

**THE ANALYSIS OF THE LEVEL OF THE STUDENTS' READING
COMPREHENSION BY USING BARRETT TAXONOMY IN SMAN 1
LUBUK ALUNG**

A THESIS

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



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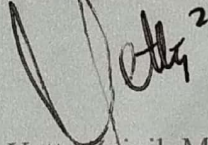
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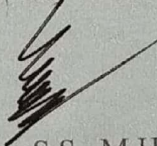
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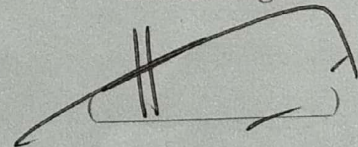
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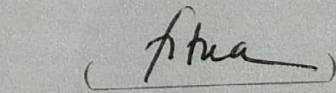
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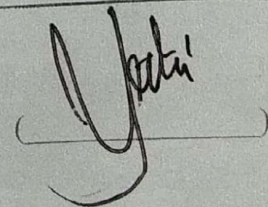
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ABSTRAK

Krismadayanti, Annisa. 2021. “The Analysis of the Level of the Students’ Reading Comprehension by Using Barrett Taxonomy in SMAN 1 Lubuk Alung” Thesis: Padang: English Department. Faculty of Languages and Arts. Universitas Negeri Padang

Revolusi Industri 4.0 menciptakan perubahan yang baru dalam sistem pendidikan di Indonesia. Pendidikan dituntut untuk dapat memenuhi standar yang telah ditetapkan. Siswa juga dituntut untuk menguasai kemampuan yang mumpuni terutama dalam pemahaman membaca. Penelitian ini bertujuan untuk mengetahui level pemahaman membaca siswa terhadap teks naratif dengan menggunakan taksonomi Barrett di SMAN 1 Lubuk Alung. Populasi dari penelitian ini adalah semua siswa kelas XI MIPA pada tahun akademik 2021/2022 yang telah mempelajari teks naratif di kelas X dengan jumlah total 280 siswa. Berdasarkan populasi, sampel dari penelitian ini berjumlah 2 kelas yang berjumlah 80 siswa menggunakan *cluster random sampling*. Penelitian ini adalah penelitian deskriptif kuantitatif dan menggunakan tes dan angket sebagai instrumen. Dari penelitian ini, ditemukan bahwa rata-rata skor siswa adalah 64.525 dan dikategorikan baik. Selain itu, siswa memiliki kemampuan yang baik dalam menjawab pertanyaan-pertanyaan teks naratif dalam bentuk *appreciation level*. Penelitian ini menemukan bahwa siswa cenderung memiliki kesulitan dalam menjawab pertanyaan-pertanyaan teks naratif dalam bentuk *evaluation level*.

Kata Kunci: Level Kemampuan Membaca, Teks Naratif, Barrett Taxonomy, Kesulitan Siswa

ABSTRACT

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The Industrial Revolution 4.0 created new changes in education system in Indonesia. Education is demanded to fulfill standardization. The students are also demanded to have good ability in reading comprehension. This study aims to determine the students’ reading comprehension level in reading a narrative text by using Barrett’s taxonomy in SMAN 1 Lubuk Alung. The population was the eleventh grade students of science program in academic year 2021/2022 that learned narrative text in tenth grade with the total 280 students. Based on the population, this research sample is two classes consisting of 80 selected students using cluster random sampling. This research is descriptive quantitative research and uses tests and questionnaires as the instruments. This research found that the mean of the students’ score was 64.525, and it was categorized in the good category. Besides that, the students have good ability in answering the questions in the form of appreciation level. This study also found that students tend to have difficulty in answering questions in form of the evaluation level.

Key words: The Level of Reading Comprehension, Narrative text, Barrett Taxonomy, Students’ Difficulty

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CHAPTER I

INTRODUCTION

This chapter discusses the topic related to research problem that covers the background of the problem, identification, limitation, formulation, research questions, the purpose of the research, significance of the study, and definition of key terms. Each topic will be presented in the following parts.

A. Background of the Problem

The Industrial Revolution era 4.0 has changed all fields of human life. One of the fields that should be adapted to balance the development of Industrial Revolution 4.0 is education. Lase (2019) stated that education should be in the form of an innovative, creative, and competitive generation. These forms can be achieved by optimizing the technology as educational support is expected to produce output that can adapt and change the era for the better. In addition, humans and technology should converge to create new opportunities creatively and innovatively as a response to increasing the quality of education.

The 2013 Curriculum has emphasized teaching-learning activities on developing students' curiosity and critical thinking (Ghozali, 2018). For students' curiosity, they should tend to recognize and seek out the information and experience. Then, critical thinking is one of the important aspects of the Industrial Revolution 4.0. It refers to critical thinking as a process that includes all skills needed in this era, such as conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from observation, experience, reflection,

reasoning, or communication. Asmin (2020) stated in his research that the students tend to be passive in communication in teaching and learning at schools in Indonesia. It was only a few of them asked questions relating to the subject.

One of the subjects in the schools is English. Teaching and learning English are influenced by Industrial Revolution 4.0 era. The use of technology and the internet as sources and media learning will be optimized (Arsaf, 2020). One of the English language skills, reading, must be given a lot of attention during the teaching process. It is because reading is part of literacy where the students can read and comprehend the English text. On the other hand, a study from Central Connecticut State University in the US, Indonesia is the second-lowest among 61 most literate nations in the world.

In addition, Walipah (2020) stated that several factors as the reason why the literacy is still low such as the socio-economic situation of the family, communication and tutoring in the school, facilities, technologies, gender, and the relationship between family, school, and community. The tendency of Indonesian people who are not used to read books, newspapers, novels, etc makes them difficult to get the main idea, understand the text, and identifying the contents of texts. With Indonesia's habit of reading, it is difficult to fulfill the educational demands and catch up with other countries in terms of literacy. To improve literacy in Indonesia, it is important to know students' level of reading comprehension.

In the national curriculum, Indonesian school takes Bloom's Revised Taxonomy for examining the cognitive level of students. Besides that, there is

another way to examine the cognitive and affective levels of students' reading comprehension. It is Barrett's taxonomy of cognitive and affective dimensions of reading comprehension. It is designed to help the teacher in developing comprehension questions. Barrett's taxonomy is categorized into five levels of comprehension, such as literal, reorganization, inference, evaluation, and appreciation relating to students' comprehension in understanding the text. The level of students to understand every kind of text is various. According to the curriculum 2013, the students in the tenth grade of Senior High School should learn some text types, such as descriptive, narrative, explanation, exposition, and recount text. The narrative text is one of the texts learned in the tenth grade. In Richard and Schmidt (2010), it is defined as a written and oral account of a real or fictional story. Similar to Richard and Schmidt, Anderson in Marzona and Ikhsan (2019) stated that narrative text is a text type that has a purpose of entertaining readers or listeners. The story can be a fable, short story, and science fiction.

In teaching and learning narrative text, students faced some difficulties. Marzona and Ikhsan (2019) found that there were some problems in teaching process, such as students cannot determine the main ideas and topic of the narrative text, and they cannot understand implied informations. Those problems related to Barrett's taxonomy's indicators where the students were asked about the main idea of paragraph and finding the detail informations in the text. With those problem found in the previous research, finding the students' level in reading comprehension by using Barrett's taxonomy is important.

There have been several studies conducted that focus on finding students' reading comprehension. For instance, first, a study was conducted by (Sarwo, 2013) about the students' ability in comprehending narrative text. He analyzed how well the students of SMP Kemala Bhayangkari Kubu Raya ability in comprehending narrative text based on some indicators, such as finding orientation, complication, resolution, reorientation, and vocabulary in narrative text. Second, the study was held by (Noviandi, 2014). He conducted the study related to students' ability, students' difficulty, and teacher's effort. The focus of this study was not only on students' ability and difficulty but also on the teacher's effort to increase the students' ability. Then, Fahli, Mahdum, and Ras (2015) conducted research related to the student's ability in comprehending recount text. They found that the students' ability in comprehending recount text was at a poor to an average level.

Some researchers conducted studies related to Barrett's taxonomy used for examining students' reading comprehension levels. Junika (2018) held the study of students' reading comprehension and the difficulty of Barrett Taxonomy. The focus of this study was to know the student's ability and difficulty in comprehending recount text. She found the students' reading comprehension in recount text categorized into "low level" and the most difficult taxonomy of reading was appreciation. This study focused on four levels of Barrett's taxonomy, such as literal, inference, evaluation, and appreciation. Then, Fitri and Rozimela (2020) also held research related to Barrett taxonomy in West Sumatera. They used four indicators of Barrett's taxonomy, such as literal, reorganization,

inference, and evaluation. They found that the student's ability in comprehending the different levels of questions in the analytical exposition test was fair. The student had a good ability in comprehending analytical exposition questions in form of evaluation level. This study also found that students tend to have difficulties in comprehending analytical exposition text in form of inference level.

Lastly, some studies were conducted related to reading comprehension of narrative text. Marzona and Ikhsan (2019) conducted a study about students' reading comprehension of narrative text. This study is based on the students' problems in X IPS 1 of SMAN 1 Talamau in comprehending narrative text, such as determining the main ideas, topics of the text, understanding the meaning of words, understanding implied information, and understanding general structure. They found that students still experienced many difficulties in understanding a text, especially in narrative texts following applicable rules.

The preliminary researches might give information about the students' ability and difficulty in comprehending narrative text; however, as far as the researcher concerns, those did not give information about the level of the students' reading comprehension analyzed by using Barrett's taxonomy for narrative text. In addition, those studies only used Barrett's taxonomy for finding out students' scores in comprehending a text. Even though the schools use Bloom's Revised Taxonomy to determine the cognitive level of the material, Barrett's taxonomy gives more specific aspects to measure reading comprehension. In addition, the narrative text is one of the text types categorized in a long text compared to the other text types learned in the tenth grade of Senior High School. As Khoirunnisa

and Widodo (2019) mentioned, narrative text is a complicated text where several things should be considered, such as the element of the text, the text comprehension, and the word analysis. Compared to the others text type, the narrative text is more complex in terms of language features and generic structures. So, it is appropriate as a text to know the level of students' reading comprehension.

In addition, this research was conducted in SMAN 1 Lubuk Alung. It was because the researcher found the fact that the students' score in comprehending other text type was low in this school. Therefore, to find out the level of students' reading comprehension by using Barrett Taxonomy in SMAN 1 Lubuk Alung , the research should be conducted. This research is entitled "The Analysis of The Level of The Students' Reading Comprehension by Using Barrett Taxonomy in SMAN 1 Lubuk Alung"

B. Identification of the Problem

According to the background of the problem, some possible problems can be identified. First, as far as the researcher concern, there are no studies conducted to find out the level of the students' reading comprehension by using Barrett Taxonomy, especially in West Sumatera. Second, students should be able to comprehend a text to increase literacy in Indonesia. Lastly, the students faced many difficulties in answering the questions related to reading comprehension.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher limits the research on the level of the students' reading comprehension by using

Barrett's taxonomy. The analysis of the level of the students' reading comprehension is needed to be identified. This research will be conducted at the tenth-grade students of SMA N 1 Lubuk Alung.

D. Formulation of the Problem

Based on the limitation of the problem, the research focuses on the analysis of the level of students' reading comprehension by using Barrett's taxonomy in senior high school. The research problem can be formulated into: "What is the level of the students' reading comprehension by using Barrett's taxonomy in SMA Negeri 1 Lubuk Alung?"

E. Research Questions

From the limitation of the problems above, the researcher limits the research into the following questions:

1. What is the level of the students' reading comprehension by using Barrett's taxonomy in SMAN 1 Lubuk Alung?
2. What is the students' difficulty in reading comprehension by using Barrett's taxonomy in SMAN 1 Lubuk Alung?

F. Purpose of the Research

Based on the research questions given, the purposes of this research are:

1. To find out the level of the students' reading comprehension by using Barrett's taxonomy in SMAN 1 Lubuk Alung
2. To find out the students' difficulty in reading comprehension by using Barrett's taxonomy in SMAN 1 Lubuk Alung

G. Significance of the Study

The result of this study is meant to contribute both theoretically and practically. Theoretically, this study will help students and teachers in order to guide and create understanding about scientific knowledge such as reading comprehension, narrative text, and Barrett taxonomy. Practically, this study will also contribute to the teachers, students, and the next researchers. It will be explained as follows: for teachers, this research will help them in the teaching process dealing with methods that need to be used in teaching and learning activities to comprehend narrative text. This research will give information for the teachers to choose the appropriate technique or strategy in teaching narrative text. For students, being enrolled in the tenth grade, they will know their level of reading comprehension and difficulty of narrative text so that they will try to improve their level in comprehending narrative text. Last, for the next researcher, this research will be the basic information for further research.

H. Definition of the Key Terms

In order to prevent misunderstanding among the readers, there are some key terms used in this research, the definitions are given below:

1. Analysis is the process of evaluating the conditions that relate to accounting and possible reasons for differences that arise.
2. Students' level is the position or scale of the students in terms of amount, quantity, and quality
3. Students' difficulty is the condition of the students that makes them hard to understand the lesson

4. Narrative text is a description of events, especially in a novel or story, the act or process of feeling a story
5. Barrett taxonomy is a study prepared to determine the status of students' reading comprehension
6. SMA N 1 Lubuk Alung is one of the senior high schools in West Sumatera

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion that have been presented in the previous chapter about the level of the students' reading comprehension by using Barrett's taxonomy in SMA Negeri 1 Lubuk Alung, the researcher concludes that the level of Barrett's taxonomy where the students comprehend well in SMA Negeri 1 Lubuk Alung was appreciation level. In appreciation level, the percentage of students' correct answers is 76.562%. It means that most students are able to get the correct answer.

In addition, the result of the questionnaire also explained the students' difficulties. The most difficult level based on Barrett's taxonomy is the evaluation level. The percentage of the students' responses in the evaluation level "rarely" and "never" was 26.75% and 12%. It is the highest percentage for "rarely" and "never" than other levels.

B. Suggestion

Based on the conclusion above, there are some points that can be suggested that might be useful which are proposed as follow:

1. It suggests that teachers give students comprehension questions more so that they are used to answer the high-level questions for all kinds of text types in daily exercise and examinations in the school.

2. This research is as a reference for teachers who will teach students in the future that is important to give practice to the students toward high level questions.
3. The researcher suggests to the next researchers to do research in other text types or taxonomy as the researcher assumes that this research is conducted in a different place, it will give different results.

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