

**COGNITIVE LEVELS OF READING QUESTIONS IN INTENSIVE  
COURSE TESTS BASED ON THE REVISED BLOOM'S TAXONOMY**

**A THESIS**



**By:**

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WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY**

**JUNE, 2022**

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**A THESIS**

Presented to Faculty of Teacher Training and Education  
Widya Mandala Surabaya Catholic University  
in partial fulfillment of the requirement for the Degree of  
*Sarjana Pendidikan* in Teaching English as a Foreign Language



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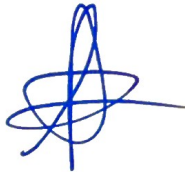
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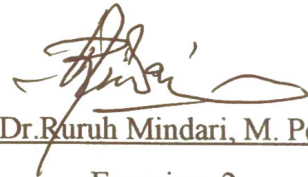
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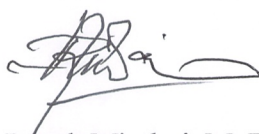
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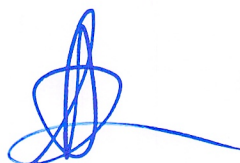
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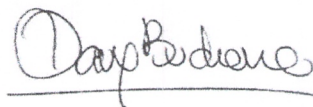
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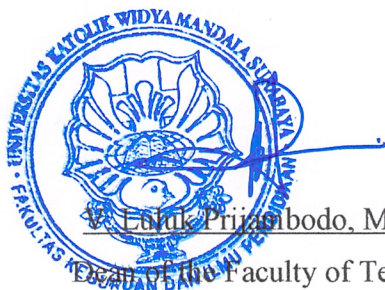
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I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. All the cited works were quoted in accordance with the ethical code of academic writing. I will take all the consequences if plagiarism is found in this thesis.

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Surabaya, 7<sup>th</sup> June 2022

A handwritten signature in black ink, reading "Silvia MyS". The signature is written in a cursive, flowing style with a large initial 'S'.

Silvia Marcella Yolanda Soekandi

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## ABSTRACT

Soekandi, S. M. (2022). *Cognitive Levels of Reading Questions in Intensive Course Tests based on the Revised Bloom's Taxonomy*. S-1 Thesis. English Education Study Program, Faculty of Teacher Training and Education, Widya Mandala Surabaya Catholic University.

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Keywords: *test, reading comprehension question, Intensive Course tests, the Revised Bloom's Taxonomy*

In measuring the extent to which students understand a reading text, it is necessary to provide the reading comprehension questions. Students must be able to understand the content of the reading text and be able to answer the reading comprehension questions given. The aims of this study are to know the cognitive levels used in the Intensive Course Tests based on the revised Bloom's Taxonomy and to know which are more dominant between LOTS and HOTS in the reading questions on the Intensive Course Tests from 2017-2021. Theoretical framework of this study includes theories of test, reading, reading comprehension question, and the revised Bloom's Taxonomy from the experts. This study used content analysis for the research design. In collecting the data, the writer used checklist table and interview. The data were taken from one of the private universities in Surabaya. The data sources are Intensive Course tests batch 2017-2021. In the findings and discussion, the data shows that not all cognitive dimension cover in the tests. Then, the quality of the tests is the most of LOTS question rather than HOTS question. A decrease of the number of reading questions experienced from 2017-2021. It is supported by the statement of coordinators of IC.