CHAPTER II

LITERATURE REVIEW

This chapter discusses theoritical frameworks that this current research discussed about which are; Barret's Taxonomy, reading, reading comprehension, effective strategies for reading comprehension.

2.1 Barret's Taxonomy

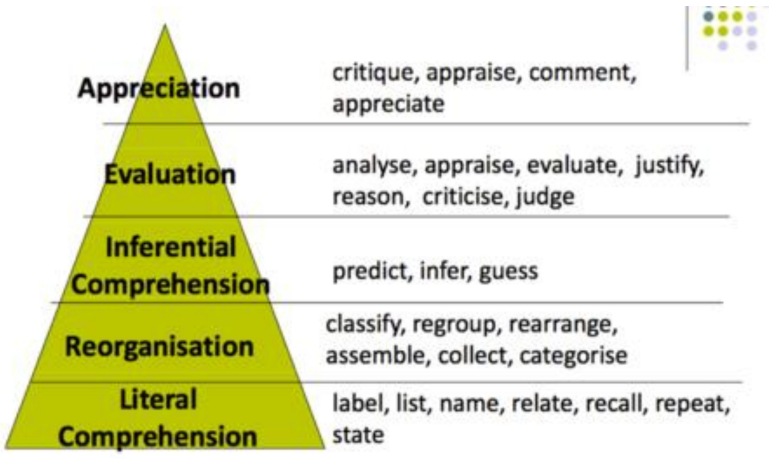
This study uses Barrette's taxonomy because of two reasons. First, there is the close relationship between thinking and reading text in which it is followed by some questions to check whether the text has been comprehended or not. Considering that reading is a process of getting meaning from printed materials and its relation to thinking process as a comprehension. Teachers intend the learning experience to change the students' comprehension from a simpler type to more complex that in some ways at least will include the first type. The second reason is Barrette's taxonomy has more detail taxonomy of reading comprehension. The Barrett Taxonomy (Clymer, 1968), designed originally to assist classroom teachers in developing comprehension questions and test questions for reading, is especially useful for classroom questioning in other content areas as well.

Theories of reading comprehension questions are considered important to distinguish different level of understanding of the text. According to Arthur and Blair who argue that Barret taxonomy aims to classify the test question for reading. Each of these reading comprehension levels also has links to the National Curriculum Statement (DoE, 2002) Learning Outcomes for Reading and Viewing and Thinking and Reasoning and to the Curriculum and Assessment Policy

Statement (CAPS) due to be implemented in which the type of questions attach on examination to help develop their comprehension abilities.

Barrett's Taxonomy is a taxonomy made by Thomas C. Barrett in 1968 special for reading (Irene, 2014, p. 3). Barrett's Taxonomy (Barrett, 1976) comprises five main "comprehension" levels these are (1) Literal Comprehension is questions that deal with information explicitly stated in the text; (2) Reorganization is questions that require analysis, synthesis or organization of information explicitly stated in the text; (3) Inferential Comprehension is questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience; (4) Evaluation is these questions deal with judgments concerning value and worth; and (5) Appreciation is these questions are intended to assess the psychological and aesthetic impact of the text on the candidate (Reeves, 2012, p. 35).

Gambar 2.1



2.1.1 Literal Comprehension

Comprehension focuses on ideas and information which are explicitly stated in the selection. Purposes for reading and teacher's questions designed to elicit responses at this level may range from simple to complex.

A simple task in literal comprehension may be the recognition or recall of a single fact or incident. A more complex task might be the recognition or recall or a series of facts or the sequencing of incidents in a reading selection. (Or these tasks may be related to an exercise which may itself be considered as a reading selection) Purposes and questions at this level may have the following characteristics.

1. Recognition

Recognition requires the student to locate or identify ideas or information explicitly stated in the reading selection itself or in exercises which use the explicit ideas and information presented in the reading selection. Recognition tasks are:

a) Recognition of Details Literal

The student is required to locate or identify facts such as the names of characters, the time of the story, or the place of the story (or just about any other kind of explicit fact or detail requiring literal comprehension).

b) Recognition of Main Ideas

The student is asked to locate or identify an explicit statement in or from a selection which is a main idea of a paragraph or a larger

portion of the selection. (At times caution and real discernment must be utilized to distinguish a main idea from a detail.)

c) Recognition of a Sequence

The student is required to locate or identify the order of incidents or actions explicitly stated in the selection.

d) Recognition of Comparison

The student is requested to locate or identify likenesses and differences in characters, times, and places that are explicitly stated in the selection. (Seeing likenesses and differences, seeing relationships, and making comparisons between characters, incidents, and situations are fairly synonymous at these levels. However, when a cause and effect relationship exists, it shall be classified at the next higher level of the taxonomy provided the criteria of some other level are not more nearly met. There is a level for cognition of comparisons, a level for recall of comparisons, and a level for inferring of comparisons. Examples for each of these levels define what constitutes a comparison question).

e) Recognition of Cause and Effect Relationships

The student in this instance may be required to locate or identify the explicitly stated reasons for certain happenings or actions in the selection. (Cause and effect are not restricted to motivations and interests. For example, there are cause and effect relationships which are inorganic).

f) Recognition of Character Traits

The student is required to identify or locate explicit statements about a character which help to point up the type of person.

2. Recall

Recall requires the student to produce from memory ideas and information explicitly stated in the reading selection. Recall tasks are:

a) Recall of Details

The student is asked to produce from memory facts such as the names of characters, the time of the story, or the place of the story. (Recall of almost any explicit fact or detail from the selection is included).

b) Recall of Main Ideas

The student is required to state the main idea of a paragraph or a larger portion of the selection from memory, when the main idea is explicitly stated in the selection.

c) Recall of a Sequence

The student is asked to provide from memory the order of incidents or actions explicitly stated in the selection. (A sequence will be constituted only when order of occurrence is specifically required)

d) Recall of Comparison

The student is requited to call up from memory the likenesses and differences in characters, times, and places tat are explicitly stated in

the selection. (Questions are classified at this level if they ask for likenesses and/ or differences)

e) Recall of Cause and Effect Relationships

The student is requested to produce from memory explicitly stated reasons for certain happenings or action in the selection.

f) Recall of Character Traits

The student is asked to call up from memory explicit statement about characters which illustrate the type of persons they are.

2.1.2 Reorganization

Reorganization requires the student to analyze, synthesize, and/ or organize ideas or information explicitly stated in the selection. To produce the desired thought product, the reader may utilize the statements of the author verbatim or he or she may paraphrase or translate the author's statements. Reorganization tasks are:

1) Classifying

In this instance the student is required to place people, things, places, and/or events into categories. (When pupils are asked to recognize or recall certain kinds of details, relationships, or traits, they are in effect classifying, but at a lower level of the taxonomy. The key to this level is that things must be sorted into a category or a class).

2) Outlining

The student is requested to organize the selection in outline form using direct statements or paraphrased statements from the selection.

3) Summarizing

The student is asked to condense the selection using direct or paraphrased statements from the selection. (This level is interpreted as also being applicable when less than the entire selection is condensed).

4) Synthesizing

In this instance, the student is requested to consolidate explicit ideas or information from more than one source. (The pupil is required to put together information from more than one place. More is required than just a collecting of information for this information must become fused so that information from more than one source provides a single answer to a question.

While the taxonomy refers to a single selection, quite often in order the answer a question, information obtained from a previous selection or selections must be utilized. The intent of the taxonomy, despite its restrictive reference to the selection, is not only the reading comprehension questions from review units, lessons, and exercise, but also many other reading comprehension questions)

2.1.3 Inferential Comprehension

Inferential comprehension is demonstrated by the student when he or she uses the ideas and information explicitly stated in the selection, his or her intuition, and his or her personal experience as a basis for conjectures and hypotheses. Inferences drawn by the student may be either convergent or divergent in nature and the student may be asked to verbalize the rationale underlying his or her inferences. In general, then, inferential comprehension is stimulated by purposes for reading and teachers' questions which demand thinking and imagination that go beyond the printed page. (Personal experience is interpreted to include formal learning experiences, as well as those things which the reader has personally experienced in a first hand situation. Prior knowledge, regardless of where this knowledge came from, is an integral part of inference. The crucial factor distinguishing inference questions from recognition and recall questions is that their answers are not explicitly stated but must be inferred).

1) Inferring Supporting Details

In this instance, the student is asked to conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting, or appealing. (Whether or not additional details are indeed "more informative, interesting, or appealing" is largely subjective. If the inferring of a detail is required, the question is to be placed at this level)

2) Inferring Main Ideas

The student is required to provide the main idea, general significance, theme, or moral which is not explicitly stated in the selection. (Such questions may pertain to part of a selection).

3) Inferring Sequence

The student, in this case, may be requested to conjecture as to what action or incident might have taken place between two explicitly stated actions or incidents, or he or she may be asked to hypothesize about what would happen next if the selection had not ended as it did but had been extended.

4) Inferring Comparisons

The student is requited to infer likenesses and differences in characters, times, places, things, or ideas. Such inferential comparisons revolve around ideas such as : here and there, then and now, he and she, and she and she.

5) Inferring Cause and Effect Relationships

The student is required to hypothesize about the motivations of characters and their interactions with time and place. He or she may also be required to conjecture s to what caused the author to include certain ideas, words, characterizations, and action in his or her writing. (“Why” and “Because” are often clues to this category).

6) Inferring Character Traits

In his case, the student is asked to hypothesize about the nature of characters on the basis of explicit clues presented in the selection.

7) Predicting Outcomes

The student is requested to read an initial portion of a selection and on the basis of this reading he or she is required to conjecture about the outcome of the selection. (An initial portion of a selection may be no more than the title).

8) Interpreting Figurative Language

The student, in this instance, is asked to infer literal meanings from the author's figurative use of language.

2.1.4 Evaluation

Purposes for reading and teacher's questions, in this instance, require responses by the student which indicate that he or she has made an evaluative judgment by comparing ideas presented in the selection with external criteria provided by the teacher, other authorities, or other written sources, or with internal criteria provided by the reader's experiences, knowledge, or values. In essence evaluation deals with judgment and focuses on qualities of accuracy, acceptability, desirability, worth, or probability of occurrence. (Evaluative judgment is the key to this category). Evaluative thinking may be demonstrated by asking the student to make the following judgments.

1) Judgments of Reality or Fantasy

Could this really happen? Such a question calls for a judgment by the reader based on his or her experience.

2) Judgments of Fact or Opinion

Does the author provide adequate support for his or her conclusions? Is the author attempting to sway your thinking? Questions of this type require the student to analyze and evaluate the writing on the basis of the knowledge he or she has on the subject as well as to analyze and evaluate the intent of the author.

3) Judgments of Adequacy and Validity

Is the information presented here in keeping with what you have reading the subject in other sources? Questions of this nature call for the reader to compare written sources of information with an eye toward agreement and disagreement and completeness and incompleteness.

4) Judgments of Appropriateness

What part of the story best describes the main character? Such a question requires the reader to make a judgment about the relative adequacy of different parts of the selection to answer the question. (It is believed that this level should not be limited to the main character, nor should it be limited to just narrative text. One can judge the appropriateness of text support to prove a subject or topic).

5) Judgments of Worth, Desirability and Acceptability

Was the character right or wrong in what he or she did? Was his or her behavior good or bad? Questions of this nature call for judgments based on the reader's moral code or his or her value system. The same holds true for judging the moral character of a political, social, or economic policy in informational or expository text as well as evaluating an author's proposal.

2.1.5 Appreciation

Appreciation involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on the reader. Appreciation calls for the student to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements. Appreciation includes both the knowledge of and the emotional response to literary techniques, forms, styles, and structures.

1) Emotional Response to the Content

The student is required to verbalize his or her feelings about the selection in terms if interest, excitement, boredom, fear, hate, amusement, etc. It is concerned with the emotional impact of the total work on the reader. (The emotional impact of the total work on the reader is not considered necessary).

2) Identification with Characters or Incidents

Teachers' questions of this nature will elicit responses from the reader which demonstrate his or her sensitivity to, sympathy for, and empathy with characters, happenings, and ideas portrayed by the author.

3) Reactions to the Author's Use of Language

In this instance the student is required to respond to the author's craftsmanship in terms of the semantic dimension of the selection, namely, connotations and denotations of words.

4) Imagery

In this instance, the reader is required to verbalize his or her feelings with regard to the author's artistic ability to pain word pictures which cause the reader to visualize, smell, taste, hear, or feel.

2.2 Reading

Reading is development, interactive, and global process involving learned skills. The process specifically incorporates and can be positively and negatively influenced by nonlinguistic internal and external variables or factors (Leu and Kinzer, 1987). Moreover, according to Tarigan (2008:7) states that reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words could be seen and known by reader.

In short, reading is an activity to get meaning from printed words or symbols and how this ability is used to recognize, understand and interpret in words. From

all definitions above, it means that a general understanding of reading can be derived as an active process of getting meaning. This process is done by knowledge and influenced by nonlinguistic internal and external variables. Besides that, reading can be taken as a life skill which is relevant to immediate as well as long term life success and reading generally serves as source of information and enjoyment.

Grabe (1991) stated reading as an activity that generates fluency from an interactive process between readers and texts. Readers try to create meaning from the text when they interact with the texs and there are divers types of knowledge such as: bottom-up processing and top-down processing. The principal objective of reading is to obtain the valid message from a text that the author reckoned for the reader to take (PourhoseinGilakjani & Sabousi, 2016)

There are three models for reading process as follows:

2.2.1 Bottom Up

In bottom-up theories, meaning located inside the text. It means that this process is a passive process, where the reader interprets the message of the author by looking from the lowest level, such as letters and words, towards the higher level, such as clauses, sentences, and paragraphs. This means that the meaning comes from interpreting the letter, then the word, the sentence and finally the whole text. Simply put, the process understood as something unilateral in which the reader only has the role of extracting written information and constructs meaning from the particular text processed by ignoring the surrounding environment. Bottom-up model means that the

reader starts with letters, which are detected by the scanner, and then the decodes changed the strings of letters into phonemes. The phonemes then enter to the recognition of a word. The reader then continues to start the process on the next word until every word in the sentences has been analyzed.

2.2.2 Top Down

In top-down theories, the reader has expectations toward the text and keeps on constructing predictions as he/she samples from the text, while he/she get rid of parts of the text which he/she thinks unimportant. If the predictions made look wrong, the reader continues to read the text more thoroughly to produce further predictions. Goodman declares reading as a process of hypothesis verification, whereby the readers apply the choosen data from the text to assure their predictions. The most pertinent charecteristics of top-down theory is that reading is noticed as a part of problem solving. The belief that both top-down and bottom-up theory are prominent characteristics of the attitude of a proficient reader lead to the development of interactive theories of reading (González, 2017).

Another top-down theory according to (PourhoseinGilakjani & Sabouri, 2016), readers use their prior knowledge to connect with a text and to relate these to recent information discovered in the text in order to comprehend the whole text. The readers do not read the whole word of a text. On the contrary, they focus on recognizing the subsequent words. They attempt to predict the meaning of words or phrases. Readers start predicting from the title of the text that allows them to limit the scope of their reading.

Afterwards they guess the message the author tries to deliver and change or keep their hypothesis build upon what they read. Comprehension begins with higher levels then lower levels.

2.2.3 Interactive

In interactive theories, bottom-up and top-down work together. Readers may use top-down to complete the goals of reading when using bottom-up and vice versa (PourhoseinGilakjani & Sabouri, 2016). Expert readers tend to use both bottom-up and top-down model (Ngabut, 2015).The word "interactive" was well known in the term of reading. The interactive model arises due to the fact that the meaning of the text is not contained directly yet it is a combination between the author thoughts and the reader's interpretation.

This process interpret the text and conclude it quickly by leveraging the text structure and the reader's background knowledge. This process has an important role to comprehend the text because this process enables the use of short-term memory to conclude the text in the meantime.Although the interactive process is a combination of top-down and bottom-up process, yet to construct the meaning of text using an interactive process still depends on the text's type and the reader's background of knowledge, the level of language proficiency, motivation, the use of the strategies, and the reader's attitude towards the text. This process trusted as the most effective way to comprehend the text. While this process encourage the students to construct

the meaning of the text, teacher has to implement appropriate strategies to develop the students' reading skill.

2.3 Kinds of Reading Comprehension Assessment

According to Brown (2004) there are several kinds of assessments to measure the students' reading comprehension as follows:

2.3.1 Gap Filling

Words or phrase as the answer is the expected response from the students. In short, this kind of assessment.

2.3.2 Short Answer

A text is provided, and the students read questions that have to be answered in less than three sentences.

2.3.3 Scanning

Scanning assessment is implemented by providing the students with a text and ask them to identify the specific information rapidly. The texts given to the students are usually in the form of no more than three pages of news article, an essay, a menu, a table of contents, and etc.

2.3.4 Information Transfer: Reading Charts, Maps, Graphs, Diagrams

Academic person must be able to read charts, maps, graphs, diagrams and the like. This skill involves a comprehension of the nonverbal, verbal conventions, and linguistic ability to transfer information.

2.3.5 Skimming

Skimming assessment is implemented by providing the students with a text and ask them to find main idea and etc without having to read it in full.

2.4 Effective Strategies for Reading Comprehension

First, ask high-level questions during your reading activities. Asking questions has been suggested by Hendrix et al. In Seif (2012) as a strategy to help students improve their reading skills to think deeper and learn to understand the content of the text. Therefore, teachers need to ask higher-level questions about texts during classroom reading activities. Questions are prepared by the teacher, given to students during reading activities, interrupted at intervals, and suggest questions directly to students. This activity is in line with Haggard's Seif (2012) Proposed Directed Reading Theory that the Directed Reading Thinking Activities Approach (DRTA) can be used to facilitate questions. This strategy is seen as a way to improve students' thinking skills in reading activities. As approved by Raphael of Seif (2012), "QuestionAnswer Relationship (QAR) methods are linked to improve students' reading comprehension after reading."

Second, write strong conclusions about reading between lines. Students can be trained to draw conclusions using textual illustrations, graphics, and headings. Making conclusions is closely related to explaining how to draw conclusions. According to Doff in Seif (2012), we can bring our experience into the reading aisle based on our own experience. Otherwise, you can imagine engaging in a story that is useful for many experiences so that the author can feel and understand what it means.

Third, teachers play a very important role educational program. Seif (2012) showed teachers from the beginning that they were more aware of what they were learning, less talked about, improved specific strategies for developing thinking

behavior, and used the media. And a small group of classes to ask questions on a regular basis and tackle more specific tasks. Therefore, this may be an effective way to teach students how to think unnoticed. Cotton in Safe (2012) provides a variety of education for teachers to develop thinking skills and improve students' knowledge and thinking skills through question generation, direction change and strengthening in order to achieve their goals. It suggests that you need to use an approach. Also, the questions suggested by the teacher must be higher-level questions, and of course the teacher must patiently wait for the student's answer.

2.5 Previous Study

The first previous study had been conducted by Novytasar (2017), and the title is “Analysis of Reading Comprehension Questions in the English Textbook for Eleventh Graders Based on Barrett’s Taxonomy”. The purpose of conducting research is to know whether the textbook for eleventh graders published by the government presents a balanced distribution of questions of lower and higher levels of thinking. Barrett's taxonomy was used to analyze because it is more detailed to evaluate reading comprehension questions. The research design was a descriptive qualitative, while the sheets are used to collect the data. Regarding this, it can be concluded that the most dominant form of the questions was WHquestions, with the result of 52.5%. The percentage of yes/no questions was 45.9%, and the alternative question was 1.6 of the entire reading comprehension questions. There were no true/false questions and multiple-choice questions. The most dominant of Barrett's Taxonomy category was Evaluation, with a percentage of 44.3%. The percentage of the Appreciation was 19.7%, Literal Comprehension, and Inferential

Comprehension was 18%. Nonetheless, this coursebook does not contain any Reorganization questions, so in a nutshell that the distribution of questions is not balanced.

The second study conducted by Amalya et al. (2020) to see an analysis of reading comprehension questions based on Barrett's taxonomy of an English coursebook entitled bright for eighth graders. this research consists of several activities; one of the activities is reading comprehension questions. Due to the curriculum, students need to exercise with HOTS questions. Considering that, the researcher chose the "Bright" coursebook, published by Erlangga. It contains the various and authentic functional text. The researcher used Barrett's Taxonomy. This taxonomy is more specific to evaluate the reading comprehension questions. Therefore, the objective research is to know what categories of reading comprehension questions form and Barrett's Taxonomy types and the frequency can be found in this coursebook. As the result, the most dominant question form was the WH question with 79 questions, and Literal Comprehension, which belongs to the Lower Order of Thinking Skills, consisted of 82 questions. To sum up, the number of questions was imbalanced in this coursebook

The third study conducted by Zorlouglu et al. (2020) The analysis of 9th grade chemistry curriculum and textbook according to revised Bloom's taxonomy. The purpose of this study is to taxonomically analyze the Turkish 9th grade chemistry curriculum. Descriptive analysis methods are used throughout the study. Document analysis is used as a way to build code and topics that reflect the findings. The results of the study focused on level understanding (61%) and memory (16%),

application (5%), and analysis of other learning outcomes (13%) for most of the learning outcomes of the 9th grade chemistry curriculum. It shows that it is. Rating (0%) and creation (5%). In addition, learning outcomes in the distribution of cognitive areas are conceptual knowledge (79%), factual knowledge (16%), metacognitive knowledge (5%), and procedural knowledge (0%). Textbook analysis clearly shows that the results of most units are based on the conceptual and factual knowledge of a particular unit. However, textbooks have no learning outcomes other than procedural and metacognition in some units, such as the second, third, and fourth units.