

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



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**by**

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TEXTBOOK “BRIGHT” FOR THE SEVEN GRADE OF JUNIOR HIGH  
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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

Reading is about understanding written text. It is a complex activity that involves both perception and thought. Reading consists of two related process, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbol correspondent to one spoken language. 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.

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*”

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**

Based on the problem statements and the objectives of the study, the writer uses descriptive study as the type of this research. In this study, the writer only wants to describe the types of reading question found in the textbook *Bright*. The object of this study is the English textbook entitled *Bright* for the seven grade students of Senior High. This textbook is published by Erlangga in 2013 based on the 2013 curriculum. The data in this study are the reading questions found in the English textbook *Bright*.

The method of collecting data used in this study is content analysis. The steps of collecting data are: (1) the writer chooses an English textbook entitled “Bright”, (2) the writer studies the reading questions contained in the textbook, and (3) the writer collects the reading question in the textbook to be analyzed.

After collecting the data, the writer analyzes the data by using descriptive qualitative analysis.

## **C. Research Finding and Discussion**

### **1. Research Finding**

#### **1). The Type of Reading Question**

The writer classifies the types of reading question found in the textbook “Bright” in the form of table as follows:

##### **a. 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.

**b. 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.

**c. 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. These questions measure the student's ability to go beyond the author's explicit statements. The students have to carry statements made by the author one step beyond their literal meaning or recognize the opposite of a statement made by the author.

**d. Question of Evaluation**

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

**e. Question of Personal Response**

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

**2). The Types of Reading Question which Appear most**

In this research 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. The writer also encloses table as the additional explanation of this research finding.

**Table 1:**  
**Type of Reading Question**

No	Type of Reading Question	Amount	Percentage
1	Question of Literal Comprehension	64	64,64 %
2	Question Involving Reorganization or Reinterpretation	7	7,07 %
3	Question of Inference	9	9,09 %
4	Question of Evaluation	15	15,15 %
5	Question of Personal Response	4	4,04%
<b>Total</b>		99	100 %

There are five types of reading question found 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.

The types of the reading question which appear most in the textbook *Bright* is literal comprehension with amount 64 out of 99 questions and the percentage is 64,64 %.

## **2. Discussion**

Based on the research finding, the writer finds 99 data of the reading questions in the textbook *Bright*. And from 99 data, the writer

finds five types of reading questions 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. This findings support the theory by Nuttall (1982). He classifies reading comprehension questions into five types, namely question of literal comprehension, question involving reorganization or reinterpretation, question of inference, question of evaluation and question of personal response. The question of literal comprehension gets 64 data (64,64 %). The next types is the question involving reorganization or reinterpretation it gets 7 data (7,07%). The question of inference gets 9 data (9,09% ). The question of evaluation gets 15 data (15,15%). The last type is the question of personal response which gets 4 (4,04%).

Based on the explanation above the writer concludes that the types of reading questions which appear most is question of literal comprehension. It can be seen from 99 data the writer finds 64 data or 64,64 % question of literal comprehension in the textbook *Bright*. The dominant question is question of literal comprehension because of this book is for the seventh grade students of Junior High School or it can be said that it is the basic level and the seventh grade students need a question which appropriate with their level. Question of literal comprehension is appropriate with the seventh grade students because before they get more difficult question they will get the basic question first.

The reason above also has correlation with a classification system refer to as [\*Bloom's Taxonomy\*](#) to assist teachers in recognizing their various levels of question-asking. The first level is “knowledge”, it is the lowest level of questions and requires students to recall information. Knowledge questions usually require students to identify information in



basically the same form it was presented. It's same with question of literal comprehension which answer can be found directly from the text. So, the question of literal comprehension is dominant because this question is appropriate with the student's level.

#### **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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