

**AN ANALYSIS OF BARRETT'S TAXONOMY'S APPLICATIONS IN  
TEACHER ASSOCIATION (MGMP) PUBLISHED ENGLISH WORKBOOKS  
(LKS) FOR SENIOR HIGH SCHOOLS IN PADANG**

A Thesis

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**Written by:**

**Muhammad Alhadi**

**19018156/2019**

**Advisor:**

**Prof. Dra. Yetti Zainil, MA, Ph.D**

**NIP. 196407311989032008**

**ENGLISH LANGUAGE EDUCATION PROGRAM  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT  
FACULTY OF LANGUAGE AND ARTS  
UNIVERSITAS NEGERI PADANG**

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## HALAMAN PERSETUJUAN SKRIPSI

**Judul** : AN ANALYSIS OF BARRETT'S TAXONOMY'S  
APPLICATIONS IN TEACHER ASSOCIATION  
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FOR SENIOR HIGH SCHOOLS IN PADANG

**Nama** : Muhammad Alhadi

**NIM** : 19018156

**Program Studi** : Pendidikan Bahasa Inggris

**Departemen** : Bahasa dan Sastra Inggris

**Fakultas** : Bahasa dan Seni

Padang, Juni 2023

Disetujui oleh,

Pembimbing



Prof. Dra. Yetti Zainil, M.A., Ph.D.  
NIP. 196407311989032008

Mengetahui,

Ketua Departemen Bahasa dan Sastra Inggris



Desvalini Anwar, S.S., M.Hum., Ph.D  
NIP. 197105251998022002



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Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi  
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris  
Fakultas Bahasa dan Seni Universitas Negeri Padang dengan judul

### AN ANALYSIS OF BARRETT'S TAXONOMY'S APPLICATIONS IN TEACHER ASSOCIATION (MGMP) PUBLISHED ENGLISH WORKBOOKS (LKS) FOR SENIOR HIGH SCHOOLS IN PADANG

Nama : Muhammad Alhadi

NIM : 19018156

Program Studi : Pendidikan Bahasa Inggris

Departemen : Bahasa dan Sastra Inggris

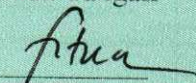

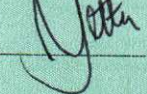
Fakultas : Bahasa dan Seni

Padang, Juni 2023

#### Tim Penguji

1. Ketua : Dr. Fitrawati, S.S., M.Pd
2. Sekretaris : Dr. Ratmanida, M.Ed, Telf
3. Anggota : Prof. Dra. Yetti Zainil, M.A., Ph.D

#### Tanda Tangan

:   
:   
: 





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Saya yang bertanda tangan dibawah ini:

Nama : Muhammad Alhadi  
NIM / TM : 19018156  
Program Studi : Pendidikan Bahasa Inggris  
Departemen : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

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Ketua Departemen Bahasa dan Sastra Inggris

Desvalini Anwar, S.S, M.Hum, Ph.D

NIP. 197105251998022002

Saya yang menyatakan,



Muhammad Alhadi

NIM. 19018156

## ABSTRACT

**Alhadi, M. (2023). *An Analysis of Barrett's Taxonomy's Applications in Teacher Association (MGMP) Published English Workbooks (LKS) for Senior High Schools in Padang*. Thesis. English Language and Literature Department of Faculty of Languages and Arts, Universitas Negeri Padang.**

This research aimed to analyze questions in English Teacher Association (MGMP) Published English Workbooks (LKS) for Senior High School in Padang based on Barrett's Taxonomy (1698) in Reading Comprehension questions. The taxonomy consists of five stages which are "Literal Comprehension," "Reorganization," "Inferential Comprehension," "Evaluation," and "Appreciation." The research design used for this research is descriptive qualitative, and the instruments used to gather necessary data are an observation checklist and interview questions. The analyzed questions were classified based on the stages. The result of the analysis showed that from all the reading comprehension questions in all the workbooks observed, Inferential Comprehension is the stage that is applied by the questions the most, which is at 48.2%, followed by Literal Comprehension at 42.5%, Reorganization at 8%, Appreciation at 1%, and Evaluation at 0.3% of the total questions observed. Although all the stages of Barrett's taxonomy are present in the workbooks, it does not imply that the taxonomy has been applied in the MGMP Published Workbooks, for the percentages of the questions from each stage do not resemble the recommended rates proposed for each of the stage, which are 40% for the Literal Comprehension and Reorganization stages, 40% for the Inferential stage, and 20% for the Evaluation and Appreciation stages. In addition to that, by interviewing members of the writing team of the workbooks, it was found that Barrett's taxonomy had never been applied when constructing questions for the workbooks. This backs up the ideas that Barrett's was not applied in MGMP Published English workbooks, and it should be taught to teacher.

**Keywords:** Taxonomy, Workbook, Reading Comprehension, Teacher Association (MGMP).

## ABSTRAK

**Alhadi, M. (2023). *An Analysis of Barrett's Taxonomy's Applications in Teacher Association (MGMP) Published English Workbooks (LKS) for Senior High Schools in Padang*. Skripsi. Departemen Bahasa Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.**

Tujuan dari penelitian ini yaitu untuk melakukan analisis pertanyaan yang terkandung di dalam buku Lembar Kerja Siswa (LKS) Bahasa Inggris untuk tingkat SMA yang ditulis oleh Musyawarah Guru Mata Pelajaran (MGMP) Bahasa Inggris SMA berdasarkan tingkatan Taksonomi Barrett dalam pembelajaran membaca pemahaman Bahasa Inggris. Taksonomi Barrett terdiri dari lima tingkatan yaitu “*Literal Comprehension*,” “*Reorganization*,” “*Inferential Comprehension*,” “*Evaluation*,” and “*Appreciation*.” Desain dari penelitian ini yaitu kualitatif deskriptif, dan instrumen yang digunakan untuk mengumpulkan data yaitu centangan format dan pertanyaan wawancara. Pertanyaan yang dianalisis diklasifikasikan berdasarkan tingkatan Taksonomi Barrett. Hasil dari analisis menunjukkan bahwasanya dari keseluruhan pertanyaan membaca pemahaman di LKS, tingkatan “*Inferential Comprehension*” memiliki pertanyaan yang paling banyak dengan persentase 48.2%, diikuti oleh tingkatan “*Literal Comprehension*” 42.5%, “*Reorganization*” 8%, “*Appreciation*” 1%, dan “*Evaluation*” 0.3% dari total keseluruhan pertanyaan membaca pemahaman yang diobservasi. Walaupun semua tingkatan dari Taksonomi Barrett muncul, hal ini tidak berarti bahwasanya Taksonomi Barrett sudah diaplikasikan di LKS buatan MGMP Bahasa Inggris, dikarenakan persentase pertanyaan yang tergolong ke tingkatan Taksonomi Barrett tidak seperti apa yang direkomendasikan kepada masing-masing tingkatan, yaitu 40% untuk “*Literal Comprehension*” dan “*Reorganization*,” 40% untuk “*Inferential Comprehension*,” dan 20% untuk “*Evaluation*” dan “*Appreciation*.” Sebagai tambahan, dengan mewawancarai anggota dari tim penulis LKS MGMP Bahasa Inggris, ditemukan bahwasanya Taksonomi Barrett belum pernah diaplikasikan ketika LKS dibuat. Hal ini mendukung ide bahwasanya Taksonomi Barrett tidak diaplikasikan di LKS yang ditulis oleh MGMP Bahasa Inggris, dan sebaiknya diajarkan ke guru.

**Kata Kunci:** Taksonomi, Lembar Kerja Siswa (LKS), Membaca Memahami, Musyawarah Guru Mata Pelajaran (MGMP).

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The Writer



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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Reading comprehension is one of the crucial skills students should master. This is because reading is the very base of literacy, in which meanings of texts are perceived, which trains individuals to be able to share ideas, messages, and expressions with others (Israel & Duffy, 2008). One of the learning tools used that provides reading comprehension questions is workbooks. Workbooks are filled with exercises and instructions guiding students to complete and understand the exercise (Tarigan, Agung, & Parmiti, 2019). They also follow specific approaches to delivering the lesson and exercise, depending on the subjects covered in the workbooks.

Different subjects are supposed to have different approaches. For example, when teaching certain subjects, teachers are recommended to follow the syllabus. In addition, teachers are also expected to use several teaching methods and coursebooks that work best for the specific subject they teach. For example, if a teacher is to teach a reading skill to his students, people will expect him not to task the students to solve mathematical problems. It is just not relevant, nor is it proper to be implemented in a reading class. However, such a situation is apparently what is found when it comes to designing the syllabus, lesson plans, coursebooks, and workbooks.

For instance, in syllabi, the difficulty of lessons taught is determined by a series of operational words that represent specific levels of difficulty. For example, most syllabus is commonly constructed by using Bloom's taxonomy as the determining factor. Bloom's Taxonomy is used to in learning processes to construct operational words (Direktur Jenderal Guru dan Tenaga Kependidikan, 2019). Bloom's ranges from C1, or Low Order Thinking Skill (LOTS) to C6 which puts the students in a situation where they need to use their High Order Thinking Skill (HOTS). There are six stages contained in the revision of Bloom's creation, which are remembering, understanding, applying, analyzing, evaluating, and creating (Krathwohl, 2002). The majority of educational institutions rely on Bloom with his taxonomy to consider the level of difficulty that should be imposed (Tulasi, 2010). However, Bloom's taxonomy handles every subject. Whether it is implemented by math teachers or English teachers, the measuring components are not changed. Bloom proposed the taxonomy originally to bridge different subjects (Krathwohl, 2002). This condition applies not only to syllabus designs but also to lesson plans and coursebooks.

Bloom's taxonomy is useful to construct learning objectives (Pratiwi, 2022). The creator of Bloom's taxonomy believed that his creation would provide a link that connects different subjects, persons, and grades to be measured congruently (Krathwohl, 2002). This contrasts with the previous idea talking about how different subjects should have different study approaches. Moreover, several other taxonomies have emerged with their own idea on how to measure the



difficulty of one specific lesson. Barrett's taxonomy is one of the examples where the measuring components only focus on measuring the difficulty level of reading skills. Barrett's taxonomy is a comprehension scale that is used to monitor students' abilities in processing information given through reading exercises (Ruiter & Dang, 2005).

Although some similarities such as having stages, and certain definitions are shared between the two taxonomies, the executions are distinctive. The Taxonomy of Educational Objectives (Bloom's taxonomy) is a structure that provides the means for test items to be transferred between subjects and faculties in universities (Krathwohl, 2002). If Bloom's taxonomy is used to unite learning goals, objectives, and activities between multiple subjects, that of Barrett solely focuses on students' level of reading skill, that is what stages the students need to undergo in order to progress to the next level of reading comprehension. Barrett's taxonomy is used to tell at which level of reading comprehension skill the students are positioned (GÖÇER, 2014). Of all taxonomies mentioned, the one that is mostly utilized by schools in Indonesia is that proposed by Benjamin S. Bloom. Operational words used in learning processes are based on the cognitive levels by Bloom's taxonomy (Direktur Jenderal Guru dan Tenaga Kependidikan, 2019).

Perchance the mostly used taxonomy works for most subjects; however, the performance in reading shows otherwise. PISA, Programme for International Student Assessment, which is run by the international organization OECD assesses 15 years old students globally to measure their abilities in reading, mathematics,

and science to know if they meet the crucial skill to be involved in economic and social life (OECD, 2019). Its latest result shows that Indonesia scored 371 points in the reading assessment conducted in 2018, 31 points declined compared to the peak score it achieved in 2009 (OECD, 2019). This positions Indonesia at level 1 in reading with a 184 points difference from the country holding the highest score, China, in level 4, and 44 points lower than its neighboring country, Malaysia settling in level 2 (Schleicher, 2019). This situation shows that Indonesia still has homework and changes to do in order to raise its level of reading comprehension performance to compete with other countries.

Several studies researching how Barrett's taxonomy is applied in reading classes have been conducted; however, only a handful of studies have done research on Barrett's taxonomy's applications to English workbooks. A study conducted by Amalya, Anugerahwati, & Yaniafari (2020) thoroughly does research on the implementation of Barrett's taxonomy in one of the English coursebooks titled "Bright" published by Erlangga. The result shows that though questions utilizing Barrett's taxonomy exist in the textbooks, the utilizations are not completely balanced, that is there are a lot of questions utilizing the literal comprehension category, and fewer questions implementing the other categories (Amalya et al., 2020). Another study by Nurdeani (2014) also analyses the use of an English Textbook and compares it with the standard structure of English Textbooks; though, the study focuses on a textbook for third-grade elementary school students. One study mentions that the use of Bloom's Taxonomy is worth to be utilized in

composing questions for the learning process of Mathematics; regardless, teachers do not fully utilize the taxonomy when designing questions for their students to solve (Misnati, Rif'at, & Suratman, 2021). However, this study puts its focus on Mathematics.

Furthermore, Itje Chodidjah, an activist of the Indonesian Teacher Association, mentioned that the content of *LKS* (Workbooks) used by students nowadays does not have the ability to raise students' thinking skills, and readjustments to some aspects of teaching and learning need to be made to tackle this problem (Kompas, 2012). Teachers ought to construct the format of questions, decide on subskills in reading, and define how many items in reading questions prior to starting reading lessons, and they can use Barrett's taxonomy composed by Barrett to achieve this (Surtantini, 2019). In addition, in analyzing reading comprehension questions, the use of Barrett's taxonomy is superior to that of Bloom, for Bloom's taxonomy was never constructed to put reading comprehension as a focus (Tiwari, 2021).

In conclusion, there are a handful of studies of Barrett's taxonomy, yet as far as the researcher is concerned, there are only a few that cover its application on workbooks used in senior high schools in Padang. Moreover, many statements stating the usefulness of Barrett's taxonomy in handling reading comprehension questions, and the data stating the decline of reading performance in Indonesia also drive this research. Therefore, this study focuses on the application of Barrett's



Taxonomy in questions presented in English Teacher Association (MGMP) published English workbooks.

## **B. Identification of the Problem**

Reflecting on the background of the problem stated, some problems emerge. One of the problems is that the universal use of Bloom's taxonomy may not exactly be suitable to use in every subject of study. This happens because every subject has its own set of practices to follow, such as English with one of its skills which is reading. The need for readjustments on how workbooks are designed to improve learning processes is also one of them.

The few numbers of studies of Barrett's Taxonomy implemented in English Workbooks in Padang that have been conducted give low evidence of whether Barrett's taxonomy has been applied in reading exercises contained in the workbooks. This is important, knowing that there are many studies covering the usefulness of Barrett's taxonomy in raising students' abilities in comprehending reading.

## **C. Limitation of the Problem**

Based on the identification of the problems stated previously, the researcher set a limit to this study by only researching the implementation of Barrett's Taxonomy in the English Teacher Association (MGMP) published English workbooks utilized by senior high schools in Padang that is done by categorizing the questions in the workbooks to the stages of Barrett's taxonomy.

Moreover, the focus of the research is set on certain questions present in the workbooks which are questions that involve reading comprehension.

#### **D. Formulation of the Research Problem**

1. In what stages do reading comprehension questions in the Teacher Association (MGMP) Published English workbooks belong to if they are categorized based on Barrett's taxonomy?
2. Has Barrett's Taxonomy been implemented as a component to measure the level of reading comprehension questions in the workbooks?

#### **E. Purpose of the Research**

1. To classify in what stages the questions regarding reading comprehension in the workbooks belong to if they are categorized based on Barrett's taxonomy.
2. To identify if Barrett's taxonomy has been implemented in English Reading Comprehension Questions in English workbooks in Padang.

#### **F. Significance of the Research**

1. Theoretically

It is hoped that this research can provide a result that is useful for curriculum designers to be used as a source of inspiration for designing new syllabi, for publishers as a reference in designing new course books and workbooks, and for teachers as information that can be used when composing questions for students.

## 2. Practically

The result of this research may be used for future researchers exploring more data to be added to their research and for readers in general seeking for new information about the presence of questions applying Barrett's taxonomy in English Teacher Association (MGMP) Published English Workbooks for Senior High Schools in Padang.

## **G. Definition of the Key Terms**

### 1. Taxonomy

In education, a system that determines the level of difficulty of learning objectives and orders them in the form of a hierarchy (Aripin, Hamzah, Hisham, & Ishar, 2020).

### 2. Workbook

A book used in school containing text and questions and sometimes having spaces for a student to write answers in (Cambridge Dictionary, 2022b)

### 3. Reading Comprehension

A process of perceiving the meaning of a text that is done by how the readers interpret the meaning of the text that is influenced by their past experiences (Gilakjani & Sabouri, 2016a).

### 4. MGMP

MGMP, short for Musyawarah Guru Mata Pelajaran, is a teacher association in Indonesia in which teachers can brainstorm ideas with each other



to increase the quality of teaching (Susmiatun, Yuliejantiningasih, & Abdullah, 2021). Typically, each subject has its own MGMP.