

**An Analysis of Reading Comprehension Questions in the Final English Test
Given by English Teachers Based on Barret's Taxonomy at SMAN in Kota
Padang**

A THESIS

*Submitted as Partial Fulfilment of the Requirements to Obtain Bachelor of
Education (B.Ed.) in English Language Education*



Written by:

Selvina Salsabila

19018105

Advisor:

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

**ENGLISH LANGUAGE EDUCATION PROGRAM
ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS NEGERI PADANG
2023**

HALAMAN PERSETUJUAN

Judul : An Analysis of Reading Comprehension Questions in
the Final English Test Given by English Teachers
Based on Barrett's Taxonomy at SMAN in Kota
Padang

Nama : Selvina Salsabila

NIM : 19018105/2019

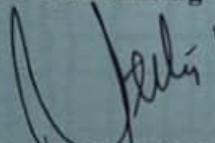
Program Studi : Pendidikan Bahasa Inggris

Departemen : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, Agustus 2023

Disetujui oleh,
Pembimbing



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

Mengetahui

Ketua Departemen Bahasa dan Sastra Inggris



Desvalini Anwar, S.S., M.Hum., Ph.D.
NIP.197105251.998022.002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

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

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Nama : Selvina Salsabila
NIM : 19018105/2019
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

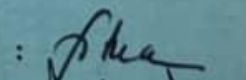
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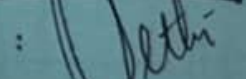
Tim Penguji

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

Tanda Tangan

: 

: 

: 



UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SAstra INGGRIS

Jl. Belibis, Air TawarBarat, Kampus Selatan FBS LIMP, Padang. Telp/Fax (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Selvina Salsabila
NIM : 19018105 / 2019
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

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Diketahui oleh,
Kepala Departemen Bahasa dan Sastra Inggris,

Desvalini Anwar, S.S., M.Hum., Ph.D
NIP. 19710525 199802 2 002

Saya yang menyatakan,

Selvina Salsabila
19018105

ABSTRACT

Salsabila, S. (2003). *An Analysis of Reading Comprehension Questions Given by English Teachers Based on Barret's Taxonomy at SMAN Kota Padang*. Thesis. English Language and Literature Department of Faculty of Languages and Arts, Universitas Negeri Padang

This research aims to analyze the reading comprehension questions given by English Teachers at SMAN Kota Padang based on Barrett's Taxonomy. This taxonomy has five levels, namely: Literal Comprehension, reorganization, Inferential Comprehension, Evaluation, and Appreciation. This study is being done using a descriptive qualitative research design. To gather the necessary data and information, the observation checklist and interview questions are used as instrumentation. The stages of Barrett's taxonomy were used to categorize the questions that were analyzed. The results of this study indicate that from all the reading questions gathered and observed from six school and three grades, Inferential Comprehension level has the most questions with 40,07% of the total reading comprehension found in grade X, XI, and XII. It is followed by reorganization level at 35,91%, literal comprehension level at 23,01%, evaluation level at 0,39%, and appreciation level at 0,19%. While the conclusive English assessment at SMAN Kota Padang encompasses all facets of Barrett's taxonomy, its implementation isn't necessarily reflected in the formulation of reading inquiries. This discrepancy arises from the dissimilarity between the question distribution across taxonomy stages and the advised proportional distribution. Correspondingly, insights garnered from discussions with the teachers indicated that Barrett's taxonomy had not been integrated into the question development process for the final English test. This affirmation further reinforces the notion that the reading comprehension questions given by English teachers have remained detached from the application of Barrett's taxonomy.

Keywords: Taxonomy, Final English Test, Reading Comprehension

ABSTRAK

Salsabila, S. (2003). *An Analysis of Reading Comprehension Questions Given by English Teachers Based on Barret's Taxonomy at SMAN Kota Padang*. Skripsi. Departemen Bahasa Inggris fakultas Bahasa dan Seni, Universitas Negeri Padang

Penelitian ini bertujuan untuk menganalisis pertanyaan pemahaman bacaan yang diberikan oleh Guru Bahasa Inggris di SMAN Kota Padang berdasarkan Taksonomi Barrett. Taksonomi ini memiliki lima tingkat, yaitu: *Literal Comprehension*, *Reorganization*, *Inferential Comprehension*, *Evaluation*, dan *Appreciation*. Penelitian ini dilakukan dengan menggunakan desain penelitian kualitatif deskriptif. Untuk mengumpulkan data dan informasi yang diperlukan, digunakan centangan format dan pertanyaan wawancara sebagai instrumen. Tahapan taksonomi Barrett digunakan untuk mengategorikan pertanyaan-pertanyaan yang dianalisis. Hasil dari penelitian ini menunjukkan bahwa dari semua pertanyaan bacaan yang dikumpulkan dan diamati dari enam sekolah dan tiga tingkatan kelas, tingkat "*Inferential Comprehension*" memiliki pertanyaan paling banyak dengan 40,07% dari total pemahaman bacaan yang ditemukan di kelas X, XI, dan XII. Ini diikuti oleh tingkat "*Reorganization*" sebesar 35,91%, tingkat "*Literal Comprehension*" sebesar 23,01%, tingkat "*Evaluation*" sebesar 0,39%, dan tingkat "*Appreciation*" sebesar 0,19%. Sementara penilaian bahasa Inggris di SMAN Kota Padang mencakup semua aspek taksonomi Barrett, implementasinya tidak selalu tercermin dalam penyusunan pertanyaan bacaan. Ketidaksesuaian ini muncul dari perbedaan distribusi pertanyaan di seluruh tahapan taksonomi dan distribusi proporsional yang disarankan. Demikian pula, wawasan yang diperoleh dari wawancara dengan para guru menunjukkan bahwa taksonomi Barrett belum diintegrasikan ke dalam proses pengembangan pertanyaan untuk ujian akhir Bahasa Inggris. Konfirmasi ini lebih lanjut memperkuat gagasan bahwa pertanyaan pemahaman bacaan yang diberikan oleh guru Bahasa Inggris tetap terpisah dari penerapan taksonomi Barrett.

Kata Kunci: Taksonomi, Ujian Akhir Bahasa Inggris, Membaca Memahami

ACKNOWLEDGMENT

First of all, the greatest honor and glory to Allah SWT, as the writer believe that His amazing love, power, blessing, and health given to the writer all this time until she is given ability in accomplishing this thesis. The writer realizes that without Him, she is nothing.

The thesis entitled “An Analysis of Reading Comprehension Questions Given by English Teachers Based on Barret’s Taxonomy at SMAN Kota Padang.” It has been written and presented to English education Department, Faculty of Language and Arts, Universitas Negeri Padang in order to fulfill one of the requirements for degree of “Bachelor of Education.”

During the completion of the thesis, the writer receives a great amount of supports, helps, advices, guidance, assistances, and encouragements from all the kindest people around her. The writer would like to acknowledge her sincere gratitude to the following parties who helped her directly or indirectly:

1. Her supervisor, Prof. Dra. Yetti Zainil, MA, Ph.D, thank you for the endless advice, feedback, and guidance that you have been given to the writer.
2. Her thesis examiners, Dr. Fitrawati, S.S., M.Pd. and Dr. Ratmanida, M.Ed, TELF, for the constructive feedbacks and corrections of the thesis
3. Her validator, Dr. Edi Trisno, M.A who assisted the authors in validating the research tools used and evaluating the thesis' data.
4. All of lecturers and academic staff at Universitas Negeri Padang for providing the writer with great knowledge and an awesome environment for nurturing her talent and passion.

5. Staffs from International UNP, who had helped the writer a lot during the IISMA program.
6. Her research partners, Muhammad Alhadi and Novita Rahmadani, and her classmates from K1-19.

Padang, September 2023

The Writer

DEDICATION

This thesis is dedicated to:

1. Her parents, Tuti Arianti and Lazuardi Eka Putra for bringing her to this world and loving her endlessly.
2. Her sister Fany Fiola, she has been nothing but an awesome role model and great supporter to the writer all this time. Keep thriving and living your life to the fullest. Her brothers, M. Fadel Nugraha. M.Hafiz Maulana, and Azelo Fata Khairy. I love you all and I am so thankful for all of you every day. You will forever have my back!
3. The writer's best friends, Husnuzhan, who drove her from one school to another to get the research data amidst the burning heat of Padang. Nissa, Fiza, Fitra, Vinda, and Aurel for making the writer's life very colorful for these past four years with their existence.
4. Her debate and *ambis* partners, Adil and Fifi, who supported and encouraged all of her dreams and shared with her tons of good memes.
5. Her IISMA UPOL besties, Samantha, Zahira, and Nadine, for the companionship and all the good and bad things that she experienced in the Czech Republic.
6. Taylor Swift, her favorite singer, whose song is on repeat, kept the writer sane and awake while writing this thesis until she survived the Great War and is now finally screaming "Long Story Short, I Survived".

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

One of the most crucial abilities taught in English is reading comprehension. Students learn to grasp reading by answering questions from the teacher, which might take a written test, an assignment, an oral presentation, or a coursebook. In the case of a reading test, the reading segment includes a reading text followed by a reading comprehension question. Providing a reading test is a typical approach that plays a significant part in determining students' understanding of what they have read during the exam. Furthermore, students' performance in learning English is determined by their ability to answer questions, typically consisting of two parts: a listening component of around 30% and a reading comprehension component of approximately 70% (Muslih, 2009). Reading is the most utilized and dominant activity. In conclusion, in order to design effective reading comprehension questions for students, English teachers should pay attention to the reading assessment.

Reading assessments seek to offer feedback on the techniques, procedures, and body of knowledge that represent reading abilities. There are many uses for reading evaluations. To use reading assessments properly, one must first comprehend the reading construct, be aware of how reading skills develop, and make an effort to have the assessment tasks reflect the construct. Reading

assessment involves a variety of goals that reflect various assessment contexts, including standardized proficiency assessment, classroom-based formative and achievement testing, placement and diagnostic testing, assessment for reading research purposes (Grabe W. , 2009) ,

Teachers are advised to create exam reading questions using the instructional taxonomy. Teachers are also required to pose a range of questions that evaluate their students' competency in the topic they are teaching. In terms of reading skills, reading comprehension questions should be classified according to taxonomy to create relevant questions. When it comes to taxonomy, Bloom's is a taxonomy that is mainly used for instructional reasons. However, Bloom's taxonomy can be used for a variety of subjects and skills, not just reading comprehension, making it somewhat too general. Because of this, using Bloom's taxonomy as a standard for reading ability leaves out some important and detailed details. Most written exam questions are constructed using Bloom's taxonomy as the determining factor, ranging from C1, or Low Order Thinking Skill (LOTS), to C6, which requires the students to use their High Order Thinking Skill (HOTS).

A lot of teachers are struggling with making varied types of questions. Instead of asking higher-order, divergent questions that encourage deep thinking and require students to analyze and evaluate concepts, teachers most frequently ask lower-order, convergent questions that rely on students' factual recall of prior knowledge (Tofade, Elsner, & Haines, 2013)

Most educational institutions rely on Bloom with his taxonomy to consider the level of difficulty that should be imposed (Tulasi, 2010). Most of the questions posed by the teacher using Bloom's as the guideline is on a literal level. Research done by Ramadhani & Zainil (2019) found that most types of questions asked by teachers in EFL classroom activity in SMAN Kota Padang applying Bloom's Taxonomy are in the remembering (C1) category, which is the lowest level of thinking in the cognitive domain. This might have played a role in the students' difficulty in responding to the HOTS question. The results of Indonesia on the Program for International Student Assessment (PISA) test demonstrate the low level of reading proficiency of students and their inability to respond to HOTS questions. In its most recent assessment of reading proficiency, Indonesia received 371 points, a drop of 31 points from the peak score it received in 2009 (OECD, 2019). This places Indonesia at level 1 which is the lowest level in reading, 184 points behind top-ranked China at level 4, and 44 points behind Malaysia, which is next door and at level 2 (Schleicer, 2019). This indicates that Indonesia has a significant amount of work to do in order to improve its standing.

Indonesia's position in PISA may be due to issues in most schools, where students are given the exam questions and exercise questions on a literal level and have a limited ability to answer HOTS (high order thinking skill) questions. The use of Bloom's taxonomy, which covers all skills and subjects, is unsuitable due to its being too general. That is why a specific instructional taxonomy

designed specifically for reading skills, such as Barrett's taxonomy, should be considered.

Unlike Bloom's, which can be used for any subject and skill, Barrett's taxonomy is a taxonomy specifically designed to be a basis for creating reading questions. Barrett's taxonomy has measuring components that only focus on measuring the difficulty level of reading skills. Barrett has developed 'Cognitive and Affective Taxonomy of reading comprehension' to eliminate these misconceptions and to demonstrate a controllable and understandable process of teaching. According to Yıldırım, Barrett benefited from the work of Bloom (1956), Sanders (1966), Letton (1958) and Guszak'ın (1965) etc. in the process of developing their taxonomy (2012, p. 46). Additionally, Barrett's taxonomy offers a systematic and sequential framework for creating thorough reading comprehension questions. Each of the levels and sub-levels contained in Barrett's taxonomy is equally important in teaching reading, and teachers should refer to the taxonomy when constructing reading comprehension questions (Surtantini, 2019).

If the main objective of Bloom's taxonomy is to link the learning objectives, activities, and goals of various topics, then Barrett mainly focuses on students' reading proficiency and outlines the steps they must take to advance to the next degree of reading comprehension. According to Barrett's taxonomy, one can determine the students' reading comprehension levels (GÖÇER, 2014).

Only a small number of studies have investigated the applications of Barrett's taxonomy to reading comprehension questions on written examination, despite numerous studies looking into how the taxonomy was used in reading classes. A study conducted by GÖÇER (2014) analyzed written examination questions based on the text in accordance with Barrett's taxonomy, though the research was done in Turkey, not Indonesia. Another study by Kusumawardani (2016) with the title "An Analysis of Reading Comprehension Questions in the textbook entitled "Bahasa dan Sastra (Peminatan Bahasa dan Budaya)" for SMA/MA grade X Based on Barrett's Taxonomy" aims to assess the reading question in the passage, and the conclusion is that literal comprehension predominates over evaluation. Additionally, since the reading comprehension question was taken from an English textbook, there is no need for the involvement of the teacher. Furthermore, Rahma (2019) thoroughly does research on the implementation of Barrett's Taxonomy in a reading comprehension question made by an English teacher at SMAN Sidoarjo. The result shows that there were literal and inferential levels dominant to be presented on the final English test if it was viewed as Barrett's.

In conclusion, only a small number of studies have examined the use of Barrett's taxonomy in relation to the topics covered by the reading comprehension tests that Indonesian high school teachers provided. And as far as the researcher is concerned, there has still been few research done about this topic in senior high school in Padang. Additionally, how detailed Barrett's taxonomy is in measuring reading skill and how aligned it is to the reading

curriculum compared to Bloom's, and information about the fall in reading proficiency in Indonesia, also serve as driving factors for this study. Therefore, this study focuses on the application of Barrett's taxonomy to a written reading comprehension question given by English teachers at SMAN in Kota Padang.

B. Identification of the Problem

Based on the background of the problem above, the researcher identifies two problems. The first problem is that Bloom's taxonomy may not be perfectly suitable for application in every field of study. This occurs because each subject has its own set of procedures to follow, with reading being one of them for English. Another issue is the lack of research on the use of Barrett's Taxonomy in reading comprehension questions for examinations given by Indonesian teachers, particularly in Padang.

C. Limitation of the Problem

Based on the identification of the problems stated previously, the researcher set a limit to this study by only analyzing the final examination reading comprehension questions given by English teachers in Senior High School at six schools in Padang based on Barrett's taxonomy.

D. Formulation of the Research Problem

1. What is the level of Barrett's taxonomy found in the reading comprehension questions in the final English test that given by English teachers at SMAN in Kota Padang if it analyzes by using Barrett's taxonomy?
2. How is the teacher's understanding of Barrett's taxonomy?

E. Purpose of The Research

The purpose of this research is to identify if the Barrett's taxonomy has been implemented in the final examination of reading comprehension questions given by English teachers at SMAN in Kota Padang and to classify types of questions that are used in reading comprehension of English test items when it is viewed based on Barrett's taxonomy.

F. Significance of The Research

1. Theoretically

Theoretically, this study expected to be useful for teachers to identify the level of the questions that they have given based on Barrett's taxonomy and to help teachers to provide various type of questions that include all levels of questions

2. Practically

The result of this research will also contribute to help other researchers who wish to conduct similar research in the future.

G. Definition of Key Terms

It is essential for the researcher to define the terms in this research. The definition is needed to avoid misunderstanding or misinterpretation of the terms used in this research. The terms need to be defined as follows:

1. Reading Comprehension

Reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text (Healy, 2002).

2. Reading Comprehension Questions

Reading comprehension questions are questions that are made by teachers to test students' ability in reading skills. The types of reading questions typically are WH-questions, polar questions or yes/no questions, true/false questions, and multiple choices.

3. Barrett's Taxonomy

Barrett's taxonomy is a taxonomy made by Thomas C. Barrett in 1968 special for reading (Irene, 2014, p. 3). It categorizes reading comprehension

questions into 5 levels: (1) literal comprehension, (2) reorganization, (3) inferential comprehension, (4) evaluation and (5) appreciation. Those are divided based on their difficulties. The first are at a low thinking level and the others are at a higher level. Further, in this research Barrett's taxonomy is defined as a parameter in analyzing reading comprehension questions made by teachers.

4. Final Examination and Written Questions

A final examination is a test conducted by teachers and schools to test students' abilities. Final examination is administered at the end of an academic term. For the written questions given by the teachers, it can be adopted /adapted from a book/workbook or made by the teachers.