understanding, (3) applying, (4) analyzing, (5) evaluating and (6) creating by making a checklist table consist of 5 columns; number, exercises, questions, level of revised Bloom's taxonomy, and the percentage of each cognitive level. Counting the percentage of each level of the questions that were used in the textbook. To quantify the amount and percentage of each cognitive level, the researcher used Nurgiyantoro's theory:

$$X = (F \div N) \times 100\%$$

X = The percentage of the obtained questions in a certain level

F = Frequency

N = The total number of questions from all level.

RESEARCH FINDINGS AND DISCUSSION

Finding

Based on the analysis of the distribution of the cognitive domain in reading exercise in English textbook for grade XII, comprise of 144 reading questions that dominate remembering level. The proportion in the textbook shows that remembering – understanding is 102 questions of 144 obtains 70.7%, applying – analyzing is 31 questions of 144 obtains 21.4%, evaluating – creating 11 questions obtains 7.9%. whereas, the proportion by ministry of education and culture shows that remembering - understanding (20%), analyzing - applying (55%) evaluating (15%) and creating (10%).

No	Cognitive Domain Level		Frequencies	percentage	Proportion of regulation
1	Lower Order Thinking	Remembering	79	54.8%	70,7 %
2		Understanding	23	15.9%	
3	High Order Thinking	Applying	2	1.3%	21.4 %
4		Analyzing	29	20.1%	
5		Evaluating	3	2.4 %	
6		Creating	8	5.5 %	
Total			144	100%	100%

Based on the table above show that the proportion of cognitive domain in English textbook for grade XII are remembering – understanding is 102 questions of 144 obtains 70.7%, applying – analyzing is 31 questions of 144 obtains 21.4%, evaluating 3 reading questions obtains 2.4% and creating is 8 reading questions obtains 5.5%. Remembering – understanding is the most dominant questions in textbook.

Discussion

This study divided into six cognitive domain of revised Bloom's Taxonomy which is divide into two parts, they are high order thinking (creating, evaluating, and analyzing) and the low order thinking (applying, understanding, and remembering). As the result of data analysis, English textbook for grade XII already appropriate to fulfill of cognitive domain of revised Bloom's Taxonomy.

It is proven by the result of the data analysis which show that the distribution of each cognitive domain. The result are, remembering is 79 of 144 or 54.8%, understanding is 23 of 144 or 15.9%, applying is 2 of 104 or 1.3%, analyzing is 29 of 144 or 20.1%, evaluating is 3 of 144 questions or 2.4% and creating is 8 of 144 or 5.5%. That data clearly proven that all cognitive domain of revised Bloom's taxonomy already fulfill all of the reading questions.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Regarding the cognitive dimension in the textbook, the author of English textbook for grade XII placed emphasis on the lower thinking processes of remembering. The distribution of the lower order thinking skill obtains 104 questions or 72.0 %. While the distribution of higher order thinking skill obtains 40 questions or 27.6% It means the authors have given more attention to remembering and analyzing more.

The distribution of cognitive in the English testbook for grade XII is inappropriate with the regulation by the ministry of education and culture, the proportion is remembering - understanding (20%), analyzing - applying (55%) evaluating (15%) and creating (10%). But in the findings is remembering – understanding 70.7%, applying – analyzing 21.4%, evaluating is 2.4%, and creating 5.5%. So, it was proved that the book didn't match the proportion that by the

ministry of education and culture had regulated because remembering-understanding have more proportion than analyzing applying portion.

Suggestion

After doing this research, the writer would like to offer some suggestions.

1. The English textbook should cover cognitive dimensions process in reading questions by developing or adding questions needed and be selective to choose the reading materials.
2. The other researcher can the study of reading questions to continue research related to the students' critical thinking.
3. Increased the number of the activities that deal with higher thinking process.
4. Give the students opportunities to interact effectively in a variety of situation.

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