



An Analysis of Students' Ability in Reading Comprehension by Using Barrett's Taxonomy at English Department Universitas Negeri Padang

Liza Purnamasari¹, Edi Trisno²

^{1,2}English Department, Faculty of Languages and Arts, Universitas Negeri Padang

Correspondence Email: lizapurnamasari32@gmail.com

Article History

Submitted: 2022-04-17

Accepted: 2022-06-28

Published: 2022-06-28

Keywords:

Reading Comprehension,
Barrett's Taxonomy,
Students' Ability, Factors
Affecting Reading
Comprehension Ability

Abstract

This research aims to analyze students' ability in reading comprehension using Barrett's taxonomy at English Department Universitas Negeri Padang. The population of this research was students of the 2018 Academic Year English Language Education study program who had taken five reading classes. 28 students were taken as samples of this research by using simple random sampling technique. Test and questionnaires were used as research instruments. This research uses Barrett's taxonomy as an indicator consisting of five levels, namely: Literal, Reorganization, Inferential, Evaluation, and Appreciation. This is descriptive research using a quantitative approach. The results of this study indicate that the ability of students in reading comprehension is in the poor category with a total average score of 53.86. The findings of this study indicate that majority of students face difficulties in comprehending the questions in form of evaluation. It is proved by the data that students have a low ability in understanding evaluation with a total average score was 31.79%. Then, factors affecting the students' reading comprehension ability are the students' linguistic knowledge (65.48%), students' perception (63.04%), lecturer influence (62.50%), family influence (46.88%), and environment (59.52%).

©2022 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

How to Cite: Purnamasari, L., & Trisno, E. (2022). An Analysis of Students' Ability in Reading Comprehension by Using Barrett's Taxonomy at English Department Universitas Negeri Padang. *Journal of English Language Teaching*, 11. (2): pp. 216-231, DOI: [10.24036/jelt.v11i2.116865](https://doi.org/10.24036/jelt.v11i2.116865)

INTRODUCTION

English has become an important language that is needed to master well besides the national language or Bahasa Indonesia. According to Faliyanti (2015), as an international language, English is learned by students from primary school until

university in Indonesia. Therefore, the government has established that teaching English is one of the required subjects in junior high schools, senior high schools, and university levels.

In learning English, students need to master four basic skills. These skills are listening, speaking, reading, and writing. As EFL learners, Students are challenged to master those skills. Students need to master those skills because each of them has a significant function in enhancing students' English proficiency (Princess, 2018). One of the most crucial linguistic skills is reading. According to Kusumawanti and bharati (2018), reading ability is the most significant English proficiency in students' learning achievement because reading activity initiates and develops overall learning activities. Reading may provide a lot of information. Reading can help someone to find the information he/she needs with specific information.

In English Department of Universitas Negeri Padang, reading is taught from five distinctive levels. It is listed on the curriculum; they are basic reading, intermediate reading, advanced reading, critical reading, and extensive reading. The bad point is there are many students had difficulty in reading comprehension even though they have learned reading skills.

Reading comprehension is affected by a variety of factors, including readers' fundamental skills (Klingner, Vaughn, and Boardman, 2007:6). These factors include reading words, fluency, having a strong vocabulary, and knowing words. Besides, according to Weiner's (1979) theory, several factors impact somebody's success or failure related to students' achievement in reading comprehension. The factors are internal and external factors. The internal factor comes from students' linguistic knowledge and their perception toward themselves. Language proficiency and reading comprehension skills are typically indicated by students' linguistic performance (Gan, Z., Humphreys, G. & Hamp-Lyons, 2004); (Yilmaz, F. & Kahyalar, 2017; Gilakjani, A. P. & Sabouri, 2016). Next, external factors are related to lecturer influence, family influence, and environment. Reading comprehension skills can be impacted by lecturer factors such as teaching strategies, instructional resources, reading lesson content, and the potential applications of the knowledge acquired. Moreover, family involvement and supportive environments encourage them in reading comprehension ability.

Besides those factors above, the question types also affect the students' ability in reading comprehension. According to Asrida and Fitrawati (2019), the most challenging reading comprehension problems students face are main idea questions, mentioned detail questions, transitional questions, context questions to discover the meaning of simple words, and inquiries about the passage's tone. It is in line with (Hidayati, 2018) who stated that students' difficulties in reading comprehension are related to the question types of reading comprehension tests. She discovered that students had trouble accessing references, answering main idea questions, and generating inferences questions. The questions can help students develop concepts, provide background information, clarify their thought processes, and even reach higher levels of thinking.

The student's performance in reading comprehension shows that they read the text and answer the question based on what appears in the text (Vindy et al., 2020). Thus, the questions should stimulate students to process the content and create their

own opinion after rephrasing them into their own words. Therefore, the taxonomy should be used to structure the reading comprehension questions. Bloom's taxonomy and Barrett's taxonomy are two well-known taxonomies in education. The most highlight difference is Bloom taxonomy can be implemented in all subjects according to the general function and designed items, which is to analyze low-level skills versus higher-level skills (Marzano & Kendall, 2007); meanwhile, Barrett's Taxonomy is more specific (Reeves, 2012). Hence, this study uses Barrett's Taxonomy.

Thomas C. Barrett's made this taxonomy in 1968; it is suitable for analyzing the reading comprehension questions. There are some reasons for the use of Barrett's Taxonomy, as follows: to develop the instructional activities, identify the questions, and specify the reading comprehension instruction (Blair, Helman & Rupley, 1981: 242 as cited in Rahma, 2019). This taxonomy consists of five levels; literal comprehension, reorganization, inferential comprehension, evaluation, and appreciation. Barrett's taxonomy is used to create reading comprehension questions that improve students' reading abilities since they are based on suitable levels of thinking skills. Therefore, the students should exercise the questions based on Barrett's taxonomy (Vindy et al., 2020).

There are some studies that have been conducted about students' reading comprehension ability in the past. Safura and Helmanda (2020) have conducted a study to investigate how well students could understand reading texts, particularly how to grasp the main idea. According to the findings, the students' comprehension of the main idea was only at a low level when it came to mastering reading texts. As a consequence of the questionnaire, it was also discovered that the techniques and environment of the classroom provide the most challenges to teaching reading. Then, (Sari et al., 2020) also conducted research entitled "Understanding the Level of Students' Comprehension Ability". The results showed that the students have low level of reading comprehension ability and they struggle to determine both literal and non-literal meanings well. Students still have difficulty explaining the contents of the text they are reading which were the basic skill in reading comprehension.

Regarding Barrett's Taxonomy, several studies have also done by researchers. Akhir (2021) did research to investigate how the Barrett's Taxonomy Reorganization Method affected the ability in intensive reading. Then, Novitasari (2017) also conducted a study that aims to determine if there is a balanced distribution of problems requiring low-level and high-level thinking in the government-published textbook for eleventh grade students.

Based on the description above, the previous researches focused on several skills in reading comprehension, such as main ideas, inference, and vocabulary. In regards to Barrett's taxonomy, some studies also have been conducted and give information about the effect of using Barrett's taxonomy and on the frequency of reading comprehension questions based on Barrett's taxonomy. Those previous researches have given information about students' ability in reading comprehension and Barrett's taxonomy.

However, the previous researches did not provide information about students' reading comprehension ability by using Barrett's taxonomy. Therefore, this research analyzed the students' ability by using five levels of comprehension in Barrett's

taxonomy; they are literal comprehension, reorganization, inferential comprehension, evaluation, and appreciation. Besides, the researcher also finds out the factors affecting students' reading comprehension ability. Barrett's taxonomy is used to analyze because it is more detailed to evaluate reading comprehension. So, the student's ability could be seen by answering the question types and the level of reading comprehension based on Barrett's taxonomy. Therefore, the researcher conducted the research entitled "An Analysis of Students' Ability in Reading Comprehension by Using Barrett's Taxonomy at English Department Universitas Negeri Padang".

METHOD

This research is a descriptive research and aims to know the students' ability of reading comprehension using Barrett's taxonomy and factors that affect their reading comprehension at English Department UNP. Then, this research entails numerical data. So, the researcher chose quantitative research that uses descriptive method. Quantitative research is the gathering and analyzing numerical data to explain, describe, predict, or manage events of interest (Lorraine R. Gay, Geoffrey E. Mills, 2011). Therefore, it was appropriate to answer the research objective in analyzing the ability of students in reading comprehension using Barret taxonomy at English Department of Universitas Negeri Padang.

The population in this study was 2018 academic year students of English Education Study Program at UNP. They are divided into four classes and one of them is an international class that is considered to have different competence or ability among other classes. Thus, the population of this research was three classes (K2, K3, and K4). A simple random technique was used to select the sample in this research. The total population in this research was 112 students, and then the researcher took 25% of the total population as the sample in this research. So, the sample in this research was 28 students. The researcher employed a reading comprehension test and a questionnaire as research instruments in this research. This test consisted of several texts or passages with 50 multiple-choice questions. The participants answered the test in 90 minutes individually. Then, the questionnaire was adapted from Taladngoen (2020) that consisted of 19 items questions. The data were presented in percentage of students' scores to find out the students' ability and the factors affecting their reading comprehension.

RESULT AND DISCUSSION

Research Finding

A. Test

Based on the test, the researcher found that the mean score was 53.86. It was categorized into the poor category. Then, the findings of this research were divided into the five indicators of Barrett's taxonomy that consist of literal, reorganization, inferential, evaluation, and appreciation. The data were collected from a reading comprehension test that consisted of 50 questions. The researcher calculated the percentages of students' ability in reading comprehension after collecting data and distributing the students' ability for each indicator of Barrett's taxonomy.

Table 1. The Percentage of Students' Answer

No	Indicators	Correct answer	Incorrect answer
1.	Literal	55.16%	44.84%
2.	Reorganization	53.12%	46.88%
3.	Inferential	55.58%	44.12%
4.	Evaluation	31.79%	68.21%
5.	Appreciation	56.55%	43.45%

The table above showed the percentage of students' answers in the test based on the indicators of Barrett's taxonomy. There are five indicators in Barrett's taxonomy; they are literal comprehension, reorganization, inferential comprehension, evaluation, and appreciation. It can be seen that the highest percentage of students' correct answers was in appreciation comprehension. It was proved by 56.55% of students who were able to obtain the right answer and 43.45% of students were not able to get the right answer. On the other hand, the lowest percentage of the students' correct answers was in evaluation comprehension, which was only 31.79%; meanwhile, 68.21% of students could not answer it correctly. It means that the students had difficulty answering the question related to evaluation comprehension. In literal comprehension, there were 55.16% of students who answered correctly; while 44.84% of them answered incorrectly. In the reorganization, there are 53.12% of students received the right answer and 46.88% did not. In the inferential, there were 55.58% of students who answered correctly, and 44.12% of them who could not answer correctly. Then, the students' ability in each indicator of Barrett's taxonomy can be described as follow:

1. Literal Comprehension

Table 2. The Percentage of Students' Answer in Literal Comprehension

Indicators	Sub-indicators	Total of correct answer	Total of incorrect answer
Literal	Recognitions or recalls of details	59.52%	40.48%
	Recognitions or recalls of main ideas	62.5%	37.5%
	Recognitions or recalls of sequence	50%	50%
	Recognitions or recalls of comparisons	32.14%	67.86%
	Recognitions or recalls of cause and effect relationships	55.36%	44.64%
	Recognitions or recalls of character traits	71.43%	28.57%

Average	55.16%	44.84%
Category	Moderate	

The table above showed the percentage of students' answers for each sub-indicator in literal comprehension. It is shown that students got the highest percentage of correct answers in recognition or recall of character traits. It was proved by the percentage of students who answered correctly was 71.43% and 28.57% of students were not able to respond correctly. Then, the recognition or recall of main ideas was the second high percentage with 62.5% correct answers and 37.5% incorrect ones. Next, the third high percentage was recognition or recall of details with 59.52% of students who answered the question correctly and 40.48% of students who were not able to get the correct responses.

On the other hand, recognition or recall of comparisons was the lowest percentage of correct answers among others. It was proved by the percentage of students who answered correctly was only 32.14%; while, 67.86% of them answered incorrectly. It was the most difficult sub-indicator in literal comprehension. Next, recognitions or recalls of cause and effect relationships was the second difficult indicator with the percentage of students' correct answers was 55.36%, and 44.64% was incorrect. Then, the students' answer in recognition or recall of sequence was the same both correct and incorrect with the percentage was 50% and 50%.

2. *Reorganization*

Table 3. The percentage of Students' Answer in Reorganization

Indicators	Sub-indicator	Total of correct answer	Total of incorrect answer
Reorganization	Classifying	58.93%	41.07%
	Outlining	17.86%	82.14%
	Summarizing	76.79%	23.21%
	Synthesizing	58.93%	41.07%
Average		53.12%	46.88%
Category		Moderate	

The second indicator in the test was reorganization. The table above showed that the average percentage of students' correct responses was 53.12%. It indicates that the category of students' answers for reorganization comprehension was moderate. There are four sub-indicators in this indicator. The first sub-indicator was classifying. There were 58.93% of students could answer correctly and 41.07% of them could not answer correctly. The second one was outlining. It was the most difficult part of this indicator. It was proved by the percentage of students' correct response was only 17.86% and 82.14% of students were not able to understand the question.

On the other hand, students got the highest percentage in summarizing. It was proved by the percentage of students' correct answer was 76.79% and only 23.21% of them who could not answer the questions accurately. The last sub-indicator was

synthesizing. There were 58.93% of students who responded correctly and 41.07% of students could not respond correctly.

3. *Inferential*

Table 4. The Percentage of Students' answer in Inferential Comprehension

Indicators	Sub-indicators	Total of correct answer	Total of incorrect answer
Inferential	Infering supporting details	37.50%	62.50%
	Infering the main idea	59.52%	40.48%
	Infering sequence	42.86%	57.14%
	Infering comparisons	67.86%	32.14%
	Infering cause and effect relationships	82.14%	17.86%
	Infering character traits	39.29%	60.71%
	Predicting outcomes	41.07%	58.93%
	Infering about figurative language	76.79%	23.21%
Average		55.88%	44.12%
Category		Moderate	

The percentage of students' responses in inferential comprehension is revealed on the table above. It showed that the average percentage of students' right answers was 55.88% and it was classified in the moderate category. There are eight sub-indicators in this part. In inferring supporting details, there were 37.50% of students who could answer accurately; meanwhile, 62.50% of students could not answer it correctly. It was the lowest percentage of students' right answers in this part. It means that students had difficulties in answering the question about inferring supporting detail. The second sub-indicator was inferring the main idea. There were 59.52% of students got the correct response and 40.48% of them did not. Next, in inferring sequence, 42.86% of students responded the question properly, while, 57.14% of them answered it incorrectly. In inferring comparisons, 67.86% of students could respond correctly and 32.14% of them were not able to answer accurately.

The fifth sub-indicator which was inferring cause and effect relationships got the highest percentage of the students' right answers. It was proved by the percentage of students' correct answers was 82.14%, and only 17.86% of students got the incorrect answer. It demonstrates that students were able to answer the questions in this part. Meanwhile, inferring character traits was classified in low percentage because that was only 39.29% of students who could answer correctly and 60.71% of them could not. Next, in predicting outcomes, there were 41.07% of students got the

right answer and 58.93% of them did not. The last one was inferring about figurative language and it is also classified as high percentage of students' correct answers. It was proved by the percentage of students' correct answer was 76.79% and only 23.21% of them who answered incorrectly.

4. Evaluation

Table 5. The Percentage of Students' answer in Evaluation Comprehension

Indicators	Sub-indicators	Total of correct answer	Total of incorrect answer
Evaluation	Judgments of reality or fantasy	10.71%	89.29%
	Judgments of fact or opinion	53.57%	46.43%
	Judgments of adequacy or validity	7.14%	92.86%
	Judgments of appropriateness	50%	50%
	Judgments of worth, desirability or acceptability	37.50%	62.50%
Average		31.79%	68.21%
Category		Low	

There are five sub-indicators in this part. In judgments of adequacy or validity, there were only 7.14% of students who could answer the question correctly; meanwhile, 92.86% of them could not answer it correctly. It was the lowest percentage among others. It means that students had difficulty in understanding question related to judgments of adequacy or validity. The second sub-indicator which was classified into low percentage was judgments of reality or fantasy. There were only 10.71% of students who could answer correctly; meanwhile, 89.29% of them could not answer correctly. It means that students were not able to understand and answer the questions related to judgements of reality or fantasy.

On the other hand, the highest percentage of students' answers in this part was judgments of fact or opinion. There were 53.57% of students got the right answer; while, 46.43% of them did not. In judgments of appropriateness, the percentage of students' answers both correct and incorrect answer was the same. It was 50% and 50%. The last, in judgments of worth, desirability or acceptability, there were 37.50% of students who answered correctly and 62.50% of them answered incorrectly. In general, the students' ability in the evaluation was categorized into low category. It was proved by the average percentage of students' correct answers were only 31.79% and it was the low percentage among other indicators. It means that students had difficulty in answering questions related to evaluation comprehension.

5. *Appreciation*

Table 6. The Percentage of Students' Answer in Appreciation Comprehension

Indicators	Sub-indicators	Total of correct answer	Total of incorrect answer
Appreciation	Emotional response to the content	60.71%	39.29%
	Identification with characters and incidents	65.48%	34.52%
	Reaction to the author's use of language	78.57%	21.43%
	Imagery	21.43%	78.57%
Average		56.55%	43.45%
Category		Moderate	

The table above showed that 60.71% of students could answer correctly related to the emotional response to the content and 39.29% of them could not respond correctly. In identification with character and incidents, there were 65.48% of students got the proper response; meanwhile, 34.52% of them did not.

The highest percentage of students' correct answers was in reaction to the author's use of language. It was proved by the percentage of students' correct answers was 78.57% and only 21.43% of students got the incorrect response. Meanwhile, 21.43% of students answered correctly in imagery and it was the lowest percentage of students' answers. There were 78.58% of students who could not answer correctly in this part. It was the most difficult part among others.

B. Questionnaire

The researcher distributed a questionnaire that consists of 19 items in order to identify the factors affecting students' ability in reading comprehension. The questionnaire was adapted from Taladngoen et al., (2020). The factors were classified as internal and external. Internal factors involve students' linguistic knowledge and students' perception. Then, lecturer influence, family influence, and environment are the external factors. The result of the questionnaire is presented in the figure below:

Figure 1. Internal Factors Affecting Students' Reading Comprehension

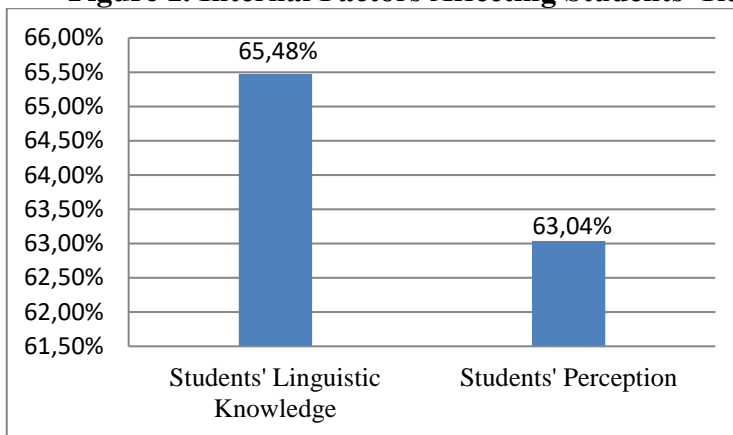


Figure 1 showed that internal factors that affect students' reading comprehension ability is dominated by students' linguistic knowledge (65.48%) rather than the students' perception (63.04%).

Figure 2. External Factors Affecting Students' Reading Comprehension

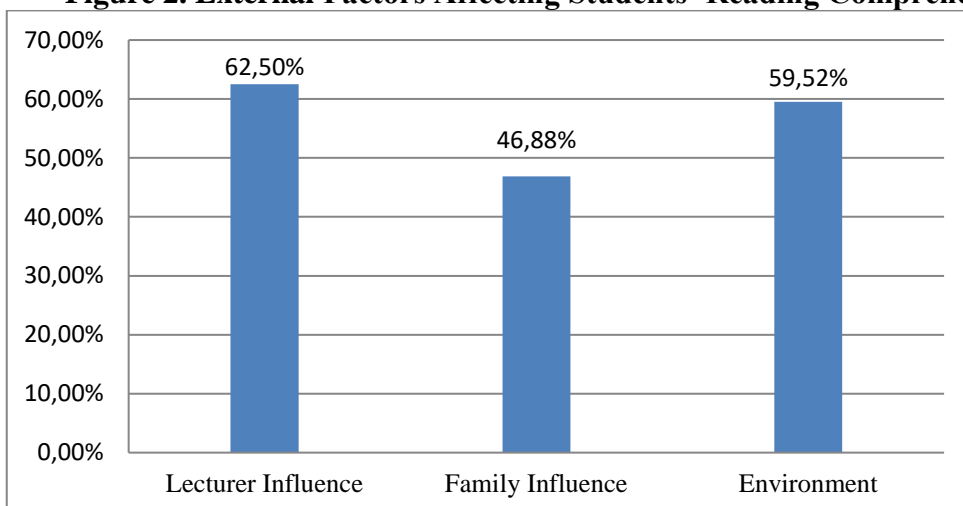


Figure 2 showed that the external factor most affecting students' reading comprehension ability was lecturer influence (62.50%), followed by environment (59.52%), and family influence (46.88%). More detailed explanations are given below:

1. Internal factors

a. Students' Linguistic Knowledge

Table 7. Percentage of Students' Linguistic Knowledge

Items	Total Score	Total Percentage
When you do not know the meaning of vocabulary or expressions in the reading, you do not comprehend the content of the reading.	78	69.64%

When you do not understand the grammatical structures of sentences in the reading, you do not comprehend the content of the reading.	68	60.71%
When you have little or no knowledge related to the reading content, you do not comprehend the main idea of the reading.	74	66.07%
Mean	65.48%	

Most of students’ linguistic knowledge that affects their ability in reading comprehension was vocabulary knowledge (69.64%), followed by background knowledge (66.07%) and grammatical knowledge (60.71%).

b. Students’ Perception

Table 8. The Percentage of Students’ Perception

Items	Total Score	Total Percentage
You always feel bored when you have to read English-reading materials.	70	62.50%
When you are sick, you are distracted from reading	73	65.18%
When you feel stressed or anxious, you cannot concentrate on reading.	88	78.57%
When you have personal problems, you lose concentration on reading.	60	53.57%
When you feel that the reading materials are too difficult, you want to give up reading.	62	55.36%
Mean	63.04%	

The students’ perceptions affected the students’ reading comprehension as high as 63.04%. It was lower than students’ linguistic knowledge. From the data, the students’ feeling of stress or anxiety was the most internal factor that affected students’ reading comprehension ability (78.57%). In contrast, the students’ personal problems affected the students’ ability the least (53.57%).

2. External Factors

a. Lecturer Influence

Table 9. The Percentage of Lecturer Influence

Items	Total Score	Total Percentage
The introduction of reading lessons by the lecturer is intriguing, so I feel attracted to read.	71	63.39%
When the lecturer introduces reading content that I feel I can apply gained knowledge in the future, I am eager to read and pay more attention.	78	69.64%

Reading activities that are outdated make me feel uninterested and lose concentration on reading.	77	63.39%
The lecturer has interesting reading teaching techniques that attract my interest in reading.	60	53.57%
Mean	62.50%	

In finding, it was found that in external factors, lecturers' influence affected the most in students' reading comprehension ability (62.50%). Regarding sub-external factors under the lecturer factor, the introduction of future-relevant reading content had the greatest impact on students' reading comprehension skills (69.64%). On the other hand, the lecturer's interesting reading teaching techniques had the smallest influence on students' ability for reading comprehension (53.57%).

b. Family Influence

Table 10. The Percentage of Family Influence

Items	Total Score	Total Percentage
Family members have encouraged me to read in English since I was young.	55	49.11%
My parents are strict and always demand me to read in English regularly.	50	44.64%
Family members are aware of the importance of English reading, so they always provide English reading books at home.	52	46.43%
My parents pay attention to my English learning and especially my grades in English reading related subjects.	53	47.32%
Mean	46.88%	

Next, the family influence factor showed that family members' support had the most impact on students' ability (49.11%). Meanwhile, the demand of family members to read English regularly impacts the students' ability the least (44.64%). The student's ability was impacted by 46.43% of the student's knowledge of the importance of English and the availability of English reading materials at home. Moreover, parents' attention to students' English learning also affected students' reading comprehension ability (47.32%).

c. Environment

Table 11. The Percentage of Environment

Items	Total Score	Total Percentage
When I read in a place that is too hot or too cold, I cannot concentrate on the reading.	63	56.25%
When there are interrupting or loud noises when I am reading, I lose concentration on reading.	69	61.61%
Insufficient light in the place where I am reading causes poor visibility of the reading texts, so I cannot concentrate on the reading.	68	60.71%
Mean	59.52%	

Lastly, the environmental factor affected the students' reading comprehension ability as much as 59.52%. The interrupting noises affected the students' ability in reading ability the most (61.61%). However, the temperatures affected the students' reading comprehension the least (56.26%). The students' ability to comprehend what they were reading was negatively impacted by inadequate lighting by as much as 60.71%.

Discussion

The finding of this research was gotten from the analysis of students' correct answers to the reading comprehension test at English Department Universitas Negeri Padang. It was found that the ability of the students in reading comprehension test was in the poor category with the mean score was 53.86.

The finding is in line with Putri (2019) who analyzed the students' ability in reading comprehension for second-year students at SMK YPM ZAIN PAUH KAMBAR Padang Pariaman. It was based on Brown's (2004:4) indicators of identifying topic, main idea, detail (stated and unstated information), recognizing pronoun reference, determining the meaning of word in context, and distinguishing explicit and implicit meaning. The result showed that the ability of the students in reading comprehension was in the low category with the mean score was 54.65. This result indicated that the students got difficulty in reading comprehension. The finding of the research is also supported by research conducted by Kurniawati (2020) who analyzed students' ability in five reading comprehension skills: main idea questions, directly answered questions, indirectly answered questions, vocabulary questions, and overall questions. She employed those skills as measures to know the students' comprehension of the TOEFL test at the English Department of UNP. The result of this study showed that students' comprehension of the TOEFL reading passages was poor with the average score of the students was 51%.

The research findings revealed that evaluation comprehension was the lowest percentage among the other indicators of Barrett's taxonomy. It is proved by data that show the mean percentage of students' correct answers in evaluation comprehension was only 31.79% while the incorrect answer was 68.21%. It means

that the students were not able to understand the questions in form of evaluation well. On the other hand, the highest percentage of the ability of students in Barrett's taxonomy was appreciation comprehension with 56.55% correct answers while the incorrect was 43.45%. It indicates that more than half of the students could respond the questions correctly in form of appreciation.

In the evaluation level, the students were required to evaluate the passage's main idea using either internal or external criteria, such as the reader's experiences, knowledge, or values in relation to the topic (Barrett's, 2018). The students faced some problems at this level. They had difficulty in determining whether incidents, events, or characters in the passage could exist in real life, determining whether the supporting information related to the topic, judging the writer's treatment to the topic is accurate and complete, determining the part of the passage is relevant or not, and pass judgment on the character's actions in particular accidents in the passage. In addition, the students also had difficulty on outlining and recognizing or recall of comparisons.

The second research question aimed to find out the factors that affect students' ability in reading comprehension. Both internal and external factors played roles in affecting students' reading comprehension ability. In internal factors, the students' linguistic knowledge was the major internal factor that affects students' reading comprehension ability (65.48%). Most of students' linguistic knowledge that affects their ability in reading comprehension was vocabulary knowledge (69.64%), followed by background knowledge (66.07%) and grammatical knowledge (60.71%). Then, the students' perceptions affected the students' reading comprehension as high as 63.04%. It was lower than students' linguistic knowledge. From the data, the students' feeling of stress or anxiety was the most internal factor that affected students' reading comprehension ability (78.57%). In contrast, the students' personal problems affected the students' ability the least (53.57%).

The external factors affected students' ability in reading comprehension through the lecturer influence, family influence, and environment. In finding, it was found that in external factors, lecturers' influence affected the most in students' reading comprehension ability (62.50%). On the other hand, family influence had the least impact the students' ability in reading comprehension (49.11%). Compared with some previous researchers that also investigated the factors affecting students' reading comprehension ability, the researcher found that this study is similar in some aspects to a study conducted by Safura & Helmanda (2020). Safura & Helmanda (2020) found that the main factors affecting students' reading comprehension were the method used and the class situation.

CONCLUSION

Based on result and analysis from previous chapter, the researcher discovered that the students' reading comprehension ability at English Department Universitas Negeri Padang was in the poor category with the mean score was 53.86. The highest students' ability based on Barrett's taxonomy was in appreciation level with the total mean percentage of the students' correct responses was 56.55%. Then, the lowest students' ability based on Barrett's taxonomy was on the evaluation comprehension

with the total mean percentage of the correct answers was 31.79%. It demonstrates that the students were not able to comprehend the questions in form of evaluation.

In addition, the most affecting factors in students' reading comprehension ability came from internal factors. Students' linguistic knowledge such as vocabulary knowledge, background knowledge, and grammatical knowledge was the majority of internal factors affecting students' reading comprehension ability with the total percentage was 65.48%. On the other hand, the family influence was the external factor affecting students' ability in reading comprehension the least with the total percentage was 46.88%.

REFERENCES

- Akhir, M. (2021). Barrett Taxonomy Reorganization to Improve Students' Intensive Reading Ability, 7(1), 76–83.
- Asrida, r. and F. (2019). The Difficulties of English Department Students at Universitas Negeri Padang in Answering Reading Section on TOEFL. *Journal of English Language Teaching*, 8(1), 2–9. Retrieved from <http://ejournal.unp.ac.id/index.php/jelt>
- Barrett. (2018). The Barrett Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension. *Read*, 25. Retrieved from http://www.vdac.de/vdac/index.php?option=com_docman&task=doc_view&gid=149
- Faliyanti, E. (2015). The Correlation Between Students' Vocabulary Mastery and Their Interest in English Toward Reading Comprehension in Descriptive Text. *PREMISE JOURNAL:ISSN Online: 2442-482x, ISSN Printed: 2089-3345*, 4(2), 68–76. Retrieved from <https://doi.org/10.24127/pj.v4i2.301>
- Gan, Z., Humphreys, G. & Hamp-Lyons, L. (2004). Understanding successful and unsuccessful EFL students in Chinese universities. *The Modern Language Journal*, 88, 229-244.
- Gilakjani, A. P. & Sabouri, N. B. (2016). A study of factors affecting EFL learners' reading comprehension skill and the strategies for improvement. *International Journal of English Linguistics*, 6(5), 180-187.
- Hidayati, D. (2018). Students Difficulties in Reading Comprehension at the First Grade of SMAN 1 Darussalam Aceh Besar. *Students Difficulties in Reading Comprehension At*.
- Klingner, J. K. and Vaughn, S, and Boardman, A. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties* (1st ed.). New York: The Guilford Press.
- Kurniawati, A. (2020). An Analysis of Ability in Comprehending Reading Text of Seventh Semester Students at English Department of FBS Universitas Negeri Padang, 9(3), 593–598. Retrieved from <https://doi.org/10.2991/assehr.k.200306.022>
- Kusumawanti, W. D. D. A. L. B. (2018). The effectiveness of close and explicit reading instructions to enhance reading comprehension to highly and lowly motivated students. *Journal.Unnes.Ac.Id*, 8(1), 1–9. Retrieved from <https://journal.unnes.ac.id/sju/index.php/eej/article/view/21995>
- Lorraine R. Gay, Geoffrey E. Mills, P. W. A. (2011). *Educational Research:*

- Competencies for Analysis and Applications (10th Edition)* (10 Edition). Pearson.
- Marzano, R. J., & Kendall, J. S. (2007). Praise for the Second Edition of The New Taxonomy of Educational Objectives. *Corwin Press*, i–ii.
- Mohamed, S. (2016). Evaluating efl students' reading comprehension skills with reference to the department of english at zawia university, libya. *PQDT - UK & Ireland*, (April). Retrieved from http://login.ezproxy1.lib.asu.edu/login?url=https://www.proquest.com/dissertations-theses/evaluating-efl-students-reading-comprehension/docview/1867989770/se-2?accountid=4485%0Ahttps://arizona-asu-primo.hosted.exlibrisgroup.com/openurl/01ASU/01ASU_SP?genr
- Novitasari, D. A. (2017). Analysis of Reading Comprehension Questions in the English Textbook for Eleventh Graders Based on Barrett's Taxonomy. *Malang: Universitas Negeri Malang*.
- Princess, P. (2018). an Analysis of the Second Year English Language and Literature, 13.
- Putri, M. (2019). Students' Ability in Reading Comprehension, 3(3), 1–9.
- Rahma, D. N. (2019). An Analysis of Reading Comprehension Question Made by English Teacher at SMAN 2 Sidoarjo Based on Barret's Taxonomy. *INELTAL*, (2014), 47–55.
- Reeves, C. (2012). Developing a Framework for Assessing and Comparing the Cognitive Challenge of Home Language Examinations Home Language Examinations, (July).
- Sari, M. H., Susetyo, Noermanzah, Wardhana, D. E. C., & Kusumaningsih, D. (2020). Understanding the level of students' reading comprehension ability. *Universal Journal of Educational Research*, 8(5), 1848–1855. Retrieved from <https://doi.org/10.13189/ujer.2020.080521>
- Taladngoen, U., Palawatwichai, N., Estaban, R. H., & Phuphawan, N. (2020). A study of factors affecting EFL tertiary students' reading comprehension ability. *Rangsit Journal of Educational Studies*, 7(1), 12–21. Retrieved from <https://doi.org/10.14456/rjes.2020.9>
- Vindy, R., Amalya, A., Anugerahwati, M., Yaniafari, R. P., & Malang, U. N. (2020). AN ANALYSIS OF READING COMPREHENSION QUESTIONS BASED ON BARRETT ' S TAXONOMY OF AN ENGLISH COURSEBOOK ENTITLED BRIGHT FOR EIGHTH GRADERS, 41–49.
- Weiner, B. (1979). A theory of motivation for some classroom experiences. *Journal of Educational Psychology*, 71(1), 3-25.
- Yilmaz, F. & Kahyalar, E. (2017). University students' perceptions of their failures in learning English as a foreign language. *International Journal of Language and Teaching*, 5(4), 440- 449.
- Wahyuni, K. B. (2021). *The Levels Of Questions Used In The English Textbook Entitled "Stop Bullying Now" For The Xi Grade Of Senior High School*. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 9(2), 191. <https://doi.org/10.23887/jpbi.v9i2.34393>