

CHAPTER I

INTRODUCTION

A. Background of the Problem

In addition to listening, speaking, and writing, reading is one of the four English language skills that must be taught. Reading plays a significant enough part in language instruction to help pupils improve their speaking, listening, and writing abilities (Maxom, 2009: 139). Learning how to read has an impact on learning how to learn other skills. The idea behind task-based reading is that pupils learn best when their attention is on the activity at hand rather than on the language they are using. Learners should focus on meaning and engage in activities that represent real-world situations while using whichever language they choose. A teacher should, however, be aware of some standards for a quality textbook.

However, the new Bloom's taxonomy does not accurately describe the challenge of learning to read in school. This issue is highlighted in Delima Simanjuta's works (2017: 48), which claim that students struggle to apply knowledge and analyze

reading discourse. This is evident when students are assigned reading tasks that include numerous questions with a high cognitive load. Most kids find it challenging to respond at this level. As a result, a few questions with a high cognitive level cause students to feel overburdened and lose interest in thinking.

The reading assignments in textbooks typically have to match the cognitive level requirements for junior high school, which is a huge barrier for learning. This is supported by evidence from the journal *Ayaturochim* (2014:15), which noted that reading assignments are challenging because students are required to evaluate the questions provided and that this is due to high cognitive levels that make it challenging for students to comprehend reading assignments. For the new junior high school level, that should be. Applying and analyzing reading assignments means that they follow the bloom's taxonomy and that the textbooks used already match the standards.

Because some reading assignments do not follow the revision to the Bloom's Taxonomy, some books used in schools

do not meet the cognitive level norms of junior high school students. In this case, Rafidah Othman Munawaroh (2013: 16) confirms that the issue is with the reading assignment itself. Typically, all that is offered to students is text and questions based on it. Students seldom ever ask questions that pique their interest or prompt them to consider a text topic in greater detail. Additionally, the task appears boring, which makes the students bored. Because reading assignments that are too challenging for students' cognitive abilities make it very simple for them to give up on the activity, students' results frequently fall short of expectations.

According to Harmer (1983: 219); they offer a reasonable progression of language items, clearly indicating what is to be learned and, in some cases, summarizing what has already been learned so that students can review the grammatical and functional points they have focused on. These standards are helpful in generating high-caliber learners who can meet the objectives in the lesson plan. For instructional purposes, English

teachers can utilize Bloom's Taxonomy to choose standards for quality assignments in textbooks.

According to Parera, English teachers can use Bloom's Taxonomy to determine or choose learning resources by examining the activities provided. The revised revision of Bloom's Taxonomy has two dimensions as opposed to the previous taxonomy's single dimension. Both are cognitive domains and knowledge domains. The relationship between these two dimensions is called the Taxonomy Table (Anderson and Krathwohl, 2001:85-87).

In light of the aforementioned issues, "Reading Task Based On Revised Bloom's Taxonomy." It has been demonstrated that reading practice exercises found in textbooks affect the standard of reading instruction. While earlier studies have claimed to find issues with it, it is crucial to identify the basis of the issue, its causes, and solutions in order to improve the reading instruction in EFL classes. So, using the updated Bloom's taxonomy, the researcher presented a reading assignment for an English textbook.

B. Identification of the Problems

Based on the background above, the statement of the problem was :

1. Many textbooks contain higher-order Bloom's Taxonomy cognitive domains as the dominant component of reading assignments. The level of cognitive domain for junior high school is still at a low level of analyzing, evaluating.
2. There is a problem on the task of reading higher order thinking skills in Secondary School which is not in accordance with Revised Bloom's Taxonomy.
3. Textbook reading task must meet the revised Bloom's taxonomy cognitive level standards.
4. There are several questions that make it difficult for students to understand the content of the reading task, because the content of this reading task causes students to get bored of reading.

C. Limitations of the Problems

This research will be limited to two variables. First, the task of reading a printed book in English edition 2022.

Second, research using the Revised Bloom's Taxonomy (Anderson) in the reading task.

D. Research Questions

1. How does the task of reading English textbooks fulfill the cognitive domain of Revised Bloom's Taxonomy Standards?
2. To what extent the Reading Tasks emphasis on Higher Order Thinking Skill ?

E. Objective of the Research

1. To find out the cognitive domain of The Reading Tasks in English textbook based on Revised Bloom's Taxonomy standar.
2. To find out to to what extent the Reading Tasks emphasis on High Order Thinking Skill.

F. Significance of the Research

The significances of this research were expected to provide some advantages for English teaching and learning process. The significances of this research are:

1. Theoretical Benefits

This research is expected to add insight and knowledge about the factors that affect students' reading tasks in accordance with the revised bloom taxonomy standard, and is also expected to be a means of developing knowledge that is theoretically studied at the next level.

2. Practical benefits

a) The Teacher

For the teachers in the school, it was expected that the teachers could improve their technique of reading interestingly and effectively so that the students would enjoy the study.

b) School

With this research, the benefit for schools is that textbooks are used in the learning process of reading assignments according to cognitive level standards.

c) The Students

For the students as the subjects of the research, it was expected that the students would take the

advantages of the research. They could learn how to improve their skills of reading.

d) The Next Research

The results of this study can be used as a basis for further research and as a rationale for the development of learning to continue research in improving reading assignments in accordance with the revised bloom taxonomy.

G. Definition of Key Term

1. *Reading Task* is direct students to pay attention to the meaning of the language used, must meet the needs of students, and must make students easy to understand the language.
2. *Revised Bloom's Taxonomy* is a framework for classifying statements of what we expect or intend students to learn as a result of instruction proposed by Resivi Bloom's Taxonomy.