

**AN ANALYSIS ON READING QUESTIONS OF
SENIOR HIGH SCHOOL ENGLISH TEXTBOOK
BASED ON BLOOM'S TAXONOMY OF
COGNITIVE DOMAIN**

A THESIS

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



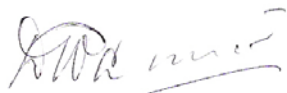
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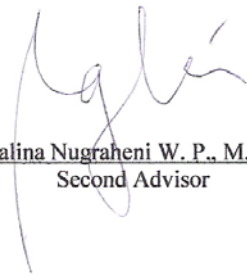
APPROVAL SHEET

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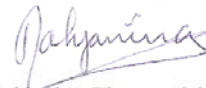
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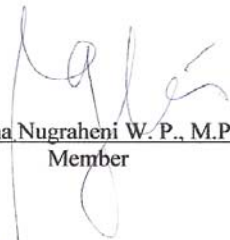
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The writer

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ABSTRACT

Widyanata, Ong Titin. 2005. **AN ANALYSIS ON READING QUESTIONS OF SENIOR HIGH SCHOOL ENGLISH TEXTBOOK BASED ON BLOOM'S TAXONOMY OF COGNITIVE DOMAIN**. Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa dan Seni Fakultas Keguruan dan Ilmu Pendidikan Universitas Katolik Widya Mandala Surabaya. Advisors: 1. Dr. D. Wagiman Adisutrisno, M.A. 2. Rosalina Nugraheni W. P., M.Pd.

Key Words: Bloom's taxonomy, cognitive domain, reading question.

This study has attempted to answer the following research question: to what extent do reading questions in "Headlight" develop the reading comprehension skills described by Bloom? It can be divided into the following 6 minor research questions: (1). To what extent do the reading questions in "Headlight" refer to knowledge level? (2). To what extent do the reading questions in "Headlight" refer to comprehension level? (3). To what extent do the reading questions in "Headlight" refer to application level? (4). To what extent do the reading questions in "Headlight" refer to analysis level? (5). To what extent do the reading questions in "Headlight" refer to synthesis level? (6). To what extent do the reading questions in "Headlight" refer to evaluation level?

To get the answers of the research problem, the writer follows this procedure: (1). She interpreted the questions in order to find the level of the questions based on Bloom's taxonomy of cognitive domain. (2). She made a table that shows the number of question and percentage of each level of cognitive domain in every passage. (3). She used the formula to find the proportion of each level of cognitive domain in every passage. (4). She numbered all questions from 18 passages which belong to each level of cognitive domain (5). She used the formula to find out the proportion of each level of cognitive domain from the 18 passages. (6). She made a pie chart that shows the proportion of each level of cognitive domain from the whole passages.

In this study, it is found that: (1). There were 222 questions in the knowledge level which is equivalent to 37.25% of the 592 questions. (2). There were 235 questions in the comprehension level which is equivalent to 39.17% of the entire questions. (3). There were 17 questions in the application level which is equivalent to 3.21% of the entire questions. (4). There were 116 questions in the analysis level which is equivalent to 19.97% of the entire questions. (5). There was no question in the synthesis level. (6). There were 2 questions in the evaluation level which is equivalent to 0.40% of the entire questions.

Based on these findings, the following conclusions are drawn: (1). The reading questions in "Headlight" do not follow the taxonomy of questions. (2). "Headlight" covers only 5 levels of cognitive domain—knowledge, comprehension, application, analysis, and evaluation.

As the follow up, in order to improve the quality of Senior High School reading questions, the writer presents some suggestions: (1). The question's constructor should have adequate knowledge and guidance in how to make good questions. (2). Questions are more worthwhile if they are created according to the taxonomy. (3). Teachers who deliver the material should lead the students to acquire the material through the careful use of questions.