

**AN ANALYSIS OF THE QUESTION LEVELS OF READING COMPREHENSION
QUESTIONS IN THE TEXTBOOK ENTITLED *BAHASA INGGRIS:*
ENGLISH FOR SENIOR HIGH SCHOOL GRADE X**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to
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ABSTRAK

Fajri. 2015. “**An Analysis of the Question Levels in the Reading Comprehension Questions in the Textbook Entitled *Bahasa Inggris: English for Senior High School Grade X***”. *Skripsi*. Padang: Universitas Negeri Padang.

Penelitian ini adalah penelitian konten-analisis. Data diambil dari buku pelajaran Bahasa Inggris kelas X SMA. Dalam penelitian ini, hal-hal yang diteliti yaitu level pertanyaan *essay* pada *reading comprehension*. Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis level-level dari pertanyaan-pertanyaan *reading comprehension* yang ada pada buku pelajaran Bahasa Inggris kurikulum 2013 untuk kelas X SMA. Pertanyaan-pertanyaan tersebut dianalisis berdasarkan *Revised Bloom’s Taxonomy*. Selain itu, penelitian ini difokuskan untuk mengetahui dan menganalisis sebaran dari setiap level pertanyaan yang ada.

Dari hasil analisis ditemukan bahwa hanya ada empat dari enam level pertanyaan pada buku pelajaran Bahasa Inggris kurikulum 2013 untuk SMA kelas X yaitu *remember*, *understand*, *analyze* dan *evaluate*. Sedangkan, dua level lainnya tidak ditemukan yaitu *apply* dan *create*. Selain itu, level pertanyaan yang sering muncul pada buku ini adalah level pertanyaan yang dikategorikan sebagai level rendah. Hampir setengah dari sebaran jumlah pertanyaan merupakan level rendah.

Key words: *Reading comprehension question levels, Revised Bloom’s Taxonomy, Bahasa Inggris Textbook.*

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CHAPTER I

INTRODUCTION

A. Background of the problem

One of the focuses in teaching and learning English in senior high school is reading. This skill is needed for senior high school students. According to Harmer (2007:99) there are three reasons why students need reading skill. These reasons are for the purpose of the academic, for getting a good career, and for pleasure purposes.

In academic purpose, based on the 2013 curriculum, the goal of teaching English in senior high school is to achieve the informational level because the students of senior high school are prepared to continue their education to the university. In university, many major subjects have started to use textbooks written in English. Thus, reading plays an important role for the students to be successful in university. Moreover, if they have a good capability in reading, they can get a good job in the future. Then, Nation in Meng (2009:132) also states that reading is a source of learning and a source of enjoyment. Reading is also as a source of enjoyment because many popular novels and short stories are written in English. Therefore, by reading, the students can enrich their knowledge and experience as well as the pleasure.

To achieve the goal of 2013 curriculum in teaching and learning English, the focus of teaching reading for students of senior high schools is comprehension toward the text. In other words, reading comprehension is the

main concern for senior high school students. Reading comprehension is an interaction process between the reader and the writer. Besides, reading comprehension also requires the students to draw the information from the text and combine it with information and expectation that the reader already has. In brief, comprehension is a process involving both the text and the reader's prior knowledge.

There are several ways that the teacher can do to evaluate students' comprehension such as by asking the students to retell what they have read in front of the class or by asking the students to write a conclusion about what they have read. Another way to check students' comprehension is through questions. Questions are any statements which need answers. To get the answer, the students must understand what the text means. Moreover, Harvey and Goudvis (2007:109) state that questions are the master key to understanding because through the questions, the students can involve themselves deeper into reading. Through the question the teacher can get a feedback from the students and that feedback can be used to evaluate students' progress.

In making or choosing a question the teacher must make some considerations. Day and Jeong-suk Park (2005:61) state that well-designed questions help students interact with the text, create and construct meaning and begin to think critically and intelligently. Therefore, questions play an important role in the teaching and learning process, especially, for reading.

Questions may come from many sources. Basically, in the teaching and learning process, questions come from the teacher. The questions from the teacher are called classroom questions. In the teaching and learning process, the teacher also uses the questions from textbook. In reading tasks of the English textbooks, questions always come after the texts. Questions that exist in the textbooks are various. Ideally, in textbooks, the questions have to start from lower level to the higher level. Besides, questions in the textbooks are formed in different forms. According to Day and Jeong-suk Park (2005:62), there are five forms comprehension questions that may take to stimulate students' understanding of texts such as yes/no questions, alternative questions, true or false questions, wh- questions and multiple-choice. Each type of the questions has its own difficulties. Based on the curriculum the question levels for Senior High School are C1 (*remember*), C2 (*understand*), C3 (*apply*), C4 (*analyze*) C5 (*evaluate*), C6 (*create*).

In teaching reading, the teacher prefers to use a question from the textbooks. The textbook delivers reading materials through kinds of reading texts and reading comprehension questions. Hutchinson and Torres (1994:315) state that textbook is an almost universal element in English language teaching. Each school and English course uses a textbook as a medium in transferring the knowledge in teaching and learning process. Another consideration of using questions in the textbook is to help the teacher in preparing the material because a majority of teachers do not have much time and resources to prepare their own questions. Then, making a question is

not a simple way. Thus, it is better to use questions from the textbook because they are prepared by the expert.

Referring to the 2013 curriculum, the questions in the textbook must provide various levels of questions. The levels of questions have to start from the lowest levels to the highest levels. Based on *Permendikbud* no 65, 2013, the numbers of questions that include high level questions such as *apply*, *analyze*, *evaluate* and *create* are increased in the 2013 curriculum textbook because the focus of the 2013 curriculum is to strengthen the reasoning.

In relation to the fact, Indonesian students are only able to answer the low level questions around *knowledge* (C1) and *comprehension* (C2). Based on the survey from Programme for International Student Assessment (PISA) in 2009, only 22 % of Indonesian students could answer the high level questions. Meanwhile, in well-developed countries, the students are able to answer to C4, C5, and C6. For instance, 71% of Korean students are able to answer the high level questions. Besides, PISA (2009) also shows that most Indonesian students could only answer the question in C3 level. Those types of questions cannot expose the critical and analytical thinking of the students because the answers of these questions exist in the text. Besides, the result of analysis from TIMSS and PIRLS about the reading competence of Indonesian students shows that only 5% of Indonesian students who are able to answer the high level questions.

There are several factors that may cause the senior high school students unable in answering the high level questions such as *analyze*,

evaluate and *create*. *First*, the portion of each question levels in the textbook is imbalanced. Most of question levels in the textbook are around *remember* (C1) and *comprehension* (C2). *Second*, based on the data that the researcher has got from classroom observation, most of the teachers also commonly use the low level questions in the classroom and discussion. Therefore, the students sometimes get difficulty to answer the questions with unstated answer because they are not well trained.

Question levels that exist in *Bahasa Inggris* textbook is the focus of this research because the researcher consider that question is one of technique to check the students' comprehension toward the reading text. A good textbook must contain the various levels of question. Besides, the question levels in the textbook have meet the required of level applied in the curriculum. Based on the *Permendikbud no 65, 2013*, the question levels for Senior High School are C1 (*remember*), C2 (*understand*), C3 (*apply*), C4 (*analyze*), C5 (*evaluate*) and C6 (*create*).

Basically, the students in senior high school level should get lot of exercises in answering difficult questions to improve their critical thinking. It is needed because they will face harder challenge in a higher level of education. In the university, they will face questions that include high level questions. As mentioned above, the goal of teaching English in senior high school is to achieve the informational level, because the students of senior high school are prepared to continue their education to the university.

Bahasa Inggris textbook is the 2013 curriculum textbook that was prepared by Education and Culture Department of Indonesia. All of senior high schools are recommended to use this textbook as the teaching material. Through this research, the researcher wants to find out the percentage of each question levels.

B. Identification of the problem

Based on the background above, there are several problems that can be identified that students have a difficulty in answering the high level questions. *First*, the portion of high question levels is not balanced with the low questions. Therefore, the students are not well trained in answering the high level questions. *Second*, the content of the textbook must be appropriate with the grade of the students and is based on the curriculum. *Third*, the portion of the material of each skill in the textbook must be balanced and up to date. A good textbook is a textbook which not only focus for some specific skills. *Fourth*, the type of question appeared in reading activities. Good reading tasks must be the right mixture in activities. The writer or the publisher of the textbook applied reading tasks must make some consideration in giving the portion of each level of questions because each level of questions has its advantages and disadvantages.

C. Limitation of the problem

This research was limited to the analysis of the question levels of essay type question used in the textbook entitled *Bahasa Inggris: English for Senior*

High School Grade X written based on 2013 Curriculum published by Pusat Kurikulum dan Perbukuan Nasional Kemendikbud in 2013.

D. Formulation of the problem

The problem of this research was formulated in this following question: “What are the levels of questions used in the reading comprehension questions in the textbook entitled *Bahasa Inggris: English for Senior High School Grade X* written based on 2013 Curriculum published by Pusat Kurikulum dan Perbukuan Kemendikbud?”

E. Research Question

1. What was the percentage of *remember* questions used in the textbook?
2. What was the percentage of *understand* questions used in the textbook?
3. What was the percentage of *apply* questions used in the textbook?
4. What was the percentage of *analyze* questions used in the textbook?
5. What was the percentage of *evaluate* questions used in the textbook?
6. What was the percentage of *create* questions used in the textbook?
7. What level of questions was the most used in the textbook?
8. What level of questions was the least used in the textbook?

F. Purpose of the research

The purpose of the research is to find out what level of reading questions used in the textbook entitled *Bahasa Inggris: English for Senior High School Grade X* written based on 2013 Curriculum published by Pusat Kurikulum dan Perbukuan Kemendikbud and describe the frequency of each level found in the textbook.

G. Significance of the Research

This research was expected to give contribution and information to the teachers about questions and level of questions in textbook. Then, the result of this research could be useful for the teacher in constructing appropriate questions. By identifying it, the publisher might get a better description in producing and creating a question. Furthermore, it is hoped that this research can be a reference for the next researcher.

H. Definition of Key Terms

The terms that are used are;

1. **Questions:** an interrogative statement found after the passage in the textbook.
2. **Level:** graded difficulties of questions that begin from easy to difficult ones.
3. **Textbook:** one of the main instructional materials and an almost universal element in English Language Teaching that cover all skills including reading.
4. **Reading comprehension:** a process of understanding a written text where the readers convey their previous knowledge or experience on a topic and relate it to information in the text

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussion of the results, the conclusions of the study can be drawn that the distribution of Revised Bloom's Taxonomy categories in the questions in the textbook entitled *Bahasa Inggris for Senior High School Grade X* published by Pusat Perbukuan dan Kurikulum Kemendikbud was not balanced. The result of the study shows that there were only four out of five levels of questions of reading comprehension questions found in the textbook namely *remember*, *understand*, *analyze* and *evaluate*. However, *apply* was not found.

Then, the category in the low levels of thinking had the highest portion than the category in the high levels of thinking. While, there are only few higher-order thinking exercises presented. It shows that the textbook fails to provide reading exercises that promote students' critical thinking and strengthen the reasoning as demanded in the English syllabus of 2013 curriculum, as the latest curriculum in Indonesia. This failure will hinder the development of the students' comprehension skills, and further, their reading skills.

B. Suggestions

In regard of the result of the study, several points are suggested below:

1. It is suggested that the teachers add some exercises to achieve the higher levels of reading taxonomy: *analyzing* and *evaluating*.
2. It is suggested that the textbook authors revise and improve the reading questions which lead the students to reach meaningful learning and strengthen the reasoning.
3. It is suggested that the textbook authors emphasize on the higher thinking processes when planning and writing textbooks.

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