

**READING COMPREHENSION QUESTIONS TYPES OF ENGLISH
TEXTBOOK “WHEN ENGLISH RINGS A BELL” PUBLISHED BY
KEMENDIKBUD RI 2016**

THESIS



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FACULTY OF TEACHERS TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2017 M / 1439 H**

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THESIS

*Presented to the English Education Study Program of State Islamic Institute
Palangka Raya in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.)*



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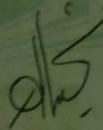
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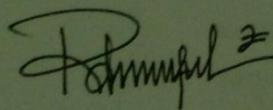


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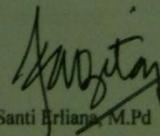
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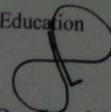
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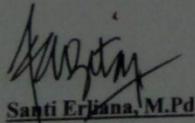
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Can be examined in partial fulfillment of the requirements for the degree of Sarjana Pendidikan in the Study Program of English Education of Language Education Department of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya. Thank you for your attention.

Wassalamualaikum Warahmatullahi Wabarakaatuh

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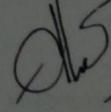
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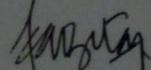
Dapat diujikan untuk mendapat gelar Sarjana Pendidikan Islam pada program studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Pendidikan, Institut Agama Islam Palangka Raya

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Wassalamu 'alaikum Wr. Wb.

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MOTTO AND DEDICATION

Don't try to fix the students, fix ourselves first. The good teacher makes the poor student good and the good student superior. When our students fail, we as teachers, too, have failed. (Marva Collins)

Life is like riding a bicycle, to keep your balance, you must keep moving. (Albert Einstein)

Men are born to succeed, not fail. (Henry Kissinger)

This Thesis is dedicated to:

My beloved Mother, Sulastri.

My beloved Father, Soleh, S. Pd.

My beloved Brothers, Hanif Maulidi Rokhman and Muhammad Fadhil Akbar.

Thanks for your love, praying, supports, motivations, and material in finishing the study. You are my processing control to break out the spirit and my dream.

All The Lecture In IAIN Palangka Raya, Thanks For The Guidance And Motivation For My Study.

All My Lovely Friends Of TBI 2013 And Big Family Thanks For Your Help And Support.

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

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declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If a later time it is found that thesis is a plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 25 October 2017

Yours Faithfully



Dewi Khoirun Nisa

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ABSTRACT

Nisa, Dewi Khoirun. 2017. *Reading Comprehension Questions Types of English Textbook "When English Rings A Bell" Published by KEMENDIKBUD RI 2016*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islam Institute of Palangka Raya. Advisors: (I) Santi Erliana, M. Pd., (II) Aris Sugianto, M. Pd.

Key word: reading comprehension, questions types based on Barrette's Taxonomy, textbook.

This study is aimed to know types of reading questions found in reading text in English textbook entitled *When English Rings A Bell* by KEMENDIKBUD RI 2016. To collect the data, the writer used level of reading questions taken from Barrette's Taxonomy because the specific purpose of Barrette's Taxonomy (used by the Department of Basic Education to set Home Language examinations) is to assess questions that measure reading comprehension.

The writer employed descriptive content analysis since the study described the types of questions found in reading text of the textbook, and the subject of the study was the English textbook for seven grade containing eleven chapters. The finding shows that from 11 chapters there were 5 chapters not founded the reading questions types there. The writer found out the types of reading comprehension questions based on Barrette's taxonomy divided into 93 questions such as literal 32 (35%), reorganization 7 (7.5%), inference 44 (47%), evaluation 3 (3.3%) and appreciation 7(7.5%). Based on the results of categorization the degree of difficulty 'Easy', 'Moderate' and 'Difficult' based on table Umalusi's Home Language instrument for Home Language examination analysis based on Barrette's Taxonomy. There were 38 (40.9%) questions belongs to moderate degree of difficulty. From the types of reading comprehension, inference is the most dominant types of comprehension. From the types of reading comprehension, inference is the most dominant types of comprehension. This showed that the questions in the textbook were between easy and difficult. Giving them higher thinking questions, it made the students add their knowledge and think more. Giving them higher thinking questions, it made the students add their knowledge and think more. In conclusion, the English textbook "When English Rings A Bell" for seven grades students can be used as the material for reading comprehension questions skills.

ABSTRAK

Nisa, Dewi Khoirun. 2017. *Pertanyaan Pemahaman Membaca Jenis Buku Teks Inggris "When English Rings A Bell" Diterbitkan oleh KEMENDIKBUD RI 2016*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan, Institut Islam Negeri Palangka Raya. Penasihat: (I) Santi Erliana, M.Pd., (II) Aris Sugianto, M.Pd.

Kata kunci: pemahaman bacaan, jenis pertanyaan berdasarkan taksonomi Barrette, buku teks.

Penelitian ini bertujuan untuk mengetahui jenis bacaan pertanyaan yang ditemukan dalam bacaan teks dalam buku teks bahasa Inggris berjudul *When English Rings A Bell* oleh KEMENDIKBUD RI 2016. Untuk mengumpulkan data, penulis menggunakan tingkat bacaan pertanyaan yang diambil dari Taksonomi Barret karena tujuan spesifik Barrett's Taksonomi (yang digunakan oleh Departemen Pendidikan Dasar untuk mengatur ujian Bahasa) adalah untuk menilai pertanyaan yang mengukur pemahaman bacaan. Penulis menggunakan analisis isi deskriptif karena penelitian ini menggambarkan jenis pertanyaan yang ditemukan dalam teks bacaan buku teks, dan subjek penelitian adalah buku teks bahasa Inggris untuk kelas tujuh yang berisi sebelas bab. Temuan tersebut menunjukkan bahwa dari 11 bab ada 5 bab yang tidak menemukan jenis pertanyaan bacaan di sana. Penulis menemukan jenis pertanyaan pemahaman bacaan berdasarkan taksonomi Barrette dibagi menjadi 93 pertanyaan seperti literal 32 (35%), reorganisasi 7 (7,5%), kesimpulan 44 (47%), evaluasi 3 (3,3%) dan apresiasi 7 (7,5%). Berdasarkan hasil kategorisasi tingkat kesulitan 'Mudah', 'Sedang' dan 'Sulit' berdasarkan tabel alat Bahasa Rumah Umalusi untuk analisis Bahasa Home berdasarkan Taksonomi Barrette. Ada 38 (40.9%) pertanyaan termasuk tingkat kesulitan yang moderat (sedang). Dari jenis pemahaman, inferensi adalah jenis pemahaman yang paling dominan. Hal ini menunjukkan bahwa pertanyaan dalam buku teks itu diantara keduanya yaitu mudah dan sulit. Memberi mereka pertanyaan pemikiran yang lebih tinggi, hal itu membuat para siswa menambahkan pengetahuan mereka dan berpikir lebih banyak. Kesimpulannya, buku teks bahasa Inggris "*When English Rings A Bell*" untuk siswa kelas tujuh dapat digunakan sebagai bahan untuk keterampilan membaca pemahaman pertanyaan.

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Alhamdulillah and praises belong to Allah the Almighty, because of His Blessing and Mercy, the writer is able to accomplish this thesis entitled: Reading Comprehension Questions Types of English Textbook “When English Rings A Bell” Published by KEMENDIKBUD RI 2016. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

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2. Mr. Drs. Fahmi, M.Pd. the dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya (IAIN), for his direction and encouragement.
3. Mrs. Dra. Hj. Rodhatul Jennah, M.Pd. the dean vice in Academic Affairs of State Islamic Institute of Palangka Raya (IAIN), for her agreement so that the writer can complete the requirements of writing this thesis.
4. Mrs. Santi Erliana, M.Pd. the chair of Department of Language Education, for her agreement so that the writer can complete the requirements of writing this thesis.
5. Mr. Zaini Miftah, M.Pd. the chair of the English Education Study Program, for his permission so that the writer can complete the requirements of writing this thesis.
6. Mrs. Santi Erliana, M.Pd the first advisor, for her valuable guidance, suggestion, and encouragement.

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The researcher realizes that this thesis is not perfect; therefore some constructive critical and suggestion are warmly welcomed. The writer hopes that may Allah always keeps us on the straight path, reward, and blesses us for what we do and this writing can be useful for all of us.

Palangka Raya, 25th October

2017

The writer

Dewi Khoirun Nisa
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LIST OF ABBREVIATION

A	: Appreciation
E	: Evaluation
ELT	: English Language Teaching
IC	: Inferential Comprehension
KEMENDIKBUD	: Ministry of Education and Culture
LC	: Literal Comprehension
NCS	: National Curriculum Statements
R	: Reorganization

CHAPTER I

INTRODUCTION

In this chapter explain about the background of the study, research problem, objectives of the study, scope and limitation, significance of the study, and definition of key terms.

A. Background of the Study

Reading is one of those important language skills taught in every grade, and it could be done through many resources, such as newspaper, articles, and especially English textbooks (Candra, 2014, p. 1). Reading is part of the language skills which include listening, speaking, reading, and writing. Skills reading is a basic skill for students, they need to master in order can follow the entire activity in the process of education and learning. So, it is clear that reading is very important language skills for everyone. By reading we can know the world we can open a window to the world. Reading can determine the quality of someone, even the quality of the nation state. "To increase learners" capability to comprehend written texts, teachers can make use of written texts, teachers can make use of written materials. The commonest form of teaching materials is textbooks" (Prasetyarini, 2007, p. 67). The ability to read will greatly affect the success of students in teaching and learning in schools. But there are still many people who do not know the meaning of what has been read.

Students need a textbook to support their learning. English textbooks support the teachers to provide materials, because teachers are demanded to provide various material creatively. There are many publishers that try to provide textbooks in various style and setting which are compiled based on the curriculum implemented in Indonesia. Even Ministry of Education and Culture of Indonesia also provides English textbook entitled "*When English Rings A Bell*" Published by KEMENDIKBUD RI 2016. English student book in Junior High School entitled "*When English Rings A Bell*" Published by KEMENDIKBUD RI 2016". This is a new book that is published in 2016, and this book is published by Ministry of Education and Culture of Indonesia (MECI). Because of the various textbooks publishers try to provide textbooks in order to support teachers and students in teaching and learning process. Not all textbooks published are suitable with the learners` need and have good qualities. According to Cunningsworth as cited in Arba'ati (2015, p. 4) emphasizes that "no course book designed for a general market will be absolutely ideal for particular group of learners". That means we need an analysis to evaluate the content of this book in order to support the book improvement. Textbook analysis is really needed to evaluate the textbook. To improve reading ability, English textbooks have an important role as media to support their reading comprehension. According to Azizifar and Baghelani as cited in Setiawati (2015, p. 4) there are many various reasons for textbook evaluation. The first important reason is the requirement to adapt new textbooks. The second reason is to recognize specific strengths and

weaknesses in textbooks which have been already in use. The third one is that textbook evaluation can be very useful in teachers' development and professional growth. While the other reasons of the writer choosing the "When English Rings A Bell" are seventh, this book based on curriculum 2013 that gathered nowadays. The textbook was a newly produce as a recommendation for the textbook reference spreading out though the seventh grade of Junior High School students.

Since English in Indonesia is formally taught at the Junior High School, those types of comprehension should be covered since the first grade. In junior high schools, the students are usually given a textbook with various reading texts to help them improve their reading ability. They are expected to comprehend the texts. However, there are still some junior high school students who still have difficulties in comprehending the texts. During the writer's experience in classrooms, students often made mistakes in reading. It was found that some of the students do not comprehend the texts. When they independently answer some questions related to the text, the students like to copy the answers from the texts, using exactly the same sentences. If there are questions that are implicitly stated in the text, the students often give wrong answers. Based on these cases, it can be said that their reading comprehension is low. During the English lesson, reading texts that are read by the students to develop their reading ability are given with some reading comprehension questions in their English textbooks with the main purpose to develop the students reading comprehension. Using reading

comprehension questions given, the English teachers can check the students comprehension about the text since reading comprehension questions function as media to stimulate the students thinking about the matters related with the text.

One effective way to engage L2 readers in active reading is using a question generation strategy. More recent emphasis of the teaching and learning for understanding has been on the importance of student-generated questions (Dorkchandra 2013 p. 34). Aside from the comprehension of the text, reading comprehension questions can also be used as media to stimulate the students' thinking about the matters related with the text and stimulate the students to construct new questions based on their thinking. Questioning, especially student-generated questions, is a useful strategy that improves student reading comprehension.

To support those functions, the reading comprehension questions should be suitable. To make suitable questions, the reading comprehension questions should be organized based on taxonomy. This study chose Barrett's Taxonomy for evaluating the reading questions. Bloom's Taxonomy is not specified to evaluate the questions in English Language Teaching (ELT). Reeves (2012, p. 35) "the specific purpose of Barrett's Taxonomy (used by the Department of Basic Education to set Home Language examinations) is to assess questions that measure reading comprehension". Barrett's Taxonomy (Barrett, 1976) comprises five main 'comprehension' levels as opposed to the Revised Bloom's six

cognitive process levels. These are (1) Literal Comprehension; (2) Reorganization; (3) Inferential Comprehension; (4) Evaluation; and (5) Appreciation. The taxonomy is also more detailed than the Revised Bloom's Taxonomy in that each level contains between four and eight sub-categories. For example, for the category Literal Comprehension, Barrett mentions recognition or recall of sequence and of cause and effect relationships.

Reeves (2012, p. 36) essentially, Barrett's Taxonomy distinguishes between questions that test 'Literal Comprehension', where answers to questions are 'textually explicit' and thus fairly obvious; questions that involve 'Reorganization', where the answers are in the text but not quite as obvious; and questions where students need to use a combination of a synthesis of the content of material plus their own internal script (their personal background knowledge of a particular subject or topic, their intuition, experience and imagination) to come up with an answer. Arguably, the taxonomy attempts to distinguish between questions which require students to 'read the lines' (Literal comprehension and Reorganization), 'read between the lines' (Inferential Comprehension), and 'read beyond the lines' (Evaluation and Appreciation).

Based on the description above, the writer would like to conduct the research with the title *Reading Comprehension Questions Types of English Textbook "When English Rings a Bell" Published by KEMENDIKBUD RI 2016.*

B. Research Problem

The research problem of this study is:

What are the types of reading comprehension questions based on the Barrett's taxonomy that found in the English textbook entitled "When English Rings A Bell"?

C. Objective of Study

In line with the research question on the previous page, the objective of this study is to find out; The types of reading comprehension questions based on Barrett's taxonomy in the English textbook entitled "When English Rings A Bell".

D. Scope and Limitation

After getting the background of the problem, it can be seen that there are some identification and limitation of the problem in the textbook Analysis of the textbook which entitled "When English Rings a Bell". The object of the study is student English textbook entitled "When English Rings a Bell". The study would focus on the reading comprehension questions of English Textbook Used by First Grader of Junior High School Level. Because, English in Indonesia is formally taught at the Junior High School, those types of comprehension should be covered since the first grade. They are expected to comprehend the texts. However, there are still some junior high school students who still have difficulties in comprehending the texts. As the parameter in classifying the types

of reading comprehension questions in junior high school textbook entitled “When English Rings A Bell”, the writer uses Barrett’s Taxonomy. It can be classified into five types of comprehension, namely: these are (1) Literal Comprehension; (2) Reorganization; (3) Inferential Comprehension; (4) Evaluation; and (5) Appreciation. After that, the writer will summarizing the result for each sub-component shows based on Barrett’s Taxonomy. Describing a conclusion of the result of each component based on the criteria of reading comprehension by Barrett’s taxonomy.

E. Significance of the Study

1. Theoretical Significance

The result of this study may give additional references to readers in order to they can more understand about reading comprehension questions types of English textbook used by first grader of junior high school level “*When English Rings A Bell*” Published By KEMENDIKBUD RI 2016. The result of this study may give further knowledge how to choose and select a suitable textbook for teaching-learning process, so the effective teaching-learning process will be successfully implemented.

2. Practical Significance

The findings and information from this study are expected to:

- a. The author

It helps the author to improve the materials in the textbook in order to make the next textbook become more suitable to students' needs.

b. The publisher

It gives useful information for the publisher in designing and choosing the suitable English materials.

c. English teachers

Encourage English teacher to choose and use a textbook with reading comprehension questions which cover all type of questions so the students can improve their reading ability.

d. English learners

It help the students interact with the text to create meaning and begin to think critically and intelligently.

e. Other researchers

It helps the other researchers as a guideline in conducting the similar research about English textbook evaluation.

F. Definition of Key Term

The terms used in this study may be unfamiliar. The following descriptions are presented to give the description of the terms:

1. Reading Comprehension

Reading comprehension is a process of gaining understanding from printed material (Candra, 2014, p. 7).

2. Reading Comprehension Questions Types

“Reading comprehension questions are questions used to check the students’ reading comprehension” (Candra, 2014, p. 7).

3. Barrett’s Taxonomy

Barrett’s Taxonomy is a taxonomy made by Thomas C. Barrett in 1968 special for reading (Irene, 2014, p. 3). Barrett’s Taxonomy (Barrett, 1976) comprises five main ‘comprehension’ levels these are (1) Literal Comprehension is questions that deal with information explicitly stated in the text; (2) Reorganization is questions that require analysis, synthesis or organization of information explicitly stated in the text; (3) Inferential Comprehension is questions that require a candidate’s engagement with information explicitly stated in the text in terms of his/her personal experience; (4) Evaluation is these questions deal with judgments concerning value and worth; and (5) Appreciation is these questions are intended to assess the psychological and aesthetic impact of the text on the candidate (Reeves, 2012, p. 35).

4. English Textbook “When English Rings a Bell” published by KEMENDIKBUD RI 2016

The English textbook “*When English Rings a Bell*” is an English textbook published by the Ministry of Education and Culture. It consists of two kinds of book, Students Book and Teacher Book. Both of them are compiled using scientific approach by one team. It is published by Bookkeeping and Curriculum Center of Ministry Education and Culture of Indonesia (Arba’ati, 2015, p.3).

CHAPTER II

REVIEW OF RELATED LITERATURE

This sub-chapter covers review of the theoretical study. The theories will be used for the underlying requirement to solve the problems. There are three theories which are related to this research, theory about reading comprehension, questions types based on Barret's taxonomy and textbook.

A. Previous Study

In order to make different research from the previous research, the Study has found a few previous studies that are concerned with reading comprehension questions as follows:

The first is written by Candra (2014) which is similar to this present study. The title of her thesis is: *"The Classification of Reading Comprehension Questions in the Senior High School Textbook Entitled "English" Using Barrette's Taxonomy"*. The objectives of this study are to find out: 1) The levels of reading comprehension questions based on Barrett's taxonomy in the English textbook entitled "English", and 2) The percentage of the occurrence of each of the levels of reading comprehension questions based on Barrett's taxonomy in the English textbook entitled "English".

From the study above, the writer compares her research with those of Irene Candra. There are similarities and differences between her and the writer. The

similarities of this studies is from the analysis of reading comprehension questions based on Barrette's taxonomy theory. And the differences are the object of the research and the data analysis of the research.

The second, the journal by Prasetyarini (2007) with the title "Reading Comprehension Types in English for Junior High School (A Content Analysis)". The type of research is a descriptive qualitative research since it is presented in the form of words rather than in the form of numbers. Considering the purposes of the research, the nature of the problems, and the objectives of the study, the method that will be used in this study is content analysis to analyse the reading comprehension question types of English textbook used by first grader of junior high school. Based on the results of categorization, the reading comprehension questions written in English for Junior High School classified into four types of comprehension, namely: literal, inferential, evaluation and appreciation.

The similarities of this studies is from the analysis of reading comprehension questions based on Barrett's taxonomy theory. And the differences are the object of the research and the data analysis of the research. There are three textbooks already used; English for Junior High School 1, 2, and 3.

The third, the journal by Elan Fitria et al with the title An Analysis of Reading Comprehension Questions in Textbooks "English Texts in use and Look A Head" for Senior High School Grade X" This research is aimed at assessing the forms of reading comprehension questions provided in textbooks, the level of reading comprehension questions covered in textbooks, and the relationships between

forms and levels of question in textbooks “English Texts in Use and Look Ahead” for senior high school grade X.

Fitria (2014, p. 15) the resources of data are the English reading textbooks; the data are about forms and levels of questions that analyze based on theory Widdowson and the Barrette’s taxonomy. There are two textbooks already used; “English Texts in Use and Look Ahead”. The textbook “English Texts in Use” consists of 13 topics and “Look Ahead” has 7 topics. Each topic has the part of reading in the form of some texts. The data of this research are all the questions in each sub/topic of textbooks of “English Texts in Use and Look Ahead”. There are 389 reading questions as the data those are consists of 244 questions in “English Texts in Use” and 145 in “Look Ahead”. In order to have the reliability in the result of the analysis, three evaluators were employed to evaluate the reading questions of the textbooks. The similarities of this studies is from one of theory used by Barrett’s taxonomy. And the differences are from the other theory used by Widdowson, from the object of the research and the data analysis of the research.

B. Reading Comprehension

According to Grabe (2002, p. 11) reading Comprehension is the ability to understand what we read where words have context and texts have meaning. Reading comprehension skills allow to read proficiently, learn effectively and to conceptualize. These skills are, based on earlier stages of reading development, including oral reading and reading fluency. Without developing these earlier

reading skills, students must continually focus on decoding letters and words, rather than progressing to meaning and understanding. Krisnawati (2014, p. 9) according to Natalisa Krisnawati in her thesis, reading comprehension is not necessarily different from other kinds of comprehension. Comprehension is sometimes, but not always related to the speed of reading. Reading comprehension means the ability to understand the material given by the author. Wolley (2011) states that reading comprehension is the process of making meaning from text. From the descriptions above reading comprehension is not only speed by reading a text, but also to understand the text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

C. Reading Comprehension Questions

Fitria (2014, p. 2) reading is also the goal to develop comprehension based on the taxonomy. Comprehension is the process of making sense words, sentences, connected text, requires the reader to make inferences and reading question. Therefore, it will be necessary if the students can understand the reading question.

Gocer (2014, p. 3) according to Ciborowski (1992) reading is a prominent language skill which influences learners' achievement. Lack of ability to comprehend a written text results not only in frustration but also in the lack of motivation to learn more from books. According to Fitria (2014, p. 2) reading is

an extension of thinking, perceiving behaviour. Reading is one of those important language skills taught in every grade, and it could be done through many resources, such as newspaper, articles, and especially English textbooks. On the other hand, the ability to use various reading strategies will facilitate learners to read. This will promote their confidence when facing difficult texts and will ultimately develop their motivation to learn more from books.

“Reading comprehension questions are questions used to check the students’ reading comprehension” (Candra, 2014, P. 7). The theoretical framework is to check whether students truly understand the text, reading comprehension questions made by understanding of the taxonomy and given to students. “According to Ali Gocer said that “the assessment of students’ reading comprehension skills are taken into consideration in process evaluation (observation notes, form data, which measures the status of skills, participation in activities in the process conditions)” (Gocer, 2014, p. 3). “According to Aryati Prasetyarini said that “the commonest form of teaching materials is textbooks” (Prasetyarini, 2007, p. 67).

Prasetyarini (2007, p. 67) basically, reading at any level is taught to enable the learners to develop basic comprehension skills, so that they can read and understand texts of a general nature. According to Grellet (1991) as cited in Prasetyarini (2007, p. 68) defines the reading comprehension skills as abilities to extract the required information from written text as efficiently as possible. As it

is written in Webster's Dictionary, comprehension is the capacity for understanding fully; the act or action of grasping with the intellect.

To classify a question of reading comprehension in English language book "When English Rings A Bell" titled "English" author uses Barrette's Taxonomy theory.

D. Questions Types Based on Barret's Taxonomy

This study uses Barrette's taxonomy because of two reasons. First, there is the close relationship between thinking and reading text in which it is followed by some questions to check whether the text has been comprehended or not. Considering that reading is a process of getting meaning from printed materials and its relation to thinking process as a comprehension. Teachers intend the learning experience to change the students' comprehension from a simpler type to more complex that in some ways at least will include the first type. The students' comprehension changes to be more critical. The second reason is Barrette's taxonomy has more detail taxonomy of reading comprehension. The Barrett Taxonomy, designed originally to assist classroom teachers in developing comprehension questions and / or test questions for reading, is especially useful for classroom questioning in other content areas as well. Barrette's Taxonomy (Barrett, 1976) comprises five main 'comprehension' levels as opposed to the Revised Bloom's six cognitive process levels. These are (1) Literal Comprehension; (2) Reorganization; (3) Inferential Comprehension; (4)

Evaluation; and (5) Appreciation” (Reeves, 2012, p. 35). Reeves (2012, p. 36) the taxonomy is also more detailed than the Revised Bloom’s Taxonomy in that each level contains between four and eight sub-categories. For example, for the category Literal Comprehension, Barrett mentions recognition or recall of sequence and of cause and effect relationships. “Barrette’s Taxonomy (Barrett, 1976) comprises five main ‘comprehension’ levels as opposed to the Revised Bloom’s six cognitive process levels. These are (1) Literal Comprehension; (2) Reorganization; (3) Inferential Comprehension; (4) Evaluation; and (5) Appreciation” (Reeves, 2012, p. 36).

“The taxonomy is also more detailed than the Revised Bloom’s Taxonomy in that each level contains between four and eight sub-categories. For example, for the category Literal Comprehension, Barrett mentions recognition or recall of sequence and of cause and effect relationships” (Reeves, 2012, p. 37). Reeves (2012, p. 36) essentially, Barrette’s Taxonomy distinguishes between questions that test ‘Literal Comprehension’, where answers to questions are ‘textually explicit’ and thus fairly obvious; questions that involve ‘Reorganization’, where the answers are in the text but not quite as obvious; and questions where students need to use a combination of a synthesis of the content of material plus their own internal script (their personal background knowledge of a particular subject or topic, their intuition, experience and imagination) to come up with an answer. Arguably, the taxonomy attempts to distinguish between questions which require students to ‘read the lines’ (Literal comprehension and Reorganization), ‘read

between the lines’ (Inferential Comprehension), and ‘read beyond the lines’ (Evaluation and Appreciation).

The following table describes the types of questions based on the Barrette’s taxonomy. *The Examination Guidelines*, for Home Language draws on Barrette’s Taxonomy to provide guidelines on the type of questions that will be set as reflected in Table 2.1 below:

Table 2.1: Home Language Examination Guidelines – Barrette’s Taxonomy

Level	Description	Question types
1	Literal (information in the text)	e.g. Name the ...; List the...; Identify the ...; Describe the...; Relate the ...
2	Reorganization (analysis, synthesis or organization of information)	e.g. Summarise the main ideas...; State the differences’ similarities...
3	Inference (engagement with information in terms of personal experience)	e.g. Explain the main idea...; What is the writer’s intention ...; What, do you think, will be...
4	Evaluation (judgments concerning the value of worth)	e.g. Do you think that...; Discuss critically ...
5	Appreciation (assess the impact of the text)	e.g. Discuss your response ...; Comment on the writer’s use of language ...

The Examination Guidelines, for Home Language specifies that ‘using Barrette’s Taxonomy, various types of questions. The specific purpose of Barrette’s Taxonomy (used by the Department of Basic Education to set Home Language examinations) is to assess questions that measure reading comprehension. Although the types of cognitive demands and the hierarchical order of cognitive levels on Table 2.1 match Barrette’s categories, the detailed sub-categories that the Barrette’s Taxonomy provides are not included in the above framework. For example, for the category ‘Reorganization’, the sub-categories *classifying*, *outlining*, and *synthesising* are not indicated. There are types of questions provides the following elaboration:

Contextual Questions (Language and Literature Papers):

Contextual Questions are set on a variety of selected texts (in the Language Paper) and on extracts from the prescribed texts (in the Literature Paper) to assess language competency and to gauge the extent to which Assessment Standards prescribed in the NCS have been achieved. The level of complexity depends on the level at which the Language is being assessed (Reeves, 2012, p. 38).

1. Literal: Questions that deal with information explicitly stated in the text.

- Name the things/people/places/elements ...
- State the facts/reasons/ points/ideas ...
- Identify the reasons/persons/causes ...

- List the points/facts/ names/reasons ...
- Describe the place/person/character ...
- Relate the incident/episode/experience ...
- Etc.

2. Reorganization: Questions that require analysis, synthesis or organization of information explicitly stated in the text.

- Summarize the main points/ideas/ pros/cons/ ...
- Group the common elements/factors ...
- State the similarities/differences ...
- Give an outline of ...
- Etc.

3. Inference: Questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience.

- Explain the main idea ...
- Compare the ideas/attitudes/ actions ...
- What is the writer's (or character's) intention/attitude/motivation/reason ...
- Explain the cause/effect of ...

- What does an action/comment/attitude (etc) reveal about the narrator/writer/ character ...
- How does the metaphor/simile/image affect your understanding ...
- What, do you think, will be the outcome/effect (etc) of an action/situation
- True/False questions
- Multiple Choice questions
- Choose the correct option (from a given list)
- Fill in the blanks (using contextual clues)
- Questions on visual and graphic literacy
- Etc.

4. Evaluation: These questions deal with judgments concerning value and worth. These include judgments regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values.

- Do you think that what transpires is credible/realistic/ possible ...?
- Is the writer's argument valid/logical/conclusive ...

- Discuss/Comment critically on the action/ intention/motive/attitude/ suggestion/ implication ...
 - Do you agree with the view/statement/observation/ interpretation that ...
 - In your view, is the writer/narrator/character justified in suggesting/ advocating that ... (Substantiate your response/Give reasons for your answer.)
 - Is the character's attitude/behavior/action justifiable or acceptable to you? Give a reason for your answer.
 - What does a character's actions/attitude(s)/motives show about him/her in the context of universal values?
 - Discuss critically/Comment on the value judgments made in the text.
 - Etc.
- 5. Appreciation:** These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery).
- Discuss your response to the text/incident/situation/ conflict/dilemma...

- Do you empathies with the character? What action/decision would you have taken if you had been in the same situation?
- Discuss/Comment on the writer's use of language ...
- Discuss the effectiveness of the writer's style/ introduction/ conclusion/imagery/ metaphors/use of poetic techniques/ literary devices ...
- Etc.

Quick Reference Outline of the Barrett Taxonomy

1.0 Literal Comprehension

1.1 Recognition

1.1.1 Recognition of Details

1.1.2 Recognition of Main Ideas

1.1.3 Recognition of a Sequence

1.1.4 Recognition of Comparison

1.1.5 Recognition of Cause and Effect Relationships

1.1.6 Recognition of Character Traits

1.2 Recall

1.2.1 Recall of Details

1.2.2 Recall of Main Ideas

1.2.3 Recall of a Sequence

1.2.4 Recall of Comparison

1.2.5 Recall of Cause and Effect Relationships

1.2.6 Recall of Character Traits

2.0 Reorganization

2.1 Classifying

2.2 Outlining

2.3 Summarizing

2.4 Synthesizing

3.0 Inferential Comprehension

3.1 Inferring Supporting Details

3.2 Inferring Main Ideas

3.3 Inferring Sequence

3.4 Inferring Comparisons

3.5 Inferring Cause and Effect Relationships

3.6 Inferring Character Traits

3.7 Predicting Outcomes

3.8 Interpreting Figurative Language

4.0 Evaluation

4.1 Judgments of Reality or Fantasy

4.2 Judgments of Fact or Opinion

4.3 Judgments of Adequacy and Validity

4.4 Judgments of Appropriateness

4.5 Judgments of Worth, Desirability and Acceptability

5.0 Appreciation

5.1 Emotional Response to the Content

5.2 Identification with Characters or Incidents

5.3 Reactions to the Author's Use of Language

5.4 Imagery

The Complete Barrett Taxonomy

1.0 Literal Comprehension

According to Clymer, 1968 the barrette's taxonomy of cognitive and affective dimensions of reading comprehension there are the complete of barrette's taxonomy. Literal comprehension focuses on ideas and information which are explicitly stated in the selection. Purposes for reading and teacher's questions designed to elicit responses at this level may range from simple to complex. A simple task in literal comprehension may be the recognition or recall of a single fact or incident. A more complex task might be the recognition or recall or a series of facts or the sequencing of incidents in a reading selection. (Or these tasks may be related to an exercise

which may itself be considered as a reading selection). Purposes and questions at this level may have the following characteristics.

1.1 Recognition

Recognition requires the student to locate or identify ideas or information explicitly stated in the reading selection itself or in exercises which use the explicit ideas and information presented in the reading selection.

Recognition tasks are:

1.1.1 Recognition of Details

The student is required to locate or identify facts such as the names of characters, the time of the story, or the place of the story (or just about any other kind of explicit fact or detail requiring literal comprehension.)

EXAMPLES AND PATTERNS:

1. Locate the name of _____
2. Find the following information: date of flight, time in orbit, speed of the space craft, and the height reached.
3. Watch for details as you read.
4. Find the story by using the Contents pages.
5. Read and find out: If _____ thinks _____; the time of day _____.
6. Add each explorer to your chart telling "Who," "What," "Where," and "When."
(This exercise even though it involves the recognition of sixteen separate details is considered on question.) Skim (or read) for locations, names, or dates.

1.1.2 Recognition of Main Ideas

The student is asked to locate or identify an explicit statement in or from a selection which is a main idea of a paragraph or a larger portion of the selection. (At times caution and real discernment must be utilized to distinguish a main idea from a detail.)

EXAMPLES AND PATTERNS:

1. Find out what _____ is going to do.
2. What happened when or during _____?
3. What important thing did the character find out?
4. What part did the character play in _____?
5. Underline the main ideas in this _____.

1.1.3 Recognition of a Sequence

The student is required to locate or identify the order of incidents or actions explicitly stated in the selection.

EXAMPLES AND PATTERNS:

1. Read to find out: What did _____ do first?
2. What did _____ do next?
3. What did _____ do last?
4. Be prepared to tell how Geraldine changed her white dress to red and yellow and what happened then. (This sentence contains two separate questions: how Geraldine

changed her dress requires the recognition of a sequence, Level 1.13; what happened then requires the recognition of a main idea and is classified at level 1.12.

1.1.4 Recognition of Comparison

The student is requested to locate or identify likenesses and differences in characters, times, and places that are explicitly stated in the selection. (Levels 1.14, 1.24, and 3.4 involve comparisons.

Seeing likenesses and differences, seeing relationships, and making comparisons between characters, incidents, and situations are fairly synonymous at these levels. However, when a cause and effect relationship exists, it shall be classified at the next higher level of the taxonomy provided the criteria of some other level are not more nearly met. There is a level for cognition of comparisons, a level for recall of comparisons, and a level for inferring of comparisons. Examples for each of these levels define what constitutes a comparison question.)

EXAMPLES AND PATTERNS:

1. Read to find out the differences between _____ and _____.
2. Look for ideas which conflict with each other.
3. Are _____ and _____ the same?
4. Find similes; find metaphors.
5. Read to find out how _____ changed.

1.1.5 Recognition of Cause and Effect Relationships

The student in this instance may be required to locate or identify the explicitly stated reasons for certain happenings or actions in the selection. (Cause and effect are

not restricted to motivations and interests. For example, there are cause and effect relationships which are inorganic.)

EXAMPLES AND PATTERNS:

1. Find out the reasons for _____?
2. What caused _____?
3. What were the results of _____? (In this example the effect has to be recognized.)
4. Find the sentence that tells why _____ did (or was) _____.
5. What happened to shorten his stay at _____?

1.1.6 Recognition of Character Traits

The student is required to identify or locate explicit statements about a character which help to point up the type of person he or she is.

EXAMPLES AND PATTERNS:

1. Read orally the parts which prove that he was clever, bold, kind, courageous, and intelligent.
2. Find the words and phrases which describe the characters. (Some of these words and phrases describe character traits. Of course, many descriptive words and phrases do not pertain to character traits.)
3. Find agnomens. (Nicknames)

1.2 Recall

Recall requires the student to produce from memory ideas and information explicitly stated in the reading selection. Recall tasks are:

1.2.1 Recall of Details

The student is asked to produce from memory facts such as the names of characters, the time of the story, or the place of the story. (Recall of almost any explicit fact or detail from the selection is included. A single detail as well as several details scattered throughout the story are both level 1.21 questions.)

EXAMPLES AND PATTERNS:

1. What hardships were endured?
2. How much land was claimed?
3. Who paid for his journey?
4. Over what kind of land did they travel? (This question requires recall of details from several places in the story; however, no sequencing or reorganization is asked for.)
5. Write a list of all the details you can remember.
6. Recite the _____ listed.

1.2.2 Recall of Main Ideas

The student is required to state the main idea of a paragraph or a larger portion of the selection from memory, when the main idea is explicitly stated in the selection.

EXAMPLES AND PATTERNS:

1. What did the _____ mean to this world?
2. What important statement did he make?
3. What uses were made of _____?
4. What knowledge was gained from _____?

5. What did he or she do _____?

6. What did he or she say? (This question refers to what Stanley says when he first met Livingston and in this instance constitutes a level 1.22 thought process.)

7. What happened to _____?

1.2.3 Recall of a Sequence

The student is asked to provide from memory the order of incidents or actions explicitly stated in the selection. (A sequence will be constituted only when order of occurrence is specifically required.)

EXAMPLES AND PATTERNS:

1. Describe in correct sequence _____.

2. Look at the illustrations and tell the story in sequence. (The illustrations aid the recall but are not sufficient.)

3. Number these _____ in the order in which they took place in the selection.

4. Make a chart that shows the _____ throughout the selection.

5. Tell in correct order _____.

6. What happened on the fourth day?

1.2.4 Recall of Comparison

The student is required to call up from memory the likenesses and differences in characters, times, and places that are explicitly stated in the selection. (Questions are classified at this level if they ask for likenesses and / or differences.)

EXAMPLES AND PATTERNS:

1. Compare and contrast one journey with another journey as to: climate, terrain, natives, length of time, difficulties and successes.
2. How was this _____ different from others?
3. In what ways were _____ and _____ similar? Different?
4. Compare and contrast each of the following pairs: (Each pair constitutes a question.)
5. Compare the size of _____ and _____.

1.2.5 Recall of Cause and Effect Relationships

The student is requested to produce from memory explicitly stated reasons for certain happenings or action in the selection.

EXAMPLES AND PATTERNS:

1. Why did _____ do _____?
2. Why was _____ so determined to _____?
3. What was the purpose of _____?
4. What caused _____?
5. Why did _____ decide to _____?
6. How did _____ accomplish _____? (This action in such instances causes an effect.)
7. What was the reaction of _____ to _____?

1.2.6 Recall of Character Traits

The student is asked to call up from memory explicit statements about characters which illustrate the type of persons they are.

EXAMPLES AND PATTERNS:

1. Why are they well suited to _____?
2. How did Stanley feel? (The story states that Stanley felt shy.)
3. How had he shown he was _____?
4. What was _____ like?
5. Summarize her attitude toward life. (In spite of the use of the word summarize, this question actually calls for no more than the recall of an explicit statement.)

2.0 Reorganization

Reorganization requires the student to analyze, synthesize, and/ or organize ideas or information explicitly stated in the selection. To produce the desired thought product, the reader may utilize the statements of the author verbatim or he or she may paraphrase or translate the author's statements. Reorganization tasks are:

2.1 Classifying

In this instance the student is required to place people, things, places, and / or events into categories. (When pupils are asked to recognize or recall certain kinds of details, relationships, or traits, they are in effect classifying, but at a lower level of the taxonomy. The key to this level is that things must be sorted into a category or a class.)

EXAMPLES AND PATTERNS:

Read each phrase below. Does it tell you "who," "what," "when," "how," or "where?"

1. "Sank here." (A phrase taken from a selection)
2. Which of the following are _____?

3. Place the following under the proper heading.
4. Classify the following according to _____.
5. Which of the following _____ does not belong. (Where based upon the selection and not merely a matter of word meaning. Care also has to be exercised in such cases to make sure the inferring of a comparison, level 3.4 is not necessitated.)

2.2 Outlining

The student is requested to organize the selection in outline form using direct statements or paraphrased statements from the selection.

EXAMPLES AND PATTERNS:

1. Organize the facts into main heads and subheads to form an outline.
2. Complete the following outline.
3. Divide the story into _____ parts.

2.3 Summarizing

The student is asked to condense the selection using direct or paraphrased statements from the selection. (This level is interpreted as also being applicable when less than the entire selection is condensed.)

EXAMPLES AND PATTERNS:

1. What has happened up to this point?
2. Tell the story in your own words.

2.4 Synthesizing

In this instance, the student is requested to consolidate explicit ideas or information from more than one source. (The pupil is required to put together information from

more than one place. More is required than just a collecting of information for this information must become fused so that information from more than one source provides a single answer to a question.

While the taxonomy refers to a single selection, quite often in order answer a question, information obtained from a previous selection or selections must be utilized. The intent of the taxonomy, despite its restrictive reference to the selection, is not only the reading comprehension questions from review units, lessons, and exercise, but also many other reading comprehension questions.)

EXAMPLES AND PATTERNS:

1. How long did the entire _____ last?
2. Fill in your time line.
3. What was the speed of the _____?
4. Did _____ have enough _____?
5. Compute _____.
6. How many times did _____ take place?
7. On what day did _____ happen?
8. Figure out _____.

3.0 Inferential Comprehension

Inferential comprehension is demonstrated by the student when he or she uses the ideas and information explicitly stated in the selection, his or her intuition, and his or her personal experience as a basis for conjectures and hypotheses. Inferences drawn by the student may be either convergent or divergent in nature and the student may be

asked to verbalize the rationale underlying his or her inferences. In general, then, inferential comprehension is stimulated by purposes for reading and teachers' questions which demand thinking and imagination that go beyond the printed page. (Personal experience is interpreted to include formal learning experiences, as well as those things which the reader has personally experienced in a firsthand situation. Prior knowledge, regardless of where this knowledge came from, is an integral part of inference. The crucial factor distinguishing inference questions from recognition and recall questions is that their answers are not explicitly stated but must be inferred.)

3.1 Inferring Supporting Details

In this instance, the student is asked to conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting, or appealing. (Whether or not additional details are indeed "more informative, interesting, or appealing" is largely subjective. If the inferring of a detail is required, the question is to be placed at this level.)

EXAMPLES AND PATTERNS:

1. Did he realize _____?
2. Was the discovery planned or accidental? (The classification of this question at this level is another example of making a debatable decision in favor of the higher category. The statement in the text says, "He sailed west toward Greenland, but because of bad storms he went off course and came instead upon an unknown land.")
3. How did she converse with the natives?
4. What was the weather like?

5. Do you think _____?

6. Did _____ believe? (Such a question may go beyond inference and require level 5.2, Identification.)

3.2 Inferring Main Ideas

The student is required to provide the main idea, general significance, theme, or moral which is not explicitly stated in the selection. (Such questions may pertain to part of a selection.)

EXAMPLES AND PATTERNS:

1. What is the main idea of this _____?

2. Discuss the significance of _____?

3. Read these short workbook selections and then select or write the best title for each. (This question goes beyond synthesis and requires inference.)

4. What is the poem or story saying?

5. Answer this riddle. (Where more than mere word meaning is required.)

6. Read these paragraphs and then write or select the main idea of each.

7. Write a sentence summarizing the main idea of _____.

3.3 Inferring Sequence

The student, in this case, may be requested to conjecture as to what action or incident might have taken place between two explicitly stated actions or incidents, or he or she may be asked to hypothesize about what would happen next if the selection had not ended as it did but had been extended.

EXAMPLES AND PATTERNS:

1. Many days from _____ through _____ are omitted in her report.

Suggest the events that happened in those days.

2. What will happen next?

3. What happened between _____ and _____?

4. Place these _____ in logical order.

3.4 Inferring Comparisons

The student is required to infer likenesses and differences in characters, times, places, things, or ideas. Such inferential comparisons revolve around ideas such as: here and there, then and now, he and she, and she and she.

EXAMPLES AND PATTERNS:

1. Compare: effectiveness and value to future explorers.

2. Compare _____ as to completeness and importance or detail.

3. How does _____ resemble _____?

4. Compare _____ with _____.

5. Are _____ and _____ related?

6. Complete the following similes or metaphors. (If based on ideas in the selection.)

3.5 Inferring Cause and Effect Relationships

The student is required to hypothesize about the motivations of characters and their interactions with time and place. He or she may also be required to conjecture s to what caused the author to include certain ideas, words, characterizations, and action in his or her writing. (“Why” and “Because” are often clues to this category.)

EXAMPLES AND PATTERNS:

1. Why did Marco Polo say, “Take this book and cause it to be read to you?” (The answer requires inferring why people would have to have the book read to them.)
2. Why was it necessary to _____?
3. Why would _____?
4. How did _____ know _____?
5. Why did they _____?
6. Why did the author include _____?
7. What is the result of _____?
8. What might have happened if _____?
9. What makes this _____ a _____?
10. What makes you think _____?
11. Did _____ because _____?
12. How could _____?
13. Why is it helpful to have a _____?

3.6 Inferring Character Traits

In his case, the student is asked to hypothesize about the nature of characters on the basis of explicit clues presented in the selection.

EXAMPLES AND PATTERNS:

1. List their character traits.
2. What did _____ prove about their attitudes toward _____?
3. What does _____ tell us about her?

4. Is _____ very wise?
5. What kind of person is _____?
6. What words will describe _____?
7. What was _____'s attitude about _____?

3.7 Predicting Outcomes

The student is requested to read an initial portion of a selection and on the basis of this reading he or she is required to conjecture about the outcome of the selection.

(An initial portion of a selection may be no more than the title.)

EXAMPLES AND PATTERNS:

1. Do you think _____ will _____?
2. What do you think will happen?
3. Will he help them?
4. Someone may predict _____?
5. Read _____ and guess what will happen.

3.8 Interpreting Figurative Language

The student, in this instance, is asked to infer literal meanings from the author's figurative use of language.

EXAMPLES AND PATTERNS:

1. What is meant by the phrase, "continue unrolling the map"?
2. Interpret the following figurative expressions: ...

4.0 Evaluation

Purposes for reading and teacher's questions, in this instance, require responses by the student which indicate that he or she has made an evaluative judgment by comparing ideas presented in the selection with external criteria provided by the teacher, other authorities, or other written sources, or with internal criteria provided by the reader's experiences, knowledge, or values. In essence evaluation deals with judgment and focuses on qualities of accuracy, acceptability, desirability, worth, or probability of occurrence. (Evaluative judgment is the key to this category.) Evaluative thinking may be demonstrated by asking the student to make the following judgments.

4.1 Judgments of Reality or Fantasy

Could this really happen? Such a question calls for a judgment by the reader based on his or her experience.

EXAMPLES AND PATTERNS:

1. Is _____ imaginary?
2. How many unreal things can you find?
3. Did _____ really happen?
4. Is _____ fact or fiction?
5. Is _____ possible?

4.2 Judgments of Fact or Opinion

Does the author provide adequate support for his or her conclusions? Is the author attempting to sway your thinking? Questions of this type require the student to

analyze and evaluate the writing on the basis of the knowledge he or she has on the subject as well as to analyze and evaluate the intent of the author.

EXAMPLES AND PATTERNS:

1. Do you think _____ had anything to do with _____?
2. Which _____ seem to be correct?
3. What strange ideas did _____ have?
4. Which _____ are fact? Opinion?
5. Based on the facts that are given, does _____ seem reasonable?

4.3 Judgments of Adequacy and Validity

Is the information presented here in keeping with what you have read the subject in other sources? Questions of this nature call for the reader to compare written sources of information with an eye toward agreement and disagreement and completeness and incompleteness.

EXAMPLES AND PATTERNS:

1. Did _____ ever actually _____?
2. Continue to check on _____.
3. Why was _____ true? Not true?
4. Is adequate information given about _____?
5. Is _____ really _____?
6. Which ideas are still accepted and which ones are no longer believed?
7. Label each _____ true or false.
8. Find proof from other sources that _____?

4.4 Judgments of Appropriateness

What part of the story best describes the main character? Such a question requires the reader to make a judgment about the relative adequacy of different parts of the selection to answer the question. (It is believed that this level should not be limited to the main character, nor should it be limited to just narrative text. One can judge the appropriateness of text support to prove a subject or topic.)

4.5 Judgments of Worth, Desirability and Acceptability

Was the character right or wrong in what he or she did? Was his or her behavior good or bad? Questions of this nature call for judgments based on the reader's moral code or his or her value system. The same holds true for judging the moral character of a political, social, or economic policy in informational or expository text as well as evaluating an author's proposal.

EXAMPLES AND PATTERNS:

1. Do you like this character?
2. How do you feel about this character?
3. Is _____ the right thing to do?
4. Is _____ acting fairly?
5. Why was it wrong for _____ to _____?
6. What do you think of _____'s attitude?
7. Is a high degree of _____ a good quality to have?

5.0 Appreciation

Appreciation involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on the reader. Appreciation calls for the student to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements. Appreciation includes both the knowledge of and the emotional response to literary techniques, forms, styles, and structures.

5.1 Emotional Response to the Content

The student is required to verbalize his or her feelings about the selection in terms of interest, excitement, boredom, fear, hate, amusement, etc. It is concerned with the emotional impact of the total work on the reader. (The emotional impact of the total work on the reader is not considered necessary.)

EXAMPLES AND PATTERNS:

1. Are you surprised?
2. Why did you like or dislike this selection?
3. Was this selection interesting? Funny?
4. What part of the story did you find most exciting?
5. Select your favorite story or passage.
6. Questions requiring the pupil to respond to the plot.
7. Did the story have a happy ending?
8. Which _____ did you enjoy the most?

5.2 Identification with Characters or Incidents

Teachers' questions of this nature will elicit responses from the reader which demonstrate his or her sensitivity to, sympathy for, and empathy with characters, happenings, and ideas portrayed by the author.

EXAMPLES AND PATTERNS:

1. What words will describe the feelings of _____?
2. How did they feel when _____?
3. Will _____ be difficult for _____? (This goes beyond level 3.7, prediction.)
4. Would you _____?
5. Encourage pupils to identify with _____.
6. Do you think he will follow the advice?
7. Did she act recklessly? (This would be an example of level 4.5, except that in order to make a decision as to whether or not she acted recklessly, the situation must be identified with.)
8. Write your own ending to this story. (It is believed that this question goes beyond inferring of a sequence and the making of a prediction and falls at level 5.2.)
9. Devise a conversation between _____ and _____.
10. What would you do if you were _____?
11. What is _____ thinking?
12. How would you have felt if you were _____?
13. How did _____ talk when _____?
14. Relate _____ to you own life.

5.3 Reactions to the Author's Use of Language

In this instance the student is required to respond to the author's craftsmanship in terms of the semantic dimension of the selection, namely, connotations and denotations of words. (Level 5.3 pertains essentially to the appreciation of the author's skill and craftsmanship in selecting and using words. Such appreciation is dependent upon the denotation and connotations of words. Emotions are inherent in appreciation.)

EXAMPLES AND PATTERNS:

1. Questions requiring recognition or discussion of qualifiers.
2. Why is _____ a good term?
3. Demonstrate how _____'s voice sounded when he spoke _____.
4. What personifications, allegory, puns, malapropisms did the author use?
5. What "loaded" language was used? propaganda? understatements? exaggerations? emotion-laden words?
6. How did the author express the idea of _____?
7. In what way is the word _____ used in the selection?

5.4 Imagery

In this instance, the reader is required to verbalize his or her feelings with regard to the author's artistic ability to pain word pictures which cause the reader to visualize, smell, taste, hear, or feel.

EXAMPLES AND PATTERNS:

1. Picture may be drawn to illustrate the different phases of the antelope hunt. (This was classified at level 5.4 which would be perfectly congruent if Barrett had used the word express instead of verbalize.)
2. Based upon the selection draw a picture or make a design. (Caution must be exercised in determining that such questions do require appreciation of the author's artistic ability to create imagery and not just understanding of word or sentence meaning.)
3. Read rhythmically and expressively. (Includes choral reading.)
4. Dramatize the story.
5. Read the part the way the character might have talked. (This question goes beyond identifying as spelled out at level 5.2 and requires level 5.4.)
6. Find the phrase which helps you build a mental picture of _____.
7. In a mind's-eye picture, how did the _____ look?
8. Reenact the _____ scene.
9. How does _____ make you feel?
10. Take the role of _____. (This goes beyond identification)
11. Questions requiring appreciation of dialogue may require utilization of this level.
12. What _____ has the author created?
13. How did the author cause you to _____?

According to Reeves, (2012, p. 41) this table instrument, which was developed for the comparative analysis of Home Language papers in 2011, includes the finer

categorizations of ‘Easy’, ‘Moderate’ and ‘Difficult’ discussed in chapter two. The examples and explanations for each level had to be adjusted and adapted to align with Barrette’s reading comprehension taxonomy levels.

Table 2.2: Umalusi’s Home Language instrument for Home Language examination analysis based on Barrette’s Taxonomy

Barrette’s taxonomy (based on interpretation and appreciation of	Degree of Difficulty	Explanation and examples per level of difficulty	Example questions
Literal Comprehension (LC) To identify information directly stated Recognition and recall of: <ul style="list-style-type: none"> • <i>Ideas and information explicitly stated</i> • <i>Details, main ideas</i> • <i>Provide from memory explicitly stated reasons for actions</i> • <i>Sequence</i> • <i>Recognition of comparison</i> • <i>Cause and effect relationships</i> • <i>Character traits</i> 	Easy	Identify main ideas. Simple recall answers; identify specific data; tell; recite; list e.g. identify parts of speech; Read and locate, briefly define a term, name – e.g. identify answers to wh- (equivalent) questions from a text	List the names of the characters involved... Skim read to identify... Tell the story... Define a term... What, where, when, who questions... What is the name of, for instance, a person, thing, place etc.; What happened at a particular place... What happened to shorten his stay...
	Moderate	Recall more complex content as a series of facts; simple relationships; simple explanations; identifying main	To find what a character did... Who, for instance, lived on the farm? When did something happen?

Difficult	ideas (and supporting ones) in paragraphs; identify cause, result, reason directly from a text	Which words in the intro...? or Mention the word... How much land was claimed ...
	Give examples, explain, briefly summarise, translate, interpretation of realistic visuals. Look at an illustration and tell the story in sequence; Summarise a text; identify principles which apply in a novel context; explaining; more complex reasoning with regard to understanding and explanation. Explain single cause and effect principles (What was the reaction of ... to ...). Identify and explain particular character traits	How did they find ...; How did they accomplish... Over what kind of land did they travel... (recall with no sequencing or reorganization) Identify the order of incidents... (general sequencing) Identify explicit statements... Identify likenesses / differences in characters... Look for ideas which conflict each other... Fill in the missing word(s)? Refer to a particular style indicator... (literature) Explain what happened with the main character. Explain the place or the main character... Indication of sequence... Do a flow diagram to indicate sequence... Complete the table to indicate the similarities and the

<p><i>Reorganization (R)</i> <i>To organize or order the information in a different way than it was presented</i></p> <ul style="list-style-type: none"> • <i>Classifying</i> • <i>Outlining</i> • <i>Summarizing</i> • <i>Construct ideas</i> • <i>Utilize ideas from the text</i> • <i>Paraphrase or translate the author's statements</i> 	Easy	<p>Write texts related to familiar contexts. Candidates know what process is required to solve the problem from the way the problem is posed.</p>	<p>difficulties Put words in order... Find a sentence that tells why... Find ways to explain the character... Finding a pattern; what happened first, second or last... Summarise her attitude toward life. (still recall of explicit statement)</p>
	Moderate	<p>Candidate to organize information into a presentable poster or a table to promote ready comprehension.</p>	<p>Classify ideas... Organize information... reorganize some facts... Classify the following according to... Placing people, things, events in categories... Place the following under the proper heading... Give a summary of... / outline main ideas</p>
	Difficult	<p>Draw for instance information from given text; illustrate in words, construct ideas; e.g. propose a course of action based on a straightforward case study. Consolidate ideas from more than one</p>	<p>Order ideas / information under a particular heading... Divide the story according to particular parts... To relate ideas to a theme... Tell the story in</p>

source; discuss
poetic devices such
as repetition,
symbolism.

your own words...
Describe the tone,
using your own
words ... (construct
ideas)
Multiple-choice
questions... / Which
of the following
doesn't belong...
What are the
similarities /
differences between
two or more
characters, stories
or poems...
Group the common
characteristics /
factors / elements in
table form or Venn-
diagram...
Combine the
information from
different sources in
a paragraph...
Do a mind map to
illustrate
understanding;
view; perspective...

Inferential***Comprehension (IC)******To respond to information in a different way than it is presented***

- *Answers not explicitly stated – must be inferred*
- *Inferring supporting details*
- *Using intuition/ personal experiences*
- *Thinking and evaluation that go beyond the printed page*
- *Organize main ideas in a suitable form*
- *Counter-intuitive relationships, collect information from available texts to support a particular position/opinion and re-present the position*
- *Interpreting figurative speech*

Easy

Collect information from available texts to support a particular position/opinion and re-present the position in own text; e.g. undertake guided research to collect information necessary to a task; organize information into suitable form (report, memo, visual presentation) Simple process in known or practiced context, e.g. drafting an invitation, writing a letter of thanks or condolence, but with some variation which prevents the text from being strictly formulaic

Explain what is meant by... (answer not found in text)
 Explain / illustrate in own words...
 Answer a riddle...
 Write a sentence that summarise the main idea...
 Was the discovery planned or accidental...?
 Construct ideas based on what you've read ...
 Provide reasons for your understanding of...
 Predict what would happen / will be the result...
 Compare the characters / stories based on interpretation of features / character traits...

Moderate

Investigate in more detail, establish what the present is revealing of the future, solve by reading between the lines, relate, distinguish between, e.g. write a persuasive essay; take minutes of a straightforward meeting; deal with case studies and propose course of action, e.g. in report form. Explain what a character feels when expressing particular feelings. Discuss impact of e.g. rhetorical questions.

Make inferences from the character's reaction / response ...
 ...
 What is the main idea in the paragraph... the main theme in the story / poem...
 Explain the metaphor...
 What would possibly be the result / effect of ...
 What do you think will happen hereafter...
 Identify and explain what is implied...
 Identify the general significance, theme or moral not explicitly stated...
 React on implied information...

Difficult

Complex abstract representation; referring to combination of concepts; Interpreting, report on, sort, debate, e.g. through preparing a speech and/or presentation. Using higher level cognitive skills and reasoning, e.g. in developing a proposal to solve a problem. Being able to break down a problem into its constituent parts – identifying what is required to be solved and then using appropriate methods in solving the problem. Find phrases to convey messages / impressions / implications. Discuss repercussion; provide substantiation.

Point to the suggested / possibly preferred reaction of a character.... Suggest consequences for the reaction of a character... What connotation can be made... and to substantiate such connotation from the text / source material... Multiple-choice questions where educated guesses are required Indicate whether the story from another era and the circumstances in the story / novel may occur in present day terms ... Journal writing for a particular character... Work with information which is suggested, insinuated, and to make inferences from the given text / source material... What would be the implications of... To identify what the repercussions would be... Read and interpret an allegation...

Interpret what is hinted at...
 What ideas are brought to mind.../
 What makes ___ a ___
 What caused the author to include particular words, ideas, characterisations...
 What did _____ prove about his / her attitude toward _____
 What was _____'s attitude about _____
 Interpret the following figurative expressions...

Evaluation (E)
To make judgments in light of the material
 • *Sorting fact from opinion, same/ different and good or bad. E.g. To read a story and decide which character is the most like their own personality.*
Evaluation and awareness questions to be answered: Why do you think so? How did you know?
 • *Judgment and focuses on qualities of accuracy*

Easy

Moderate

Opinion; giving general critique on a fairly straightforward topic; general comments on style; evaluate effectiveness of image
 Evaluate in more detail; compare and substantiate choice; evaluate the use of poetic devices; evaluate effectiveness of image

Give an opinion whether what happened with the character may happen with a person in real life...
 Indicate whether...
 Is a fact or opinion.
 Provide reasons for the answer...
 Do you think the character's dialogue is realistic?
 Is the speaker's argument logic and / or valid?
 Critically evaluate

*and probability;
appropriateness
• Comments based on
judgments of moral
character*

Difficult

Weigh possibilities and provide reasons; make recommendations; to provide adequate support for conclusions; comments on appropriate or effective use of e.g. metaphors; evaluative explanation of e.g. contradictions; comments on the accuracy of statements

the attitude / action of the character...
Do you agree / disagree with the view/ perspective / interpretation...
Do you think it's good for a character to pretend... give reasons for your answer...
What does the attitude / reaction of... suggest about the character's view of other people...
Discuss a poem as example of eg a sonnet
Defend why a particular short story can serve as an example of a successful short story...
Propose ideas / make suggestions based on an evaluation...
Could this really happen...?
Is this fact or fiction? Give reasons for your answer...
What strange ideas_____ have?
Which ideas are still accepted and which are no longer believed?
Evaluate the appropriateness of

Appreciation (A)
To give an emotional
or image-based
response

- *Emotional response to the content*
- *Identification with characters or incidents*
- *Reactions to the authors' use of language*
- *Imagery*
- *Response based on own opinion*
- *Critical review based on interpretation and appreciation*

Easy

General emotional response with little substantiation; identification with characters or incidents; general reactions.

Moderate

Substantiate an opinion
 Critique statements about situations made by others.
 Involving synthesis, critical argument; novel or abstract contexts; create poetry/a narrative.

text... /
 appropriateness of figurative speech
 Is a character acting fairly... on what grounds would one make the claim

Do you like the main character...
 Substantiate your view...
 What part of the story did you find most exciting – provide reasons...
 Do you think that he will follow the advice, keeping his personality in mind...
 What would you do if you were _____?
 Illustrate response in words...
 Give commentary on a character's values and ethical choices... Justify your answer
 Respond on e.g. a dilemma or conflict in a story / poem...
 On what grounds can you identify with the character...
 Be able to defend

Difficult	Critical review based on the ability to interpret, illustrate in words and provide an appreciative opinion. Generalize patterns observed in situations; working with complex problems involving insight and logic-leaps; creating new solutions to problems; redesign. Writing a complex review / critique Re-write information / a story for a new context and setting.	the actions of a character... Write a conclusion for ... Commentary on the appropriateness of figure of speech; language use... Discuss the appropriateness of an introduction, close, style of writing etc. Rewrite a part in a novel / a drama as eg a poem... Give a substantiated appreciated opinion... Propose new solutions... Rewrite information / use information in a new applied setting... Writing appreciative comments based on observation... Critical reviewing processes... Write a poem / short story on a particular topic...
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Table 2.3: Levels of difficulty

The required levels of difficulty have remained unchanged since the 2008 study.

Criteria used in assigning levels of difficulty	Level of difficulty	Description
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Easy	Simple wording, easy subject matter, short answer, answer easily extracted from text, professional experience
Moderate	Between easy and difficult
Difficult	Complex wording, more difficult subject matter, extended answer, use own knowledge and understanding in addition to provided information; professional experience

E. Textbook

“The books are used in the schools of Indonesia consists of four kinds of book, these are; textbook, reading book, sources book and handout. Reading books and sources books of teacher and students are difference” (Supriyadi, 2000, p. 1). According to Tarigan as cited in Arba’ati (2015, p.3) “textbooks are books of lesson in certain field of study as a standard book arranged by the experts of field for instructional purposes and compiled by harmonious teaching media and easy understood by the user in schools and colleges to receive teaching program”.

There are some definitions from some experts that give their concern about textbook. Here are some definitions of textbook:

1. “Textbook is a book that is arranged by the studies in a particular course accurately, added by the relevant instructional facilities and designed for teaching and learning in class” (Tarigan, 1986, p. 11).

2. "Textbook is the material which the teacher and the students has a copy and which is in principle to be followed systematically as the basis for a language course" (Penny, 1996, p. 183).
3. Grambs, J.D said that, "The textbook is one of the teacher's major tools in guiding learning" (Jean, 1595, p. 34).
4. A book giving instruction in the principles of a subject of study
5. "The source that so important to decide the material that will be given to the students" (Surya, 2008, p. 9).
6. Textbook is "the foundation of learning in classroom" (Mansur, 2010, p. 30).

Based on the definitions above, the writer infers that textbook is one of the teacher's major tools in guiding learning to decide the material that will be given to the students. Whereas for the teacher, textbook used as the source for: 1) Making teaching design, 2) Preparing the other learning source, 3) Developing contextual learning source, 4) Giving the assignments and also 5) Arranging evaluation materials

Textbook has many functions. According to Thomson (Graves, 2000, p.175) the textbook has many functions as follows:

a. Individualization of instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

b. Organization of instruction

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

c. Tutorial Contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.

d. Improvement of Teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.

F. English Textbook “When English Rings a Bell”

The English textbook “*When English Rings a Bell*” published by KEMENDIKBUD is an English textbook published by the Ministry of Education and Culture. It consists of two kinds of book, Students Book and Teacher Book. Both of them are compiled using scientific approach by one team. It is published by Bookkeeping and Curriculum Center of Ministry Education and Culture of Indonesia (Arba’ati, 2015, p.3). Teacher book is textbook that is published for the teachers. It contains the procedures and tips how to teach English use student book. Whereas student book are that published for the students. English student book in Junior High School entitled “*When English Rings the Bell*” Published by KEMENDIKBUD RI 2016”. This is a new book that is published in 2016, and this book is published by Ministry of Education and Culture of Indonesia (MECI).

CHAPTER III

RESEARCH METHODS

This chapter would like to explain about reasearch design, subject of the data, source of data, research instrument, data collection procedure, data analysis procedure and data endorsement.

A. Research Design

The design of this study was descriptive qualitative. This research was content analysis aimed at asesing the forms of reading comprehension questions provided in textbooks. The types of reading comprehension questions covered in textbook, and the relationships between forms and types of question in textbook “When English Rings A Bell” for first grader of junior high school. The resources of data were the English reading textbook; the data were about forms and types of questions that were analyzed based on theory Barrett’s taxomony.

A content analysis was applied as approach method in this research; There are some definition of content analysis. According to Wuradji (2001, p. 1) that an analysis that make effort to analyze document to know the meaning and containing of it. Kinds of document such as: article, picture, graphic, painting, carton, biography, photography, report, textbook, newspaper, film, drama, diary, magazine and bulletin. According to Klaus (1993, p. 15) that Content analysis is a technique research to make inferences that replicable and validity of data without ignored the contexts.

According to Moleong (2004, p. 163) that Research methodology that exploit a set of procedure to take valid conclusion from a book or document. According to Donal Ary (2010, p. 29) that Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents. Content analysis usually begins with a question that the researcher believes can best be answered by studying documents. In relation to the statements above, this study uses a content analysis as suitable approach method, which analysis reading skills in the textbook and describes the finding.

B. Subject of the Study

The subject of the study in this research are comprehension questions following reading texts presented in English textbook “When English Rings A Bell”. The data taken are analyzed following content analysis procedures. First of all, the data are coded. Then, all data are categorized into types of comprehension based on Barrette’s taxonomy. In this case, the indicators are derived from some reading theories and previous related research.

C. Source of the Data

The data on the study focus on the content of the English textbook used by first grader of junior high school level “*When English Rings A Bell*” Published By *KEMENDIKBUD RI 2016*. The writer only wants to describe the comprehension question types whether they are suitable with the Barrette’s Taxonomy or not. The method of collecting data used in this study is content

analysis. Criteria for the Admissibility of the data there are criteria to be used here:

1. Primary Data

According to Sugiyono, (2010, p. 62) primary data is a source of data which indirectly informs the data to the data collector. Primary data sources derive from the content of the English textbooks used by first grader of junior high school level "*When English Rings A Bell*" Published By KEMENDIKBUD RI 2016.

2. Secondary Data

Secondary data is sources of data which indirectly informs the data to the data collector. Secondary data sources derive from reading comprehension question types based on Barrette's Taxonomy.

D. Research Instrument

This study is included in the category of descriptive qualitative research, the instrument is the writer herself. The writer will analyse the English textbooks used by first grader of junior high school level "When English Rings A Bell" published by KEMENDIKBUD 2016. The writer will focus of the reading questions used in the textbooks.

E. Data Collection Procedure

The Study would provide the technique of data collections as following by:

1. Reading an English Textbook Collecting all reading section.
2. Selecting reading text and reading assessment.

3. Identifying the reading questions in the textbooks based on Barrette's Taxonomy.
4. Collecting the reading questions in the textbooks by establishing criteria of Barrett's Taxonomy. At the same time, each question categorize based on reading comprehension questions types of Barrett's taxonomy.
5. Classifying the scores based on the degree of difficulty 'Easy', 'Moderate' and 'Difficult' based on table Umalusi's Home Language instrument for Home Language examination analysis based on Barrette's Taxonomy
6. Summarizing the result for each component shows based on Barrett's Taxonomy.
7. Describing a conclusion of the result of each component based on the criteria of reading comprehension by Barrett s taxonomy.

F. Data analysis procedures

In study by Sugiyono in Bogdan states that "Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others"(Sugiyono, 2010, p. 88). In another study by Sugiyono in Spradley claims that "Analysis of any kind involves a way of thinking. It refers to systematic examination of something to determine its parts, the relation among parts, and the relationship to the whole. Analysis is a search for pattern" (Sugiyono, 2010, p. 89). All in all, from both of studies above that data analysis is a process systematic searching and arranging the data taking

from interview, observation, and documentation by organizing in certain category, displaying into units, formulating hypothesis, arranging into parts till drawing conclusion or verifying.

In this study, the study formulated model of analysis by Miles and Huberman as following (Sugiyono, 2010, p. 92-99):

1. Data Reduction

Data reduction means summarizing, classifying primary data, focusing at essential things, and searching theme and pattern. In this study, the Study would conduct this step by searching essential things with classifying the materials, searching the reading questions in the textbook.

2. Data Display

After conducting data reduction, the next step was to display data. Data display could be conducting by presenting into a table, graphic, pie chart, pictogram, etc. In this study, the Study would conduct displaying it by displaying into draft and table focusing in the types of reading questions in the textbook.

3. Conclusion Drawing/ Verifying

The last step after conducting the data display was to draw conclusion or verifying. As Sugiyono points out, Conclusion in qualitative research means a recent discovery perspective ever. A discovery perspective can be form of descriptive, or an unclear object descriptive which needs to be researched to get a clear one, formulating by hypothesis or theory. In this study, the study would conduct this step by drawing

conclusion from data display above that in a number of objectives research provided character education and were going to be related to Islamic character education. After all, the data would be presented based on the data what researched.

G. Data Endorsement

In this study, to find and make the endorsement of the data, the writer applies some endorsements of the data. “Endorsement is a public statement or action showing that you support something” (Hornby, 1995, p. 435).

1. Credibility

Credibility in qualitative research concerns the truthfulness of the inquiry’s findings. Credibility or truth value involves how well the researcher has established confidence in the findings based on the research design, participants, and context (Ary, 2010, p. 498). In the present study, the writer provided referential adequacy on the related topic.

2. Transferability

In qualitative research, the degree to which the findings of a study can be generalized to other contexts or to other groups (Ary, 2010, p. 498). This is referred to as descriptive adequacy. The writer must strive to provide accurate, detail, and complete descriptions of the context and participants to assist the reader in determining transferability (Ary, 2010, p. 498). Transferability related to question namely, how far the result of the study can be applied in other context. It means, the writer gives details

description about the result of the study. In present study, the result of the study can be transferred to other similar classes.

3. Conformability

Conformability in qualitative research is the same as the quantitative researcher's concept of objectivity. Both deal with the idea of neutrality or the extent to which the research is free of bias in the procedures and the interpretation of the results (Ary, 2010, p. 498). In the present study, to reach the conformability the writer following the procedure of the study scientifically as explained in the following steps: (1) selecting problem, (2) reviewing the literature on the problem, (3) designing the research, (4) collecting data, (5) analyzing the data, (6) interpreting the findings and stating conclusions, and (7) reporting results (Ary, 2010, p. 498).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research finding; the writer presented the result of data analysis the reading skills in the English textbook which has been stated in the previous chapter.

A. Data Presentation

The design of this study is descriptive qualitative. This research is content analysis aimed at assessing the forms of reading comprehension questions provided in textbooks. The types of reading comprehension questions covered in textbook, and the relationships between forms and types of question in textbook “When English Rings A Bell” for first grader of junior high school. The resources of data are the English reading textbook; the data are about forms and types of questions that analyze based on theory Barrette’s taxonomy. The study provides the technique of data collections as followed:

1. The selected reading texts and assessments.
2. The identified reading questions in the textbooks based on Barrette’s Taxonomy are literal comprehension, reorganization, inferential comprehension, evaluation, and appreciation.

3. The classified of degree of difficulty ‘Easy’, ‘Moderate’ and ‘Difficult’ based on table Umalusi’s Home Language instrument for Home Language examination analysis based on Barrette’s Taxonomy
4. Summarized the result for each part shows based on Barrett’s Taxonomy.

B. Research Findings

This study would discuss research findings separate by reading comprehension questions types based on Barrette’s Taxonomy in “*When English Rings A Bell*” English textbook. The result of sample data analysis had shown in “*When English Rings A Bell*” English textbook for first grader students published by KEMENDIKBUD RI 2016 as following:

4.1 The types of reading comprehension questions based on the Barrette’s taxonomy

T Y P E S	THE TYPES OF QUESTIONS AND ITS DESCRIPTION	QUESTIONS	T O T A L	P E R C E N T A
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				G E
L I	Recognition: requires the student to find or show ideas or information presented in the reading choice.			
T E R A L C O M P R E H E N S I	Recognition of details: the student is required to find or show facts such as the names of characters, the time of the story, or the place of the story (or about any other kind of explicit fact or detail requiring literal comprehension).	<i>Observe the pictures below. Where do they come from? ((1) he is.; (2) he is.; (3) she is.; (4) she is; (5) he comes from..; (6) he comes from..; (7) she comes from..; (8) she comes from.). Read again the text above, and fill in the personal identity form below. (9) name..; (10) place and date of birth..; (11) address..; (12) school..; (13) class..; (14) hobby..; (15) parent's names..; (16)blood type..; (17) e-mail address..). Now please tell about Miss Qonina. (18) Miss Qonina is a.....; (19) She is....; (20) She teaches us....; (21) Every student in my class...; (22) She is always,...and.... (23) Complete the sentences based on the text above. (24) The writer has a..; (25) Its name is..; (26) Spot is a..; (27) He is an..; (28) Ilike to..; (29) Spot eats..and drinks..; (30) He is very..and like to..; (31) Spots usually sleeps...</i>	31	
	Recognition of main ideas: the student is asked to find or show an explicit statement in or from a choice which is a main idea of a paragraph or a larger part of the choice.			
	Recognition of a sequence: the student is required to find or			

O N	show the order of incidents or actions explicitly stated in the choice.			
	Recognition of comprehension: the student is requested to find or show likeness and differences in characters, times, and places that are explicitly stated in the choice.			
	Recognition of cause and effect relationships: the student in this instance may be required to find or find the explicitly stated reasons for certain happenings or actions in the choice.			
	Recognition of character traits: the student is required to find or locate explicit statements about a character which help to point up the type of person he or she is.			
	Recall: requires the students to produce from memory ideas and information explicitly stated in the reading choice.			37 %
	1. Recall of details: the student is asked to produce from memory facts such as the names of characters, the time of the story, or the place of the story.	(31)Please tell the class about Gaby's house that you read in the text. You may write your draft here, in the box.	1	
	2. Recall of main ideas: the student is required to state the main idea of paragraph or a larger part of the selection from memory, when the main idea is explicitly stated in			

	the selection.			
	3. Recall of a sequence: asked to provide from memory the order of incidents or actions explicitly stated in the selection.			
	4. Recall of comparison: the student is required to call up from memory the likenesses and differences in characters, times, and places that are explicitly stated in the selection.			
	5. Recall of cause and effect relationships: the student is requested to produce from memory explicitly stated reason for certain happenings or action in the selection.			
	6. Recall of character traits: the student is asked to call up from memory explicit statements about characters which illustrate the type of persons they are.			
R E O R	Classifying: the student is required to place people, things, places, and / or events into categories.	<i>(1)Observe the last word of each line. What are they? (2) What are they? (3) What are they? (4) What are they? (5) With a friend, practice reading those last words using the right pronunciation. Do you notice that the word in line 1 rhymes with the word in line 2? (6)</i>	7	

G A N I Z A T I O N		<i>The word in line 3 rhymes with the word in line 4? (7) Do you know what rhyme means? Discuss it with your friend.</i>		
	Outlining: the student is requested to organize the selection in outline form using direct statements or paraphrased statements from the selection.			7.5 %
	Summarizing: the student is asked to condense the selection using direct or paraphrased statements from the selection.			
	Synthesizing: the student is requested to consolidate explicit ideas or information from more than one source.			
I N F E R R E N T I A L	Inferring supporting details: the student is asked to conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting, or appealing.	(1) <i>What does this line “you can take the future even if you fail” mean?</i> (2) <i>What might “my destination” mean?</i>	2	
	Inferring main ideas: the student is required to provide the main idea. General significance, theme, or moral which is not explicitly stated in the selection.	(3) <i>What might the best title for the song?</i> (4) <i>What is the song about?</i>	2	
	Inferring sequence: the student may be requested to conjecture as to what action or incident might have taken place between two explicitly stated actions or incidents.			
	Inferring Comparisons: infer likenesses and differences in characters, times, or places	<i>Please choose the right answer then fill in the bubbles in each picture! (5 questions what are they saying?)</i>	5	

C				
O	<p>Inferring Cause and Effect Relationship: hypothesize about the motives of characters and their interactions with others and with time and place.</p>	<p>(6) <i>Please describe the signs below! (8 questions)</i></p>	8	47%
M				
P	<p>Inferring Character Traits: hypothesize about the nature of characters on the basis of explicit clues presented in the selection.</p>			
R				
E	<p>Predicting Outcomes: to read an initial portion of a selection, and on the basis of this reading to conjecture about the outcome of the selection.</p>	<p>(7) <i>Do you think the song teaches us to be optimistic or pessimistic?</i></p>	1	
H				
E	<p>Interpreting Figurative Language: infer literal meanings from the author's figurative use of language.</p>	<p>(8) <i>Read the lyric carefully. Find the meaning of each of these words or phrases. Then discuss it with your friend. (8 questions)</i></p> <p>(9) <i>Read the lyric carefully. Find the meaning of each of these words or phrases. Then discuss it with your friend. (18 questions)</i></p>	26	
N				
S	<p>Judgments of Reality or Fantasy: determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience</p>			
I				
O	<p>Judgments of Fact or Opinion: decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that</p>			
N				
E				
V				
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I O N	has overtones of propaganda.				
	<p>Judgments of Adequacy or Validity: judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject.</p> <p>Judgments of Appropriateness: determine whether certain selections or parts of selections are relevant and can contribute to resolving an issue or a problem.</p>			3.3 %	
	<p>Judgments of Worth, Desirability, or Acceptability: pass judgments on the suitability of a character's action in a particular incident or episode.</p>	<p>(1) <i>Do you like the song?</i></p> <p>(2) <i>What makes you like the song?</i></p> <p>(3) <i>What can you learn from the song?</i></p>	3		
A P P	<p>Emotional Response to the Content: the student is required to verbalize his or her feelings about the selection in terms of interest, excitement, boredom, fear, hate, amusement, etc.</p>	(1) <i>Which line do you like the most?</i>	1		
R E C I A	<p>Identification with Character or Incidents: teacher's questions of this nature will elicit responses from the reader which demonstrate his or her sensitivity to, sympathy for, and empathy with characters, happenings, and ideas portrayed by author.</p>			7.5 %	
T I	<p>Reactions to the Author's Use of Language: recognize and respond to the author's craftsmanship as reflected in his selection of and use of words.</p>	<p>(2) <i>Why do you think some words need to be repeated? (3) Why do you think so? (4) Give evidence to support your answer. (5) What does this stanza mean? (6) Please retell this stanza using your own words.</i></p>	5		

O N	Imagery: to recognize and react to the author's artistic ability to "paint word pictures"	(7) <i>With your friend, draw the house described in the text using the information in the text.</i>	1	
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The writer found out the types of reading comprehension questions based on Barrette's taxonomy such as literal, reorganization, inference, evaluation and appreciation. Those results had been analyzed from the questions based on reading skill that is located in reading text of English textbook Entitled "*When English Rings A Bell*" published by the Ministry of Education and Culture. The examples of questions categorized into those types are describe below:

1. **Literal Comprehension**

The results showed that there were 32 questions which can be categorized into literal comprehension question. Out of these, 31 questions are categorized into recognition of details while 1 question is categorized into recall of details.

Recognition of the details

Most questions of literal comprehension belong to recognition of details. Recognition of the details means requires the student to find or show facts such as the names of characters, the time of the story, or the place of the story (or just about any other kind of explicit fact or detail

requiring literal comprehension). The questions recited from the data are as follows.

The writer found that there were *8 questions* in the *chapter 2 It's Me!* Activity 3-4 on page 27-29. The writer found the questions recited from the data are as follows:

- *Observe the pictures below. Where do they come from? (/he is.; he is.; she is.; she is; he comes from..; he comes from..; she comes from..; she comes from.).*

There were *9 questions* found in the *chapter 4 I love people around me.* Activity 1-2 on page 68. The writer found the questions recited from the data are as follows:

- *Read again the text above, and fill in the personal identity form below. (: name..; place and date of birth..; address..; school..; class..; hobby..; parent's names..; blood type..; e-mail address..).*

One question was in *chapter 4 Activity 4-5 p.70* example questions:

- *Now choose the right picture based on the information from the text.*

The writer found *5 questions* in *chapter 11 I am Proud of My Teacher.* Activity 1-2 on page 191 example questions:

- Now please tell about Miss Qonina. 1) *Miss Qonina is a.....*; 2) *She is...;* 3) *She teaches us.....;* 4) *Every student in my class...;* 5) *She is always ...,...,...and....*

The writer found 8 questions in chapter 11 activity 6-7 on page 194 example questions:

- *Complete the sentences based on the text above. 1) The writer has a...; 2) Its name is...; 3) Spot is a...; 4) He is an...; 5) I like to...; 6) Spot eats..and drinks...; 7)He is very..and like to...; 8) Spots usually sleeps...*

Recall of details

There is only one question that belongs to this group. The question is in the following. Chapter 11 *I am Proud of My Teacher*. Activity 12 example questions:

- *Please tell the class about Gaby's house that you read in the text. You may write your draft here, in the box.*

The question clearly asks the reader to produce from memory facts such as the names of characters, the time of the story, or the place of the story. Recall of almost any explicit fact or detail from the choice is included.

2. Reorganization

Questions that must analysis, synthesis or organization of information explicitly stated in the text. The results of categorization showed that there were 7 questions which are categorized reorganization comprehension. Most questions of reorganization comprehension belongs to classifying.

Classifying

In this instance the student is required to place people, things, place, and / or events into categories. When pupils are asked to recognize or recall certain kinds of details, relationships, or traits, they are in effect classifying, but at a lower level of the taxonomy. The key to this level is that things must be sorted into category or a class. The writer found 4 questions in chapter 6 *Let's Listen to the Songs*. Activity 1 until 2 on page example questions:

- *Observe the last word of each line. What are they?*

The questions in this chapter or activity 1 until 2 that require the students to read about the song after that the students observe the last word of each line.

Also in activity 3 on page 102 the writer found 3 questions and there were example of questions:

- *With a friend, practice reading those last words using the right pronunciation. Do you notice that the word in line 1 rhymes with the word in line 2?*
- *The word in line 3 rhymes with the word in line 4?*
- *Do you know what rhyme means? Discuss it with your friend.*

The three questions ask the reader or the students recognized or recalled certain kinds of details, relationships, or traits, they were in the song.

3. Inferential Comprehension

Questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience. The result of categorization shows 44 questions which are categorized as inferential comprehension. Two questions of the number of question are classified as inferring supporting details, two questions are inferring main ideas, five questions are inferring comparisons, eight questions are inferring cause effect relationships, one question a predicting outcomes and 26 questions as interpreting figurative language. The examples of questions categorized into the types of comprehension are discussed in detail in the subtitles.

Inferring supporting details

In this instance, the questions are asked to guess about other facts the author might have included in the choice which would have made it more informative, interesting, or appealing. There are two questions of inferential comprehension belong to this category. The samples of the questions are found in chapter 6 in activity 8 on page 106 there are the samples of questions:

- 3) *What does this line “you can take the future even if you fail” mean?*
- 4) *What might “my destination” mean?*

Both of questions required the students to infer about the meaning of word or phrase stated in the text or song.

Inferring main ideas

The questions of this category ask the reader or the students give the main idea, general significance, theme, or moral which is not explicitly stated in the choice. There were 2 questions dealing with inferring main ideas. The writer found in the chapter 6 in activity 8 on page 106. Following are some of the questions of this type.

- 1) *What might the best title for the song?*
- 2) *What is the song about?*

The first question requires the students to state the title for the song. To answer it the students should understand the content of the song. This means that they have to find the main idea of the song. The second question also requires the students to find the idea stated directly in the song.

Inferring comparisons

- *Please choose the right answer then fill in the bubbles in each picture! (5 questions what are they saying?)*

As cited in the *chapter 1 How are you?* In activity 12 on page 13-14 examples above, the questions ask the students to infer likeness and differences in characters, times, places, things or ideas. To comparing the answer with the questions stated in the text.

Inferring cause effect relationships

This questions of this category required the students to hypothesize about the motivations of characters and their interactions with time and place. He or she may also be required to guess s to what caused the author to include certain ides, words, characterizations, and action in his or her writing. From the result of categorization, it can be found 8 questions belonging to this category.

In the *chapter 10 Attention, Please!* Activity 8 on page 185 there are examples of questions:

- *Please describe the signs below! (8 questions)*

There were 8 questions requires the students to describe about the signs stated in the question with the pictures to guess s to what caused the author to include certain ideas, words, characterizations, and action in his or her writing.

Predicting outcomes

In the chapter 6 *Let's listen to the songs*. Activity 8 on page 106 the only question is as follows:

- *Do you think the song teaches us to be optimistic or pessimistic?*

Question of this type require the students to read an first part of a choice and on the basis of the reading he or she is required to guess about the outcomes of the selection.

Interpreting figurative language

In the chapter 6 *Let's Listen to the Songs*. Activity 7 on page 105 there are the questions:

- *Read the lyric carefully. Find the meaning of each of these words or phrases. Then discuss it with your friend. (8 questions)*

In the chapter 6 *Let's Listen to the Songs*. Activity 9 on page 107 there are the example of questions:

- *Read the lyric carefully. Find the meaning of each of these words or phrases. Then discuss it with your friend. (18 questions)*

As cited in the examples above, the questions of this category ask the students to infer literal meanings from the author's figurative use of language.

4. Evaluation

These questions deal with judgments about value and worth. These include judgments about reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values. There are 3 questions which are categorized as evaluation comprehension in which the question is specifically classified into judgment of worth, desirability and acceptability.

Judgments of Worth, Desirability and Acceptability

In chapter 6 *Let's listen to the songs*. Activity 8 on page 106 there are the examples of questions:

- *Do you like the song?*

- *What makes you like the song?*
- *What can you learn from the song?*

Questions of this nature call for judgments based on the reader's moral code or his /her value system. Three questions above discuss about the students response to the text/incident/situation/conflict/dilemma.

5. Appreciation

These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery). The result showed that there were 7 questions which can be categorized as appreciation. Out of 7 questions, there was one question is categorized into emotional response to the content, 4 questions are categorized as reaction to the author's use language and 1 questions are categorized as imagery. Each type is described as follows.

Emotional Response to the Content

The question of this type ask the students to verbal his or her feelings about the selection in terms if interest, excitement, boredom, fear, hate, amusement, etc. It is concerned with the emotional impact of the total

work on the reader. The writer found the question in *chapter 6 Let's listen to the songs*. Activity 8 on page 106.

- *1) Which line do like the most?*

There was only one question categorized emotional response to the content can be found in the sample of question above.

Reactions to the Author's use of Language

Reaction to the author's use of language ask the students respond to the author's craftsmanship in terms of the semantic dimension of the selection, namely, connotations and denotations of words. The writer found samples of questions in the chapter *6 Let's listen to the songs*. Activity 8 on page 106 example questions:

- *Why do you think some words need to be repeated?*
- *Why do you think so?*
- *Give evidence to support your answer.*
- *What does this stanza mean? Please retell this stanza using your own words.*

The questions of this type of comprehension ask the respond to the author's know how in terms in essentially to appreciating the author's skill and ability in selecting and using words.

Imagery

In the chapter 11 I am *Proud of My Teacher*. Activity 10-12 on page 197-198. Activity 11 example questions:

- *With your friend, draw the house described in the text using the information in the text.*

As cited in the question above, the question ask the students to describe the information in the text by drawing the description stated in the text. Imagery requires the reader or students to verbally his or her feeling with regards to the author's artistic ability to pain word pictures which cause the reader to visualize, smell, taste, hear or feel.

4.2 Umalusi's Home Language instrument for Home Language examination analysis based on Barrette's Taxonomy

Barrette's taxonomy (based on interpretation and appreciation of	Degree of Difficulty	Explanation and examples per level of difficulty	Types of questions	I t e m
Literal Comprehension (LC) To identify information directly stated Recognition and recall of:	Easy	Identify main ideas. Simple recall answers; identify specific data; tell; recite; list e.g. identify parts of speech; Read and locate, briefly	<i>Observe the pictures below. Where do they come from?</i> <i>(1)he is..; (2)he is..; (3)she is..; (4)she is..; (5)he comes from..; (6)he comes from..; (7)she</i>	17

<input type="checkbox"/> <i>Ideas and information explicitly stated</i> <input type="checkbox"/> <i>Details, main ideas</i> <input type="checkbox"/> <i>Provide from memory explicitly stated reasons for actions</i> <input type="checkbox"/> <i>Sequence</i> <input type="checkbox"/> <i>Recognition of comparison</i> <input type="checkbox"/> <i>Cause and effect relationships</i> <input type="checkbox"/> <i>Character traits</i>		define a term, name – e.g. identify answers to wh- (equivalent) questions from a text	<i>comes from..; (8)she comes from..)</i> <i>Read again the text above, and fill in the personal identity from below</i> <i>(9)name..;</i> <i>(10)place and date of birth..;</i> <i>(11)address..;</i> <i>(12)school..;</i> <i>(13)class..;</i> <i>(14)hobby..;</i> <i>(15)parent's names..;</i> <i>(16)blood type..;</i> <i>(17)e-mail address..)</i>	
	Moderate	Recall more complex content as a series of facts; simple relationships; simple explanations; identifying main ideas (and supporting ones) in paragraphs; identify cause, result, reason directly from a text	<i>(1)Now choose the right picture based on the information from the text.</i> <i>Now please tell about Miss Qonina. (2) Miss Qonina is a..;(3) She is..; (4) She teaches us..; (5) Every student in my class..; (6) She is always.....and..</i> <i>Complete the sentences based on the text above. (7) The writer has a..; (8) Its name is..;</i>	14

			(9) Spot is a.; (10) he is an.; (11) I like to.; (12) Spot eats..and drinks.; (13) He is very..and like to.; (14) Spots usually sleeps..	
	Difficult	Give examples, explain, briefly summaries, translate, interpretation of realistic visuals. Look at an illustration and tell the story in sequence; Summaries a text; identify principles which apply in a novel context; explaining; more complex reasoning with regard to understanding and explanation. Explain single cause and effect principles (What was the reaction of ... to ...). Identify and explain particular character traits	(1)Please tell the class about Gaby's house that you read in the text. You may write your draft here, in the box.	1
<i>Reorganization (R)</i> <i>To organize or order the information in a different way than it was</i>	Easy	Write texts related to familiar contexts. Candidates know	(1) Observe the last word of each line. What are	4

<p><i>presented</i></p> <ul style="list-style-type: none"> • <i>Classifying</i> • <i>Outlining</i> • <i>Summarising</i> • <i>Construct ideas</i> • <i>Utilise ideas from the text</i> • <i>Paraphrase or translate the author's statements</i> 		<p>what process is required to solve the problem from the way the problem is posed.</p>	<p><i>they? (2)</i> <i>What are they? (3)</i> <i>What are they? (4)</i> <i>What are they?</i></p>	
	Moderate	<p>Candidate to organize information into a presentable poster or a table to promote ready comprehension.</p>	<p><i>(1)With a friend, practice reading those last words using the right pronunciation.</i></p> <p><i>Do you notice that the word in line 1 rhymes with the word in line 2?</i></p> <p><i>(2)The word in line 3 rhymes with the word in line 4?</i></p>	2
	Difficult	<p>Draw for instance information from given text; illustrate in words, construct ideas; e.g. propose a course of action based on a straightforward case study. Consolidate ideas from more than one source; discuss poetic devices such as repetition, symbolism.</p>	<p><i>(1)Do you know what rhyme means? Discuss it with your friend.</i></p>	1

<p><i>Inferential Comprehension (IC)</i></p> <p><i>To respond to information in a different way than it is presented</i></p> <ul style="list-style-type: none"> • <i>Answers not explicitly stated – must be inferred</i> • <i>Inferring supporting details</i> • <i>Using intuition/ personal experiences</i> • <i>Thinking and evaluation that go beyond the printed page</i> • <i>Organize main ideas in a suitable form</i> • <i>Counter-intuitive relationships, collect information from available texts to support a particular position/opinion and re-</i> 	Easy	<p>Collect information from available texts to support a particular position/opinion and re-present the position in own text; e.g. undertake guided research to collect information necessary to a task; organize information into suitable form (report, memo, visual presentation)</p> <p>Simple process in known or practiced context, e.g. drafting an invitation, writing a letter of thanks or condolence, but with some variation which prevents the text from being strictly formulaic</p>	<p>(1) <i>What does this line “you can take future even if you fail” mean?</i></p> <p>(2) <i>What might “my destination” mean?</i></p>	2
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<p><i>present the position</i></p> <ul style="list-style-type: none"> • <i>Interpreting figurative speech</i> 	<p>Moderate</p>	<p>Investigate in more detail, establish what the present is revealing of the future, solve by reading between the lines, relate, distinguish between, e.g. write a persuasive essay; take minutes of a straightforward meeting; deal with case studies and propose course of action, e.g. in report form. Explain what a character feels when expressing particular feelings. Discuss impact of e.g. rhetorical questions.</p>	<p>(1)What might the best title for the song? (2)What is the song about (3)Please choose the right answer then fill in the bubbles in each pictures! (4) questions what are they saying?(5) questions what are they saying? (6) questions what are they saying? (7) questions what are they saying?(8)Please describe the signs below! (9) Please describe the signs below! (10) Please describe the signs below! (11) Please describe the signs below! (12) Please describe the signs below! (13) Please describe the signs below! (14) Please describe the signs below! (15)Please describe the signs below! (16)</p> <p><i>Do you think the</i></p>	<p>16</p>
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			<i>song teaches us to be optimistic or pessimistic?</i>	
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	Difficult	<p>Complex abstract representation; referring to combination of concepts; Interpreting, report on, sort, debate, e.g. through preparing a speech and/or presentation.</p> <p>Using higher level cognitive skills and reasoning, e.g. in developing a proposal to solve a problem.</p> <p>Being able to break down a problem into its constituent parts – identifying what is required to be solved and then using appropriate methods in solving the problem.</p> <p>Find phrases to convey messages / impressions / implications.</p> <p>Discuss repercussion; provide substantiation.</p>	<p><i>Read the lyric carefully. Find the meaning of each of these words or phrases. Then discuss it with your friend. (26 questions)</i></p>	26
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<p>Evaluation (E)</p> <p>To make judgments in light of the material</p> <ul style="list-style-type: none"> • <i>Sorting fact from opinion, same/ different and good or bad. E.g. To read a story and decide which character is the most like their own personality. Evaluation and awareness questions to be answered: Why do you think so? How did you know?</i> • <i>Judgment and focuses on qualities of accuracy and probability; appropriateness</i> • <i>Comments based on judgments of moral character</i> 	Easy	Opinion; giving general critique on a fairly straightforward topic; general comments on style; evaluate effectiveness of image	<p>(1) <i>Do you like the song?</i></p> <p>(2) <i>What makes you like the song?</i></p>	2
	Moderate	Evaluate in more detail; compare and substantiate choice; evaluate the use of poetic devices; evaluate effectiveness of image	<i>What can you learn from the song?</i>	1
	Difficult	Weigh possibilities and provide reasons; make recommendations; to provide adequate support for conclusions; comments on appropriate or effective use of e.g. metaphors; evaluative explanation of e.g. contradictions; comments on the accuracy of statements		0

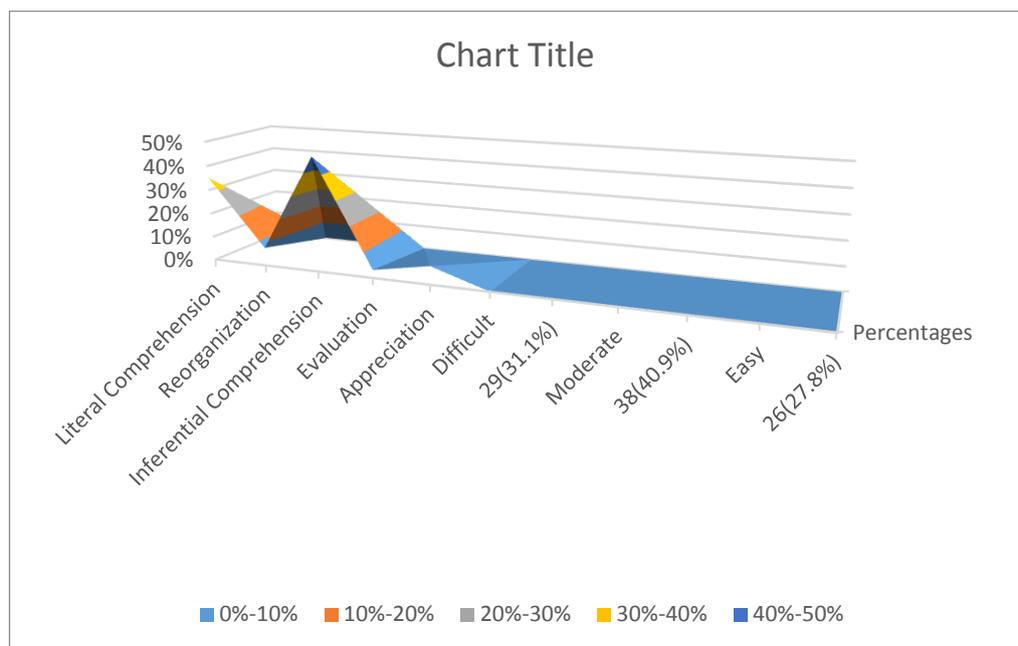
<p>Appreciation (A)</p> <p>To give an emotional or image-based response</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Emotional response to the content</i> <input type="checkbox"/> <i>Identification with characters or incidents</i> 	Easy	<p>General emotional response with little substantiation; identification with characters or incidents; general reactions.</p>	<p><i>(1)Which line do like the most?</i></p>	1
<ul style="list-style-type: none"> <input type="checkbox"/> <i>Reactions to the authors' use of language</i> <input type="checkbox"/> <i>Imagery</i> <input type="checkbox"/> <i>Response based on own opinion</i> <input type="checkbox"/> <i>Critical review based on interpretation and appreciation</i> 	Moderate	<p>Substantiate an opinion</p> <p>Critique statements about situations made by others.</p> <p>Involving synthesis, critical argument; novel or abstract contexts; create poetry/a narrative.</p>	<p><i>(1)Why do you think some words need to be repeated?</i></p> <p><i>(2)Why do you think so?</i></p> <p><i>(3)Give evidence to support your answer.</i></p> <p><i>(4)What does this stanza mean?</i></p> <p><i>(5)Please retell this stanza using your own words.</i></p>	5

	Difficult	<p>Critical review based on the ability to interpret, illustrate in words and provide an appreciative opinion.</p> <p>Generalize patterns observed in situations; working with complex problems involving insight and logic-leaps; creating new solutions to problems; redesign.</p> <p>Writing a complex review / critique</p> <p>Re-write information / a story for a new context and setting.</p>	(1) <i>With your friend, draw the house described in the text using the information in the text.</i>	1
Total	Easy (26) 27.8%	Moderate (38) 40.9%	Difficult (29) 31.1%	93

From the table above we can know about the types of questions based on the degree of difficulty in the Umalusi's Home Language instrument for home language examination analysis based on Barrette's Taxonomy. In the question types of **Literal Comprehension (LC)** there are 17 questions are categorized into

EASY level. 14 questions are categorized into MODERATE level and one question is categorized DIFFICULT level. Meanwhile, in the question types of **Reorganization** (R) there are 4 questions at the EASY category, 2 questions at the MODERATE category and one question at the DIFFICULT category. In the types question of **Inferential Comprehension** (IC) there are 2 questions then at the EASY category, 16 questions at the MODERATE category, and 26 questions at the DIFFICULT category. Next, **Evaluation** (E) type there are 2 questions at the EASY category, one question at the MODERATE category, and 0 question at the DIFFICULT category. Finally, at the **Appreciation** (A) type there is one question at the EASY category, 5 questions at the MODERATE category, and one question DIFFICULT category. From those data we can conclude that there are 26 questions belongs to EASY level or a question that is simple wording, easy subject matter, short answer, answer easily extracted from text, professional experience, 38 questions at the MODERATE level or questions that are between easy and difficult and 29 questions at the DIFFICULT level. Difficult questions are complex wording, more difficult subject matter, extended answer, use own knowledge and understanding in addition to provided information; professional experience So, we can know from that data the majority of the degree of difficulty is the moderate, cause there are 38 questions belongs to moderate degree of difficulty.

C. Discussion



The writer found out the types of reading comprehension questions based on Barrette's taxonomy divided into 93 questions such as literal 32 (35%), reorganization 7 (7.5%), inferential 44 (47%), evaluation 3 (3.3%) and appreciation 7(7.5%). These findings show that the design of reading comprehension questions in the textbook are categorized as literal comprehension, reorganization, inferential comprehension, evaluation and appreciation. This means that the comprehension questions in the textbook involve all types of comprehension according to Barrett Taxonomy. According to Revees, (2010 p. 37) 'Literal Comprehension' and 'Reorganization' are considered to reflect lower order cognitive processes. 'Inferential Comprehension' is considered to reflect middle order

cognitive processes. 'Evaluation' and 'Appreciation' are considered to reflect higher order cognitive processes. From the percentages of the comprehension types above inferential is the most dominant types of comprehension it is mean to reflect middle order cognitive processes.

Based on the results categorizations the degree of difficulty 'Easy', 'Moderate' and 'Difficult' based on table Umalusi's Home Language instrument for Home Language examination analysis based on Barrette's Taxonomy. The degree of difficulty in literal comprehension (LC) there are 17 questions belongs to *easy* level. There are 14 questions belongs to *moderate* level. There is one question belongs to *difficult* level. The degree of difficulty in reorganization there is 4 questions belongs to *easy* level. There are 2 questions belongs to *moderate* level. There is one question belongs to *difficult*. The degree of difficulty in inferential comprehension (IC) there are two questions belongs to *easy* level. There are 16 questions belongs to *moderate* level. There are 26 questions belongs to *difficult* level. The degree of difficulty in evaluation there are two questions belongs to *easy* level. There is one question belongs to *moderate* level. There is no question including in *difficult* level. The degree of difficulty in appreciation there is one questions belongs to *easy* level. There are 5 questions belongs to *moderate* level. Finally there is one question belongs to *difficult* level. From those data we can conclude truly there are 26 questions belongs to *easy degree of difficulty*, 38 questions belongs to *moderate degree of difficulty* and 29 questions belongs to

difficult degree of difficulty. So, we can know from that data the majority of the degree of difficulty is *the moderate*, cause there are 38 questions belongs to moderate degree of difficulty. That means the student textbook entitled “When English Rings A Bell” for Junior High School for 7th grade reading comprehension questions types cover as moderate level. From the types of reading comprehension, inference is the most dominant types of comprehension. This shows that the questions in the textbook is between easy and difficult. Giving them higher thinking questions, it made the students add their knowledge and think more. In conclusion, the English textbook “When English Rings A Bell” for seven grades students can be used as the material for reading comprehension questions skills. However, some higher order thinking questions should be added to help students to learn to think critically, and the total number of the questions lower order thinking skills and higher order thinking skills can be balanced and ideal.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter explains the conclusion and the suggestions.

A. Conclusion

Based on the first chapter there is one question formulated. The question is formulated to find out the types of reading comprehension questions based on the Barrette's Taxonomy in English Textbook "When English Rings A Bell". After analyzing the reading comprehension questions in English textbook entitled "When English Rings A Bell" the answers of the research question were found. Based on the findings, it was found that there were five types of reading comprehension questions. The writer found out the types of reading comprehension questions based on Barrette's taxonomy divided into 93 questions such as literal 32 (35%), reorganization 7 (7.5%), inferential 44 (47%), evaluation 3 (3.3%) and appreciation 7 (7.5%). Of the types of comprehension, inference is the most dominant types of comprehension. Understanding the reading question in the book is categorized to a moderate level of understanding. This shows that the questions in the textbook is that difficult to understand, based on content that learners find more difficult to learn, and requiring an output that is more difficult to build.

Giving them higher thinking questions, it made the students add their knowledge and think more. In conclusion, the English textbook “When English Rings A Bell” for seven grades students can be used as the material for reading comprehension questions skills. However, some higher order thinking questions should be added to help students to learn to think critically, and the total number of the questions lower order thinking skills and higher order thinking skills can be balanced and ideal.

B. Suggestion

This study would like to give some suggestion related to the teachers, students, and even the future study. The suggestions as following:

1. Suggestions for the Authors

It is suggested for the authors of English textbook entitled “When English Rings A Bell” to give more reading comprehension questions, especially reading comprehension questions covering evaluation types of questions and appreciation types of questions. If reading comprehension questions of those levels are added, the reading comprehension questions in the English textbook entitled “When English Rings A Bell” will cover difficult types of comprehension questions. With a textbook which cover difficult of comprehension questions, students can improve their comprehension.

2. Suggestions for English teachers

In teaching English, a good textbook that could help the students in learning reading and have numbers of reading comprehension questions which cover all levels of questions is needed. Based on that reason, it is suggested for the English teachers to choose a good textbook that cover all levels of reading comprehension questions based on Barrett's taxonomy which were literal, recognition or recall, inferential, evaluation and appreciation. So the students could improve their reading ability by answering various levels of questions with numbers.

Related with the study, it is also suggested that English textbook entitled "When English Rings A Bell" still could be used in English lesson. However, it should be remembered that this textbook could be used mainly to improve the students' reading ability in identifying information which is explicitly stated in the text and making hypothesis based on the information implicitly given in the text. That is why the English teachers were also suggested to prepare some extra reading comprehension questions covering the other levels of questions: evaluation and appreciation levels of questions.

3. Suggestions for further researchers

For further researchers, it is suggested to do related classification with different English textbook with different grades. Classifying the questions using different comprehension taxonomy is suggested as well, as long as

the comprehension taxonomy is better for classifying the reading comprehension questions than Barrett's taxonomy. It is also suggested for future researcher(s) who want(s) to conduct the study in the same field to use other taxonomies to check the reading questions, especially Barrett's Taxonomy,

It is also recommended for future researchers who wish to undertake studies in the same field to use other taxonomies to check reading questions, particularly Barrett's Taxonomy, and it is also strongly recommended to involve students in later research.

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