

**Types of the Reading Comprehension Questions in “Bupena”
for Grade X, XI, AND XII of SMA/MA English Course Books**

by Erlangga 2015

A Thesis

**As Partial Fulfillment of the Requirements
for the *Sarjana Pendidikan* Degree
in English Language Teaching Faculty**



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ABSTRACT

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This study entitled “Types of the Reading Comprehension Questions in “Bupena” for Grade X, XI, and XII of *SMA/MA* English Course Books by Erlangga 2015. S-1 Thesis. The English Department of Widya Mandala Catholic University, Surabaya” attempts to answer the research problems. They are: to identify the types of reading comprehension questions employed in “Bupena” for Grade X, XI, and XII of *SMA/MA* English Course Books by Erlangga 2015 and to find out the proportion the reading comprehension questions in the course books.

The data of this study were taken from all of the reading comprehension questions in English course books entitled “Bupena” for grade X, XI, and XII of *SMA/MA* by Erlangga 2015. The instruments in this study was the writer herself who used the six thinking levels in Revised Bloom’s Taxonomy produced by Anderson and Krathwohl (2001) and tables of classification the writer made by herself.

The data analysis brought the following findings: according to the analysis of the types of the reading comprehension questions, it can be seen that the questions employed in the course books do not cover all of the six thinking levels in Revised Bloom’s Taxonomy. There is no applying and creating question types. Moreover, the reading comprehension questions employed in the course books were dominated by lower thinking levels, namely remembering. Comprehension questions in remembering level do not help students develop their critical thinking since the students the students can find out the answers right away just by reading the reading texts and or based on their own experience from their long-term memory.

Key words: Reading Comprehension Questions, Course book, Revised Bloom’s Taxonomy