

## DEVELOPING READING COMPREHENSION WORKBOOK FOR GRADE X HIGH SCHOOL

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### ABSTRACT

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The objective of this study was to supplement the reading comprehension questions by analysing the weakness regarding the levels and types of questions in the textbook *Contextual English for Grade X of Senior High Schools* and to develop a reading comprehension workbook for grade X based on Curriculum 2013 and Barrett's Taxonomy. It was found that this textbook contained too much literal question which was at 61.6% and only low number of high level questions (10.86%). From the preliminary finding, this workbook was then developed with 210 questions and validated by teacher, lecturer, and also the students' try out. The result of validation showed that the product was excellent. The average score for each aspect by the first validator was 87.36% (good) and then revise until the score given by the second validator was 91.57% (excellent). The result of students' try out showed that the value of  $r_{xy} \geq 0.4$  on each exercises on the book and was considered valid. From these result, it was concluded that by the design and content, the product is appropriate to be used for public.

Key words: *reading, questions, Barrett's taxonomy, workbook, validation.*

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## **INTRODUCTION**

### *Background of the Study*

Reading is one of the most important academic skills, thus reading is the door for acquiring knowledge. By learning how to read, you can learn just about anything at any written form. But in unfortunately, the level of reading skill and comprehension in Indonesia is still low. This phenomenon can be proven by various situations such as shown by the result of PISA (Program for International Student Assessment) 2013 that was recorded on some newspaper such as Jakarta Post, The Establishment Post, The Guardians, etc. showed that Indonesian students' score was below the OECD (Organization for Economic Cooperation and Development's) average and has the second lowest ability of reading from 65 countries. Indonesia was ranked 64th which was worse than the last PISA in 2009, where Indonesia ranked 57th. PISA is conducted on 15 years old students which are usually learning in grade X High School. These show that Indonesian high school students have low ability in reading.

Reading comprehension skill can be affected due to various reasons. According to Wolley (2011) there are four main variables that affect the efficiency of reading comprehension for any individual, namely the text, the task, the reader characteristics, and the purpose of the activity. Task, in this case is the questions and commands given to the students as a mean of evaluation and also exercise, which has always been an important factor in learning for both teachers and students.

Unfortunately, the level of reading exercise in our textbook which was analysed base on Barrett's taxonomy in previous studies showed that it mostly contained low level exercises (literal questions) that didn't stimulate student critical thinking as shown by the study done by Listianingsih (2013), Fitria (2014) and Sirait (2014). Furthermore, the study done by Sunggingwati and Nguyen (2013) found that Indonesian's teachers relied deeply on the textbooks for teaching reading and for the kinds of questions they asked to assist in reading comprehension and were exposed mainly to low-level questions. This caused the teachers to often neglect improving their teaching learning activities. The teacher will often teach low level thinking content and questions base on the book without giving the student high level questions to increase their critical thinking.

There are some taxonomies that tried to describe the level of reading questions. Among those, the most applicable and widely used are Bloom's Taxonomy and Barret's Taxonomy. For this study the researcher intend to use Barrett's Taxonomy because it was developed form Bloom Taxonomy specifically for reading and it has more detailed taxonomy of reading comprehension than other taxonomy. This notion also supported by Hutchens (2005) that advised the use of Barrett's taxonomy because it has a detailed system regarding reading. For this purpose the writer intends to develop a reading comprehension workbook of reading base on Barrett's Taxonomy to cover the lack of higher level questions.

## **REVIEW OF LITERATURE**

According to Raphael (2014) reading comprehension is the ability to deeply and actively glean meaning from written text. Reading comprehension is related to questions, such as, “Do someone fully understand what they are reading? Do they can link information from the text to their own experiences? Are they able to express what they have read?” etc. Reading comprehension is a skill that is critical in educational success of all individual. Without adequate reading comprehension skills, students can struggle in many subject areas.

To help improving this reading comprehension skill exercise and practice is important. We can practice by solving exercises is a workbook. According to Macfarlane (1984), “A reading workbook is a commercially printed, consumable material for student activity”. Essentially, workbook is a printed learning material that contains the compilation of students’ worksheet and exercise. This worksheet and exercise is composed of sets of questions use to measure student ability.

A good workbook contains various exercises with balance level of questions. For reading, the level of question can be known by using Barrett’s taxonomy. Barret’s taxonomy is a simplified taxonomy specifically for reading comprehension developed from Bloom’s taxonomy. Ruiten and Dang (2005) stated, “In order to track how your student are processing information in their reading activities, there is a scale of comprehension called Barrett’s Taxonomy, .... . When designing activities keep in mind what level of processing you wish your student to engage in.” We can see that when designing activities or test we

have to keep in mind the level we use. And in designing reading activities or test, we ought to use Barrett's taxonomy.

*Table 1. Level of Barrett's Taxonomy*

Level	Operations for Learning Outcomes
Literal recognition or recall	Requires locating or identifying explicit information or situations; illustrated by recognizing or recalling details and main ideas, sequencing, comparing, examining cause/effect relationships and character traits.
Reorganization	Requires organizing ideas and information explicitly: illustrated by analyzing, synthesizing and organizing information that has been stated explicitly.
Inferential	Requires thinking and imagination beyond the printed page; illustrated by inferring supporting details and main idea, sequencing, comparing, examining cause-effect relationships and character traits, predicting outcomes, focusing on figurative language
Evaluation	Requires determining the truthfulness of text; illustrated by judgment of reality or fantasy, fact or opinion, adequacy or validity, appropriateness, desirability or acceptability
Appreciation	Involves increasing sensitivity to various types of literary genres; illustrated by emotional response to plot or theme, identification with characters and incidents, reactions to the author's use of language, response to generating images

(Humos: 2012)

## METHOD OF RESEARCH

### *Methodology*

This research use Research and development (R&D) method as this study aimed to develop a reading comprehension workbook. Setyosati (2013) explained R&D is a research that intended to develop and produce specific products, designs, or process. According to Haryanti (2012) the stages to construct R&D model are:

Table 2. Stage of R&D

Stage	Activity
Preliminary	(1) Research and information collecting; Identify the of Components (Analysis), Defining the Objectives, Definition of Components; (2) Planning : Plan the Methodology (3) Develop preliminary form of product
Development	(1) Development of tentative Model; Review, (2) Product revision; Model Refinement
Validation	Validation of The Model: Evaluate and Final product revision;
Implementation	Implementation

In the preliminary stage the researcher analysed the textbook *Contextual English for Grade X of Senior High Schools* in Semester 1 to conduct the need analysis that would be used as the base the reading workbook developed. The developed book then was given to a teacher of MAN 1 Medan and a lecturer of FBS UNIMED to be reviewed and validated. The product then revised until the desirable product was achieved. The revised product then was given for try out to students of MAN 1 Medan grade XI. Grade XI was chosen because the product were made for 1 year and it was assumed that class XI have learnt all the topics that were given and could answer all questions while class X cannot because they haven't learnt it. The result of the try out then calculated using product moment correlation formula to know the degree of the validity and reliability of the product.

### *Techniques of Analysing the Data*

The data for the need analysis was first obtained from the textbook *Contextual English for Grade X of Senior High Schools*. The data analysed were the level of question based on Barrett's taxonomy and type of questions based on the study of Richard (2005). After the need analysis data were analysed the calculation of the total of question drew up in the table based on the level of questions and the types of questions and the result of total errors was made into percentages and charts.

After need analysis, the initial product was developed and then given to teacher and lecturer for review and validation using an instrument of validation. The result will show whether the product was valid and reliable. The product will be revised accordingly with the score given. The degree of score was shown below.

*Table 3. Score of the Validation Instrument*

<b>Percentages (%)</b>	<b>Categories</b>
<b>90-100</b>	Excellent
<b>80-89</b>	Good
<b>70-79</b>	Fair
<b>60-69</b>	Poor
<b>0-59</b>	Very Poor

When the revision was done the product was given to the students of MAN 1 and the results were calculated using product moment correlation formula. The formula is:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

(Gulmah Sugiharti: 2013)

Where

$r_{xy}$  = correlation coefficient between variable X and Y

N = total student doing the test

X = the score of items tested

Y = the mean of students' average score

The value of correlation coefficient is -1.00 until +1.00. The valid items will have  $r_{xy} \geq 0.4$ . Below that number the test items are invalid.

## CONCLUSION AND SUGGESTIONS

### *Conclusion*

As have been stated before, the objective of this study was to supplement the reading comprehension questions because of the weakness in Indonesian textbook. These weaknesses have been proven by the previous study of other researchers and by the analysis done by the researchers on the textbook *Contextual English for Grade X of Senior High Schools*. The researcher found that this textbook mainly contains low level question which covered 61.6% of the reading questions in the textbook however there was only 10.86% high level



questions while they ought to be 25%. On the other hand, the multiple choice type of question was dominating this book (73.2%), in contrast there was none true or false question present. These result showed that there was a need to develop a reading comprehension workbook with balance composition of the level and types.

Based on the need analysis conducted, the researcher developed an initial product of the reading comprehension workbook with 160 questions. The initial product were then given to teacher for reviewing and validation and received good score at 87.36% and gone through the first revision.

After the first revision was conducted, the product was given to expert for further reviewing and validation, this product then has gone through three revisions in which the number of questions increased to 210, more picture and decoration were added, preface were added, and the structure were fixed. After the revision the product were given to student for try out.

After four revisions in total have been done, there was no other revision after students try out. This happened because the expected results were reached. Following the end result of validation by semi expert, expert, and students' try out it could be concluded that generally the product was excellent. The end score given by expert were 91.57% which showed that the product was excellent. The result of students' try out also showed that the value of  $r_{xy}$  (correlation coefficient between the test score and student average) was all greater or same with 0.4,

which according to the use of product moment correlation formula is considered valid.

This workbook covered up the appropriateness of the workbook's structure and language, the content effectiveness and appropriateness, and the attractiveness of the workbook. All of these aspects have been proven valid and reliable by the result of validation. It means that by the design and content, the product is appropriate to be implemented in the classroom.

#### *Suggestions*

Based on the conclusion to the findings pointed above, the following suggestions are needed to be considered in conducting the related research.

1. For the textbook's writers, they can use the need analysis of this study to present a textbook or workbook with balance composition between the level of reading questions in each exercises based on Barrett's Taxonomy and also with more types of questions such as true or false question.
2. For the English teachers, they can apply the result of this study to decide the appropriate strategy in teaching the reading texts so their students can do better in reading. In using this workbook teacher can also questions the student further about their answer to test their full comprehension.

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