

**ANALYSIS OF READING QUESTIONS
IN THE ENGLISH TEXTBOOK “BAHASA INGGRIS
WHEN ENGLISH COMES IN HANDY” FOR GRADE X
BASED ON THE REVISED BLOOM’S TAXONOMY**

A THESIS



By:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TEACHER EDUCATION FACULTY
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY**

2021

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A THESIS

**Presented to Faculty of Teacher Education
Widya Mandala Surabaya Catholic University
In partial fulfillment of the requirement for the Degree of
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2021

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This thesis entitled “Analysis of Reading Questions in the English Textbook “Bahasa Inggris When English Comes in Handy” for Grade X Based on the Revised Bloom’s Taxonomy” prepared and submitted by Reginda Prahdiyan 1213017007 has been examined and declared PASSED by the Thesis Board of Examiners.



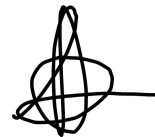
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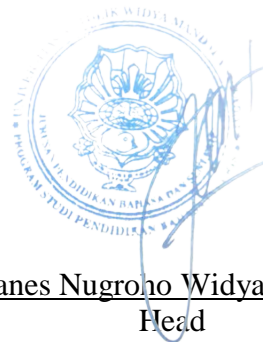
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1213017007

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ABSTRACT

Prahdiyan, Reginda (2021). *Analysis of Reading Questions in the English Textbook “Bahasa Inggris When English Comes in Handy” for Grade X Based on the Revised Bloom’s Taxonomy*. S-1 Thesis. The English Department of Widya Mandala Catholic University, Surabaya.

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Keywords: reading comprehension questions, English textbook, the Revised Bloom’s Taxonomy, lower-order thinking skills, higher-order thinking skills.

This study aims to analyze the thinking skills measured in the reading comprehension questions in an English textbook for the senior high school students. This study also aims analyzing which reading text types are equipped with more questions of the higher-order thinking skills (HOTS), and which reading text types are equipped with more questions of the lower-order thinking skills (LOTS). This study belongs to the descriptive qualitative and the content analysis. The researcher examined the reading questions in the English textbook: “When English Comes in Handy” for Grade X based on the Revised Bloom’s Taxonomy to classify questions measuring LOTS and HOTS. The analysis is based on the theory of reading by Linse (2006) states that in the process of reading, and that a reader is making use of his thinking skills in order to get the message of the text. Hence, in the reading comprehension activities in a reading class, good reading questions should measure more higher-order thinking skills of the students to increase their literacy.

The textbook which was used as the subject of the study is written based on the English syllabus of Curriculum 2013. The source of data consists of 29 (twenty-nine) reading texts and 175 (one hundred seventy-five) reading questions. The main instrument of this study is the researcher herself, who analyzed the questions using the parameters developed based on the cognitive domains of the Revised Bloom’s Taxonomy. To ensure the validity of the analysis, the researcher used a triangulation technique by asking another expert in the same field – a researcher conducting a study analyzing reading questions of another textbook as the subject of her study.

The findings of this study show that the reading comprehension questions in this textbook measured all the levels of thinking of the Revised Bloom Taxonomy. Out of 175 (one hundred seventy-five) questions, 129 (one hundred twenty-nine) questions (74%) belong to LOTS level and 46 (forty-six) questions (26%) belong to HOTS level. There are 5 (five) text types: descriptive, expository, short functional, narrative, and recount text. The expository text is followed by the most HOTS questions, which is 63% of the total questions following this text, while the other text types are followed by lower percentage of HOTS questions ranging from 18% to 30% of the questions following the reading texts. To the researcher’s knowledge, HOTS questions can be asked following any reading text types in order to help students make use of their HOTS.