

READING COMPREHENSION QUESTIONS IN SECOND GRADE
OF SENIOR HIGH SCHOOL ENGLISH TEXT BOOK “LOOK
AHEAD” BY ERLANGGA BASED ON BLOOM TAXONOMY
COGNITIVE DOMAIN

A THESIS

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



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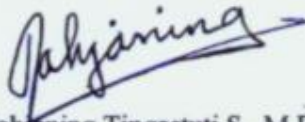
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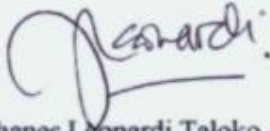
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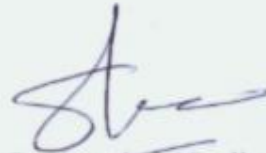
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ABSTRACT

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Key Words: Reading Comprehension Questions, Bloom Taxonomy Cognitive Domain.

Reading is an important skill to be mastered by the students. Realizing that it is important to be able to comprehend the passage correctly, students are given questions based on the text. Reading comprehension questions can be used as a tool to check whether the students have understood the text or not. Christine Nuttal (1985:3) says, “You read because you wanted to get something from the writing.” Christine Wallace (1993: 19) says, “Reading helps us not just to do but to be, to act out certain behaviors associated with specific roles.”

The writer analyzes a reading comprehension question of English text book published by Erlangga “Look Ahead”. The analysis is based on Cognitive Domain of Bloom’s Taxonomy. There are 6 categories of Bloom’s Taxonomy namely knowledge, comprehension, application, analysis, synthesis, and evaluation. Knowledge is defined as the remembering and recognition of ideas of the materials, comprehension is defined as the ability to know what is being communicated, application refers to the ability to use and learned material in new and concrete situation, analysis refers to the ability to break down material into its components or parts so that the organizational structure can be understood, synthesis is concerned with the ability to put together to form a whole, and the last category is evaluation; this is concerned with the ability to judge the value of the material.

The study reveals that there are 221 reading comprehension questions. Amongst of these questions are 30.32 % knowledge questions, 8.15 % comprehension questions, 8.10 % application questions, 23.98 % analysis questions, 4.52 % synthesis questions, 14.93 % evaluation questions.