

**THE ANALYSIS OF READING COMPREHENSION QUESTIONS FOUND IN THE
TEXT BOOK FOR HEALTH STUDENTS IN POLTEKES PADANG: BLOOM
TAXONOMY**

THESIS

*Submitted as Partial Fulfillment of the
Requirements to Obtain Bachelor of
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Questions Found in the Text Book for Health
Students in Poltekes Padang: Bloom Taxonomy

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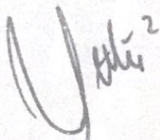
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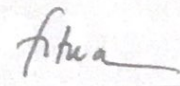
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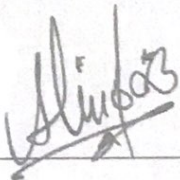
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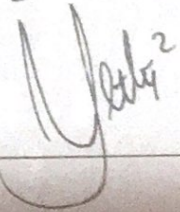
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ABSTRAK

Mardianti, Rahmi. 2021. The Analysis of Reading Comprehension Questions Found in Text Book for Health Students in Poltekes Padang: Bloom Taxonomy: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Tingkat pertanyaan pemahaman bacaan sangat penting bagi siswa terutama siswa *English for Specific Purpose*. Penelitian ini bertujuan untuk mengetahui tingkat pertanyaan pemahaman bacaan dan untuk mengetahui pendapat dosen bahasa Inggris terkait dengan tingkat pertanyaan pemahaman bacaan berdasarkan Revised Taxonomy Bloom yang digunakan dalam pertanyaan membaca pada buku kursus Bahasa Inggris untuk Kesehatan. Penelitian ini menggunakan penelitian deskriptif yang mencoba menggambarkan penggunaan revisi Taxonomy Blooms yang digunakan dalam buku pelajaran bahasa Inggris untuk mahasiswa kesehatan. Penelitian ini menggunakan buku bahasa Inggris untuk mahasiswa kesehatan berjudul "English for Health" karya Eka Susilowati dan Agustin Widiani. Instrumen penelitian ini adalah daftar periksa observasi dan pedoman wawancara. Daftar periksa observasi berisi enam komponen proses kognitif Taksonomi Bloom Revisi. Ada dua temuan dari penelitian ini, yaitu: pertama, tingkat pertanyaan pemahaman bacaan berdasarkan Revised Taxonomy Bloom yang digunakan dalam membaca pertanyaan pada buku teks English for Health adalah berpikir tingkat rendah. Kedua, berdasarkan pendapat guru bahasa Inggris ada tiga penyesuaian yang dilakukan oleh guru bahasa Inggris terhadap tugas-tugas untuk memenuhi proses berpikir tingkat tinggi di kelas. Pertama, guru memodifikasi pertanyaan berdasarkan bacaan dari bahan ajar lain, guru membuat beberapa pertanyaan yang termasuk berpikir tingkat tinggi berdasarkan bacaan yang telah dibaca sebelumnya, guru memberikan beberapa proyek kepada siswa.

Kata kunci: Pertanyaan Pemahaman Membaca, Taksonomi Bloom, Buku Bahasa Inggris untuk Kesehatan

ABSTRACT

Mardianti, Rahmi. 2021. The Analysis of Reading Comprehension Questions Found in Text Book for Health Students in Poltekes Padang: Bloom Taxonomy: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

The level of reading comprehension questions is very important for students especially English for Specific Purpose students. This research aims to find out the levels of reading comprehension questions and to investigate the English lecturers' opinions related to the levels of reading comprehension questions based on Revised Taxonomy Bloom used in reading questions on English for Health course book. This study used a descriptive study that tries to portray the use of Taxonomy Blooms revise used in English course book for health students. This research used an English course book for health students entitled "English for Health" by Eka Susilowati and Agustin Widiani. The instruments of this research were observation checklist and interview guide. The observation checklist contained six components of the cognitive process of Revised Bloom's Taxonomy. There were two findings of this research, they were: first, the levels of reading comprehension questions based on Revised Taxonomy Bloom used in reading questions on English for Health textbook was lower order thinking. Second, based on the English teachers' opinion there were three adjustments that were made by the English teacher to the tasks in order to cater for higher order thinking process in the classroom. First, the teachers modify the questions based on the passage from other teaching material, the teachers make some questions which included higher level of thinking based on the passage that has been read before, the teachers give some projects to the students.

Key words: Reading Comprehension Question, Bloom Taxonomy, English for Health Course Book

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CHAPTER I

INTRODUCTION

This chapter will explain background, research question, objective, limitation, significance, and definition of the key terms of the research.

1.1 Background of the Problem

In learning ESP, the students use a specific course book related to English learning which consists of some English skills, such as speaking, reading, listening, and writing skills, however reading skill has specific material related to the learning and teaching of ESP. The reading material of an English course book usually included some reading text which followed by some questions. Reading task is important to be presented following a reading text in a course book to help students develop their competencies in comprehending the text.

Moreover, there are some criteria of a good course book that an instructor should consider. According to Harmer (1983) a good course book must contain authentic and interesting material; it provides a sensible progression of language items, clearly showing what has to be learnt and in some cases, summarizing what has been studied so that students can revise grammatical and functional points that they have been concentrating. Those criteria are useful to produce qualified students who can achieve the target in the teaching plan.

The majority of teachers feel secure using a course book as a basis for their lesson plans. They consider it convenient to have a text-book as a teaching aid since the texts and tasks provide a sense of security about what

should be taught in class. Course books and instructional materials should aim at raising novice teachers' awareness of pedagogical issues. Less experienced teachers can use the course book as a framework of reference as they slowly become more attentive to individual student needs. With time they can introduce more variety in the materials they use and the techniques they employ. According to Eisner (1987), not only does a course book define a considerable amount of the content, arrangement, and aims of the curriculum, but it also influences the way in which certain topics are presented. Besides the content of a course book, the level of reading questions used in a textbook also becomes the most important thing to analyze to know whether the questions are appropriate to the students' reading ability. The level of reading questions of a course book can be analyzed by using Blooms Taxonomy analysis.

Bloom's Taxonomy can be used in educational objective to select a criterion of good reading questions in a course book. Clark and Starr (1981), Groisser (in Good & Brophy, 1994) and Frazee and Rutnitski (1995) point out that there are five criteria of good questions. Those criteria are: 1) asks something definite in simple, clear, straightforward English that the pupil understand, 2) challenging and thought provoking, 3) is adapted to the age, abilities and interests of the students to whom it is addressed, 4) sequence, and 5) appropriate to its purpose.

Furthermore, Bloom's Taxonomy is a framework, which has some categories. These categories are one of basic principles in the taxonomy itself (Anderson, Krathwohl, 2001). As Parera (1983) said that Bloom's Taxonomy

can help English teachers to determine and decide the learning materials by analyzing the tasks given. Original Bloom's taxonomy only contains a dimension, but in the new revision of the taxonomy contains two dimensions. Those two are the cognitive domain and the knowledge domain. Interrelation between those two dimensions is called the Table of Taxonomy (Anderson and Krathwohl, 2001). The original Blooms' Taxonomy consists of six levels of thinking, includes knowledge, comprehension, application, analysis, synthesis and evaluation. In the Revised Blooms' Taxonomy also consists of six levels of thinking but knowledge changes into remembering, comprehension changes into understanding, synthesis changes into evaluating, evaluation changes into creating.

There are some previous studies (Yana and Zainiil. 2019; Noprika, 2006; Anggreini, 2013) which related to this research which found that mostly-used HOTS criteria in the reading comprehension questions is evaluating category. It was also found that the questions in the low levels of thinking (remembering, understanding, and applying) was dominant, while the questions in the high levels of thinking (analyzing, evaluating, and creating) were limited.

All of the previous studies above analyzed the reading task based on revised Bloom's taxonomy on textbook for junior and senior high school students. However, this research analyzed the reading questions on "English for Health" course book. The researcher chooses this book since "English for Health" course book is used by some English lecturers in POLTEKES Padang in teaching English. Moreover, this textbook is also used in teaching English

for some faculties in Poltekes Padang, namely; Nursery, Midwife, Nutrition, and Environment Healthy faculties. Moreover, the researcher identifies several problems related to the levels of reading comprehension questions. First, the level of reading comprehension questions is very important for students especially English for Specific Purpose students. Second, the lecturers' view related to the level of thinking based on Revised Taxonomy Bloom used in reading comprehension questions on English for health is also important to be discussed. And the last, the analysis of the levels levels of reading comprehension questions for English for Health students in POLTEKES Padang has not been conducted yet.

In order to investigate whether the coursebook is for lower order thinking or higher order thinking, the researcher needs to conduct this research.

1.2 Identification of the Research

Based on the background above, the researcher identifies several problems related to the levels of reading comprehension questions. in English for Health Textbook. First, the analysis of the levels of reading comprehension questions for English for Health students in POLTEKES Padang has not been conducted yet. Second, the lecturers' view related to the level of thinking based on Revised Taxonomy Bloom used in reading comprehension questions on English for health is also important to be discussed.

1.3 Limitation of the Problem

The researcher limits this study just on the reading comprehension questions included in the course book entitled “English for Health” by Eka Susilowati and Agustin Widiani. It focuses on investigating the levels of thinking based on Revised Taxonomy Bloom used in reading comprehension questions on English for health course book.

1.4 Formulation of the Problem

Based on the limitation above, the researcher formulates the problem into:

1. What are the levels of reading comprehension questions on English for health course book used at POLTEKES Padang?
2. What are the adjustment made by English lecturer related to the level of thinking based on Revised Taxonomy Bloom used in reading comprehension questions on English for health course book?

1.5 Purpose of Research

Based on the research questions, the objectives of this research are as follows.

1. To find out the levels of reading comprehension questions based on Revised Taxonomy Bloom used in reading questions on English for Health course book.
2. To investigate the adjustment made by English lecturers related to the levels of reading comprehension questions based on Revised Taxonomy Bloom used in reading questions on English for Health course book.

1.6 Significance of the Research

The researcher hopes that the study is useful theoretically and practically. Theoretically, this finding is hoped to give positive contribution to improvement the level of thinking of students. Practically, for English lecturers to be used as teaching materials which are more efficient in order to choose the appropriate task for the students based on the level of thinking of Revised Bloom's Taxonomy. Moreover, further study can use this finding as a reference to continue another study in similar field.

1.7 Definition of Key Terms

1. **English Course Book** is English book which is used to teach in the classroom which consists of some explanations and tasks related to the students' goals.
2. **Revised Bloom's Taxonomy** is a framework for classifying statements of what we expect or intend students to learn as the result of instructions which are proposed by Bloom and revised by Anderson and Krathwohl.
3. **Reading Comprehension Questions** are some questions which comes from a reading text found in the English coursebook

will be better if the students are also asked related to the level of thinking found in the coursebook they used.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the result, there were two conclusions of this research:

1. The levels of reading comprehension questions based on Revised Taxonomy Bloom used in reading questions on English for Health textbook was lower order thinking.
2. Based on the English teachers' opinion there were three adjustments that were made by the English teacher to the tasks in order to cater for higher order thinking process in the classroom. First, the teachers modify the questions based on the passage from other teaching material, the teachers make some questions which included higher level of thinking based on the passage that has been read before, the teachers give some projects to the students.

5.2 Suggestion

The coursebook authors may use the findings as considerations to revise the reading questions. They should write reading questions which lead the students to reach meaningful learning other than rote learning outcomes. The idea of revised Bloom's Taxonomy may help them in developing such questions. For further researchers, this research can be used as guideline to analyze the component of cognitive domain in other English coursebook, such as; English for Midwifery, English for Engineering, etc. The reading text found in the coursebook English for Health students was categorized in the level remembering, understanding, and applying of the components of cognitive domain. It was suggested for the author to develop the questions in level analyzing and creating since the textbook was for university level of students, not school students.

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