The Levels Of Questions Used In The English Textbook Entitled “Stop Bullying Now” For The Xi Grade Of Senior High School

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ARTICLE INFO

Article history:
Received May 10, 2021
Revised May 12, 2021
Accepted July 09, 2021
Available online August 25, 2021

Kata Kunci:
Pemahaman bacaan; berpikir kritis; Taksonomi Barrett

Keywords:
Reading comprehension; Critical thinking; Barrett’s Taxonomy

DOI:
http://dx.doi.org/10.23887/jpbi.v9i2.34393

ABSTRACT

Reading comprehension in Indonesian students is very weak. It is proven by Pisa 2018, a result which states that from a comparison between science, mathematics, and reading comprehension, Indonesian students are ranked 74th in the sixth from bottom. This article aims to analyze the level of questions used in an English textbook entitled “Stop Bullying Now” for class XI SMA published by the Ministry of Education and Culture of the Republic of Indonesia in 2017. This analysis uses Barrett’s taxonomy to test reading comprehension. Questions in the book with content analysis of qualitative research. Based on Barrett’s taxonomy, there are five levels of reading comprehension questions: literal comprehension, reorganization, inferential, evaluation, and appreciation. The results showed that the level of literal understanding (7.45%), reorganization (0%), inferential (39.36%), evaluation (36.17%), and appreciation (17.02%). This shows that the higher-level comprehension is dominant over lower-level comprehension, but the level is not evenly distributed in all texts. The results of this study can provide an overview of the level of reading comprehension questions used in the English textbook entitled “Stop Bullying Now,” which is helpful for teachers as a guide in learning English reading comprehension.

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1. INTRODUCTION

Since the 2013 curriculum, students are expected to be able to think critically in all subjects, especially in reading skills (Purwanita et al., 2019). Critical thinking is the ability that is emphasized in 21st-century skills. There are four learning of 21st-century skills namely, critical thinking skills, communication skills, collaboration skills, and creativity skills (Kembara et al., 2018; Silberman et al., 2021). Critical thinking refers to the student’s ability to analyze and make a choice with a complex problem in the text. 21st-century skills can help students in the learning process and are needed for the development of a world that will continue to change (McNamara et al., 2020; Mutakinati & Anwari, 2018). Critical thinking is a higher-order thinking skill that every human being has. Higher-order thinking skills are skills that go beyond basic observation of facts and memorizing a problem. Higher-order thinking skills, namely being someone who has high creativity, innovative and evaluative (Din, 2020; Moghadam et al., 2021). Curriculum 2013 is designed to improve students to be able to compete in the 21st century.

However the students’ critical thinking is still low (Aufa et al., 2021; Crismono, 2017). Based on preliminary studies conducted in the English education department in Universitas Islam Negeri Hidayatullah Jakarta, most of the lecturers criticized students regarding their reading comprehension skills. This has been proven...
by the low reading comprehension ability of students. The students' reading comprehension score is low because the test uses the High Order Thinking Skill. Most of the questions used are texts that require critical thinking to test their reason for a case. In this case, if students do not understand the reading, students will have difficulty answering questions. This shows that students' ability to think at higher levels is still not satisfactory (Mutakinati et al., 2018; Turan & Koç, 2018). The situation above is in line with the results of the PISA study released by the OECD. The results of the study show that the reading comprehension of students in Indonesia only reaches an average score of 371, with the OECD average score of 487 (Hewi & Shaleh, 2020; Nugrahanoto & Zuchdi, 2019). This study has assessed 600,000 children aged 15 years from 79 countries every three years. From the comparison between students' mathematics, science, and reading comprehension abilities, Indonesia is ranked 74th in sixth place from the bottom for the reading comprehension category. Based on the result, Indonesian students have low reading comprehension skills (Halawa et al., 2020).

Reading comprehension must be honed from an early age because understanding a writer's message for readers is not easy (Pathiara et al., 2019; Lally & Nasirah, 2014). However, most students have difficulty understanding a passage (Pathiara et al., 2019; Yunita et al., 2017). Therefore, it requires high-level thinking in students to understand a reading text. In response to this, there must be strong evidence to measure the level of reading comprehension in students by analyzing students' reading level questions on reading textbooks using Barrett's Taxonomy (Christianti, 2013; Darnis, 2018). Reading comprehension questions is important for learning to make students achieve their learning goals. The habit of understanding reading is one way to develop critical thinking and will improve students' reading skills (Herliana & Anugraheni, 2020; Pramesni, 2018). By analyzing the level of reading comprehension questions, the teacher will find out whether students are already thinking critically or are still thinking at a low level. Students-initiated questioning had a significant positive effect on the student's questioning and reasoning (Widyaningrum & Hasanudin, 2019).

The schools conduct seminars in all subjects on reading comprehension levels based on Barrett's taxonomy (Creed et al., 2012; Hashimoto et al., 2019). Thus, it is hoped that teachers can help improve competence in asking questions and checking reading comprehension through reading texts. Reading comprehension questions help the student to think critically (Aaufa et al., 2021; Moghadam et al., 2021). Higher-order thinking skills are applied in the learning process to make questions for students (Arsy et al., 2020; Mutakinati et al., 2018). But most of the answers to reading comprehension questions in books always follow the text. Students can answer easily because literal understanding can be answered without critical thinking. So the question arises, does the correct answer shows that students understand the reading text? On the other hand, does the wrong answer indicate the student does not understand the reading text? In checking reading comprehension, the question raises how the teacher can find reading comprehension questions that can help students understand the text? Can reading comprehension questions help students to talk about their opinions related to the reading topic? And, what nature of reading comprehension questions should students ask? The various questions above require a pragmatic approach which refers to the application of HOTS in all subjects in schools, especially questions of reading comprehension. Reading comprehension questions must comply with curriculum policies that are in line with the HOTS issue. It can be concluded that the low level of HOTS can affect the students' low ability to understand texts (Pratama & Retnawati, 2018; Sagala & Andrian, 2019).

The lack of a formal definition of higher-order thinking mentions the fact that there is no general definition of the educational literature. High-level thinking is also called critical thinking (Ihsan et al., 2019; Tanudjaya & Doorman, 2020). Critical thinking is the most important and the broader component of higher-order thinking (HOTS). Teachers need to plan assessments in students' skills in analyzing, critical thinking, creative thinking, problem-solving, and evaluation (Adadan & Oner, 2018; Le et al., 2019). There are three categories of high-level thinking, namely, Transfer, Problem solving, and Critical thinking. From this statement, HOTS needs to be built based on critical thinking and problem-solving (Pratama & Retnawati, 2018; Sagala & Andrian, 2019). Based on the 2013 National Curriculum, the English textbook entitled “Stop Bullying Now” for XI Grade of Senior High School” is one of the books published by the Indonesian Ministry of Education and Culture (MECI) prepared by the government to implement the 2013 curriculum. This is an English book as a medium to support students' reading comprehension to improve reading skills. (Majid et al., 2012; Pratama & Retnawati, 2018) The publisher provided the book to support teachers and students in the learning process. So, this study uses this book entitled “Stop Bullying Now” for XI Grade of Senior High School to analyze the level of questions based on Barrett's Taxonomy because this book is published by the Ministry of Education and Culture (MECI). Besides, this book is used by teachers in the learning process. In addition, the book "Stop Bullying Now" was chosen for analysis because it has fulfilled 5 aspects of the assessment such as Practical Considerations, Layout, and Design, Activities, Language Type, Subjects, and Content. Besides, the suitability of this book in terms of content and presentation is determined by the BSNP which has good quality. Previous research findings stated that the book "Stop Bullying Now" is a good book category (Cahya et al., 2020; Pakpahan et al., 2021). So, by achieving an average score of 90 percent of the ten proposed criteria, this book is recommended for analysis.
Based on the problem above, this study aims to analyze the levels of questions used in the English textbook entitled “Stop Bullying Now” for the XI grade of Senior High School”. This book was chosen because it is published by the Ministry of Education and Culture of Indonesia which must be following HOTS questions. The researcher was interested in researching the English textbook entitled “Stop Bullying Now” for the XI Grade of Senior High School”. In this study, taking all reading comprehension questions in the book based on the passage of the text. There are five analysis uses reading comprehension levels based on Barrett's taxonomy, namely (1) literal comprehension (2) reorganization comprehension, (3) inferential comprehension, (4) evaluation comprehension, and (5), appreciation comprehension. The comprehension level statement aims to check the level of reading comprehension questions and determine the suitability of questions from higher-order thinking. So, the researcher determines the level comprehension question based on Barrett's taxonomy.

2. METHOD

This analysis uses descriptive analysis with content analysis. The data were taken by purposive sampling from the English textbook entitled "Stop Bullying Now" for the XI grade of Senior High School. This subject of this study was a nonparticipation observer because this research only documents. Document analysis is used to complement the checklist method in qualitative research. This analysis focuses on all reading comprehension questions in the book based on the passage of reading text. This researcher analyzed the data by checklist form with gave code based on categorizing of five levels of Barrett's taxonomy. There are 5 text types namely analytical exposition, descriptive, explanation, narrative, hortatory exposition, and narrative. So, by checklist, the researcher found the data.

3. RESULT AND DISCUSSION

Result

Dealing with the research reading comprehension questions which have been explained, the researcher provides the results of reading comprehension questions in the students' book. The results of the data obtained showed that the inferential level (37) was dominated by all reading comprehension questions in the English textbook. The reading comprehension question in the book does not spread evenly. The second dominated was the evaluation comprehension question (34). The levels of questions based on Barrett's taxonomy are literal, reorganization, inferential, evaluation, and appreciation comprehension. Based on the data, inferential was dominated in each text reading.

Table 1. Specification of Reading Comprehension Questions in the English Textbook Entitled

| Reading Sub-Skills                                      | Questions Levels | Questions Format | Number Of items |
|--------------------------------------------------------|------------------|------------------|-----------------|
| Identify main facts, details, sequence, events, comparison, cause and effect relationships, and traits in the reading text that stated explicitly | Literal Comprehension | Open-ended question | 7 |
| Organize ideas or information in the reading text into an outline that is stated explicitly. | Reorganization Comprehension | Open-ended question | 0 |
| Drawing inferences of main ideas, comparison, supporting details, cause and effect relationship from the context | Inferential Comprehension | Open-ended question | 37 |
| Making evaluative judgment from evaluative thinking on ideas provided in the reading text | Evaluation Comprehension | Open-ended question | 34 |
| Expressing emotional response to the reading text | Appreciation Comprehension | Open-ended question | 16 |

Table 1 shows that the reading sub-skills have met the five levels of Barrett taxonomy. However, all question formats are designed as open questions and do not vary. In addition, the question level is not balanced because the middle level, namely inferential comprehension, dominates in each reading comprehension question. Therefore, the reading comprehension questions in level in the English Textbook Entitled “Stop Bullying Now” for XI Grade of Senior High School are only part of the questions that are in accordance with the national curriculum. Based on the analysis of the data obtained literal and reorganization include lower level categorized. Inferential, evaluation, and appreciation include higher-level categories. The result shows that lower-level (7, 45
Higher level (92.55 %), and higher-level (92.55 %). Higher level are dominated in the English Textbook Entitled "Stop Bullying Now" for XI Grade of Senior High School". This book is already in accordance with the curriculum national.

There are 7 reading comprehension constructed at the level of literal comprehension. Literal comprehension questions are ideas and information that are explicitly stated in the text. This question is very easy to construct because it is too quick and easy to find answers. Although literal questions are easy to construct, this level is fewer questions than others. The questions that ask students to determine details, sequences, and comparisons are not found in this book. Table 2 shows that some examples of literal comprehension questions.

Table 2. Example of Literal Comprehension Question (recognition)

| No | Questions                                                                 | Features of Descriptor               | Unit       |
|----|---------------------------------------------------------------------------|-------------------------------------|------------|
| 1  | What is global warming?                                                  | Recognition of Main Idea             | Chapter 4  |
| 2  | Why are earthquakes considered as the most deadly natural hazards?        | Recognition of Cause and Effect     | Chapter 8  |
| 3  | What happened at the end of the story? Please describe.                  | Recognition of Main Idea             | Chapter 8  |
| 4  | Why did the fisherman's wife keep asking her husband to go back to the fish? | Recognition of Cause and Effect     | Chapter 8  |
| 5  | Why did President Sukarno want everyone to be united?                    | Recognition of Cause and Effect     | Chapter 8  |

There was not a single question related to reorganization questions. Reorganization is a level of questions that ask students to classify, synthesize, describe, and summarize. The reorganization level question is not difficult to construct, however, the reorganization question is not found in the English Textbook Entitled “Stop Bullying Now” for XI Grade of Senior High School” Based on three explanations of inferential, namely predicting outcomes, inferring, and interpreting figurative language, there are 37 reading comprehension questions built at the inferential level. However, questions that ask students to predict outcomes, inferring sequence, and inferring character traits were not found in the English Textbook Entitled “Stop Bullying Now” for XI Grade of Senior High School”. Table 3 shows that some examples of inferential comprehension questions.

Table 3. Example of inferential comprehension question

| No | Questions                                                                 | Features of Descriptor               | Unit       |
|----|---------------------------------------------------------------------------|-------------------------------------|------------|
| 1  | Is it a severe problem? Why?                                              | Inferring Cause and Effect Relationship | Chapter 4  |
| 2  | Is this an inspiring song? Does it inspire you?                          | Inferring Supporting Detail          | Chapter 7  |
| 3  | Invictus is a Latin word that means unconquered.                         | Inferring about                      | Chapter 7  |
|    | What does it say about the poem?                                         | Figurative Language                  |            |
| 4  | Ki Hajar Dewantara has had a great impact on                                | Inferring the Main Idea              | Chapter 8  |
|    | the Indonesian struggle for freedom, and especially education. Discuss with your peers what may have been different if he had not been there. |                                      |            |
| 5  | Can you find any similarities between                                    | Inferring Comparison                 | Chapter 8  |
|    | Ki Hajar Dewantara and yourself? Describe                                 |                                      |            |

There are 34 reading comprehension constructed in the level of evaluation comprehension. Evaluation is a question that encourages students to make assessments using experience, value knowledge, and written references. Evaluation level questions are not very complex to construct. But questions of this level are not very domineering. Not even all level of evaluation questions are in the English Textbook Entitled “Stop Bullying Now” for XI Grade of Senior High School”. For example on questions of the judgment of adequacy or validity. Table 4 shows that some examples of evaluation comprehension questions.

Table 4. Example of evaluation comprehension question

| No | Questions                                                                 | Features of Descriptor               | Unit       |
|----|---------------------------------------------------------------------------|-------------------------------------|------------|
| 1  | What kind of texts is given above?                                        | Judgment of Appropriateness          | Chapter 1  |
| 2  | What do you think the poem "Dreams" is about?                            | Judgment of Appropriateness          | Chapter 7  |
| 3  | What lesson did you learn from this story?                               | Judgment of Acceptibility            | Chapter 8  |
| 4  | Do you think bullying is a serious issue in your school? Give reasons to support your opinion. | Judgment Fact and Opinion            | Chapter 8  |
| 5  | From this article, can you figure out                                    | Judgment Reality of Fantasy          | Chapter 8  |
No. | Questions | Features of Descriptor | Unit
--- | --- | --- | ---
1 | President Sukarno's hopes and dreams for the world? Explain. |  | 

There is only 16 reading comprehension constructed in the level of appreciation comprehension. The level of appreciation problem is a question that asks students to use their senses such as hearing or feeling. The level problem reflects higher thinking, however, not many questions of appreciation are encountered. For example reactions to the author’s use of language and imagery are not found in the English Textbook Entitled “Stop Bullying Now” for XI Grade of Senior High School”. Table 5 shows that some examples of appreciation comprehension questions.

**Table 5. Example of appreciation comprehension question**

| No. | Questions | Features of Descriptor | Unit |
|---|---|---|---|
| 1 | If you had to change the lyrics of "Stand by Me" Which lyrics would you change? | Identification with Character and Incidents | Chapter 7 |
| 2 | How does this song make you feel? | Emotional Response to the Content | Chapter 7 |
| 3 | Have you ever witnessed an earthquake? What effect did it have on you? | Identification with Character and Incidents | Chapter 8 |
| 4 | If you were given a chance to give a speech in front of all the presidents and prime ministers of the world, what would you talk about? Discuss in details | Identification with Character and Incidents | Chapter 8 |
| 5 | Ki Hajar made a lot of sacrifices for his country. If you were in his place, what would you do? Describe. | Identification with Character and Incidents | Chapter 8 |

From the data, the researcher found that literal 7 (7.45%), reorganization 0 (0 %), inferential 37 (39.36%), evaluation 34 (36.17%) and appreciation 16 (17.02 %). Based on the result, the researcher found that the level is commonly used in the English Textbook Entitled "Stop Bullying Now" for the XI Grade of Senior High School" based on Barrett's taxonomy was inferential comprehension level questions. The reading comprehension questions in the book included HOTS questions because according to Barrett's Taxonomy, inferential, evaluation, and appreciation included higher levels. The HOTS questions were having 92.55 % (inferential, evaluation, and appreciation) rather than literal and reorganization were only having only 7.45% from 94 questions. But the level of reading comprehension must be increased again to the level of evaluation or appreciation because the results found that the evaluation and appreciation are less than the inferential level. This book needs to improve to a higher level of thinking in order to comply with the applicable curriculum, namely developing students' abilities in higher-order thinking.

**Discussion**

Higher-order thinking is a learning and assessment process (Putranta & Supahar, 2019; Sagala & Andriani, 2019). The bloom taxonomy is used as an assessment instrument in learning and as a cognitive process dimension or a knowledge dimension model (Adesoji, 2018; Gunawan & Palupi, 2012). The assessment in the form of effective HOTS is used to measure the level of thinking skills in students (Fadzam & Rokhimawan, 2020; Nurmala & Mucti, 2019). The assessment method used by schools to remember information and carry out routine questions to students will not help to improve higher-order thinking skills (Prastikawati et al., 2021). Therefore, it requires formative assessment or an effective method to determine the level of reading comprehension in students to measure high-level comprehension of reading comprehension questions such as in the assessment of comprehension levels based on Barrett's taxonomy (Kumala et al., 2020; Marshel & Ramawulan, 2020).

According to Barrett, the good reading comprehension question can be categories into three classifications namely ideal categories, moderate categories, and bad categories (Creed et al., 2012; Lange et al., 2021). Furthermore, all texts were involved literal, inferential, evaluation, and appreciation. In this case, can be categorized that the reading comprehension question in the book was moderately categorized because the reading comprehension question does not balance between higher-order thinking skills (HOTS) and lower-order thinking skills (LOTS). The types of reading comprehension questions can stimulate students in understanding a text (Wichadee, 2011; Yuniarti & Radia, 2020). This means that each type of question has a very important role in helping teachers develop students' reading comprehension skills (Harta et al., 2020; Ichsan et al., 2019). Therefore,
the low level of understanding and the high level of understanding in reading must be ideal and balanced. Indeed, there is no suggestion for all questions at a high level but students need to develop critical thinking skills with higher-order thinking in the question of reading comprehension (Ani Rahmawati, Nur Lailatin Nisfah, 2019; Pratama & Retnawati, 2018). The researcher concluded that the five types of comprehension skills in students' English books were not sufficiently represented.

4. CONCLUSION

The level of reading comprehension in the book should be coupled with the five levels of reading comprehension questions based on Barrett's taxonomy. Each level of reading comprehension has a very important role to play in helping teachers develop student skills. Therefore it is necessary to specifically design reading comprehension questions that consist of sub-skills, reading levels, and the number of questions at each level. Barrett's taxonomy can be used to help teachers develop reading comprehension questions at every level. By paying attention to a problem regarding the development of HOTS, teachers should practice and improve the design of questions at the level of reading comprehension in English books. The number of questions must cover the five levels of reading comprehension questions based on Barrett's Taxonomy. Besides, at the level of evaluation and appreciation, there should be more to make it fit with the national curriculum.

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