

Reading Materials in “Life” Textbook
A THESIS
In Partial Fulfilment of the Requirements for
The Sarjana Pendidikan Degree in
English Language Teaching



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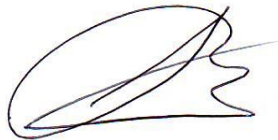
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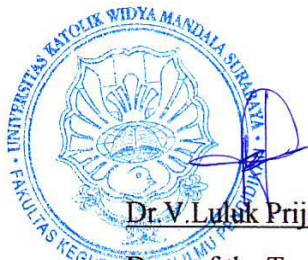
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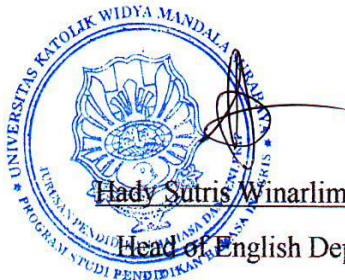
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ABSTARCT

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Key words: Reading, Course Book, Question Types, Comprehension Questions, Revised Bloom’s Taxonomy, Critical Thinking

In Indonesia, schools and universities offer English subjects in their curriculum. Because the need of learning English is so intense, there are a lot of English textbooks available in the market. School or college management needs to conduct an evaluation process in choosing the most appropriate one. This study entitled “Reading Material in “Life” Textbook” attempts to answer the following research questions: to identify the questions types presented for each text, to identify the thinking skills accessed by the questions, and to find the appropriateness of the book for the Intensive Course students.

The data of this study were taken from all of the reading comprehension questions in “Life” Textbook. The instrument in this study was the writer herself who used the six cognitive domains of Revised Bloom’s Taxonomy written by Anderson and Krathwohl (2001).

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 textbook are mostly use lower order thinking skills namely “remembering” level. Comprehension questions in “remembering” level do not help students develop their critical thinking since the students can find out the answer right away from memorizing the reading text or based on their own experience from their long-term memory. It can be seen from the data that reading comprehension questions in “Life” text book is not appropriate for Intensive Class students.