

**READING COMPREHENSION QUESTIONS of “ESPS English” for GRADE XI  
BASED ON REVISED BLOOM’S TAXONOMY**



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**2022**

**READING COMPREHENSION QUESTIONS of “ESPS English” for GRADE XI  
BASED ON REVISED BLOOM’S TAXONOMY**

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**Presented to Faculty of Teacher Education**

**Widya Mandala Surabaya Catholic University**

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2022**

## APPROVAL SHEET (I)

This thesis entitled READING COMPREHENSION QUESTIONS of “ESPS English” for GRADE XI BASED ON REVISED BLOOM’S TAXONOMY, prepared and submitted by Shienta Okie Ratnasari (1213018029) has been approved to be examined by the Thesis Board of Examiners.



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## ABSTRACT

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**Advisor: Dra. Susana Teopilus, M.Pd.**

There are four skills in English to master in learning the language, namely listening, speaking, reading, and writing. In learning reading, teachers usually use a textbook as teaching materials for students. A textbook usually contains reading passages and questions to practice students' critical and creative thinking skills. This study aims (1) to find out the cognitive levels of reading comprehension questions in the English textbook "ESPS English" published by Erlangga Based on Revised Bloom's Taxonomy and (2) to find out how the questions in "ESPS English" textbook are formulated. The data of this study were taken from an English textbook entitled "ESPS English" (2019 edition) published by Erlangga. The key instrument was the writer herself. The writer used Revised Bloom's Taxonomy in analyzing the data. This study implemented content analysis design to analyze the data, the reading comprehension questions in "ESPS English" textbook. The findings of this study reveal that the cognitive level of the reading questions in "ESPS English" textbook is LOTS (Lower Order Thinking Skill), dominated by the first level, which is *Remember*. The distribution of LOTS and HOTS (Higher Order Thinking Skill) questions in the "ESPS English" textbook was 95.1% and 4.9%, respectively. The cognitive levels of the questions in this textbook are remember (62.9%), understand (32%), analyze (2.4%), and create (2.4%). There are no questions in apply and evaluate levels. The formulation of the questions in this textbook is dominated with *literal comprehension of the text* emphasizing the students' ability to remember with a total of 102 questions, followed by *drawing inferences from the text* with a total of 52 questions, *responding critically to text* with a total of 8 questions, and 0 question for *using the text for other purposes in addition to understanding*.

Since the research results indicate that "ESPS English" textbook provides Lower-Order Thinking Skill (LOTS) with a percentage of 95.1%, teachers using this textbook should provide supplementary questions with HOTS (Higher Order Thinking Skills) to help students think critically and creatively.

**Keywords:** *reading comprehension questions, ESPS English textbook, Revised Bloom's Taxonomy*

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