

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is important for human being. Language is a tool of communication that we use in our daily life to interact with others. According to Bloomfield (1934:21) language is the same no matter what system of writing may be used to record it, just as a person is the same no matter how you taken his picture. By the use language we can share everything that we want to share by oral or written. In nowadays, English has the important role and position. It is important to develop knowledge, science, technology and culture. English is use for communication with all people around the world. Because of reason, some countries have English as their language and others have English as their foreign language. Indonesia is one of the countries that use English as a foreign language. it is taught by the teacher to elementary school until University.

English is needed to learn because English is International language. As International language, There are four skills which have to be mastered by students in learning English namely: Listening, Speaking, Reading and Writing. The skills are used to build and improve students' ability in English. An English textbook includes those fours skills. On reading skill, Reading materials are usually such as reading texts and followed by some questions that related to the texts. These questions appear in different sections of lessons and units. The question may include from lower-order-thinking (remembering, understanding, applying) to higher-order-thinking (analyzing, evaluating, creating) of cognitive levels by revised version Bloom's Taxonomy.(Edward and Boowman:1996).

The Reading materials in a textbook also belong to a genre of writing, such as Narrative, Descriptive, Hortatory, Recount, Procedure, Explanation, Discussion, Exposition, News Item, Report, Anecdote and Review (Pardiyono:2007).

In the new curriculum that was introduced into Indonesia, on 15 July 2013, is called the 2013 curriculum, abbreviated as K13. This curriculum is revised version of the Competency Based Curriculum (CBC) and of the 2006 school Based Curriculum (KBS) and puts greater emphasis on building the character of students. The main purpose of the curriculum is to shape individuals who believe in God, have good character and are confident and successful in learning (Kemendikbud I, 2013). K13 has since been applied at many schools in Indonesia, accordingly textbooks have been produced for the 2013 curriculum and teachers have to use such a textbook with the new curriculum.

In studying the Reading, students need a textbook. A textbook is a very 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 text's questions because reading questions are the best way to evaluate student's competence in Reading skill.

The writer have found and seen some of studies that related to this research, Bloom's Taxonomy is one of taxonomies that mostly used to analyze cognitive level of reading questions in a textbook. The related studies show how the reading question's in the textbooks covered the six cognitive levels of Bloom's taxonomy or revised version of Bloom's taxonomy. Revised Bloom's taxonomy (2001) has six cognitive level, they are Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. Remembering, Understanding and Applying are

categorized as *Lower-Order Thinking* and Analyzing, Evaluating and Creating are categorized as *Higher-Order Thinking*.

In addition, the writer experience in studying from Elementary School to Senior High School, the reading questions in English textbooks had the similarity with the previous studies which researcher explained before, that most of the questions were in the Lower-Thinking Order (Remembering, Understanding, Applying) and just a few of them in Higher-Order Thinking (Analyzing, Evaluating, Creating).

Considering the explanation before, this research aimed to analyze the cognitive levels of reading questions in *English* textbook for grade XI based on revised version of Bloom's taxonomy. It is a must to analyze the reding questions in a textbook because reading questions is a best way to evaluate student's competence in reading. And also, it is a must that the reading questions in a textbook have good proportion from the easiest one to the hardest one.

1.2 The Problem of the Study

Based on the background, the problem of the study were formulated as follow. "How cognitive level of questions are realized in English Textbook SMA Grade XII?"

1.3 The Objective of the Study

Based on the problem of the study, the objective of the study is aim to describe cognitive level of questions are realized in English Textbook SMA Grade XII.

1.4 The Scope of the Study

There are some taxonomies of educational objective:

(1) cognitive which is concerned with intellectual skills,
(2) affective which is concerned with interests and attitudes, and
(3) psychomotor which is concerned with motor skills. Since the writer's concern here is with understanding the printed material, she will focus primarily on the cognitive domain which of cognitive level based on revised edition of Bloom's Taxonomy.

Bloom's taxonomy of cognitive level can be applied not only in reading but also in other disciplines. Yet, in her study, the writer would like to limit her study to analyze reading questions which aim at interpreting the levels of thinking skills in comprehending the printed materials. Thus, the pre-reading questions are not involved. Here, the cognitive level functions as the parameter. She selected "Headlight" for the first year of Senior High School students, which has been published to contribute the new curriculum, that is, 2004 Curriculum.

1.5 The Significances of the Study

The significances of the study will :

- 1) Theoretically, the finding expected to broaden and apply on theories of analyzing the textbook by consider to the criteria of a good textbook, especially criteria of good reading materials.
- 2) Practically, the findings were relevant and useful for:
 1. English teachers, to be aware in choosing and selecting the textbook and reading material which are compatible with the cognitive level by revised Bloom's taxonomy and paid attention to the content of the textbook that they used to teach their students,
 2. English textbook writers, to help them to be more careful in writng and developing English textbook fo students,

3. Students, to improve their reading competence and help them in having good learning source,
4. Other researchers, to be used as a referential contribution for those who want to conduct a further in depth research in analyzing the textbook and interest in doing the related study.

CHAPTER II

REVIEW OF LITERATURE

2.1 Review of Literature

In the theoretical research framework, it is necessary to give information on what the case informs the readers about. It is useful to minimize or avoid misunderstanding between the writer

and the readers concerning to the topic. In the case, the writer is going to elaborate the terms which are important for the purpose of this study.

2.2 Textbook

The textbook is one of the most fruitful educational means through which critical thinking skills are necessary for daily life (rawadieh,1998). Textbook is a book written by experienced and well-qualified people and the material contained in them is usually carefully tested in pilot studies in actual teaching situations before publication. Based on Cunningsworth (1984:1).

In Addition, Georgesco and Bernard (2007: 12) define, textbook is a type of ‘text’, define as ‘material in any publishable form (print, digital, multimedia) that support teaching and learning, but they are comprehensive in scope and thus more authoritative.

O’Neill (1982:104) added the reason for the use of textbooks,namely:

1. Most parts of textbook materials are appropriate for students need, even if they are not especially designed for them.
2. They make it possible for students to plan for future learning and also review the previous materials or lessons.
3. Textbooks provide students with high quality materials at reasonable price.
4. Suitable textbooks allow teachers to adapt and modify them to meet the learners’ need and also allow for natural interaction to happen.

Actually, the teachers depend on the textbook becomes an important thing in the class for teaching and learning process. A textbook means a created material designed as materials for teaching learning process in order to increase the learners’ knowledge and experience. According to Cunningsworth (1995: 7), “Textbook are best seen as a source in achieving aims

and objectives that have been set in terms of learner needs". Thus, textbook is one source of materials in teaching learning process.

Tomlinson (1998:7-21) gives good criteria of textbook. They are:

1. Materials should achieve impact
2. Materials should help learners to feel at ease
3. Materials should help learners to develop confidence
4. What is being taught should be perceived by learners as relevant and useful.
5. Materials should require and facilitate learner self-investment.
6. Learners must be ready to acquire the points being taught.
7. Materials should expose the learners to language in authentic use.
8. The learners' attention should be drawn to linguistic features of the input.
9. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
10. Materials should take into account that the positive effects of instruction are usually delayed.
11. Materials should take into account that learners differ in learning styles.
12. Materials should take into account that learners differ in affective attitudes.
13. Materials should permit a silent period at the beginning of instructions.
14. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.
15. Materials should not rely too much on controlled practice.
16. Materials should provide opportunities for outcome feedback.

Selecting textbook is an important thing. A textbook should be suitable not only with curriculum but also for the students. In Indonesia itself, textbook becomes a controversial thing

in education thing in education. Nowadays, many case are reported that textbook contain unsuitable content or text for the students. The society, especially the parents are worried about this problem. And also the teachers sometimes realize that the content is not suitable for the students.

2.3 Reading

Reading is a process to get information from the written text. The process is make a group of word ro be unity and coherence, and the meaning must be understanding individually. Reading is oneof important skill in learning language. it is a complex activity that includes both perception and though. There are some definition about reading given by expert, but most of them agree that reading is one of four basic language skill.

According to Cain (2010 : 2) “reading is clearly an important skill. In act reading is much more than a single skill it involves the coordination of a range abilities, strategies and knowledge.

Additionally, Hesham (2006:64) states that reading is an interactive process between a reader and text which leads tpaautomaticity or (reading fluency). Th process is make a group of word to be unity and coherence, and the meaning must be understanding individually its skill in learning language. reading is complex activity that includes both percetion. Its mae to increase knowledge of the students, so that more easy to her study about readingand then teacher teach it.

In summary, reading is an important skill to learn which needs an active process from the eyes and brain to get comprehension about the text. It means that to be a good reader, students have to have a good thinking. Consequently, the teacher have to train students to be a good thinker because the could be called as a good reader if they can construct the meaning of the text as they read and direct their own comprhending. If the students have a good thinking, they could

have a good result in the reading activity because they know the author's purpose in writing reading text and the meaning of the text itself.

2.3.1 The Purpose of Reading

Students may be asked to read a lot with different aims. Thus, different readers may have different purposes and those purposes are varied. People usually read something because they have a desire to do so and some purpose to achieve.

According to Greb and Fredricka (2011 : 27) the purpose of reading is :

1. Reading to search for simple information
2. Reading to skim quickly
3. Reading to learn from texts
4. Reading to integrate information
5. Reading to write (or search for information needed for writing)
6. Reading to critique texts
7. Reading for general comprehension

As a purpose of reading that can make a student more interesting to read in their daily activity that can make an easy in reading. The purpose of reading can help student to do study and then using it the students to do task more easy not difficult and then it to increase knowledge students to do answer the question. The teacher also more easy teach students if student know about purpose of reading that.

2.3.2 The Types of Reading Skills

According to Harmer (2001:183), there are five skills in reading that the students have to be a good reader. The explanations of those skills are as follows:

1. Predictive skill means the process of understanding the text to see how the next plot of the text is.
2. Extracting specific information or scanning means the skill that needed to find the specific information in the reading text.
3. Getting the general picture or skimming means the skill which used when reader want to get the main idea of the text without being concerned to the detail information.
4. Extracting detailed information usually asked the reader to find writers' point of view and answer such kind of detail information.
5. Deducing meaning from context means that the reader should know how to deduce meaning of un familiar words form the text.

2.3.3 Cognitive Factor in Reading

According to Harris and Sipa (1980 : 251), there are four cognitive factor in reading : perception, attention, memory, and cognitive style.

A. Perception

Perception starts with the stimulation of sense organs the eyes and ears, but it is far more than simple sensing. In perceiving, the brain selects, groups, organizes, and sequences can lead to appropriate responses. among the important characteristics of perception, several seem to have particular relevance for reading, namely :

- a) Figure and Ground, normally, one major unit or group of units is peceived clearly against a background that is more vaguely perceived.
- b) Sequence, in reading, all the stimuli are on the page and sequence is imposed by the reader.

- c) Closure, the abilities to get the correct meaning of a sentence in which not all the words are recognized, and to pronounce a word correctly when some letters are blotted out, are example of closure.
- d) Set, one's immediate mind set provides an anticipation of what is likely to come that is helpful when the anticipation is correct, but leads to errors when the anticipation is incorrect.
- e) Learning, perception becomes meaningful units as they become associated with learned concepts and their verbal labels.
- f) Discrimination, the abilities analyze a whole perception into its parts, and to synthesize the parts correctly are basic to success in visual and auditory discrimination of words.

B. Memory

Psychologists distinguish iconic memories, the fraction of a second that a sensory impression lasts before it fades out. It is the short term memory, which last a few seconds and long term memory. A distinction is also made to rote memory, in which the material may be without structure (as in a sequence of digits), and memory for meaningful material.

C. Attention

According to Harris and Sipay (1980:277), attention is the ability to attend and concentrate. It is basic to efficiency in perception, learning, and memory.

D. Cognitive Style

Cognitive style refers to the tendency to prefer certain ways of handling cognitive tasks to other ways. The preferred may be a relatively strong aptitude or fairly consistent behavioral tendency. Some explorations of cognitive style seem relevant to the understanding of reading disabilities.

2.3.4 Kinds of Questions in Reading Comprehension

According to Laughed and TOEFL Information Bulletin in Djwandono (2002 : 97), usually the questions in reading comprehension test are about:

1) Overview Questions

The question about main asks the reader to determine the main idea or topic from a reading text, and commonly it is signed by words such as: main point; mainly discussed; main idea; best title; main purpose; mainly concerned; main topic.

Here are some examples of the questions to ask about main idea:

- a) What is the main idea of the passage?
- b) With which of the following is the passage mainly concerned?
- c) What is the main part of the passage?
- d) Which of the following would be the best title?

2) Supporting Details

The question about supporting details asks the reader to find detail information that is printed explicitly in the text. It is commonly signed by words such as: according to the author...;according to the passage...; who,what, when, where, why, how,which.

Here are some examples of questions to ask supporting details:

- a) Which are the following question does the passage answer?
- b) According to the passage, which statement is true?
- c) When did “something” happen?
- d) Who did “something”?

3) Implied questions

In reading comprehension tests, there is a passage that shows facts or information. Based on it, the tests are asked to make a decision. It is signed by words such as implied...

Here is an example of the questions to ask about implied questions: it is implied in the passage that...?

4) Find the details of questions

It is the question that needs as careful as possible in answering the question. It is to find the answer that is not in the passage or in the statement. It means that if there are four answer, there are three right answers and one wrong answer. Here is an example of the questions to ask about detail questions: all the following are stated in the line...except?

5) Reference

It is to determine what a pronoun refers to. The first sequence is noun and after that pronoun. Here is an example of the question to ask about pronoun: the pronoun "he in the line 15 refers to...

6) Passage Organization

This is the question related to the passage or information in the text or paragraph. There is bound between every paragraph in answering the questions. It is commonly signed by words such as:...passage organized? Differ.... is included... related to the first paragraph.... .

Here are some example of the questions to ask about passage organization:

- a) How is the information in the passage organized?
- b) How is the information in the passage related to first paragraph?
- c) How does the information in the second paragraph differ from the first paragraph?
- d) What type of information is included in the first paragraph?

7) Transition question

This question is usually used to guess the contents of the previous of the following paragraph. It is commonly signed by words such as: the preceding paragraph, the following paragraph

Here are some examples of the questions to ask about transition question:

- a) The preceding paragraph in the passage most probably discusses
- b) The following paragraph in passage most probably discusses

2.4 Genre

Dean (2006) explains that writing for differing purposes and audiences may require using different genres, different information and different strategies. This is also in line with Graham, Bollinge, Olson, D'Aoust, MaCathur, McCuthen And Olinghouse (2012:12) who state that genres are forms of writing which spesified features that provide context and structure for a purpose.

Pardiyono (2007:10) divide that types of genre such as Narrative, Descriptive, Hortatory, Recount, Procedure, Explanation, Discussion, News Item, Report, Anecdote, Spoof, Analytical exposition and Review. Here some kinds of genre from ENGLISH book of SMA XII grade:

2.4.1 Narrative text is to amuse or entertain the readers and to tell a story. Its social fuction is to tell stories or past events and entertain the readers.

Generic Structure: Orientation, Complication, Resolution, Reorientation
Dominant Language Features: Using Past Tense, Using action verb, Chronologically arranged

2.4.1 Explanation text is a text which tells processes relating to forming of nature, social, scientific, and cultural phenomena.

Generic Structure: General statement, . Explanation, Closing.

Dominant Language Features: Using Simple Present Tense, Using action verbs, Using passive voice, Using noun phrase, Using adverbial phrase, Using technical terms, Using general and abstract noun, Using conjunction of time and cause-effect.

2.4.2 Discussion text is a text which presents a problematic discourse. Used to present two points of view about an issue.

Generic Structure: Issue, Arguments for and against, Conclusion.

Dominant Language Features: Using Simple Present Tense, Use of relating verb/to be, Using thinking verb, Using general and abstract noun, Using conjunction/transition, Using modality, Using adverb of manner

2.4.3 Review text is an evaluation of a publication, such as a movie, book, video game, etc.

Generic Structure: Orientation, Evaluation, Interpretative Recount, Evaluation, Evaluative Summation.

Dominant Language features: Focus on specific participants, Using adjectives, Using long and complex clauses, Using metaphor.

2.5 Bloom's Taxonomy

Bloom's Taxonomy is widely used as an educational planning tool and so does Indonesia. The taxonomy can be helpful as teachers develop assessment by matching course learning objective at any given level mastery (Forehand, 2005:1). Bloom's Taxonomy provides an important framework for teachers to use to focus on higher order thinking. According to Bloom (1913-1999) found Taxonomy of Educational Objectives: Handbook 1, the Cognitive Domain (Bloom, 1956). This Taxonomy, or classification, or levels can be used together to understand and measure how critical thinking skills develop in a student. This hierarchical model, or taxonomy, is a system of classifying thinking skills according to six cognitive levels of complexity: Knowledge, Comprehension, Application, Analysis, Synthesis And Evaluation.



Figure 2.5-1

Bloom's taxonomy of Learning Objective Described by Bloom(1956)

In this taxonomy, each subsequent level depends upon the student's ability to perform at the level or levels that precede it. For example, the ability to evaluate the highest level in the cognitive taxonomy is predicated on the assumption that for the student to be able to evaluate, he or she would need to have the necessary information, understand the information he or she had, be able to apply it, be able to analyze it, synthesize it and the eventually evaluate. (Bloom, 1956).

Bloom recognized that what was important in education was not that students should be compared, but that they should be helped to achieve the goals of the curriculum they were studying. Goal attainment rather than student comparison was important. The process of teaching needed to be geared towards the design of tasks that would progressively and ineluctably lead to the realization of the objectives that defined the goals of the curriculum. The variable that needed to be addressed, as Bloom saw it, was time. It made no pedagogical sense to expect all students to take the same amount of time to achieve the same objectives. (Blomm, 1956).

Anderson and Krathwohl (2001) led a new assembly which met for the purpose of updating the taxonomy, hoping to add relevance for 21st century students and teachers. The revision includes several seemingly minor yet actually quite significant changes. Several

excellent sources are available which detail the revisions and reasons for the changes. The changes occur in three broad categories: terminology, structure, and emphasis. Revised Bloom's Taxonomy or new version of Bloom's Taxonomy is a classification system or six levels: remembering, understanding, applying, analyzing, evaluating and creating. (Schultz,2005). Mahmoud (2014) introduces the ideas of the new version as follows and again the present researcher keeps the same references that Mahmoud used in his discussion.

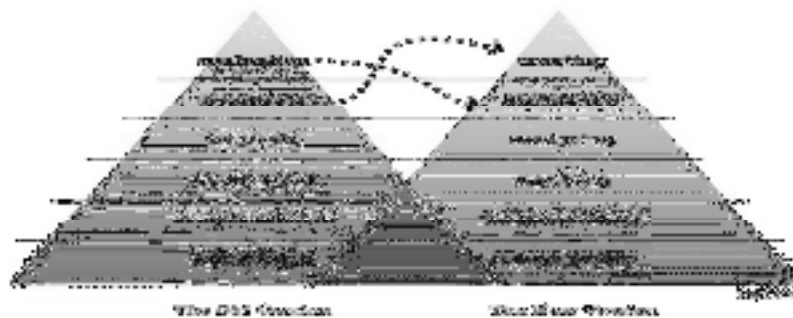


Figure 2.5-2

The Old and The New Version Bloom's Taxonomy of Learning Objectives Described by Anderson & Krathwohl (2001)

Changes in terminology between the two version are perhaps the most obvious differences and can also cause the most confusion. Basically, Bloom's six major categories were changed from noun to verb forms. Additionally, the lowest level of the original, knowledge was renamed and became remembering. Finally, comprehension and synthesis were retitled to understanding and creating. Note that the top two levels are essentially exchanged from the old to the new version. (schultz, 2005) (Evaluation moved from the top to Evaluating in the second from the top, Synthesis moved from second on top to the top as Creating).

As Anderson and Krathwohl (2001: 67-68) states that the new terms are defined as:

- a) Remembering (knowledge level): recall or recognize terms, definitions, facts, ideas, materials, patterns, sequences, method, principles.

Key Verbs: *name, list, state, describe, recall, label, retrieve, recognize.*

- b) Understanding (Comprehension Level): read and understand descriptions, communications, reports, diagrams, directions, regulations.

Key Verbs: *paraphrase, identify, explain, translate, interpret, interpretation, classify.*

- c) Applying (Application Level): know when and how to use ideas, procedures, methods, formulas, principles, theories.

Key Verbs: *execute, compute, demonstrate, modify, discover, predict, show, solve, implement.*

- d) Analyzing (Analysis Level): Break down information into its constituent parts and recognize their relationship to one another and how they are organized: identify sublevel factors or salient data from a complex scenario.

Key Verbs: *diagram, illustrate, outline, infer, conclude, differentiate, attributes, compares, contrasts.*

- e) Evaluating (Evaluation Level): Make judgements about the value of proposed ideas, solutions, ect., b comparing the proposal to spesific criteria or standars.

Key Verbs: *judge, appraise, compare, contrast, criticize, justify, critique.*

- f) Creating (Synthesis Level): Put parts or elements together in such a way as to reveal a pattern or structure not clearly there before: identify which data or infomation from a complex set is appropriate to exmaine further or from which supported conclutions can be drawn.

Key Verbs: *create, compose, design, reorganize, formulate, write a new ending, and tell.*

Sudjana's (2004) divided cognitive levels or Revised Bloom's Taxonomy in to three parts, they are easy, medium and hard, she said that a good consideration of the cognitive level

between *easy (Remembering, Understanding): medium (Applying, Analyzing): hard (Evaluating, Creating) = low:order:thinking* from all the reading questions all the questions in a textbook. From the consideration above, the good percentage of each level of Bloom's Taxonomy in a textbook is as follow, low for Remembering (C1) and Understanding (C2), order for Applying (C3) and Analyzing (C4), thinking for Evaluating (C5) and Creating (C6).

2.6 Relevant Studies

In this research, the researcher summarized the previous relevant reserach to prove the originally the research relevant studies inserted to evaluate the previous thesis. and related to this study which become the refrences in composing this proposal. Here's some of privious relevant research:

Ria (2014) studied the *Comprehension Levels of Reading Exercises in Look Ahead English Course Books*. It showed that there were only small numbers of the Higher-Order Thinking exercises which included Analyzing, Evaluating, and Creating presented in the course books.

Investigating the Cognitive Levels of English Final Exams Based on Bloom's Taxonomy by Rezaee and Golshan (2006) this study aimed at investigating the cognitive level of question in final exam for second and third grade students of high school. The result of this study showed that the third and second grade high school English Final Exams mostly assessed lower level learning.

Pratiwi (2014) also *Analyzed the Reading Exercises in Pathway to English Textbook for the Eleventh Grade of Senior High School Students Based on Bloom's Taxonomy*. The result of the study showed that the distribution of the Higher-Order Thinking level is lower than the Lower-Order Thinking level.

Ong (2004) *investigated the reading questions of Senior High School English textbook based on Bloom's Taxonomy of cognitive domain*. The result of the study showed that there were Based on these findings, the following conclusions are drawn: (1). The reading questions in "Headlight" do not follow the taxonomy of questions. (2). "Headlight" covers only 5 levels of cognitive domain—knowledge, comprehension, application, analysis, and evaluation.

In addition, Ibtihal and Oqlah (2015) *evaluated cognitive levels of Master Class Textbook's questions using Bloom's Taxonomy*. The result of the study showed that the author of Master Class emphasized the cognitive level of Comprehension having medium of the questions, which was much more than the expected frequency, while low of the questions on the cognitive levels of Knowledge and Application respectively. The frequency of questions on the cognitive levels of Evaluation and Analysis were much closer to the expected frequencies. The results indicated that about persen of the textbook's questions emphasized Higher-Order Thinking skills, which goes with the requirements of the revised curriculum.

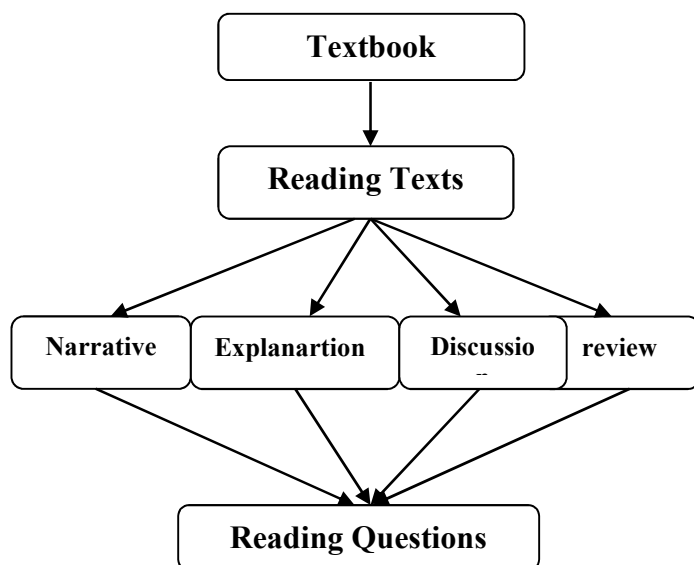
From the previous studies, the fact is some of textbooks especially in reading section used by teachers in teaching-learning process are not appropriate with the good proportion of cognitive levels based on Sudjana's (2004) *teori about Bloom's Taxonomy*. Sudjana (2004) says that a good consideration between *easy (Remembering, Understanding): medium (Applying, Analyzing): hard (Evaluating, Creating) = low:order:thinking* from all the reading questions all the questions in a textbook. From the consideration above, the good percentage of each level of Bloom's Taxonomy in a textbook is as follow, low for Remembering (C1) and Understanding (C2), order for Applying (C3) and Analyzing (C4), thinking for Evaluating (C5) and Creating (C6).

2.7 Conceptual Framework

Textbook plays an important role to achieve teaching learning objective. It can help the student to improve student ability. Bloom's Taxonomy is a basis of developing educational objectives. Statement of educational objectives describe in a relatively specific manner what a student should possess. Bloom's Taxonomy levels become the classification basis of question difficulty levels, from question that examine the student's knowledge and ability. Thus, the exercises represented in the textbook should measure all levels of student thinking process. Because of its importance, analyze or evaluate the textbook used is needed.

Based on the title of this study that is cognitive level of question in the *English Textbook SMA Grade XII*, the textbook delivers reading questions that aim at checking students' understanding toward the text. The conceptual framework of this study to get information about what kind of cognitive levels of question contain in the English textbook.

The level of each questions in every textbook are different. So, the teacher should know the level of each question which she/he wants to give to the students as the task, and the teacher also should be able to create questions to improve the students' thinking skill. To find out the cognitive levels of questions of the textbook, Revised Bloom's Taxonomy is applied in this study.



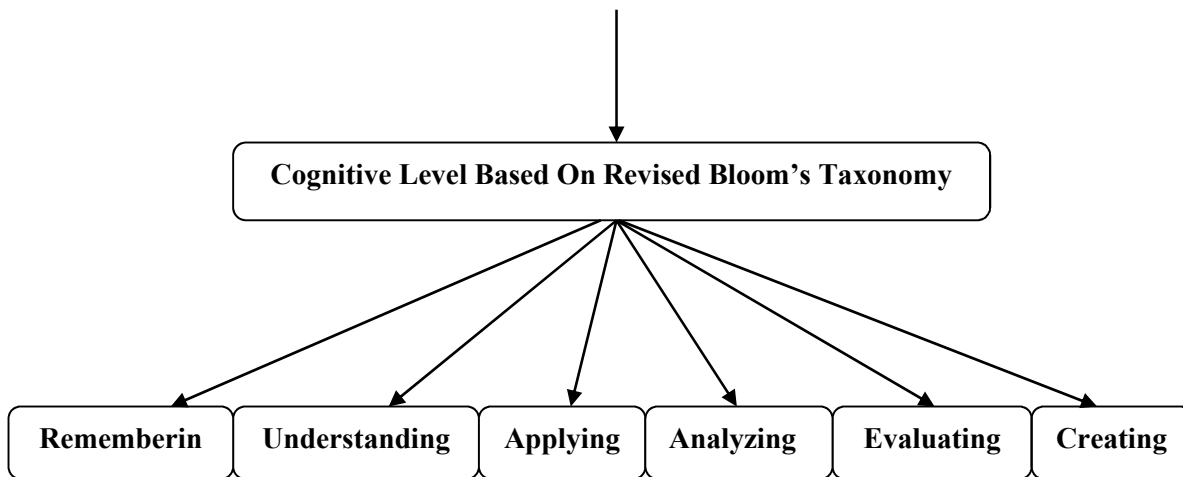


Figure 2.7
Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research design is defined as the strategy or the way how the researcher gets valid data, analyze them, and finally come to the answer of the research problems. The design used in this research was descriptive qualitative method. Qualitative research is a study based on the collection, analysis and interpretation of data in the form of narrative and visual (not a number) to gain the deeper understanding to a particular phenomenon of interest. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher makes the interpretations of the meaning of the data. (Adapted from Creswell, 2009).

Descriptive qualitative is the method that used for describe the condition and situation of something specifically. In the other word, this method describes the condition of existence and

classifying the information. In this research, the researcher used descriptive qualitative method. This study aim to analyze the relevance between the materials in students' *English Textbook of SMA Grade XII*, textbook with the criteria of a good English textbook proposed by the experts. The researcher uses descriptive method to understand the data in depth. The reason conducting qualitative research is because researchers want to understand the contexts or setting in which participants in a study address a problem or issue. Qualitative researchers seek to understand a phenomenon by focusing on the total picture.

3.1 Source of Data

Data is information on the phenomenon to be recorded. The data of this reserach were the suitability of the materials in the English textbook with the criteria of a good English textbook. Source of data in this research is *English Textbook of SMA Grade XII*. Because the source of data is in the form of document, the method used to gather data is called Documentation Method.

3.2 Research Instrument

In qualitative research, the writer is the key instrument. The writer must comprehend the research method and insight of the problems. By having the proper instrument, the researcher will have a highly reliable and valid data for the findings. The instrument of data gathering is called checklist. The data would collected by identifying the materials of the book based on certain checklist.

3.3 The Techniques of Collecting Data

The data need for this writer is *English Textbook of SMA Grade XII*, the writer collected by the following steps:

1. Reading the text and their questions in the textbook.

2. Identifying the reading texts and their questions in the textbook.
3. Coding the reading texts and their questions in the textbook to make it easy to copy.
4. Copying the reading texts and their questions from the textbook to make it easy to analyze.

3.4 The Techniques of Analyzing the Data

After collecting all the data from the English textbook, the data were analyzed by following steps based on Gass et.al. (2008:103):

1. Identifying the whole reading questions from the English textbook for grade XII.
2. Classifying the reading questions into six levels of revised Bloom's Taxonomy : (1) comprehending, (2) understanding, (3) applying, (4) analyzing, (5) evaluating and (6) creating by making a checklist table consist of 4 columns; number, questions, level of Revised Bloom's Taxonomy.
3. Describing the finding of cognitive level of reading questions in the textbook.