

**AN ANALYSIS OF STUDENTS' ABILITY IN READING COMPREHENSION BY
USING BARRETT'S TAXONOMY AT ENGLISH DEPARTMENT UNIVERSITAS
NEGERI PADANG**

THESIS

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



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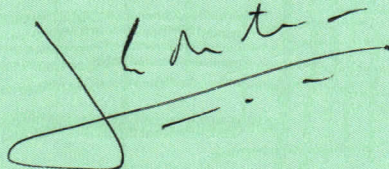
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**An Analysis of Students' Ability in Reading Comprehension by Using
Barrett's Taxonomy at English Department Universitas Negeri
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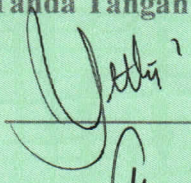
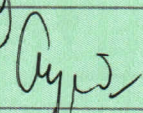
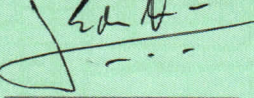
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ABSTRACT

Purnamasari, Liza. 2022. “An Analysis of Students’ Ability in Reading Comprehension by Using Barrett’s Taxonomy at English Department Universitas Negeri Padang” Thesis: Padang: English Department. Faculty of Languages and Arts. Universitas Negeri Padang.

This research aims to analyze students' ability in reading comprehension using Barrett's taxonomy at English Department Universitas Negeri Padang. The population of this research was students of the 2018 Academic Year English Education study program who had taken reading classes ranging from Basic Reading, Intermediate Reading, Advanced Reading, Critical Reading, and Extensive Reading. The sample of the research was 28 students using simple random sampling technique. This research used a reading comprehension test and questionnaire as research instruments. This research uses Barrett's taxonomy as an indicator consisting of five levels, namely: Literal, Reorganization, Inferential, Evaluation, and Appreciation. This research is a descriptive study with a quantitative approach. The results of this study indicate that the students' ability in reading comprehension is in the poor category with a total average score of 53.86. The findings of this study indicate that majority of students face difficulties in comprehending the questions in form of evaluation. It is proved by the data that students have a low ability in understanding evaluation with a total average score was 31.79%. In addition, the highest percentage is in Appreciation comprehension with an average score was 56.55%. Then, factors affecting the students' reading comprehension ability are the students' linguistic knowledge (65.48%), students' perception (63.04%), lecturer influence (62.50%), family influence (46.88%), and environment (59.52%). Therefore, lecturers are expected to be able to improve students' ability in reading comprehension, especially in understanding the questions in form of Evaluation by providing a lot of practice both inside and outside the classroom.

Key Words: Reading Comprehension, Barrett’s Taxonomy, Students’ Ability, Factors Affecting Reading Comprehension Ability

ABSTRAK

Purnamasari, Liza. 2022. “An Analysis of Students’ Ability in Reading Comprehension by Using Barrett’s Taxonomy at English Department Universitas Negeri Padang” Thesis: Padang: English Department. Faculty of Languages and Arts. Universitas Negeri Padang.

Penelitian ini bertujuan untuk menganalisis kemampuan mahasiswa dalam pemahaman membaca dengan menggunakan taksonomi Barrett di Jurusan Bahasa dan Sastra Inggris Universitas Negeri Padang. Populasi dari penelitian ini adalah mahasiswa program studi Pendidikan Bahasa Inggris Tahun Akademik 2018 yang telah mengambil kelas membaca mulai dari *Basic Reading*, *Intermediate Reading*, *Advanced Reading*, *Critical Reading*, and *Extensive Reading*. Sample dari penelitian ini adalah 28 mahasiswa dengan menggunakan teknik *simple random sampling*. Penelitian ini menggunakan test pemahaman membaca dan angket sebagai instrument penelitian. Penelitian ini menggunakan taksonomi Barrett sebagai indikator yang terdiri dari lima level yaitu: *Literal*, *Reorganization*, *Inferential*, *Evaluation*, dan *Appreciation*. Penelitian ini merupakan penelitian deskriptif dengan pendekatan kuantitatif. Temuan penelitian ini menunjukkan bahwa sebagian besar siswa menghadapi kesulitan dalam memahami pertanyaan-pertanyaan dalam bentuk evaluasi. Hal ini dibuktikan dengan data bahwa siswa memiliki kemampuan pemahaman evaluasi yang rendah dengan total skor rata-rata 31.79%. Selain itu, persentase tertinggi dalam pemahaman Apresiasi dengan skor rata-rata adalah 56.55%. Kemudian, faktor yang mempengaruhi kemampuan pemahaman membaca siswa adalah pengetahuan linguistik siswa (65.48%), persepsi siswa (63.04%), pengaruh dosen (62.50%), pengaruh keluarga (46.88%), dan lingkungan (59.52%). Oleh karena itu, dosen diharapkan dapat meningkatkan kemampuan mahasiswa dalam membaca pemahaman khususnya dalam memahami pertanyaan dalam bentuk evaluasi dengan memberikan banyak latihan baik di dalam maupun di luar kelas.

Kata Kunci: Pemahaman Membaca, Taksonomi Barrett, Kemampuan Siswa, Faktor-Faktor yang Mempengaruhi Pemahaman Membaca

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CHAPTER I INTRODUCTION

A. Background of the Problem

English is one of the important things needed in world society. In addition, English is an international language, formal or informal in the part of the societies in many countries. English is used to communicate or interact to conduct social relationships, commercial, and educational. Indonesia as one of the developing countries needs English because it is an important tool of communication. In Indonesia, English is still a foreign language because not many people use it in society.

In education, as a foreign language, English is taught to encourage students' abilities. It means that English is important to learn at school. Moreover, English has become an important language that is needed to master well besides the national language or Bahasa Indonesia. According to Faliyanti (2015), as an international language, English is learned by students from primary school until university in Indonesia. Therefore, the government has established that English is taught as one of the compulsory subjects in junior high school, senior high schools, and universities.

In learning English, there are four skills and language components that have to be mastered by students. As EFL learners, students are challenged to master those skills. The skills are listening, speaking, reading, and writing. Students need to master those skills because each of them has its significant function to increase

students' ability in English (Princess, 2018). Reading is one of the important language skills. Kusumawanti and Bharati (2018) explained that among English proficiencies, reading skill has the most important role for students' learning success since overall activities of learning are started and developed by the reading activity. Reading may provide a lot of information. Reading can help someone to find the information he/she needs with specific information.

In the English Department of Universitas Negeri Padang, reading skill is taught in five distinctive levels. It is listed on the curriculum; they are Basic Reading, Intermediate Reading, Advanced Reading, Critical Reading, and Extensive Reading. In addition, the TOEFL test also uses reading as a test that means the students should have a good comprehension in reading to pass the exam. Moreover, there are many English Department students who cannot achieve certain score even though they have learned the reading skills. Based on a preliminary informal interview of students who had taken the TOEFL test in 2021, it is found that the students had more difficulty in the reading section than the other sections.

There are various factors from readers' basic skills which cause difficulties in reading comprehension (Klingner, Vaughn, and Boardman, 2007:6). Those factors are word reading, fluency, vocabulary mastery, and word knowledge. Besides, according to Weiner's (1979) theory, various aspects influence one's success or failure related to students' achievement in reading comprehension. The factors are internal and external factors. The internal factor comes from students' linguistic knowledge and their perception toward themselves. Students' linguistic

performance usually indicates their linguistic competency as well as reading comprehension (Gan, Z., Humphreys, G. & Hamp-Lyons, 2004); (Yilmaz, F. & Kahyalar, 2017; Gilakjani, A. P. & Sabouri, 2016). Next, external factors are related to lecturer influence, family influence, and environment. Lecturer influences such as teaching methods, teaching materials, the content of reading lessons, and the potential application of the learned knowledge can influence students' reading comprehension ability. Moreover, family involvement and supportive environments encourage them in reading comprehension ability.

Asrida and Fitrawati (2019) state that the problems with the reading comprehension process such as main idea questions, stated detail questions, transition questions, context to establish the meaning of simple words, and determining the tone of passage are the most difficult items encountered by students. It is in line with Hidayati (2018) who stated that students' difficulties in reading comprehension are related to the question types of reading comprehension tests. She found that students faced difficulties in answering main idea questions, making inferences questions, and locating reference questions. The questions are very useful to develop concepts, build background, clarify reasoning processes and even lead students to a higher level of thinking. So, besides the word knowledge, fluency, and strategy, the question types are also one of the factors that affect reading comprehension.

The student's performance in reading comprehension shows that they read the text and answer the question based on what appears in the text (Vindy et al., 2020). Thus, the questions should stimulate students to process the content and

create their own opinion after rephrasing it into their own words. Therefore, to support the reading comprehension questions should be organized based on the taxonomy. There are two well-known taxonomies in education; Bloom's taxonomy and Barrett's taxonomy. The most highlight difference is Bloom's taxonomy can be implemented in all subjects according to the general function and designed items, which is to measure low-level skills versus higher-level skills (Marzano & Kendall, 2007); meanwhile, Barrett's taxonomy is more specific (Reeves, 2012). Hence, this study uses Barrett's taxonomy.

Thomas C. Barrett's made this taxonomy in 1968; it is suitable for analyzing the reading comprehension questions. There are some reasons for the use of Barrett's taxonomy, as follows: to develop the instructional activities, identify the questions, and specify the reading comprehension instruction (Blair, Helman & Rupley, 1981: 242 as cited in Rahma, 2019). This taxonomy consists of five levels: (1) literal comprehension, (2) reorganization, (3) inferential comprehension, (4) evaluation, and (5) appreciation. The reading comprehension questions are made based on Barrett's taxonomy to enhance the students' reading ability because those questions are based on appropriate levels of thinking skills. Therefore, the students should exercise the questions based on Barrett's taxonomy (Vindy et al., 2020).

There are some studies that have been conducted about students' ability in reading comprehension in the past. Safura & Helmanda (2020) and Sari et al., (2020) have been conducted research about students' ability in reading comprehension. Safura and Helmanda (2020) have conducted a study to

investigate the students' ability in mastering reading text especially to find out the main idea from the text. The result shows that the students' ability in mastering reading text was categorized in poor level of understanding main idea. Besides, the result of questionnaire indicated that the main problem in reading lesson is that the methods used and the class situation. Then, Sari et al., (2020) also conducted research entitled "Understanding the Level of Students' Comprehension Ability". The results showed that the level of students' ability in reading comprehension is still low and they still do not understand the literal and non-literal meanings well. Students still have difficulty explaining the contents of the text they are reading which were the basic skill in reading comprehension.

Regarding Barrett's Taxonomy, several studies have also been done by researchers. Akhir (2021) and Novitasari (2017) have conducted the research about Barrett's taxonomy. Akhir (2021) conducted a study to determine the effect of Barrett's Taxonomy Reorganization Method on the intensive reading ability. The results showed that the intensive reading ability using the Barrett's Taxonomy Reorganization method was higher than the intensive reading ability using the conventional method.

Then, Novitasari (2017) also conducted a study entitled "Analysis of Reading Comprehension Questions in the English Textbook for Eleventh Graders Based on Barrett's taxonomy". The purpose of conducting research is to know whether the textbook for eleventh graders published by the government presents a balanced distribution of questions of lower and higher levels of thinking.

Based on the description above, the researcher conducted research about the students' ability in reading comprehension. This research has differences from the researches that have been conducted by some researchers before. The previous research focuses on several skills in reading comprehension, such as main ideas, inference, and vocabulary. Those research just included three levels of reading comprehension; meanwhile, this research focuses on five levels of reading comprehension based on Barrett's taxonomy. In regards to Barrett's taxonomy, some studies also have been conducted but the focus is on the frequency of the question in reading comprehension based on Barret's taxonomy. Meanwhile, this research focuses on the students' ability of reading comprehension by using five levels of Barrett's taxonomy as a measurement. Besides, the researcher also find out the factors affecting students' reading comprehension ability.

Barrett's taxonomy is used to analyze because it is more detailed to evaluate reading comprehension. So, the student's ability can be seen by answering the question types and the level of reading comprehension based on Barrett's taxonomy. Therefore, the researcher conducted the research entitled "An Analysis of Students' Ability in Reading Comprehension Using Barrett's Taxonomy". The researcher conducted the research at English Department students of Universitas Negeri Padang. The population of this research was students of English Education Study Program 2018 academic year because they have learned all the skills and strategies of reading comprehension in several reading subjects.

B. Identification of the Problem

Based on the background of the problem above, the researcher found that Barrett's taxonomy is one of the measurements that has a more detailed category of reading comprehension questions to measure the students' ability in reading comprehension. As we know, reading comprehension is not easy as we imagine. Related to the background problem, it can be identified that there are several problems found by the researcher. The first one is the students' difficulties when reading a text. The second one is the factors that affect students' reading comprehension ability. The third one is the question types in reading comprehension. Knowledge on types and levels of reading comprehension questions can be used to guide and develop students' reading comprehension. Therefore, the researcher did a research in order to know the students' ability in reading comprehension using Barrett's taxonomy and also find out the factors that affect students' reading comprehension ability.

C. Limitation of the Problem

This research is limited to analyze the English Department students' ability in reading comprehension using Barrett's taxonomy at Universitas Negeri Padang and also factors that affect students' reading comprehension ability. There are five abilities of reading comprehension which is tested based on Barrett's taxonomy namely, literal, reorganization, inferential comprehension, evaluation, and appreciation. Then, there are internal factors (Students' linguistic knowledge and students' perception) and external factors (lecturer influence, family influence, and environment) analyzed in this research.

D. Formulation of the Problem

Based on the background of the problem, the researcher formulates the problem of this research as follows: “how is students’ ability in reading comprehension using Barrett’s taxonomy at English Department of Universitas Negeri Padang”

E. Research Questions

Based on the explanation above, the research questions in this research are as follows:

1. How is students’ ability in reading comprehension using Barrett’s taxonomy at English Department Universitas Negeri Padang?
2. What are the factors that affect students’ reading comprehension ability?

F. Purpose of the Research

This research purposes as follows:

1. To investigate students’ ability in reading comprehension using Barrett’s taxonomy at English Department Universitas Negeri Padang.
2. To find out the factors that affect students’ reading comprehension ability.

G. Significance of the Research

The result of this research will be useful to give impact both theoretically and practically. Theoretically, this research is useful for knowing the students’ ability in reading comprehension by using Barrett’s taxonomy and also the factors that affect students’ reading comprehension ability. Practically, this research is

beneficial for both the lecturers and the students as an input teaching reading. Lecturers can use Barrett's taxonomy as an alternative way in solving students' reading comprehension problems. Students can be applied individually in order to improve their ability in reading comprehension. Furthermore, it is hoped that this research could be a reference for the future research on observing the students' ability in reading comprehension using Barrett's taxonomy and also the factors that affect students' reading comprehension ability.

H. Definition of Key Term

1. Reading comprehension: a complex interactive process that involves skills and strategies to understand meaning that concerns on what is being read and what the reader already knows.
2. Barrett's taxonomy: is a taxonomy made by Thomas C. Barrett in 1968 special for reading.

CHAPTER V

CONCLUSUION AND SUGGESTION

A. Conclusion

Based on the findings and discussion that have been explained in the previous chapter about the students' ability in reading comprehension by using Barrett's taxonomy at English Department Universitas Negeri Padang, the researcher found that the ability of the students was in the poor category with the mean score was 53.86. The highest students' ability based on Barrett's taxonomy was in the appreciation comprehension with the total mean percentage of the students' correct answer was 56.55%. Then, the lowest students' ability based on Barrett's taxonomy was on the evaluation comprehension with the total mean percentage of the correct answer was 31.79%. It means that the students were not able to understand the evaluation comprehension of Barrett's taxonomy.

In addition, the most affecting factors in students' reading comprehension ability came from internal factors. Students' linguistic knowledge such as vocabulary knowledge, background knowledge, and grammatical knowledge was the majority of internal factors affecting students' reading comprehension ability with the total percentage was 65.48%. on the other hand, the family influence was the external factor affecting students' reading comprehension ability the least with the total percentage was 46.88%.

B. Suggestion

From the conclusion above, there are several points that can be suggested that might be useful for lecturers, students, and next researchers. First, the lecturers are suggested to provide the students with more types of reading comprehension questions as Barrett's taxonomy that gives detailed comprehension questions. So, they are used to answer the high-level questions in reading comprehension in daily exercises or tests. Second, the researcher suggests that the students can use the result of this research as a way to solve their problems in reading comprehension and also improve their ability in reading comprehension. The students can minimize their problems that came from their own internal factors by doing activities that can increase their vocabulary knowledge, background knowledge, and grammatical knowledge. Third, the researcher hopes this research can be used as reference material for further research and suggest to the next researchers to explore more about students' ability in reading comprehension in other focus or taxonomy.

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