

**AN ANALYSIS OF READING COMPREHENSION QUESTIONS  
IN BOOK " BAHASA INGGRIS 2A " " PROGRAM  
STUDI ILMU-ILMU FISIK DAN ILMU-ILMU  
BIOLOGI " FOR SMA**

**A THESIS**

In Partial Fulfilment of the Requirements for  
the Sarjana Pendidikan Degree in  
English Language Teaching



by

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Jurusan Pendidikan Bahasa dan Seni  
Program Studi Pendidikan Bahasa Inggris  
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APPROVAL SHEET  
(1)


This thesis entitled AN ANALYSIS OF READING  
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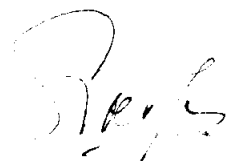
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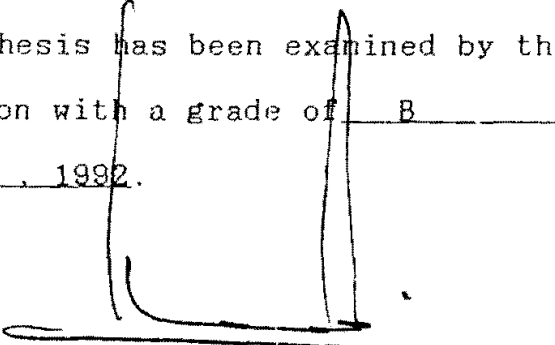
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This thesis has been examined by the Committee on  
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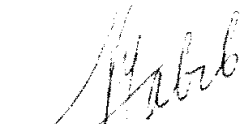
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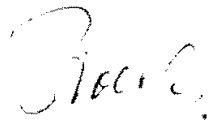
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## ABSTRACT

In Indonesia, the teaching of English as a foreign language is emphasized on the teaching of reading comprehension. Therefore, reading is a very important skill for the students who will continue their study to the higher education. Realizing that reading comprehension is important, English teachers should help the students develop their reading skills. One way to do this is by giving comprehension questions.

Questions, therefore, play an important role to help guide the comprehension of the students on the reading passages. Through answering questions, the teacher is able to know whether or not the students comprehend the reading passages. Here, the writer means that questions are used to motivate interest, to instruct and to evaluate the students' comprehension.

In this study, the writer tries to analyze the reading comprehension questions in book "Bahasa Inggris 2a", "Program Studi Ilmu-Ilmu Fisik dan Ilmu-Ilmu Biologi" for SMA. The writer's analysis is based on Bloom's Taxonomy. In Bloom's Taxonomy, there are six types of questions namely: knowledge, comprehension, application, analysis, synthesis and evaluation. Since knowledge is defined by Gronlund, as the remembering of previously learned material, thus the writer does not include this type of questions in his analysis.

There are 15 units of reading passages with 116 questions. The questions are categorized into five types of questions of Bloom's Taxonomy of cognitive domain. The results show that there are 79 questions in the category of comprehension, equal to 68.10% of the entire questions. 7 questions are in the category of application, equal 6.03% of the entire questions. 23 questions are in the category of analysis, equal to 19.82% of the entire questions. 6 questions are in the category of synthesis, equal to 5.17% of the entire questions. 1 question is in the category of evaluation, equal to 0.86% of the entire questions.

Based on the result of the analysis, the writer draws a conclusion that the levels of comprehension questions of Bloom's Taxonomy should be in the levels of comprehension, application and analysis only. The writer concludes this because when the teacher gives synthesis and evaluation questions, the students will face the lack of their language skill and the lack of skill to comprehend the content of the reading passages.