

**AN ANALYSIS OF THE TYPES OF READING QUESTION IN
THE TEXTBOOK “BRIGHT” FOR THE SEVEN GRADE
STUDENT OF JUNIOR HIGH SCHOOL PUBLISHED BY
ERLANGGA**

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ABSTRACT

This research paper is aimed at finding the types of reading question in the textbook “Bright” for the seven grade student of Junior High School. The writer applies descriptive study as the type of this research. The data are collected by using document analysis technique. The data are the materials in the English textbook “Bright”. The writer uses descriptive analysis as the technique for analyzing data, the steps are: (1) collecting the data in the “Bright” textbook, (2) tabulating the data into the table to find the types of reading text questions on the Bright textbook, (3) analyzing the data. The result of this study shows that there are five types of question in the English textbook “Bright”. There are question of literal comprehension, question involving reorganization or reinterpretation, question of inference, question of evaluation, and question of personal response. The dominant question is question of literal comprehension.

Keyword: *Types of Question, Textbook, Dominant Question*

A. Introduction

One of the ways to comprehend the text is answering comprehension question activity. This activity is usually done by the teachers after they ask their students to read the text in the classroom. When they are doing this activity, sometimes they get difficulties of answering the question. It may happen because they understand a little bit about the question or type of the question should not be asked to the students at their age. It means the question is not suitable with their level. Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of

which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies (Wikipedia.org). In general the teacher uses textbook as their reference rather than workbook in teaching learning English activities. Indonesia has a new curriculum named the 2013 Curriculum. Because of that new curriculum the publisher will publish new kinds of book which is appropriate with the new curriculum. In this case the writer is interested in analyzing the types of reading text question in English textbook entitled Bright for the seven grade junior high school. The writer prefers to choose Bright because many schools in Indonesia use Bright for their textbook. This book is published by Erlangga and we know that Erlangga is also a big publisher in Indonesia. It has published many kinds of textbook which is taught in the school, so many schools in Indonesia used textbook from Erlangga including English textbook Bright. The title of this research is "An Analysis of the Types of Reading Question in the English Textbook Bright for the Seven Grade Student Published by Erlangga". There have been many researches related to this research. Some of the researches are, first is "Task Analysis on Workbook Entitled Satria for Junior High School used in Klaten Regency Based on Criteria of Good Tasks Suggested by Candlin" (1987) which has been done by Rahayu (Rahayu, 2012). In this research she described the criterion of good tasks suggested by Candlin in the workbook entitled Satria used in Klaten Regency. The second research is "A Descriptive Analysis on the Task in English Textbook for Second Year Students of Senior High School in 2006/2007 Academic Year" which is done by Rindlowati (2008). In her research she described the kind of task, the aspect of task and to know the principle of designing task used in English textbook entitled "Look Ahead 2" for the second year students of high school in 2006/2007 academic year. In order to give an enhancement about textbook research, the writer would like to analyze the textbook bright especially on the types of reading question. The theory used in this research is type of reading question which is purposed by Nuttal (1982: 197). The types of the questions are as follows:

1. Question of Literal Comprehension

These are questions of which answers are directly and explicitly available in the text. Question of this kind could often be answered in the words of the text itself.

2. Question Involving Reorganization or Reinterpretation

These are questions, which are requiring the student to obtain literal information from various parts of the text and put it together or to reinterpret information.

3. Question of Inference

These are questions that oblige the students to read between the lines, to consider what is implied but not explicitly stated. Questions of

this kind are considerably more difficult than either of the former types, because they require the student to understand the text well enough to work out its implications.

4. Question of Evaluation

Evaluative question involves the reader in making a considered judgment about the text in terms of what the writer is trying to do, and how far he has achieved it.

5. Question of Personal Response

The answer to this type depends most on the reader and least on the writer. The reader is not asked to assess the techniques by means of which the writer influences him, but simply to record his reaction to the content of the text.

The problem statements raised by the writer in this study are: (1) What types of reading text question are there in the seventh grade junior high school English textbook *Bright* published by Erlangga in 2013? (2) What is the type of the reading question which appears most in the seven grade junior high school English textbook *Bright* published by Erlangga in 2013? Based on the problem statements, the objectives of this study are: (1) to know the types of the types of reading question in the seven grade junior high school English textbook *Bright* published by Erlangga. (2) to know the types of reading question which appears most in the seven grade junior high school English textbook *Bright* published by Erlangga.

B. Research Method

1. Type of the Research

Descriptive research describes data and characteristics about the population or phenomenon being studied (Wikipedia.org). This research uses the content analysis. According to Earl (2010: 229), content analysis is a method of collecting social data through carefully specifying and counting social artifacts such as books, songs, speeches, and paintings.

2. Object of the Research

The object of this study is an analysis of the types of reading question which are in the English textbook entitled *Bright* for the seven grade junior high school published by Erlangga in 2013.

3. Data and Data Source

The data in this research are the types of reading question provided in the textbook entitled *Bright* for the seventh grade of junior high school. The data source of this study is English textbook entitled *Bright* for seventh grade junior high school published by Erlangga publisher 2013.

4. Method of Collecting Data

The method of collecting data is a method which is used to collect the data in order to get more complete information. In this research the method which is used to analyze the type of reading

questions on the English textbook *Bright* is document analysis. Then, the data are analyzed by using descriptive analysis.

5. **Technique for Analyzing Data**

The technique for analyzing data is a way to analyze the data. The writer uses descriptive qualitative analysis. To count the percentage of reading text questions that exist on English textbook, the writer uses rule of statistic percentage (Moh. Ali, 1993:186) as follows:

$$\% = \frac{n}{N} \times 100\%$$

Where : % : the percentage of types of reading questions

C. **Research Finding and Discussion**

1. **Research Finding**

Below the writer would like to explain the research finding based on the data found in the textbook as follows.

a. *The Type of Reading Question*

In the textbook the writer found 5 types of reading question. They are question of literal comprehension, question involving reorganization or reinterpretation, question of inference, question of evaluation and question of personal response.

1) Question of Literal Comprehension

Question of Literal Comprehension is a question which refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations. These questions can be answered directly and explicitly from the text.

1. Do you know what these are?
2. What information can you find on those cards?
3. Choose either a cardinal or ordinal number to complete the following sentences.

All of those questions can be categorized into question of literal comprehension because those reading questions above require the answer which is clearly stated in the reading text. Consequently, there is no effort from the students to make synthesis or conclusion from the text. The students also do not have to read between the lines.

2) Question involving Reorganization or Reinterpretation

Question involving reorganization or reinterpretation is a question which requires the student's ability to use information from various parts of the text and combine them for additional understanding.

1. Two stories are mixed together. Find the stories and write them correctly.

2. What does paragraph two tell us about?

Some of the questions above are Question Involving reorganization or reinterpretation because when the students want to answer these questions, they have to reinterpret of reorganization the text before they can answer them. For example, to answer the question what is the unique about grandma the student must obtain literal information from various part of the text and put together to get the answer.

3) Question of Inference

Question of inference is a question which can be called “author and me question” because these questions require the reader to make inference based on material that is in the text but not explicitly stated and employ personal experience to find some reasonable answers to the question.

1. Why should we replace the cap tightly?

2. Read the text once more. Find the antonyms of the following words.

3. Does Firman like Sam or not? How do you know?

4) Question of Evaluation

Question of evaluation is a question which requires the reader to make decision about text.

1. Swap your work with your friend. Read his/her work. Has he/she written all information using the correct spelling?

2. Is the announcement interesting? Why/why not?

3. Go to your school library. Interview the librarian. Find the answer to the questions in activity 4 based on your library regulations.

All of those questions are the questions of evaluation because these questions need the student’s ability to give a comprehensive judgment about some aspects. To answer these questions the students must use both literal understanding and their knowledge related to the text.

5) Question of Personal Response

Question of personal response require readers to respond with their feeling for the text and the subject. The answers are not found in the text. They come strictly and there is no personal responses are incorrect.

1. Do you have any? Mention them.
2. Can you think of other cards containing personal information? What are they?
3. Go to the library. What do you see there? Mention 10 things you see in the library.

All of those questions belong to the question of Personal Response because when the students face those kinds of questions they need to answer with their own feeling. The students are asked to record their reaction to the content of the text.

b. *The Types of Reading Question which Appear most*

Below is the table related to the percentage of types of the questions found in the textbook.

Type of Reading Question

No	Type of Reading Question	Amount	Percentage
1	Question of Literal Comprehension	73	68,22 %
2	Question Involving Reorganization or Reinterpretation	4	3,73 %
3	Question of Inference	5	4,67 %
4	Question of Evaluation	14	13,08 %
5	Question of Personal Response	16	14,95
Total		107	100 %

So it can be conclude that the type of reading question which appears most in the textbook *Bright* is literal question. It can be seen on the previous data that there are seventy three data of question of literal comprehension in the textbook.

2. Discussion

Based on the research finding, the writer finds 107 data of the reading questions in the textbook *Bright*. And from 107 data, the writer finds five types of reading question in the textbook *Bright* They are Question of Literal Comprehension, Question Involving Reorganization or Reinterpretation, Question of Inference, Question of Evaluation and Question of Personal response. Based on the data in the reasearch finding, the wirter finds the Question of Literal Comprehension is the most dominant type of reading question in the textbook “Bright”.

Based on the finding above, it can conclude that the previous research related with this research have the different finding because both are different objects with this research. The first research is about task on workbook based on the Kresen's theory and the second is about task design, while in this research the writer study about the type of reading question which is corresponding with the theory of Nuttall about the type of reading question.

D. Conclusion

1. There are five types of reading questions found in the textbook "Bright", namely question of literal comprehension, question involving reorganization or reinterpretation, question of inference, question of evaluation, and question of personal response.
2. The percentage of those questions are question of literal comprehension, question involving reorganization or reinterpretation, question of inference, question of evaluation, and question of personal response.
3. The question which appears most in the textbook "Bright" is question of literal comprehension which function to measure the students ability about their understanding on the basic meaning of the text.

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