

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

In an era where the concept of globalization is developing rapidly, the need for students to master a second language is also increasing so that students can further develop in the future. In Indonesia, teaching English has been implemented in schools. There are four basic skills in any languages; listening, speaking, reading, and writing. Without undermining the importance of the other basic skills, in this study the writer would like to focus on reading skills, especially reading English materials.

What is reading? According to Mikulecky (2011), reading is:

“..... a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader’s prior knowledge.” (p. 5)

Reading is a cognitive process and thought process that aims to find various kinds of information through writing or various forms of symbols that make up a language. Reading is not just looking at a group of letters and then forming words, groups of words, sentences, paragraphs, or discourse, but also through reading one can understand and interpret certain symbols so that messages can be conveyed

(Patiung, 2016). Reading skill is important because reading serves as a foundation to get knowledge. No matter what the subject is, students will need to be able to read to be able to understand the lesson. Mickulecky stated that reading English as a second foreign language can benefit students in many ways because it can give students: an increased awareness of the language, immersion in the second language resulting in increased acquisition, models for improving writing in English, resources for improving vocabulary, increased cultural background knowledge, and give the skills needed for success in academic studies (p. 3).

However, reading a text without really understanding the intent of the reading text cannot be called reading. Reading should be processed to get the result, which is comprehension. "Reading comprehension is a process of making sense of written ideas through meaning interpretation and interactions with language"(Pawana & Manurung, 2014). To understand a reading text and develop students' reading comprehension skills, it can be done through reading comprehension questions. Reading comprehension questions are questions designed to help students to better understand the meaning of the text. The ability to understand reading text is very important for students so that they can broaden their knowledge. To achieve the intended results, it is better to use a taxonomy to provide structure when giving reading comprehension questions.

Barret's Taxonomy (1972) develops reading comprehension with five skill categories, namely: literal, reorganization, inferential, evaluation, and appreciation. The three first categories relate to the development of language skills, while the next two categories relate to evaluation and appreciation. Furthermore, these five

categories will be subdivided into sub-skills that are different but still related to one another which are useful for improving students' reading skills (Javed et al., 2015). The development of Barret's Taxonomy really helps teachers in guiding questions for students. Teachers often use literal, reorganization, and inferential and then find students who need developing comprehension questions or tests to read (Asriati et al., 2022).

The first Barret's Taxonomy is Literal and it focuses on information and ideas explicitly recorded in several options. Reading and answering questions in the text will be able to produce simple to complex responses, so students must seek information and create ideas that can be found in the text (Lestyarini, 2022). Literal is divided into two, namely: Recognition and Recall. Recognition is the process of identifying ideas and information in readings or presented in several readings which are stated in a hidden way by the author (Lestyarini, 2022). While Recall requires students to be able to generate ideas and strengthen their memory about the events in the reading (Lestyarini, 2022).

The second Barret's Taxonomy is Reorganization. In this instance, students are tasked to analyze, form hypotheses, or explain ideas or information in reading, to produce the thoughts desired by the author of the reading text. Thoughts can be presented in the form of verbatim or paraphrasing information in the reading text (Lestyarini, 2022).

The third Barret's Taxonomy is Inferential. In this instance, the student is asked to make conjectures 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 in part subjective. If the inferring of a detail is required, the question is to be placed at this level (Lestyarini, 2022).

The fourth Barret’s Taxonomy is Evaluation. Evaluation is the process of reviewing students by reading and answering the teacher's questions, so that responses from other students are needed which indicate that they have made judgments in the evaluation process. This process is done by comparing the ideas, other written sources, experiences, knowledge, or values of the readers with the aim of practicing a focus on the qualities of accuracy, acceptability, desire, value, or the possibility of something happening in the reading text (Lestyarini, 2022).

The last Barret’s Taxonomy is Appreciation. Appreciation is a procedure that involves all cognitive dimensions of students and is related to psychological and aesthetic impacts. Students are asked to give an emotional appreciation of the reading text and provide feedback about the value of the psychological and artistic elements in the reading text. Appreciation can be in the form of knowledge or an emotional response to literary techniques, forms, styles and structures (Lestyarini, 2022).

Reading as one of the language skills should be developed well, especially since young to be able to reap all the benefits stated previously. Through reading, children can learn more extensive vocabularies, improve their concentration and cognitive development, develop their empathy, and gain deeper understanding of the world, which, in turn, will help children later when they learn about new subjects at school.

At school, in the classroom, reading text in a textbook plays a very important role because texts are the basis in which students learn. Therefore, it is very important for teachers to choose textbooks with good reading comprehension questions to guide students in understanding a subject which they want to learn.

Therefore, in this study the writer would like to focus on young learners. After the writer does simple research about a book that is widely used by young learners, the writer chose English Chest 4 Student Book by Liana Robinson to be analyzed.

Based on this background, a study titled **THE LEVELS OF COMPREHENSION QUESTION IN ENGLISH CHEST 4 STUDENT BOOK BASED ON BARRETT'S TAXONOMY** will be carried out which raises the Student Book titled English Chest by Liana Robinson and analyzes the reading texts in the book using Barrett's Taxonomy.

1.2. Statement of the Problem

Based on the background of the study, the writer formulated a problem as follows:

1. Which level of Barrett's Taxonomy is more dominant in the reading comprehension questions in English Chest 4 Student Book?

1.3. Objective of the Study

In line with the research question in the previous subchapter, the objective of this study is:

1. To find out which level of Barrett's Taxonomy is more dominant in the reading comprehension questions in English Chest 4 Students Book.

1.4. Significance of the Study

The significance of this study is to encourage teachers to choose an English textbook with an appropriate level of reading comprehension questions which will enable students to develop their reading skills.

1.5. Limitation of the Study

The limitation of the problem in this study is that the English book used in 5th grades students entitled English Chest by Liana Robinson and the subject which is going to be analyzed is the reading comprehension questions. These questions will be analyzed based on Barret's Taxonomy whether it is appropriate or not so that later it can help develop children's abilities, especially in reading and the ability to find solutions to problems encountered, especially when studying.

1.6. Definition of Key Terms

1. Category of Barret's Taxonomy

Barret's Taxonomy (1972) develops reading comprehension with five skill categories, namely: literal, reorganization, inferential, evaluation, and appreciation.

2. Selection of Reading Text

The researcher will choose some Reading Texts in the English Chest Book, then the questions in the reading will be analyzed based on Barret's Taxonomy since not all reading texts in the book will be provided with reading comprehension questions.

1.7. Theoretical Framework

The theories that underlie this research are theories about reading and asking questions. Reading is a cognitive process and thought process that aims to find various kinds of information through writing or various forms of symbols that make up a language. Reading is not just looking at a group of letters and then forming words, groups of words, sentences, paragraphs, or discourse, but also through reading one can understand and interpret certain symbols so that messages can be conveyed (Patiung, 2016). The students who actively ask questions will improve their HOTS (High Order Thinking Skills) skills if this practice is conducted on an ongoing basis, so it is necessary to continue to develop and train them to improve their ability to solve problems, have solutions to each problem, and facilitate broad knowledge acquisition. But not only HOTS abilities, but LOTs (Lower order Thinking Skills) abilities can also be achieved if students often ask questions to find information verbally (Zein & Maielfi, 2020).

1.8. Organization of the Study

Chapter 1 Introduction: This chapter describes background of the study, statement of the problems, objective of the study, significance of the study, limitation of the study, definition of the key terms, theoretical framework, and organization of the study.

Chapter 2 Review of Related Literature: This chapter consists of the theories used in this study as well as several previous journals which became the basis for the research.

Chapter 3 Research Method: This chapter explains design of the study, source of data, data, research instrument, procedure of data collecting, and procedure of data analysis.

Chapter 4 Findings and Discussion: This chapter contains general description of data, findings of the study and analysis of the finding.

Chapter 5 Conclusion: This chapter contains the conclusion of the study and suggestions for future research.