

**The Reading Comprehension Exercises' Levels  
in “Issues for Today” Textbook**

**THESIS**

**In Partial Fulfillment of the Requirement for  
the Sarjana Pendidikan Degree in  
English Language Teaching**



**By:**

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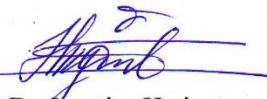
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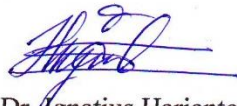
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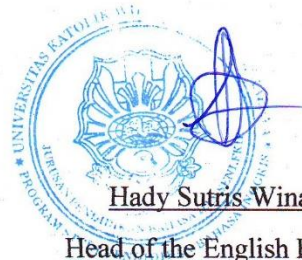
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## ABSTRACT

Gloria, Paulin Keren. 2017. *The Reading Comprehension Exercises' Levels in "Issues for Today" Textbook*. English Faculty of Teacher Training and Education. Widya Mandala Catholic University, Surabaya. Advisor: Dr. Ignatius Harjanto.

Keywords: thinking skills, Barrett's taxonomy, reading comprehension, reading exercises.

Due to the importance of reading skill, one English Department in one private university in Surabaya provides Reading courses for their students. The writer focused on the basic course of the Reading courses series, Reading I. In this class, "Issues for Today" textbook is used as the teaching materials. The writer analyzed the reading exercises given in the textbook which is intended to help students in achieving the learning objectives of the course.

This study is a textbook analysis. The textbook contains 12 main reading passages followed by 575 reading exercises. In this study, the writer analyzed the levels of the reading exercises according to Barrett's taxonomy and the levels of thinking. To do this, the writer accompanied by an inter-rater developed a checklist based on Barrett's taxonomy as the parameter to classify the levels of the reading exercises. Besides, the writer analyzed whether the reading exercises meet the objectives of Reading I course by matching the levels of the reading exercises and the levels of the learning objectives.

Of the exercises, 564 reading exercises can be classified according to Barrett's taxonomy (98%) and 11 reading exercises (2%) cannot be classified according to Barrett's taxonomy. From all the classified reading exercises, 47% exercises are inferential exercises. The second position are the reorganization exercises (26%). In the third position, there are literal exercises with the percentage of 19%. The other two levels of Barrett's taxonomy are found in the reading exercises, but in a small percentage. The evaluation level is found in 5% of the reading exercises. The least percentage is appreciation level (1%). Besides, when categorized in the levels of thinking, from the total 575 reading exercises, 45.4% belong to LOTS and 54.6% belong to HOTS. The findings also show that the exercises in the textbook meet the learning objectives of Reading I course.

In conclusion, the reading exercises found in this textbook covers all levels of comprehension based on Barrett's taxonomy and are in accordance with the demand of the course syllabus. However, there should be addition of exercises which measure the levels which are rarely found in the textbook.

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