

**This Research Examines Reading Comprehension Questions in The English Textbook Bright for Eighth-Grade Students, Using Barrett's Taxonomy as A Framework.**

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**Abstract**

The cultivation of students' skills is an essential component of educational endeavors, particularly in the acquisition of English language competence. Therefore, the utilization of textbooks becomes imperative in this regard. One of the many phases in completing this project is to use questions that assess the reader's level of comprehension. As a direct result of the educational course, pupils are required to employ higher-order thinking skills (HOTS) by posing questions. Due to the study's characteristics, the researcher opted for the Erlangga textbook, specifically recognised as "Bright." The work has multiple authentic literary elements that serve a specific purpose. The researcher utilised Barrett's Taxonomy as a framework to analyse the organisational structure of the questions in this textbook. The evaluation of the reading comprehension questions was possible due to the use of a taxonomy in this study that demonstrates a higher level of precision. The objectives of this study are to identify the subcategories of reading comprehension challenges according to Barrett's Taxonomy and determine the frequency of occurrence of these subcategories in the selected textbook. In this study, the researcher employed four separate instruments in addition to descriptive analysis to gather data. The equipment utilized in this study project comprised an evaluation sheet, two checklist forms designed for inspecting inquiry forms and Barrett's Taxonomy categories, and the researcher. As a result, it was found that the WH query type had the most frequency in 79 percent of all queries. Similarly, it was found that the Literal Comprehension question type for Lower Order Thinking Skills had the highest quantity of questions, totaling 82. To summaries, this textbook contained an excessive number of questions.

**Keywords:** Reading literacy question, Barrett's Taxonomy, and coursebook

**Introduction**

The curriculum and syllabus can be summed up in a single word: coursebooks. Students are also guided by the contents of their course books. Coursebooks, as students' primary source of information, should provide them with the knowledge and

skills necessary to comprehend the topic at hand. Coursebooks are defined as teaching and learning resources by the National Education Department (Depdiknas) (2004). However, there are key criteria that a superb coursebook for teaching English should meet. Erlangga sells English coursebooks in addition to those provided by the Indonesian Ministry of Education and Culture. The integrated knowledge, skills, and competences outlined in the 2013 Curriculum are followed by private publishers. Curriculum 2013 is taught with the help of an English textbook. Due to its comprehensive nature, the English textbook should not be ignored. Guidelines for appropriate conduct in the classroom are typically laid forth in a "learners' handbook" (Crawford in Richards and Renandya, 2002). Learners of English can hone their skills through exercises like learning how to use a catchy phrase to call attention to oneself or another topic covered in a coursebook. According to Cunningsworth (1995), coursebooks are beneficial for independent study. Ideas, activities, grammar lessons, word study, pronunciation advice, and more are all on offer. Exams based on course material can help second-language speakers think critically (Jamrus & Razali, 2019: 64). It is crucial for students to self-evaluate their understanding utilizing the coursebook. Because it contains reading comprehension tasks and subject-related terminology, students can learn on their own to increase their vocabulary or reading comprehension. After the student has taken the self-assessment with the English textbook, they may seek teacher comments. By making use of their own discretion while completing the task, they are unconsciously taught critical thinking. Textbooks are helpful for both students and teachers. Teachers might use the exercises included in English textbooks as a resource when planning lessons (Brown, 2002). Since coursebooks can transform into adaptable curricula, instructors have the opportunity to revise content based on student requirements. The objectives of each task are outlined in detail in the course texts. After practicing bubble filling using box drawings in Chapter 1 of the textbook, students are introduced to the technique of using expressions to attract the attention of their peers. The engaging nature of modern coursebooks is a boon to the self-assurance of first-time educators. Teacher preparation time will be more efficient thanks to the coursebook's instructions (Thoanasoulas, 1999). Common issues in the classroom can be addressed with the help of the coursebook. Most goals were developed using strategies and processes that promote student growth. Therefore, a coursebook is crucial for educators in planning

lessons and students in self-evaluating their English skills. Many international and domestic publishers in Indonesia produce English language textbooks, in addition to those produced by the government. The English textbook should be based on the 2013 Curriculum's emphasis on a well-rounded education that includes both technical and interpersonal abilities. The coursebook provides students with a variety of exercises designed to strengthen their skills in reading, writing, speaking, and listening. The 2013 curriculum emphasizes higher order thinking skills (HOTS) like analyzing, evaluating, and creating. Thinking critically and addressing problems are at the heart of HOTS (Sydoruk, 2018). The government hopes that students will be able to apply their analytical and critical thinking skills to real-world challenges by having them complete assessments and work through problems. The 2013 Curriculum emphasizes a focus on the individual student. Boraie (2013) believes that teachers of English use learning activities and content to enhance their students' linguistic and cognitive abilities in the classroom. The focus of the textbook is on interactive exercises rather than dry information. Children will appreciate the relevance and usefulness of the duties to their daily lives and routines. Teacher-created assessments are encouraged by the High School Directorate (2015) to foster originality, higher-order thinking, and student-driven problem solving. Higher-order thinking is promoted in the classroom with KD 3.9. The linguistic aspect of comparison is one that students should think about when reading this KD. In addition, the recount text exercise included in KD 3.11 can help students get through the barrier. Creativity can be sparked by writing a letter of introduction in the style of KD 3.5. Greeting card writing requires cutting down on fluff and getting right to the point. The learning objectives of students are addressed in Erlangga's "Bright" textbook. Students' reading comprehension and understanding of the material could be enhanced by their efforts to answer the questions. As Day and Park (2005) point out, the questions are structured in a way that encourages student participation, fosters the development of an opinion, reveals the author's intent, and encourages critical, ingenious thought. This is crucial for KD 3.12, which discusses a public service announcement in which students can generate content. Chapter 15 of the "Bright" textbook provides an example. English language learners can benefit from reading comprehension exercises. Children need to learn how to read with comprehension. It's good for the mind and the tongue. Cognitive and linguistic abilities are required for reading comprehension. All kids, but junior high schoolers in

particular, need to be able to think critically and communicate effectively. Critical thinking is required to answer reading comprehension problems. Students' ability to think critically can be honed by answering multiple-choice questions after reading. Students may become sidetracked by the availability of different answers to multiple-choice questions. This coursebook will aid them in their pursuit of English literacy. To help students develop their skills, teachers can assign reading comprehension exercises. Each question is designed to test a student's knowledge of a specific section of the text. The goal of the exercise is to boost pupils' reading comprehension. Reading proficiently teaches students how language works. Cunningsworth (1998) discovered that children who read texts with activities understood them better, thus demonstrating the importance of questions in language development. The inquiry and some context can help students become better readers by removing distractions. The queries must zero in on the most crucial details. When teachers provide students fresh knowledge about something they already know, it helps them better absorb the text. The researcher's time spent tutoring eighth pupils at SMP Negeri 3 Malang indicates that they had difficulty grasping the recount content. However, by responding to the inquiries, she gains insight into the text. This demonstrates how poorly students are able to grasp, apply, appraise, consider, and interact with course material. Literacy is a gateway to success, education, and meaningful participation in society. The students' responses to the questions demonstrate that they understood the material presented in the text. The questions are designed to encourage critical thinking and the development of original ideas by having students reframe the topic in their own words.

### **Method**

Methodologies ranging from qualitative to descriptive were utilized in the study. Textual materials, audio-visual recordings, transcriptions, and other similar forms were included in the source material, which contributed to the qualitative nature of the descriptive data (Bogdan & Biklen, 2017). Other similar forms also played a role in the compilation of the source material. In order to satisfy the prerequisites for a qualitative design (Ospina, 2004), the research was carried out with the intention of achieving a more profound comprehension of the reading question that was already included in the coursebooks. The researcher demonstrated the method of collecting and analyzing information pertaining to a particular topic matter, as well as the process of creating appropriate inquiries in order to complete this assignment. As

suggested by the reading questions, the objective of the researcher was to provide an explanation for the state of the textbook. The descriptive-qualitative research design provides a more in-depth comprehension of the phenomenon that was seen. In addition, the taxonomic categories that Barrett developed have an inherent relevance because they are built upon the foundations of language and meaning. The purpose of this research is to provide light on the many types of queries and categories that are outlined in Barrett's Taxonomy. The purpose of the research was to examine the several subtypes of reading questions that were presented in the textbook and categorize them according to the type of reading question format they used, such as multiple-choice, yes/no, wh-, or other forms of reading question formats. The research topic served as the inspiration for this analysis, which was carried out. In addition, the purpose of the study was to determine the extent to which each of the Barrett taxonomy categories—namely literal comprehension, restructuring, inferential comprehension, assessment, and appreciation—was present in the reading comprehension challenges that are presented in course textbooks. The investigation concentrated on just one English novel. The selection of the textbook was based on a number of different criteria. To begin, it is consistent with the educational standards that were set in 2013. Following this, the content of the textbook is altered to better accommodate the requirements that are unique to junior high schools. In conclusion, it is necessary to point out that the book in question was published by Erlangga, a publishing firm that is privately held, and it is also essential to highlight the fact that they have used the most recent educational curriculum in the process of producing this publication. The author of the textbook titled "Bright: An English Course for Junior High School" is Nur Zaida. At SMP Negeri 1 Malang, the majority of the instructors teaching English made use of the instructional assistance. The cohort of students who would make up the eighth grade was chosen on the basis of their emphasis on fundamental skills, often known as Kompetensi Dasar, or KD for short. It is recommended that students in the eighth grade have a thorough understanding of thirteen crucial skills and abilities. In the current investigation, the researcher played the part of a research instrument and was responsible for a variety of tasks, such as the planning, data collection, interpretation, and reporting of the investigation's findings. According to Sugiyono (2006), one of the most important aspects of the qualitative research process is the researcher's part. This is because the researcher's role comprises

the necessary traits of comprehending the research technique and being equipped to carry out the study objective. The researcher also developed two survey forms and an assessment sheet in order to acquire and analyze data relevant to the question style and Barrett's Taxonomy category in the English textbook that is used in junior high schools. This was done in order to meet the requirements of the study project.

### **Conclusion**

The researcher came to a number of results and judgments based on the findings and remarks offered in the chapter before this one. The "Bright" English textbook has a total of ten reading passages, each of which is followed by a set of 128 questions to test the student's grasp of the material. The researcher divided the 128 questions of reading comprehension into five distinct groups, each of which contained its own set of questions. This collection of questions includes a variety of question types, including true/false, multiple-choice, open-ended (WH), alternative, and binary (yes/no) questions. The WH-question structure appeared 79 times in the dataset, making it the most common type of question to be found there. Nevertheless, in comparison to the other types of questioning, the Alternative inquiry was the one that occurred the least frequently. In total, there were five different probes that made up the alternative inquiry. According to the findings and the discussion, it was discovered that the English textbook for eighth grade that was published by Erlangga, a private publishing business, displayed an uneven distribution of the different sorts of questions. The WH-question format was applied quite frequently during the author's work on the textbook. This particular form is presented in a consistent manner all the way through the entirety of the textbook. Because using this coursebook requires students to develop their analytical thinking skills, it may be possible for these students to improve their literacy skills as a result of their use of this resource. In addition, the utilization of a variety of inquiry formats has the potential to further students' developmentally progressing comprehension of the author's point of view. When compared to the form of the question, the relevance that the responses offered by students possess for teachers is much greater due to the fact that they can be used for educational purposes. In addition, the findings of the investigation suggested an uneven distribution of Barrett's Taxonomy categories across the "Bright" textbook that is used in the eighth grade. A total of thirty-three subcategories are included in Barrett's Taxonomy of Thinking Skill Levels, in addition to the five primary categories that it is comprised of.

The textbook was titled "Bright," and it contained a total of five primary divisions and sixteen supplementary sections. A summary of Barrett's Taxonomy, which divides comprehension into five distinct categories: literal comprehension, reorganizational comprehension, inferential understanding, evaluative comprehension, and appreciative comprehension, was included in the textbook. Within Barrett's Taxonomy, the textbook offered a detailed list of sixteen separate subcategories to choose from. Imagery (a4), outlining (r2), summarizing (r3), inferring supporting details (ic1), inferring main concepts (ic2), interpreting figurative language (ic8), and making judgments of fact or opinion (e2) are some of the academic skills that will be covered in this text. Literal Comprehension (LC), which accounted for 64% of the total number of questions in the textbook, was shown to be the category of questions that was seen the most frequently by the collected data. This cognitive ability is considered to be of a lesser order than other similar abilities. Students are better able to comprehend the material at hand and recognize information that is pertinent thanks to this particular query. It is necessary to encourage a higher degree of cognitive engagement that goes beyond the substance of the texts in order to facilitate the development of critical thinking abilities among students. Only then will it be possible to make it easier for pupils to acquire these skills. In addition to this, it improves their capacity for reading and understanding written materials.

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