

AN ANALYSIS OF READING COMPREHENSION QUESTIONS BASED ON BARRETT'S TAXONOMY OF AN ENGLISH COURSEBOOK ENTITLED *BRIGHT FOR EIGHTH GRADERS*

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Abstract: *A coursebook has a significant role in the learning process, especially in learning English, which is to improve students' skills. It 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. To know how the author organizes the questions in this coursebook, 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. To conduct this research, the researcher used descriptive analysis with four instruments to collect data. Those instruments were the researcher as a key instrument, an evaluation sheet, and two checklist forms to analyze the question forms and the categories of Barrett's Taxonomy. 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.*

Keywords: *coursebook, reading comprehension question, Barrett's Taxonomy*

INTRODUCTION

A coursebook is one of the learning sources that have a significant role in the learning process because they are the center of curriculum and syllabus. Coursebooks also determine students' activities. Besides, coursebooks have been considered the primary source of input for students; so that way, coursebooks should be designed appropriately to provide what students need to learn adequately. According to the National Education Department (Depdiknas) (2004), coursebooks are material, which is compiled for the teaching and learning process. However, coursebooks must fulfill some criteria to become a good coursebook, which can improve students' skills, especially in English. Therefore, the Indonesia Ministry of Education and Culture provides coursebooks to help students to learn English; however, there are some private publishers of English coursebooks such as Erlangga. As private publishers, they comply with the implementation of the 2013 Curriculum, which includes competency of attitude, knowledge, and skills integrated.

The teaching process considers the use of the English coursebook, which implements the 2013 Curriculum. The application of the English coursebook is essential because it provides information on knowledge and skills. In addition, the guide or road map for learners is provided, which offers the expected behaviors that students are supposed to perform (Crawford in Richards and Renandya, 2002). As an example, students can perform their English skills based on what they learned from the coursebook, such as using an appropriate expression to get other's attention.

Coursebooks are a beneficial source for self-access work and self-directed learning; they are also references for ideas, activities, increasing vocabulary acquisition, learning grammar, correcting pronunciation, and others (Cunningsworth, 1995). It can be effective in learning English because the teachers motivate students to reflect their knowledge by doing assessments in the coursebook (Jamrus & Razali, 2019: 64). Coursebook as self-assessment is one of the essential aspects of measuring students' progress in learning the materials. For example, students want to advance reading skill or enrich their

vocabulary, they can learn by themselves because there is an activity to improve reading comprehension and also provides the terminology related to the topic. After doing a self-assessment with the English coursebook, the student can ask for feedback from the teacher. Subconsciously, they develop their critical thinking because, at first, they do their work by using their judgment.

In addition to benefiting students, coursebooks also give advantages to teachers. Commonly English coursebooks consist of learning to guide in the form of activities, which can help teachers to prepare the lesson (Brown, 2002). Teachers can adapt the existing materials because the coursebooks can become flexible syllabus, which adjusts with the students' needs. Besides, coursebooks provide the learning objectives that can be achieved by doing the task. For example, in chapter 1 of the coursebook, students will learn to identify and use expressions to get others' attention after doing tasks such as filling in the bubbles with the illustrations provided in the box. As the coursebooks consist of activities, it is good to help the teachers who have less experience and have yet to gain confidence. Teachers will know what and how to teach by looking at the guidance in the coursebook (Thoanasoulas, 1999). By using a coursebook, teachers can solve everyday problems. Moreover, most of the goals and aims have been prepared through the set of materials and practices based on the students' needs to learn. Thus, a coursebook becomes a needed partner for the teacher to arrange the teaching process and a self-assessment to improve their English skills

Nowadays, there are many English coursebooks in Indonesia published by local or foreign publishers, aside from those published by the government. The English coursebook should be developed based on the 2013 Curriculum, where both hard-skills and soft-skills are balanced. Many exercises can be founded in the coursebook, which can build their necessary skills, such as listening, speaking, reading, and writing. The 2013 Curriculum includes analyzing, evaluating, and creating, which is usually called HOTS (Higher Order Thinking Skill). HOTS need to be constructed the necessary components of critical thinking and problem solving (Sydoruk, 2018). Thus, the government expects the students to be more critical and analytical in their thinking by doing an assessment or solving problems because it is useful for solving the problem they face in daily life.

The 2013 Curriculum consists of the learning activities that are student-centered learning. According to Boraie (2013), teaching in English classes should focus on nurturing students' thinking and language content, outcomes, and learning activities. Thus, the coursebook is developed by applying activity-based, not content-based. The activities are authentic, related to students' daily life, such as giving a compliment. Furthermore, the Directorate of High School (2015) states that students' assessments developed by teachers are expected to encourage the students' higher-order thinking skills, creativity, and build their self-reliance to solve problems. For example, KD 3.9 can encourage students' higher-order thinking. In this KD, students should consider the language feature, such as the degree of comparison. Moreover, students can solve the problem by doing exercise, such as exercise-related to KD 3.11, which is about recount text. Meanwhile, creativity can be developed by learning how to write a greeting card related to KD 3.5. It is about arranging particular text in the form greeting card in brief and simple. That goal of students' assessment is covered in the coursebook, such as the "Bright" coursebook by Erlangga. Exercising those questions could lead students to comprehend the material, especially the reading questions, which can improve their reading skills. Besides, those questions are designed well to help students interact with the text, create a judgment, construct the meaning of what the writer wants to convey, and begin to think critically and intelligently (Day & Park, 2005). This goal is related to KD 3.12, which is about an announcement where students can construct the information from the announcement. It can be seen from chapter 15 in the "Bright" coursebook.

The importance of learning English is reading comprehension questions to make students achieve the goal of learning English. It is important to familiarize them with reading comprehension. Aside from developing the students' critical thinking, it will improve language ability. Reading comprehension is a process affected by several thinking and language abilities. Each student needs critical thinking and language abilities, especially for junior high school students. They should use critical thinking to solve the reading comprehension questions. For instance, students can use critical thinking by finishing a reading comprehension question of multiple-choice. Regarding the multiple-choice, students will find some distractions in alternative answers. Therefore, the coursebook will support their learning process in mastering English's basic skills, especially reading skills. To practice the students' reading skills, the teacher can encourage them to answer some reading comprehension questions. Every question is applied to measure the students' comprehension of the content of the text.

After doing the exercise, students are expected to improve their reading skills as well. Reading skill is one way to make students aware of the use of language, which conveys meaning. In the learning language question play an important role, as Cunningsworth (1998) stated that reading texts with exercises helps students read with understanding. Besides the question that can improve language ability, it is

beneficial to build background knowledge; it mediates the scope to which other reading comprehension behaviors are utilized. Thus, the questions should focus on the most essential of the content. Because students can find new information about their background of knowledge, the teacher can lead the students to comprehend the text easily. Based on the researcher's experience when giving a tutor on eighth-graders on SMP Negeri 3 Malang, the student could not understand the whole content of the reading text, it is about recount text. However, she can a little bit understand what the text is about by answering the questions that are already presented. It presents that the students' ability to understand, use, evaluate, reflect on, and engage with the text is still low. The reading ability here is to achieve one's goals; develop one's knowledge and potential, and participate in society. The students' performance in reading comprehension shows that they read the text and answer the question based on what it appears in the text. Thus, the questions should stimulate students to process the content and create their own opinion after rephrasing it into their own words.

Students are given text with reading comprehension questions in their coursebooks during the English lesson to develop their reading skills. The English teacher can check students' comprehension of the text because the reading comprehension questions are as media to stimulate the students' thinking about the matter based on the text. The questions are essential when used effectively in a lesson that requires reading (Widyanata, 2005:2). Therefore, to support the reading comprehension questions should be organized based on the taxonomy. There are two well-known taxonomies in education, Bloom's taxonomy, and Barrett's taxonomy.

The most highlight difference is Bloom Taxonomy can be implemented in all subjects according to the general function and designed items, which is to measure 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 made this taxonomy in 1968; it is suitable for analyzing the reading comprehension question. 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). This taxonomy consists of five levels: (1) literal comprehension, (2) reorganization, (3) inferential comprehension, (4) evaluation, and (5) appreciation. The reading comprehension questions are made based on Barrett's taxonomy to enhance the students' reading ability because those questions are based on appropriate levels of thinking skills. Therefore, the students should exercise the questions based on Barrett's taxonomy (Dupuis & Askov, 1982). In this case, the English coursebook has a vital role in supporting their reading comprehension.

The previous study had been conducted by Novytsar (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 WH questions, 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.

This study is different from the previous study in terms of the focus of the research. The previous studies focus on the content; meanwhile, in this study, the researcher only examines one coursebook through the reading comprehension questions using Barrett's Taxonomy instead of Bloom Taxonomy because it contains a more detailed category in reading comprehension. Thus, the researcher decides to analyze a coursebook entitled "Bright an English Course for Junior High School Students," published by Erlangga (2017). It is caused the coursebook encourages students to think under HOTS, and it is kind of theme-based which has various and authentic reading texts. Besides, it provides students a self-reflection to improve students' awareness in learning. Therefore, the researcher decides to analyze this coursebook

METHOD

The research study was using descriptive-qualitative. The characteristic of descriptive data was qualitative because the source was taken from documents, audio-video recordings, transcriptions, words, etc. (Bogdan & Biklen, 2017). The research belonged to qualitative designs because it aimed to seek a more profound truth of the existing condition of the reading question within the coursebooks so that the design matched as a mode of inquiry (Ospina, 2004). It meant that the researcher attempted to collect and

examine information about something and asked the questions to gather information. The descriptive-qualitative design interprets the phenomena; in this context, the researcher wanted to present the explanation of the condition in the coursebook based on the reading questions. In addition, Barrett's taxonomy categories offer in the forms of words because the design relies on the linguistic and employs meaning. The forms of the question and Barrett's Taxonomy's categories would be explained in this study. Regarding the research question, this study had some specified goals, such as analyzing the kinds of reading questions that appeared within the coursebook, whether the questions are in the forms of multiple-choice questions, yes/no question, wh- question, multiple choices, and other forms. Besides, the purpose of the research was to know Barrett's taxonomy categories, such as Literal Comprehension, Reorganization, Inferential Comprehension, Evaluation, And Appreciation, which could be found in the reading comprehension questions in the coursebooks and the frequency of each of those categories.

The object of the research was an English coursebook. There were some criteria to select this coursebook. First, the 2013 curriculum is used in this coursebook. Then, some junior high schools adapt the material from this coursebook. The last is Erlangga, a private publisher, published this book based on the latest curriculum. The coursebook entitled "Bright an English course for Junior High School" and written by Nur Zaida. It was mostly used by the English teachers to help them in teaching, such as in SMP Negeri 1 Malang. The reason for choosing eighth-graders was that students learned more basic competencies or Kompetensi Dasar (KD) in this grade. 13 basic competencies should be learned by eighth-graders.

In this study, the researcher had a role as a research instrument because the researcher was a planner, executor to collect data, data interpreter, and reporter for the research's result. The role of the researcher was a key instrument in the process of qualitative research because the categories of good research are instruments that understand the research methodology and ready to do the research object (Sugiyono, 2006). In addition, the researcher developed an evaluation sheet to collect data and two checklist forms to analyze the form of the question and Barrett's Taxonomy category presented in the English coursebook for junior high school.

FINDINGS AND DISCUSSION

The researcher collected all of the reading comprehension questions presented in the English coursebook for eighth-grader published by Erlangga. Then the researcher put it on the evaluation sheet and two checklists, which are question form and Barrett's Taxonomy categories. The total of reading comprehension questions in this coursebook was 135 questions. The number of reading comprehension questions that were obtainable in this coursebook was 128 questions.

Reading Comprehension Question Forms Presented In The Coursebook

The researcher collected all of the reading comprehension questions presented in the English coursebook for eighth-grader published by Erlangga. Then the researcher put it on the evaluation sheet and two checklists, which are question form and Barrett's Taxonomy categories. The total of reading comprehension questions in this coursebook was 135 questions. The number of reading comprehension questions that were obtainable in this coursebook was 128 questions. The reading comprehension question was most dominant from chapter 7. The detailed distribution of reading comprehension questions can be seen in Table 1.

Table 1 The Distribution of Reading Comprehension in each Chapter

No	Chapter	Content	The Number All Reading Comprehension in the Chapter
1	Chapter 1	Excuse Me!	1
2	Chapter 2	Good Job!	4
4	Chapter 6	Will You Come to My Party?	8
5	Chapter 7	Congratulations!	34
6	Chapter 11	As Timid As A Rabbit	13
7	Chapter 12	It Was Tasty!	6

After the researcher analyzed the form of the reading comprehension questions identified in the coursebook, it can be concluded that WH-questions are the most dominant. The number of the WH-questions was 79 questions or 61.7% of the entire reading comprehension questions. The True/False questions were the second dominant with 28 questions or 22% of the entire questions. The third was the Yes/no question form with 9 questions, in another word the percentage of the existence of this form is 7%. Next, the multiple choice questions form was on the fourth with 7 questions or 5.4%. Meanwhile, the last was the alternative question with 5 questions or 3.9% of the entire questions. Table 3 shows the complete information of the reading comprehension question forms presented in the coursebook.

Table 2 The Forms of Reading Comprehension Questions in the Coursebook

NNo.	Questions Forms	Frequency	Percentage
1	WH- question	79	61.7%
2	Alternative question	5	3.9%
3	True/False question	28	22%
4	Yes/no question	9	7%
5	Multiple choice question	7	5.4%
Total		128	100%

The finding of this research is similar to Novytasari (2017). The previous research findings presented that the WH-questions are the most dominant, which compared to other questions forms the portion, and the number of the question forms is imbalanced. In other words, this question form is the most dominant, and other forms had a smaller distribution. For example, the Alternative question had the smallest distribution, which consisted of five questions.

The WH-question sometimes required students to answer in short because the answer only included the brief information explicitly stated in the text. For example, the WH-questions that showed in chapter 11 on pages 138-139, "Who visited Wrangell-St. Elias?" and the answer should be stated, "Caty and Ashley." The students did not need critical thinking because the answer is easy to found in the text. Nonetheless, this kind of question often involves full sentences answer (Nutall, 1985). In other words, the WH-questions form requires students to think at a higher level of thinking. For instance, the answer to the question taken from a greeting card on page 71, "Why does Anisah write the card?" is "Because Diana, her sister, comes back home since she left home two years." Based on the example, students need to answer with full-sentence toward the WH-question form. Students are required to think at a higher level of thinking in that section. Therefore, WH-questions can be useful for lower thinking and a higher level of thinking.

The other forms of the question which are presented in this coursebook are True/false questions. The True/false question is very beneficial if it is skillfully formulated (Nutall, 1985). It requires the students to only mark which statement is true and which one is false. However, this kind of question can be used in a higher level of thinking when students are asked to correct the false statement. Giving detailed information to the false statement is unnecessary because students must only choose whether it is true or false in this coursebook. The sample of the True/false question form is taken from chapter 11, which is about description. After reading the passage, the students must give a mark towards the statement based on the passage. For example, "Lia is taller than Salma," and the answer is "false." Students do not need to write a true statement for a false statement.

The Yes/no question are short and do not require the students to combine sentences unless they wish (Nutall, 1985). The best way to apply this kind of question is to follow other question forms, such as WH-question. Besides, this coursebook provides the statement based on the text, and the students should choose the right answer, whether it is yes/no. For example, the question of chapter 71, "Can you guess what Diana's hobby is? How do you know?" First, students choose whether it is yes or no, such as "Yes, I can," Then students should give a clear idea why they choose the answer, such as "I know that Diana's hobby is reading a book because Anisah wrote about Diana's book on the shelves." Moreover, this coursebook also consists of the Yes/no question without followed by other question forms. On page 73, about the invitation card, the sample of question is, "Does the host want a reply?" The students may give a short answer like "Yes, he does."

Multiple Choice questions are advantageous for the low level of reading comprehension questions (Brown, 2004). However, it can be used to practice a high level of thinking skill as the question must be well-designed. This kind of question form must be used effectively. The teachers should accept multiple-choice questions just because they are badly used (Nutall, 1985). Sometimes, the right answer is not attached to the multiple choices; that is what the teacher considers using a Multiple Choice question. For example, the question is taken from chapter 15, "Why did Marina Hartati write the announcement?" This question is provided with four choices as an alternative answer. The number of alternative answers on the multiple-choice is based on the level of education. This question form can be useful as the bridge to a higher level of thinking.

Alternative questions had the smallest distribution, among others. An alternative question is similar to yes/no questions, but it restricts the answer not to yes/no (Harnish, 2005). Alternative questions are subject to guessing, so the teacher may want to follow up with other forms discussed in this section. Alternative questions have worked best for us with literal, reorganization, inference, prediction types of comprehension. For example, the question sample is from chapter 15, "Is the board interesting? Why/ Why not?" students are required to give their answer not only in yes or no, but they should provide their reason.

Even though the various question forms can help students to build their understanding easily, the students' answers are more important than the various questions forms themselves (Nutall, 1985). Nutall (1985) stated that teachers should be more interested in the students' answers than the question forms. In addition, the aim of giving questions is to help the students get the idea that the author wants to convey. A question is an instrument to help the teacher teaches the students rather than testing the students. Besides, the use of different question form can promote students' reading ability to help them in comprehending reading text.

The Barrett's Taxonomy Categories And The Frequency Of Each In The Coursebook

This part presented Barrett's Taxonomy categories and the frequency of each Barrett's Taxonomy categories found in the reading comprehension questions in the "Bright", a coursebook. The researcher analyzed Barrett's Taxonomy according to the reading comprehension questions types, afterward, the researcher could conclude that the most dominant Barrett's Taxonomy is Literal Comprehension (LC) with 82 questions or 64% of the whole reading comprehension question. Evaluation (E) became the second dominant of Barrett's Taxonomy with 30 questions. The third dominant of Barrett's Taxonomy was Inferential Comprehension (IC) with 13 questions or 10.3% of the entire questions. Meanwhile, 2 questions belonged to Reorganization (R) or the percentage was 1.6%. The last, Appreciation (A) consisted of 1 question or 0.8%. For the detailed distribution of Barrett's Taxonomy category, it can be seen in Table 3.

Table 3 The Barrett's Taxonomy Category

Barrett's Taxonomy Category	Frequency	Percentage
Literal Comprehension (LC)	82	64%
Reorganization (R)	2	1.6%
Inferential Comprehension (IC)	13	10.3%
Evaluation (E)	30	23.3%
Appreciation (A)	1	0.8%
Total	128	100%

The findings of the research presented that the English coursebook for eighth-graders published by Erlangga consisted of four categories of Barrett's Taxonomy, which are Literal Comprehension (LC), Reorganization (R), Inferential Comprehension (IC), Evaluation (E), and Appreciation (A). Literal Comprehension (LC) and Reorganization (R) are considered to reflect lower-order cognitive processes. Meanwhile, Inferential Comprehension (IC) is reflected in the middle level of thinking. Then Evaluation (E) and Appreciation (A) are reflected in a higher level of thinking (Revees, 2012). Regarding the findings, the most dominant Barrett's Taxonomy category found in the coursebook is Literal Comprehension. The

percentage of the total of it is 64%. Meanwhile, the Appreciation obtained the smallest distribution compared to other categories. The rate of it is 0.8%. It can be concluded that the coursebook contained a lower portion of the high level of thinking. The previous study conducted by Sunggingwati (2001) also showed a high percentage of questions in the English coursebook deal with Literal Comprehension. Because Literal Comprehension is in the lowest level of thinking, it focuses on ideas and information explicitly stated in the reading section.

In the Literal Comprehension level, the students must find the ideas or the information explicitly on the text so that the answer to the Literal Comprehension question can be directly taken from the text. The students become passive because they do not need to think the answer beyond the text. Besides, in Literal Comprehension, the students attempt to receive what the author says (Sunggingwati, 2013). Because the reading comprehension questions are easily answered, so the students can answer those questions without thinking more. Even they do not read the whole text, they still can answer correctly. The sample of questions belongs to Recognition of the Details (lc1) and is taken from chapter 7 about the invitation card. "Which one is formal invitations?" the students can answer "Number 1" by looking at the way the language is used in the invitation cards. Therefore, the teacher will not know if the students comprehend the text or misunderstand the text.

Nonetheless, the Literal Comprehension question is beneficial in some aspects. The students can ignore the unimportant information in Literal Comprehension. For example, the question on page 71, "Who sent the card?" the students can skip the whole reading text because the useful information is in the first line. Then the students can get the ability to recognize the key points of a text. For example, the question sample is Recall of the Details (lc7), and taken from chapter 13, "What is Eric doing that morning?" the students directly point to the word "*morning*" in the text. Thus the students are continually pulling out ideas from the text they are reading and determining the main points in each segment of the reading passage (Duarte, 2005). In addition, Literal Comprehension is crucial for bridging students to think beyond the text's content. For example, in question number 3 in chapter 13, "Why did he step back into the shed?" the sub-category of the question is Recall of the Details (lc7). Based on the question's sample, the students can modify their own words because adding text does not provide a direct answer. Thus, the Literal Comprehension question is essential preliminaries to a text (Nutall, 1985).

Reorganization (R) is also categorized as a low level of thinking. Dealing with the table, the portion of this category is 1.6%. Critical thinking is not involved in this level because Reorganization (R) contains less understanding of the information beyond the content text (Gocer, 2014). However, this level is crucial because it involves the ability to gain a clear understanding of a text (Duarte, 2005). Reorganization (R) is needed to assist the students in creating an information framework. It is related to Outlining's sub-category, in which the question is in chapter 14 on page 182. The question is, "Here is a short message to respond to one of the above messages. Which one is it? Fill in the blanks." Students are required to organize the statement in the text to create information.

The ability that can encourage students to read between the lines of a text is Inferential Comprehension (IC). In this coursebook, the finding of Inferential Comprehension (IC) is 10.3% of the entire reading. It requires a reader to combine the literal content of a selection with prior knowledge, intuition, and imagination for conjecture or to make a hypothesis (Pennell, 2014). For example, the question belonged to Inferring Supporting details (ic1), "How do you feel when you see someone else's success?" here; students are required to combine their imagination with the content. In other words, students should make inferences for the details in the text at this level. By applying the Inferential Comprehension level, the students are allowed to integrate what they know. At the same time, they read and have information that may conflict with their assumptions, reinforcing critical thinking skills (Duarte, 2005). The sample of the question can be seen in chapter 15 on page 195; it belonged to Inferring Main Ideas (ic2) with the question, "From the next, we can conclude that the 9th graders are going to..." The students need the ability to infer and imagine what might have happened by guessing through multiple choices.

Evaluation (E) is part of the level that requires HOTS because students decide whether reality or fantasy is, fact or opinion is. Besides, the students decide whether the question is adequate and valid. Also, the students decide whether the question has appropriateness, worth, desirability, and acceptability. The students should analyze their responses toward the text or detailed information, so this level does not require answering it with a text's implicit statement. For example, the question can be seen in chapter 7, "Can you identify formal and informal expression used in different situations" the students are required to give an opinion based on the text. Moreover, Evaluation (E) is the most sophisticated of all because students analyze their responses and discover the objective reasons for it, as well as to measure it against the presumed intention of the writer (Nutall, 2005). Therefore, the students should have a high level of thinking to answer the Evaluation (E) question (Alderson & Urquhart, 1984). As an example, those questions belong to the sub-categories of Judgments of Adequacy and Validity (e3) in chapter 15. The

question form is true or false. However, students are not necessary to write a true statement for false statements. It is requisite for students to analyze the issue, which is to answer the question. Besides, the students should have an understanding of the content and the background knowledge.

Based on Barrett's Taxonomy category, Appreciation (A) is also a higher level of thinking, finding out the content's emotional response. Besides, the Appreciation question's purpose is to find out the identification with characters or incidents, the reaction to the author's use of language, and the verbalization of the feelings. Appreciation questions belong to a proper assessment of comprehending (Alderson & Urquhart, 1984), so those questions require the students' critical thinking ability. These questions also aim to record the students' responses to the text's content, such as "I am interested," and "I am frightened." In this coursebook, Appreciation (A) is only 0.8% of the entire questions. On page 73, students have a question, "Pretend to be Sultan and you have decided to come to the party. What club Jersey are you going to have?" Regarding the example, the students involve them with the author, so they do not rely on themselves. To answer the Appreciation question, students should respond to it emotionally.

This research's findings address that the distribution of Barrett's Taxonomy category in the English coursebook for eighth-graders is imbalanced. The lower level of thinking has a portion higher than the higher level of thinking, so this portion is measured as not well. A higher level of thinking skill for learning activity is also essential. It can help students think about the ideas beyond the text. Besides, it is explained to require students to create an answer or to support an answer with logically reasoned evidence (Cotton, 2001). In the same way, the lower of thinking skill question is also needed to find the essential information of the text; this kind of question is more effective when the teacher's purpose is to impart factual knowledge and assist students in committing this knowledge to their memory (Cotton, 2001). The lower thinking is considered easy because the students can directly state the answer by looking at the text. Because the students think the reading comprehension questions are easy, those questions engage them to answer the other questions and the higher level of thinking. Besides, English in Indonesia is considered a foreign language. Therefore, students should learn it step by step from lower thinking to a high level of thinking. Students must also comprehend the text explicitly first rather than go beyond the level of thinking, such as questions with the Evaluation and Appreciation category.

CONCLUSIONS

The researcher decided on some conclusions based on the findings and the discussions in the previous chapter. There are ten reading texts followed by 128 reading comprehension questions presented in the "Bright" an English coursebook for eighth-graders. The researcher distinguished them into five-question forms from the 128 reading comprehension questions. Those forms are WH-question, alternative question, true/false question, yes/no question, and multiple choices question. The most dominant form was WH-questions with 79 questions. Meanwhile, the least dominant form of the question was the Alternative question. The total of the alternative question was five questions.

Regarding the findings and the discussions, the English coursebook for eighth-grader students published by Erlangga, a private publisher, contained imbalanced types of questions. The coursebook author dominantly used the WH-question form. This form was available in every part of this coursebook. By using this coursebook, students can improve their reading skills because this book required them to think at a higher level of thinking. Besides, containing various question forms may help students get the idea about what the author wants to convey gradually. Instead of concerning the question form, teachers should be more interested in the students' answer because it can help the teacher teaches the students.

Moreover, the findings of this research presented that the distribution of Barrett's Taxonomy category in the "Bright" coursebook for eighth-graders was imbalanced. Barrett's Taxonomy contains five categories and 33 sub-categories of thinking skill levels. In the "Bright" coursebook, it involved five categories and 16 sub-categories. The five categories of Barrett's Taxonomy included in the coursebook were Literal Comprehension (LC), Reorganization (R), Inferential Comprehension (IC), Evaluation (E), and Appreciation (A). Meanwhile, the 16 sub-categories of Barrett's Taxonomy presented in the coursebook were Recognition of the Details (Ic1), Recognition of the Main Ideas (Ic2), Recognition of the Comparison (Ic4), Recall of the Details (Ic7), Recall of Main Ideas (Ic8), Recall of the Sequence (Ic9), Recall of the Comparison (Ic10), Recall of the Cause and Effect Relationships (Ic11), Outlining (r2), Summarizing (r3), Inferring Supporting Details (ic1), Inferring Main Ideas (ic2), Interpreting Figurative Language (ic8), Judgments of Fact or Opinion (e2), Judgments of Adequacy and Validity (e3), and Imagery (a4).

Based on this research, the most dominant Barrett's Taxonomy presented in this coursebook was Literal Comprehension (LC) because it consisted of 64% of the entire questions. It belongs to the low-level order thinking skills. This category of questions helps students to comprehend the text to find essential information about the text. However, the existence of a higher level of thinking is necessary to assist students in thinking beyond the texts. Also, it develops their reading skill for comprehending reading texts.

Barrett's Taxonomy that belongs to a higher order level of thinking is Evaluation and Appreciation. According to the findings, the number of Appreciation (A) was one question or 0.8% of the entire question.

In conclusion, the number of the question, whether in a lower and higher level of thinking should be balanced because English is a foreign language for Indonesian students. Thus, the making of questions should be in well-planned as it gradually leads the students to ensure the level of thinking between or beyond the line higher level of thinking. Also, the questions that involve HOTS and LOTS should be balanced.

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