



The Analysis of the Level of the Students' Reading Comprehension by Using Barrett Taxonomy in SMAN 1 Lubuk Alung

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Abstract

The Industrial Revolution 4.0 created new changes in education system in Indonesia. Education is demanded to fulfill standardization. The students are also demanded to have good ability in reading comprehension. This study is aimed to find out the level of the students' reading comprehension in narrative text by using Barrett's taxonomy in SMAN 1 Lubuk Alung. The population was the eleventh grade students in academic year 2021/2022 who have learned narrative text in tenth grade with the total 359 students. Based on the population, the sample of this research is two classes consisted of 80 students selected using cluster random sampling. This research is descriptive quantitative research and used test and questionnaire as the instruments. This research found that the mean of the students' score was 64.525 and it was categorized in good category. Besides that, the students have good ability in answering the questions in form of appreciation level. This study also found that students tend to have difficulty in answering questions in form of evaluation level.

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INTRODUCTION

The Industrial Revolution era 4.0 has changed all fields of human life. One of the fields that should be adapted to balance the development of Industrial Revolution 4.0 is education. Lase (2019) stated that education should be in the form of an innovative, creative, and competitive generation. These forms can be achieved by optimizing the technology as educational support is expected to produce output that can adapt and change the era for the better. In addition, humans and technology should converge to create new opportunities creatively and innovatively as a response to

increasing the quality of education.

The 2013 Curriculum has emphasized teaching-learning activities on developing students' curiosity and critical thinking (Ghozali, 2018). For students' curiosity, they should tend to recognize and seek out the information and experience. Then, critical thinking is one of the important aspects of the Industrial Revolution 4.0. It refers to critical thinking as a process that includes all skills needed in this era, such as conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from observation, experience, reflection, reasoning, or communication. Asmin (2020) stated in his research that the students tend to be passive in communication in teaching and learning at schools in Indonesia. It was only a few of them asked questions relating to the subject.

One of the subjects in the schools is English. Teaching and learning English are influenced by Industrial Revolution 4.0 era. The use of technology and the internet as sources and media learning will be optimized (Arsaf, 2020). One of the English language skills, reading, must be given a lot of attention during the teaching process. It is because reading is part of literacy where the students can read and comprehend the English text. On the other hand, a study from Central Connecticut State University in the US, Indonesia is the second-lowest among 61 most literate nations in the world.

In addition, Walipah (2020) stated that several factors as the reason why the literacy is still low such as the socio-economic situation of the family, communication and tutoring in the school, facilities, technologies, gender, and the relationship between family, school, and community. The tendency of Indonesian people who are not used to read books, newspapers, novels, etc makes them difficult to get the main idea, understand the text, and identify the contents of texts. With Indonesia's habit of reading, it is difficult to fulfill the educational demands and catch up with other countries in terms of literacy. To improve literacy in Indonesia, it is important to know students' level of reading comprehension.

In the national curriculum, Indonesian school takes Bloom's Revised Taxonomy for examining the cognitive level of students. Besides that, there is another way to examine the cognitive and affective levels of students' reading comprehension. It is Barrett's taxonomy of cognitive and affective dimensions of reading comprehension. It is designed to help the teacher in developing comprehension questions. Barrett's taxonomy is categorized into five levels of comprehension, such as literal, reorganization, inference, evaluation, and appreciation relating to students' comprehension in understanding the text. The level of students to understand every kind of text is various

There have been several studies conducted that focus on finding students' reading comprehension. For instance, first, a study was conducted by (Sarwo, 2013) about the students' ability in comprehending narrative text. Second, the study was held by (Noviandi, 2014). He conducted the study related to students' ability, students' difficulty, and teacher's effort. Then, Fahli, Mahdum, and Ras (2015) conducted research related to the student's ability in comprehending recount text. Some researchers conducted studies related to Barrett's taxonomy used for examining students' reading comprehension levels. Junika (2018) held the study of students' reading comprehension and the difficulty of Barrett Taxonomy. Then, Fitri and Rozimela (2020) also held research related to Barrett taxonomy in West Sumatera.

They used four indicators of Barrett’s taxonomy, such as literal, reorganization, inference, and evaluation.

The preliminary researches might give information about the students’ ability and difficulty in comprehending narrative text; however, as far as the researcher is concerned, those did not give information about the level of the students’ reading comprehension analyzed by using Barrett’s taxonomy for narrative text.

Therefore, to find out the level of students’ reading comprehension by using Barrett Taxonomy, the research should be conducted. This research is entitled “The Analysis of The Level of The Students’ Reading Comprehension by Using Barrett Taxonomy in SMAN 1 Lubuk Alung”

RESEARCH METHOD

This was quantitative research that uses a descriptive method to describe an event or phenomenon to gather information without changing the environment and modifying the variables. Gay, Mills, and Airasian (2012) stated, “Quantitative research is the collection and analysis of numerical data to describe, explain, predict or control phenomena of interest”. However, its approach entails more than using numerical data. The population of this research included the eleventh-grade students of SMA N

1 Lubuk Alung enrolled 2021/2021 which is implemented curriculum 2013. In this study, the researcher would use cluster random sampling technique in deciding the sample. There are two instruments used, test as the primary instrumentation and questionnaire as the secondary instrument. The test was in the form of multiple-choice questions. The researcher chose 60 multiple-choice questions that were designed based on the level of question in Barrett’s taxonomy of reading comprehension. The questionnaire was adopted from the indicators of Barrett’s taxonomy. It consisted of 27 items to find the level of reading comprehension where the students found it difficult. Then, the data will be a percentage to find out the level of the students’ reading comprehension.

RESULT AND DISCUSSION

Research Finding

A. Test

On the literal level, it is divided into six parts such as recognition or recall of detail, main idea, sequence, cause and effect, comparison, and character traits. The percentage of the students’ answer can be shown as follow:

Table 1. The Distribution of the Scores in Literal Level

Test’s Indicator	Sub-indicator	Item Number	Correct Answer	Percentage	Total Percentage (Mean)	Incorrect Answer	Percentage	Total percentage (Mean)
Literal	Recognition or recall of detail	17	66	82.5%	80%	14	17.5%	20%
		48	62	77.5%		18	22.5%	

Recognition or recall of main idea	2	42	52.5%	58.3%	38	47.5%	41.7%
	18	61	76.25%		19	23.75%	
	49	37	46.25%		43	53.75%	
Recognition or recall of sequence	47	42	52.5%	52.5%	38	47.5%	47.5%
Recognition or recall of cause and effect	34	61	76.25%	76.25%	19	23.75%	23.75%
Recognition or recall of comparison	3	37	46.25%	51.25%	43	53.75%	48.75%
	32	45	56.25%		35	43.75%	
Recognition or recall of character traits	16	35	43.75%	59.38%	45	56.25%	40.62%
	31	60	75%		20	25%	
Total	Percentage of correct answer			62.95%			
	Percentage of incorrect answer			37.05%			
	Category			Moderate			

The table showed the students' scores and percentage of the students' answers in literal level. On the literal level, the percentage of the students who answer the test correctly was 62.95%, while 37.05% of students got incorrect answers. The percentage of each part of the literal level can be explained below:

a. Recognition or Recalling of Detail

It can be seen that 80% of students who answered correctly for recognition or recall of details and 37.47% of students could not answer correctly

b. Recognition or Recalling of Main Idea

From the table above, it can be seen that there were 55.8% of students choose the correct answer, and 44.2% of students answered the question incorrectly

c. Recognition or Recalling of Sequence

From the table, it can be seen that 52.5% of students got the answer correctly for recognition or recalling sequence questions, and 47.5% answered incorrectly

d. Recognition or Recalling of Cause and Effect

From the table, 76.25% of students got the answer for recognition or recall of cause and effect, and 23.75% answered incorrectly

e. Recognition or Recalling of Comparison

From the table, 51.25% of students got the correct answer, and 48.75% of students got the incorrect answer

f. Recognition or Recalling of Character Traits

From the table, 59.38% of students got the correct answer, and 40.62% of students got the incorrect answer

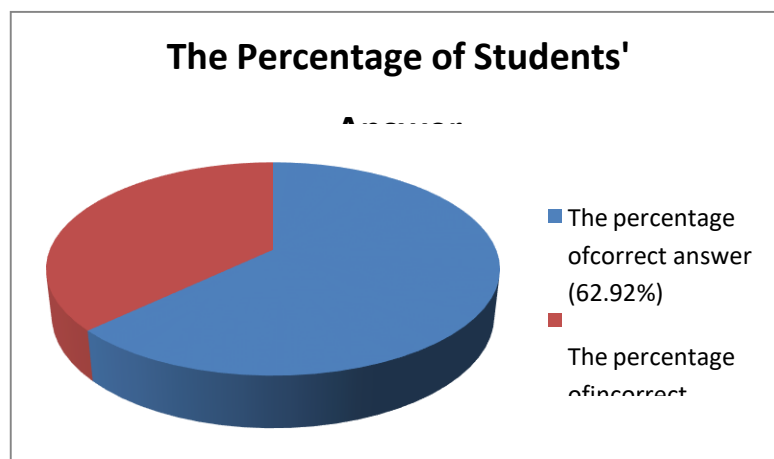


Figure 1
The Percentage of Students' Answer in Literal Level

Table 2
The Distribution of Reorganization Level

Test's Indicator	Sub-indicators	Item Number	Correct Answer	Percentage	Total Percentage (Mean)	Incorrect Answer	Percentage	Total percentage (Mean)
Reorganization	Classifying	4	36	45%	45%	44	55%	55%
	Outlining	51	54	67,5%	67.5%	26	32.5%	32.5%
	Summarizing	5	43	53.75%	58.75%	37	46.25%	41.25%
		36	51	63.75%		29	36.25%	
Synthesizing	20	63	78.75%	78.125%	17	21.25%	21.875%	
	50	62	77.5%		18	22.5%		
Total	Percentage of correct answer				62.35%			
	Percentage of incorrect answer				37.65%%			
	Category				Moderate			

a. Classifying

From the table, it can be seen that 45% of students answered correctly for classifying, and 55% of students got the incorrect answer.

b. Outlining

From the table, it can be seen that 67.5% of students answered correctly for outlining, and 32.5% of students got the incorrect answer.

c. Summarizing

From the table, it can be seen that 58.5% of students answered correctly for summarizing, and 41.25% of students got incorrect answer.

d. Synthesizing

From the table, it can be seen that 78.125% of students answered correctly for

synthesizing, and 21.875% of students got the incorrect answer.

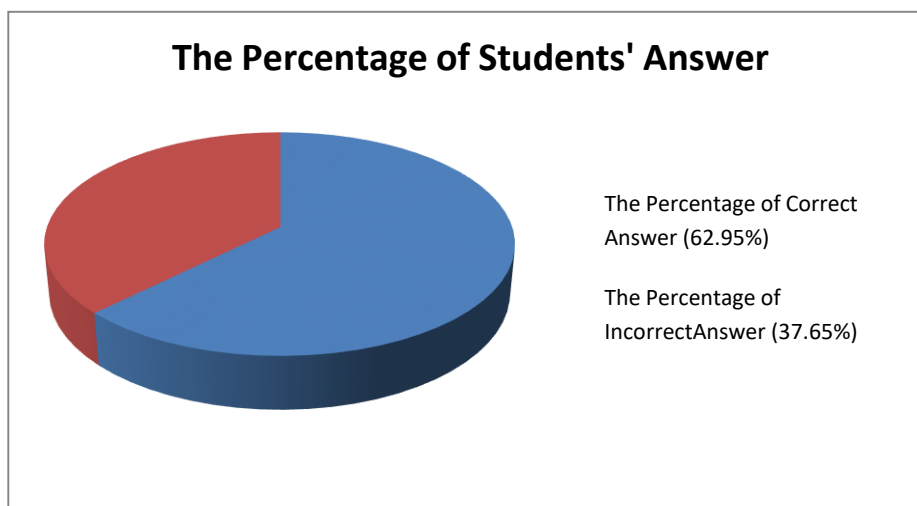


Figure 1. The Percentage of Students' Answer in Reorganization Level

Table 3. The Distribution of Inference Level

Test's Indicator	Sub-indicators	Item Number	Correct Answer	Percentage	Total Percentage (Mean)	Incorrect Answer	Percentage	Total percentage (Mean)
Inference	Inferring supporting details	52	56	70%	70%	24	30%	30%
	Inferring main idea	6 24 58	60 50 42	75% 62.5% 52.5%	63.3%	20 30 38	25% 37,5% 47.5%	36.7%
	Inferring sequence	8 21	46 43	57.5% 53.75%	55.625%	34 37	42.5% 46.25%	44.375%
	Inferring comparison	23 40	68 38	85% 47.5%	66.25%	12 42	15% 52.5%	33.75%
	Inferring cause and effect	9 37	58 41	72.5% 51.25%	61.875%	22 39	27.5% 48.75%	38.125
	Inferring character traits	7 38 55	54 35 37	67.5% 43.75% 46.25%	52.5%	26 45 43	32.5% 56.25% 53.75%	47.5%
	predicting outcomes	39 54	63 59	78.75% 73.75%	76.25%	17 21	21.25% 26.25%	23.75%

	Interpreting figurative language	53	34	42.5%	42.5%	46	57.5%	57.5%
Total	Percentage of correct answer				61.03%			
	Percentage of incorrect answer				38.96%			
	Category				Moderate			

The table showed the students' scores and percentage of the students' answers in inference level. The percentage of students' correct answers was 61.03% and 38.96%. The percentage of each part of the inference level can be explained below:

a. Inferring supporting details

In inferring supporting details, 70% of students got the correct answer, while 30% of students got the incorrect answer

b. Inferring main ideas

From the table above, there were 63.3% students answering inferring main ideas correctly and 36.7% students answering incorrectly

c. Inferring sequence

From the table above, the percentage of the correct answer in the inferring sequence was 55.625%, while the incorrect answer was 44.375%.

d. Inferring character traits

From the table above, there were three questions relating to inferring character traits. They are numbers 7, 38, and 55. In this indicator, there were 52.5% students who got the correct answer, and 47.5% students answered it incorrectly

e. Inferring cause and effect relationship

From the table above, there were 61.875% of students who got the correct answer, while 38.125% of students got the wrong answer

f. Inferring comparison

In inferring comparison, 66.25% of students got the correct answer; meanwhile, 33.75% of students got it wrong

g. Predicting outcomes

In predicting outcomes, 76.25% of students got the correct answer, meanwhile, 23.75% of students could not be able to answer it correctly

h. Interpreting figurative language

From the table above, there were 42.5% who could answer the questions correctly and 57.5% answered them incorrectly

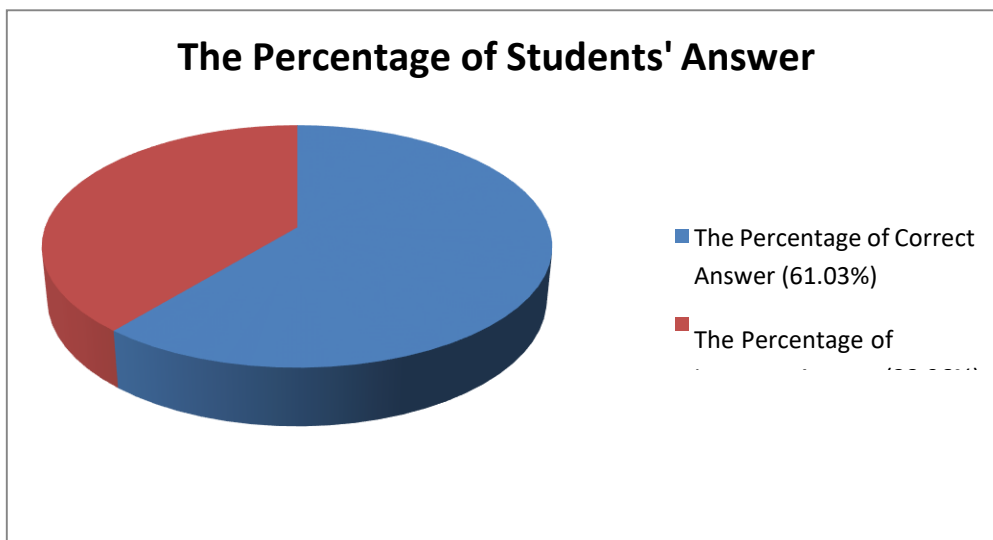


Figure 3. The Percentage of Students' Answer in Inference Level

Table 4. The Distribution of Evaluation Level

Test's Indicator	Sub-indicators	Item Number	Correct Answer	Percentage	Total Percentage (Mean)	Incorrect Answer	Percentage	Total percentage (Mean)
Evaluation	Judgment of reality or fantasy	10 25	54 48	67,5% 60%	63.75%	26 32	32.5% 40%	36.25%
	Judgment of fact or opinion	11 57	33 32	41.25% 40%	40.625%	47 48	58.75% 60%	59.375%
	Judgment of adequacy and validity	28	53	66.25%	66.25%	27	33.75%	33.75%
	Judgment of appropriateness and worth	42	31	38.75%	38.75%	49	61.25%	61.25%
	Judgment of desirability and acceptability	12 26	61 54	76.25% 67.5%	71.875%	19 26	23.75% 32.5%	28.125%
Total	Percentage of correct answer				56.25%			
	Percentage of incorrect answer				43.75%			
	Category				Moderate			

The table above showed the students' scores and percentage of the students' answers in evaluation level. The percentage of the correct answer was 56.25% while the incorrect answer was 43.75%. The percentage of each part of the evaluation level can be explained below:

a. Judgment of reality or fantasy

From the table above, it could be seen 63.75% of students who answered correctly for judgments of reality or fantasy, and 36.25% of students answered incorrectly.

b. Judgment of fact or opinion

In the judgment of fact or opinion, 40.625% of students were able to get the correct answer, and 59.375% of students found difficulty to answer the questions correctly

c. Judgment of adequacy and validity

In the table above, 66.25% of students were able to get the correct answer; meanwhile, 33.75% got the incorrect one

d. Judgment of appropriateness and worth

From the table above, this part provided one question. It was question number 42. There were only 38.75% of students who got it correctly, and 61.25% of students could not get the correct answer.

e. Judgment of desirability and acceptability

The result of the table above showed that 71.875% of students answered the question of number 12 and 26 correctly. There were 28.125% of students who could not obtain the correct answer

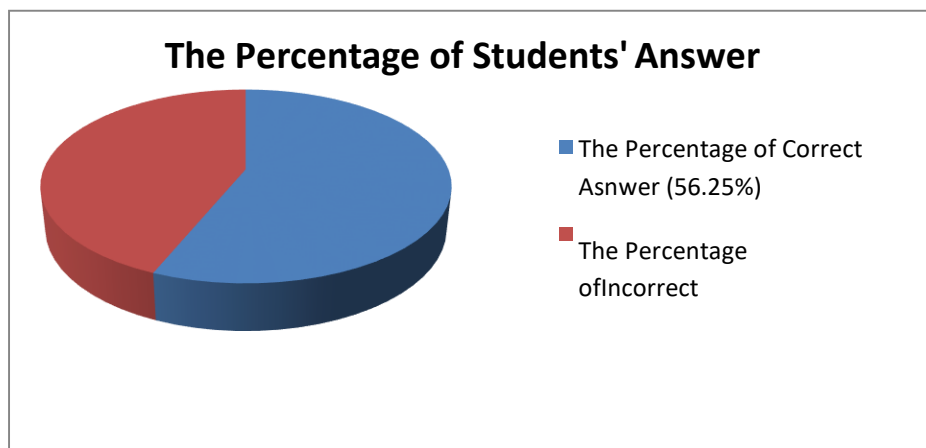


Figure 4. The Percentage of Students' Answer in Evaluation Level

Table 5. The Distribution of Appreciation Level

Test's Indicator	Sub-indicators	Item Number	Correct Answer	Percentage	Total Percentage (Mean)	Incorrect Answer	Percentage	Total percentage (Mean)
Appreciation	Emotional response to the content	13 to 43	65 55	81.25% 68.75%	75%	15 25	18.75% 31.25%	25%
	Identification with characters or incident	15 to 30	64 61	80% 76.25%	78.125%	16 19	20% 23.75%	21.875%

Reactions to the author's use of the language	44	60	75%	73.125%	20	25%	26.875%	
	59	57	71.25%		23	28.75%		
	Imagery		14		60	75%		80%
	29	68	85%		12	15%		
	60	64	80%		16	20%		
Total	Percentage of correct answer			76.562%				
	Percentage of incorrect answer			23.437%				
	Category			High				

The table showed the students' scores and percentage of the students' answers in appreciation level. The percentage of the correct answer was 76.562% and the percentage of the incorrect answer was 23.437%. The percentage of each part of the appreciation level can be explained below:

a. Emotional response to the content

This part showed that 75% of students could find the right answer for the questions: numbers 13 and 43. On the other hand, 25% of students could not get the best answer.

b. Identification with characters or incident

From the table above, there were 78.125% of students who got the correct answer, and 21.875% of students answered it incorrectly.

c. Reactions to the author's use of the language

The table above explained that this part had 73.125% of students who got the correct answer, and 26.875% of students did not find the right answer.

d. Imagery

In imagery part, it proved that 80% of students were able to get the correct answer; meanwhile, 20% of students could not get the right answer.

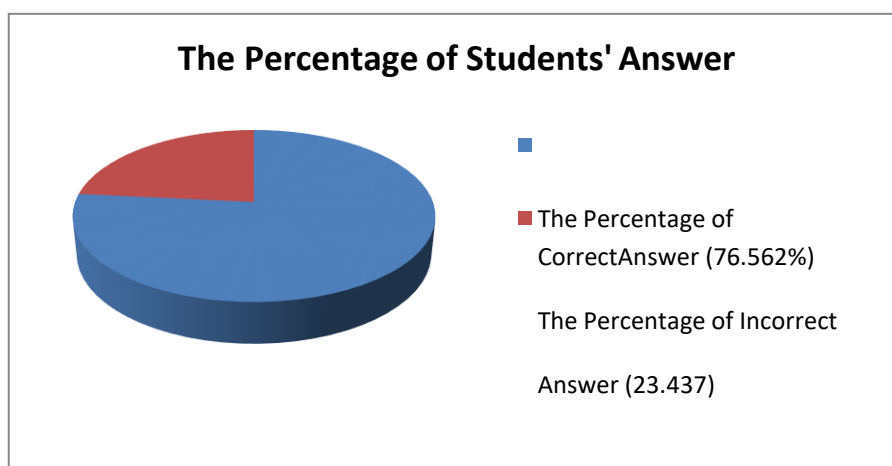


Figure 5
The Percentage of Students' Answer in Appreciation Level

B. Questionnaire

The result of this research was analyzed based on Barrett’s taxonomy indicators. There were five indicators of Barrett’s taxonomy: literal level, reorganization level, inference level, evaluation level, and appreciation level. Based on these indicators, the students’ difficulty in reading comprehension of narrative text was concluded based on the mean percentage of each indicator in the table below:

A. Literal level

No	Statements						N
		1 Never	2 Rarely	3 Sometimes	4 Many times	5 Always	
Literal Level							
	Mean Percentage	4.79%	18.55%	36.04%	28.95%	11.875%	80

Based on the table, it was shown that the percentage of the students’ difficulty in answering the questions based on the level of Barrett’s taxonomy was dominated by the options “sometimes”

B. Reorganization level

No	Statements						N
		1 Never	2 Rarely	3 Sometimes	4 Many times	5 Always	
Reorganization Level							
	Mean percentage	7.375%	21.93%	35%	28.12%	6.25%	80

The table above showed that the students’ difficulties were classified as not too difficult for students. It is because more than half of the students chose the option “sometimes” and “many times”.

C. Inference level

No	Statements						N
		1 Never	2 Rarely	3 Sometimes	4 Many times	5 Always	
Inference Level							
	Mean percentage	9.375%	23.75%	32.6%	26.875%	7.65%	80

Based on the table above, students’ difficulty in inference level was classified as quite difficult. It was because the mean of the response of the students for “rarely” and “never” was high. The mean percentage for “rarely” was 23.75% and for “never” was 9.375%. Then, 32.6% of students in inference level chose “sometimes”

D. Evaluation level

No	Statements						N
		1 Never	2 Rarely	3 Sometimes	4 Many times	5 Always	
Evaluation Level							
	Mean percentage	12%	26.75%	30.5%	19.95%	10%	80

Based on the table, the smallest percentage of the respondent in the evaluation level was in the option “always” which was 10%. Students’ difficulty in evaluation level were classified have many difficulties

E. Appreciation level

No	Statements						N
		1 Never	2 Rarely	3 Sometim es	4 Many times	5 Always	
Appreciation Level							
	Mean percentage	1.56%	11.25%	38.75%	31.56%	17.81%	80

Based on the table above, students’ difficulty in appreciation level was classified have less difficult. It was because the mean percentage of “sometimes” was 38.75%. Itproved that students did not face many difficulties in answering the questions relating to appreciation level.

Discussion

The first research questions aimed to find out the level of the students’ reading comprehension by using five indicators from Barrett’s taxonomy. The finding that has been got from the analysis of students’ answer in reading comprehension test in SMA Negeri 1 Lubuk Alung was good because their average score of the students was 64.525. In SMA Negeri 1 Lubuk Alung, the majority of the students have a good comprehension in the appreciation level. The percentage of the correct answer in appreciation level was 76.562%. It means that more than half students got the correct answer. On the other hand, the level that got the lower percentage of correct answers was the evaluation level. The percentage of correct answer was 56.25%.

The second research question aimed to find out the level that students found it difficult to answer the question. From the findings, it was found that the students considered that they have most difficulties in evaluation level. It was because the mean of percentage “never” and “rarely” was the highest percentage compared to the other levels. It was 12% and 26.75%. The result of the questionnaire corresponded to the result of the students’ test where the percentage of the correct answer was only56.25% which was the lower percentage among others. It can be assumed that the students were unable to comprehend the evaluation level well.

There are some reasons why the students’ were difficult to answer the questions of the evaluation level. In the teaching-learning process, the teacher did not give the students the comprehension questions so that they were used to answer the low-level questions. The limited exposure of students toward the evaluation level caused students having difficulty. Besides that, the online and offline learning since Covid-19 makes the teaching process is not effective enough. Therefore, in order to fulfill the curriculum 2013 and the Industrial Revolution 4.0 demands, the teachers suggest making students accustomed to high-level questions so they can think critically, logically, systematically, inductively, and deductively.

Although some students were difficult to answer the questions based on Barrett’s taxonomy, their score was categorized in a good category and the students could do the test well. They have good ability in answering appreciation level because the mean

percentage of correct answer was 76.562%. The finding corresponded with the result of the questionnaire where students have less difficulty in appreciation level. The mean percentage of “always” in appreciation level was the highest percentage compared to the other levels where it was 17.81%. Then, the mean percentage of “never” in appreciation level was only 1.56% which was the lowest percentage among others

CONCLUSION AND SUGGESTION

Based on the findings and discussion that have been presented in the previous chapter about the level of the students’ reading comprehension by using Barrett’s taxonomy in SMA Negeri 1 Lubuk Alung, the researcher concludes that the level of Barrett’s taxonomy where the students comprehend well in SMA Negeri 1 Lubuk Alung was appreciation level. In appreciation level, the percentage of students’ correct answers is 76.562%. It means that most students are able to get the correct answer.

In addition, the result of the questionnaire also explained the students’ difficulties. The most difficult level based on Barrett’s taxonomy is the evaluation level. The percentage of the students’ responses in the evaluation level “rarely” and “never” was 26.75% and 12%. It is the highest percentage for “rarely” and “never” than other levels

Based on the conclusion above, It suggested that teachers give students comprehension questions more so that they are used to answer the high-level questions for all kinds of text types in daily exercise and examinations in the school. The researcher suggested to the next researchers to do research in other text types or taxonomy as the researcher assumes that this researcher is conducted in a different place, it will give different results.

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