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

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TABLE OF CONTENTS

APPROVAL SHEET (1)……..……..... i
APPROVAL SHEET (2)…… ii
SURAT PERNYATAAN PUBLIKASI…… iii
ACKNOWLEDGEMENT…… iv
TABLE OF CONTENTS…… v
LIST OF FIGURES…… vii
LIST OF TABLES…… ix
ABSTRACT…… x

CHAPTER I: INTRODUCTION

1.1. The Background of the Study…..……...…… 1
1.2. The Research Questions……..…… 4
1.3. The Objectives of the Study…… 5
1.4. The Theoretical Framework…… 6
1.5. The Significance of the Study……..…… 6
1.6. The Scope and Limitation of the Study…….. 7
1.7. The Definition of Key Terms……. 8
1.8. The Organization of the Study…… 8

CHAPTER II: LITERATURE REVIEW

2.1. The Theoretical Framework…….. 9
2.1.1. The Nature of Reading……..... 9
2.1.2. The Comprehension Taxonomy……...……..... 10
2.1.3. Barrett's Taxonomy……...……. 11
2.1.3.1. Literal Recognition or Recall…… 12
2.1.3.2. Inference…… 13
2.1.3.3. Evaluation…...…… 14
2.1.3.4. Appreciation…… 16
2.2. The Previous Study……..……..…. 16

CHAPTER III: RESEARCH METHODOLOGY

3.1. The Research Design……..…. 19
3.2. The Source of Data…..……..……...……..… 21
3.3. The Instruments of the Research……...…… 22
3.4. The Procedures of Collecting the Data……...……. 23
3.5. The Procedures of Analyzing the Data……. 24

CHAPTER IV: FINDINGS AND DISCUSSION OF THE FINDINGS

4.1. Findings……..…… 27
4.2. Discussion of the Findings……...…… 50

CHAPTER V: CONCLUSION AND SUGGESTIONS

5.1. Conclusion…… 53
5.2. Suggestions…… 54
5.2.1. Suggestions for the Authors…… 54
5.2.2. Suggestions for English Teachers……..... 55
5.2.3. Suggestions for Further Researchers……..... 55
BIBLIOGRAPHY
APPENDICES

LIST OF FIGURES

Figure 3.1	The Structure of the Research Design……...……....	20
Figure 3.2	Tailor-made Checklist Based on Barrett's Taxonomy…….....	22
Chart 4.1	The Occurrence of Each Level of Questions in Lesson One Reading Text One……	29
Chart 4.2	The Occurrence of Each Level of Questions in Lesson One Reading Text Two……	30
Chart 4.3	The Occurrence of Each Level of Questions in Lesson Two Reading Text One……	31
Chart 4.4	The Occurrence of Each Level of Questions in Lesson Two Reading Text Two……	32
Chart 4.5	The Occurrence of Each Level of Questions in Lesson Four Reading Text One……	34
Chart 4.6	The Occurrence of Each Level of Questions in Lesson Four Reading Text Two……	35
Chart 4.7	The Occurrence of Each Level of Questions in Lesson Four Reading Text Three……....	36
Chart 4.8	The Occurrence of Each Level of Questions in Lesson Five Reading Text One, Part One……	38
Chart 4.9	The Occurrence of Each Level of Questions in Lesson Five Reading Text One, Part Two……	39
Chart 4.10	The Occurrence of Each Level of Questions in Lesson Five Reading Text Two……...…….....	40
Chart 4.11	The Occurrence of Each Level of Questions in Lesson Seven Reading Text One…….…….....	41
Chart 4.12	The Occurrence of Each Level of Questions in Lesson Five Reading Text Two……...…….....	43
Chart 4.13	The Occurrence of Each Level of Questions in Lesson Seven Reading Text Three…….…….....	44
Chart 4.14	The Occurrence of Each Level of Questions in Lesson Eight Reading Text One……...…….....	46
Chart 4.15	The Occurrence of Each Level of Questions in Lesson Eight Reading Text Two……...…….....	48
Chart 4.16	The Recapitulation of the Occurrence of All Levels of Questions from Lesson One, Two, Four, Five, Seven and Eight.....	49

LIST OF TABLES

Table 3.1	The List of Reading Text and Number of Questions Classified in this Study…….……..	23
Table 3.2	The Percentage of Reading Comprehension Questions in Each Level in Every Lesson and Every Reading Text…….....	25
Table 3.3	The Number of Reading Comprehension Questions of Each Level of Questions…….....	26
Table 4.1	The Occurrence of Each Level of Questions in Lesson One Reading Text One……....	28
Table 4.2	The Occurrence of Each Level of Questions in Lesson One Reading Text Two……	29
Table 4.3	The Occurrence of Each Level of Questions in Lesson Two Reading Text One……..	31
Table 4.4	The Occurrence of Each Level of Questions in Lesson Two Reading Text Two……..	32
Table 4.5	The Occurrence of Each Level of Questions in Lesson Four Reading Text One……....	33
Table 4.6	The Occurrence of Each Level of Questions in Lesson Four Reading Text Two……..	34
Table 4.7	The Occurrence of Each Level of Questions in Lesson Four Reading Text Three…….....	36
Table 4.8	The Occurrence of Each Level of Questions in Lesson Five Reading Text One, Part One……....	37
Table 4.9	The Occurrence of Each Level of Questions in Lesson Five Reading Text One, Part Two……	38
Table 4.10	The Occurrence of Each Level of Questions in Lesson Five Reading Text Two……...……...	39
Table 4.11	The Occurrence of Each Level of Questions in Lesson Seven Reading Text One…….…….....	41
Table 4.12	The Occurrence of Each Level of Questions in Lesson Five Reading Text Two……...……...	42
Table 4.13	The Occurrence of Each Level of Questions in Lesson Seven Reading Text Three…….…….....	44
Table 4.14	The Occurrence of Each Level of Questions in Lesson Eight Reading Text One……...…….....	45
Table 4.15	The Occurrence of Each Level of Questions in Lesson Eight Reading Text Two……...…….....	47

Table 4.16 The Recapitulation of the Occurrence of Each Level of Questions from Lesson One, Two, Four, Five, Seven and Eight..... 48
Table 4.17 The Recapitulation of the Occurrence of All Levels of Questions from Lesson One, Two, Four, Five, Seven and Eight..... 49

ABSTRACT

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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.