

CHAPTER I

INTRODUCTION

A. Background of Study

Reading skill is one of four language skills in English beside listening, speaking, and writing. Reading ability is needed by the students for facing both local and national tests of English tested in written form, so that teaching reading should be learned earlier since Kindergarten until the higher education level.

Reading is one of the important skills that should be mastered by the learners. By reading, the students are able to access much information which might have otherwise been unavailable, especially English textbook. Reading is a key of knowledge. Reading is also something crucial and indispensable for the learners because the success of their study depends on the greater part of their ability to read. If their reading skill is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Reading is a core of knowledge. By reading, the reader takes the advantage of the knowledge of vocabulary, syntax, and the real world. Reading is also as a process of comprehending. Reading is regarded not only

as reaction to a text but as interaction between writer and reader mediated through the text. In addition, reading can provide readers with knowledge about the world so that it can stimulate readers to build and develop in critical and creative thinking.

‘Critical and creative thinking are really crucial to be owned by students. The capability of analyzing and evaluating the information will lead the students to be critical thinking As a result, the students will be gradually capable to produce creative idea to overcome the problems. Those thinking skills can only be achieved by the students with developing their reading skill which demands the students to understand spoken words and decode written words that culminate to deep understanding of the text.

In preparing the students to achieve critical and creative thinking, the teacher should base the learning to Bloom’s Taxonomy which has six levels of cognitive domain. They are remembering, understanding, applying, analyzing, evaluating and creating. The reason of using Taxonomy Bloom as foundation in learning because it is such a powerful tool to develop learning objectives as it describes the process of learning. Before the students understand a concept, they have to remember it. Then, to apply a concept, the students have to understand the concept first. After that, in order to evaluate information, the students first have to analyze it. Finally, to create an accurate conclusion, the students must have completed through

evaluation. By following the process of learning, the students' thinking skills will gradually improve. In other words, by implementing Bloom's taxonomy in the learning process, the students will be encouraged to achieve those critical and creative thinking.

Besides viewing the reading ability of each student, the teacher must be a monitor for the student progress. Progress of the students can be seen after taking assessment; here the teacher gives feedback to the student's assessment. The important thing in evaluation, the teacher has passing grade in teaching reading. From the assessment, the teacher understand the ability of each student so that the teacher knows the problems during teaching-learning process of reading, and the teacher can choose problems solving as soon as possible.

Base on the explanation above, the researcher would like to find out how are students' ability in answering reading question with High Order Thinking Skill at eighth grade of MTs Satu Atap Balaraja. Because in MTs Satu Atap Balaraja has not implemented a questions with high order thinking skill in teaching learning process.

B. The Formulation of the Problems

This research is about the Students' Ability in Answering Reading Question with High Order Thinking Skill. Based on the background of the study above, the formulation of the problem are as follows:

1. How are the Students' Ability in Answering Reading Question with High Order Thinking Skill?
2. How students' response in Answering Reading Question with High Order Thinking Skill ?

C. The Objectives of the Study

From the statements problem above, this research is conducted with purpose are as follows :

1. To know how are the Students' Ability in Answering Reading Question with High Order Thinking Skill.
2. To know how are Students' Response in Answering Reading Question with High Order Thinking Skill.

D. The Significance of the Study

This study has significance for the researcher herself as a candidate of a teacher and for the reader. For both of them, this study is expected to give broader insight or perception about the reading exercises, and the higher order thinking skills from the revised edition of Bloom's Taxonomy.