#### **CHAPTER I**

#### INTRODUCTION

This chapter provides the background of the study, the research question, the objective of the study, significance of the study to let the reader recognize about the value of the study, scope and limitation, and definition of the key terms.

## A. Background of the Study

Reading is one of language skills that cannot be separated from other language skills because the students' ability in one aspect will support their ability in mastering the others. It is an important educational goal, because without reading, other language skills would not be improved. The ability of students in reading is important because by having the ability of reading, they will be able to improve general language skills in English; reading can enlarge the students' English vocabulary and it can help students to improve their writing or speaking abilities. It can be concluded that reading is one of the keys to success for everyone who wants to be an educated person.

According to Nation, Reading is a source of learning and source of enjoyment. It means that reading can enlarge the students' knowledge. As a source of learning, reading can recall the vocabulary and grammar that already

<sup>&</sup>lt;sup>1</sup>I. S. P Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009), 49.

learned. It can help the students to learn new vocabulary and grammar and through success in language use. Reading can be source of enjoyment. If the students gain skill and fluency in reading, their enjoyment can increase.

In each stage and the process of learning, asking activity always used. Question is one of the stimuli to think it good for student in learning process. Based on Nurhadi in Bounty, question is the parent of contextual learning strategy, the beginning of knowledge, the heart of knowledge, and an important aspect of learning. Question is one of the main activities in the learning of reading in English class. When students more active to create questions and understand the spirit of learning they will be motivated and increased. Based on the level of education, university students are expected to be able to think highly and critically.

One of the important capabilities mastered by students is the ability to think critically for higher-level thinking. It is one of the stages of thinking that cannot be separated from everyday life. Every student is directed to have a higher-order thinking because the ability to think critically make someone has critical thinking.

Critical thinking is important to gain the information which was gotten, to have better chances and to life with the society. It is like Robinson's opinion, if students are perform in a highly technical society, they must be prepared with life-long learning and critical thinking skills is necessary to obtain and process

-

<sup>&</sup>lt;sup>2</sup>Nurhadi. 2002. *Contextual Approach*. Jakarta: Ministry of National Education, Directorate General of Primary and Secondary Education, Directorate of Secondary Education.

information in an ever-changing world. When someone thought about something which wants to be done, the person needs to decide whether the thing is appropriate or not. To do this well, the person had to have a good ability in critical thinking.

Critical thinking plays an important role in language education. Wallace stated that critical thinking skills should be embedded in the subject matter and woven into language education. Since language is an important tool for acquiring knowledge, therefore it is important to acquire the critical thinking ability of the students and its possible link to their language proficiency.

The English learners can measure their ability to think critically through reading, especially in understanding the texts which are read. When they read a text, they can think about the concept, see the value from many points of view, able to make a logical conclusion, and link their ideas with the text they read. By doing these activities, the students are able to measure their ability to think critically through reading. As Nodoushan's statement that measuring students' ability to think critically using a test of reading could be justified on the following part. Firsts, many of the critical thinking tests through reading texts with questions related to interpretation, inference, analysis, and evaluation. Second,

<sup>&</sup>lt;sup>3</sup>Figen Kanik. Doctoral Dissertation. An Assessment Of Teachers' Conceptions Of Critical Thinking And Practices For Critical Thinking Development At Seventh Grade Level. (Middle East Technical University. 2010), 1.

<sup>&</sup>lt;sup>4</sup>C. Wallace. *Critical reading in language education*. (Palgrave Macmillan. 2005) accessed on 15<sup>a</sup>June 2015

there were high correlations between tests of critical thinking skills and the reading text. It was showed by studies in both United States and the Middle East.<sup>5</sup>

Critical thinking gives much contribution to the successful of someone's reading, especially in reading class. In thinking process, this is proposed toengage students when talking about text they read. This activity leads the students to be critical. By having this ability, the students will able to answer the questions of reading test, give evidences, facts, or proof to make a convince answer and elaborate information of the text with their own ideas.

In education department, especially in English Teacher Education Department of Faculty of Education and Teacher Training of State Islamic University Sunan Ampel Surabaya, have to high critical thinking is important for candidates of the teacher to be a creative, professional and active teacher. Without having this ability the students will not be able to show their view and their well-constructed argument. As Judge, Jones and McCreery say that if the students are able to confront others' ideas in this way it enables the students to construct their own judgments, which in turn enhances their self-confidence in exploring any evidence or literature and its implications.<sup>6</sup>

Critical thinking is also important for shaping creative candidates of English teachers. The students need to think critically to come up with creative solution to

<sup>5</sup>Mohammad Ali Salmani Nodoushan. *International Journal of Language Studies (IJLS) – volume 8(2)*. (Massachusetts: EBSCO Publishing, Inc. 2014), 124.

<sup>6</sup>Brenda Judge, Patrick Jones and Elaine McCreery. *Critical Thinking Skills for Education Students*. (Learning Matters Ltd. 2009), 4.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

a problem. It must also be the circumstance that the new ideas being produced are useful and relevant to the task at hand. Critical thinking plays a central role in evaluating new ideas, selecting the best and adapting them if necessary.

Regardless the major, in fact, critical thinking plays an important role inshaping the students' creativity. In this case, the candidates of English Teacher inState Islamic University of Sunan Ampel Surabaya must have ability to thinkcritically. It cannot be imagined that a candidate of teacher are unable think critically. It means that the candidate is unable to construct the argument well, to create creative teaching instruments, and to teach the students well. Critical thinking improves language, writing and presentation skills. Thinking clearly and systematically can enhance the way expressing ideas. In learning how to analyze the logical structure of writings, critical thinking also enhances comprehension abilities. Without knowing the ability to think critically, the candidates of teacher will never know whether they are able to construct the argument well or not.

Beside think critically university students' must have high-level thinking. High-level thinking skills are a thought process that is not just memorize and reiterated information known. High-level thinking skills is the ability to connect, manipulate, and transform knowledge and experience already possessed to think critically and creatively in order to determine decisions and solve problems in new situations and it all cannot be separated from everyday life. Bloom's Taxonomy considered constituting the basis for higher-level thinking, thinker is

based on that some type of learning requires a process of cognition more than the others, but has a more general benefits. In Bloom's Taxonomy revision involves the analysis (C4), evaluating (C5) and creates (C6) are considered high-level thinking.

Taxonomy is useful as a tool to ensure accuracy in communication with regard to organizing and interrelation, in this case the taxonomy of educational objective. Some models include taxonomy of educational objective in the cognitive aspects of taxonomy refers to bloom. Bloom divides the learning achievement of students in the cognitive domain into six levels, which is given to remembering, understanding, applying, analyzing, evaluating, and creating.<sup>7</sup>

Related with this research, there was similar research which had straight relationship with this research; first, the research which has been done by Istiharoh entitled "Students' Ability to Think Critically in Critical Reading Class at English Teacher Education Department UIN Sunan Ampel Surabaya". Here, Istiharoh measure the students' ability in critical thinking from internal and external aspect. Second previous research was taken by Fahmi Qudratullah entitled "Penerapan Pembelajaran Berbasis Masalah Mengacu Pada Taksonomi Bloom untuk Melatih Kemampuan Berpikir Tingkat Tinggi Siswa". That research describes the teacher's step in implementing problem-based learning refers to

-

<sup>&</sup>lt;sup>7</sup>Bloom, Benyamin S. 1979. *Taksonomy of Educational Objectives (The Classification of Educational Goals)* Handbook I *Cognitive Domain*. London: Longman Group Ltd.

<sup>&</sup>lt;sup>8</sup>Istiharoh. 2015. Thesis "The Students' Ability to Think Critically in Critical Reading Class". UIN Sunan Ampel Surabaya

bloom taxonomy to train high-level capabilities of students. Then, related with this research, although the object is similar, university students. The researcher here is focusing on students' ability to constructing reading question item in English Education Department and students' ability in that question made based on cognitive level of bloom taxonomy perspective.

This research was conducted at Sunan Ampel State Islamic University Surabaya. There are some underlying points that the researcher does the research in this university. According to the data from preliminary study that the average of the students' score of critical reading test is 13,17 in which the highest level is 32. It means that the students' ability is low because it is under 50% of the highest level of score. Whereas in education department, especially in English Teacher Education Department of Faculty of Education and Teacher Training of state Islamic University Sunan Ampel Surabaya, have to high critical thinking is important for candidate of the teacher to be a creative, professional, and active teacher. Because they are will to construct the argument well, to create creative teaching instruments, and to teach students well.

In this case the researcher was evaluated how is preparation of the 6th semester student in the Faculty of Education and Teachers Training UIN Sunan Ampel Surabaya in constructing reading question items which they prepared as an educator that will bring success or failure of their students in their lessons. The

<sup>&</sup>lt;sup>9</sup>M. Fahmi Qudratullah, Skripsi: "Penerapan Pembelajaran Berbasis Masalah Mengacu Pada Taksonomi Bloom untuk Melatih Kemampuan Berpikir Tingkat Tinggi Siswa" (Surabaya: Universitas Islam Negeri Sunan Ampel, 2014)

researcher used cognitive level of bloom taxonomy perspective to evaluate their reading question.

## **B.** Research Question

Based on the statement above, the research question of the study are:

- 1. How students' ability in constructing reading question items based on cognitive level of bloom taxonomy's perspective?
- 2. What are the students' difficulties in constructing reading question items?

# C. Objective of the Study

This research is conducted to find out the students` ability in constructing reading question items in critical reading class at English Teacher Education Department of Faculty of Education and Teacher Training of State Islamic University Sunan Ampel Surabaya 2016.Based on statement of research problem, the study is aimed:

- To know whether the students' constructing reading question is in highlevel thinking or not.
- 2. To describe the students' difficulties in constructing reading question items.

# D. Significance of the Study

Researcher expects this research will give some benefits, at least such below:

#### 1. Lecturers

- a. The result of this research can be used by the lecturers to find the best way to teach critical thinking in critical reading class.
- b. The lecturer can increase the students' ability in critical thinking
- 2. The students can measure their ability in critical thinking whether their ability is high, fair or low.

# E. Scope and Limitation

Based on focus of this study, there are two scopes of this research. Those are cognitive level of bloom taxonomy perspective and critical reading class. This research is limited to the sixth semester class D of critical reading students in faculty of education and teachers training UIN Sunan Ampel Jl. A. Yani Surabaya.

## F. Definition of the Key Terms

The following terminology will be used in order to make the readers and the researcher have the same interpretation in understanding the study.

## 1. Ability

Thurstone said which was quoted by Tapsfield in his book defined ability is best understood.<sup>10</sup> Tucker stated that the word ability refers to the capabilities of human nature. It can either be moral or immoral abilities. The ability to perform immorally derives from the physical abilities, but the decision to do so clearly issues from minds.<sup>11</sup>

In this research the term `ability` means that maximal performance of students when they think critically in reading class.

# 2. Critical Reading Class

Critical reading is an analytic activity. The reader *re*reads a text to identify patterns of elements -- information, values, assumptions, and language usage-- throughout the discussion. These elements are tied together in an interpretation, an assertion of an underlying meaning of the text as a whole.<sup>12</sup>

Critical reading class in this research is the last level of reading class in English teacher education department. Students have to take this lecture in sixth semester.

n r

<sup>&</sup>lt;sup>10</sup>Ian Dennis - Patrick Tapsfield (Ed.) *Human Abilities, Their Nature and Measurement*. (United States of America: Lawrence Erlbaum Associates. 1996), 200.

<sup>&</sup>lt;sup>11</sup>John Allen Tucker. *ItōJinsai'sGomōJigi and the Philosophical Definition of Early Modern Japan*.(Brill, 1998), 153.

<sup>&</sup>lt;sup>12</sup> Dan Karland, "*Reading and Writing Ideas As Well As Words*," accessed December 22, 2015, http://www.criticalreading.com.

# 3. Bloom Taxonomy

Benjamin Bloom developed a classification of levels of intellectual behavior in learning. This taxonomy contained three overlapping domains: the cognitive, psychomotor, and affective.<sup>13</sup>

This research is focus on bloom taxonomy. It is categorization or classification purposes for education in the cognitive domain. That emphasizes the intellectual aspect consists of six levels. That is remembering, understanding, applying, analyzing, evaluating, and creating.

13Bloom, Benyamin S. 1976. Taksonomy of Educational Objectives (The Classification of Educational Goals). London: Longman Group Ltd.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id