

**THE CLASSIFICATION OF READING COMPREHENSION QUESTIONS  
IN THE SENIOR HIGH SCHOOL TEXTBOOK ENTITLED “ENGLISH”  
USING BARRETT’S TAXONOMY**

**A THESIS**

**In Partial Fulfillment of the Requirement for  
the Sarjana Pendidikan Degree in  
English Language Teaching**



**By:**

**Irene Candra**

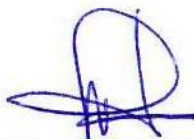
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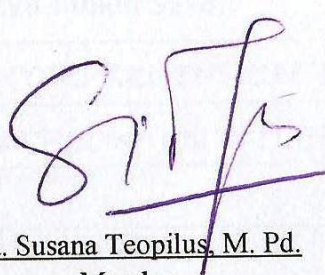
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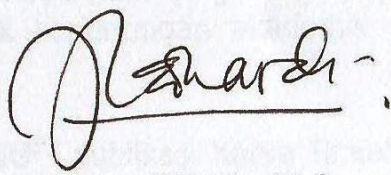
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## ABSTRACT

Candra, Irene. 2014. *The Classification of Reading Comprehension Questions in Senior High School Textbook Entitled “English” Using Barrett’s Taxonomy*. English Faculty of Teacher Training and Education. Widya Mandala Catholic University, Surabaya.

Advisors: (1) Drs. V. Luluk Prijambodo, M. Pd. (2) Johanes Leonardi Taloko, M. Sc.

**Keywords:** *Barrett’s taxonomy, reading comprehension, reading comprehension questions, levels of questions.*

In the English classroom, students read with a purpose to achieve reading comprehension. To check the students’ reading comprehension, English teachers usually use reading comprehension questions provided in the students’ English textbooks.

According to Dupuis and Askov, students should be given questions of four levels of Barrett’s taxonomy. 129 reading comprehension questions from the English textbook entitled “English” are classified using tailor-made checklist made based on Barrett’s taxonomy to find out: (1) the levels of reading comprehension questions based on the Barrett’s taxonomy found in the English textbook entitled “English” (2) the percentage of the occurrence of each of the levels of reading comprehension questions based on the Barrett’s taxonomy in the English textbook entitled “English”. Barrett’s taxonomy is used as a parameter to classify four levels of questions: (1) literal recognition or recall (2) inference (3) evaluation (4) appreciation.

In this study, it was found that: (1) there were only three levels of questions covered: literal recognition or recall, inference and evaluation (2) there were 70 questions (54%) in literal recognition or recall level of questions (3) there were 58 questions (45%) in inference level of questions (4) there was 1 question (1%) in evaluation level of questions (5) there was no question in appreciation level of questions.

In conclusion, the English textbook entitled “English” is not a good textbook because the reading comprehension questions did not cover all levels of questions as it focuses mainly on literal recognition level of questions which is relatively easy. To support the use for this book, it is suggested that English teachers prepare reading comprehension questions which cover evaluation and appreciation levels of questions.