

**READING COMPREHENSION QUESTIONS  
IN MANDIRI: ENGLISH ON TARGET**

**A THESIS**

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



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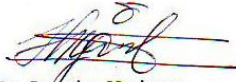
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## **ACKNOWLEDGEMENTS**

First of all, the writer worships God for His grace that strengthens and leads the writer to finish this thesis in time. In this opportunity, the writer also wants to express her gratitude to:

1. Dr. V. Luluk Prijambodo, M.Pd. – the writer's advisor – who has spent his valuable time to guide the writer during the process of finishing this thesis.
2. Her family who have always strengthened and supported the writer during the process of finishing this thesis.
3. Her friends who have always supported the writer during the process of finishing this thesis.

Without all these people's support and advice, this thesis would have never been finished.

Surabaya, July 2015

Dian Cicilia Prastica

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## ABSTRACT

Prastica, Dian Cicilia. 2015. **Reading Comprehension Questions in *Mandiri: English on Target***, S-1 thesis, English Department Faculty of Teacher Training and Education, Widya Mandala Catholic University, Surabaya.

Advisor: Dr. V. Luluk Prijambodo, M.Pd.

Key Words: Reading comprehension questions, cognitive domain, Bloom's Digital Taxonomy

Reading is an English skill that is essential for students' academic success because reading provides knowledge for students. Students' comprehension of a text can be measured through their answers to the reading questions. Comprehension questions can also be tools to help students develop their critical thinking. As demanded in Curriculum 2013, students need to be critical, creative, innovative, and productive. To fulfill the demand, the reading materials presented in a textbook should encourage students to develop their critical thinking.

Realizing the importance of developing reading skill, the writer conducted a study which focused on analyzing reading comprehension questions presented in *Mandiri: English on Target*. This study attempts to answer two research questions. They are: (1) what types of reading comprehension questions are found in *Mandiri: English on Target*? (2) what is the proportion of reading comprehension questions found in the course book? The writer categorizes reading comprehension questions of the reading texts contained in *Mandiri: English on Target* published by Erlangga Press. There are 225 reading comprehension questions found in 81 texts contained in the course book. All of the questions are categorized using the cognitive domain of Bloom's Digital Taxonomy, namely remembering, understanding, applying, analyzing, evaluating, and creating.

To answer the first research question about the question types, the writer used a checklist table to help categorize each comprehension question. The writer read each passage three times. The first reading process was done to get a general knowledge about the reading comprehension text. The second reading process was done to get a deeper understanding about the text. Before doing the

third reading, the writer needs to categorize the comprehension question. The third reading process was done to confirm if the question had been categorized correctly. After categorizing all the comprehension questions, the writer tallied the frequency of the recurrence of each reading comprehension question type to find the proportion of each question type.

The result of this study finds that the comprehension questions in the course book are mostly at remembering level. There are 44.44% questions at remembering level, 33.33% questions at understanding level, 20.44% questions at analyzing level, 1.78% questions at evaluating level, and 0% question at applying and creating level. Based on the findings of the study, it can be concluded that the reading comprehension questions presented in the course book do not cover all the thinking levels in Bloom's Digital Taxonomy. It can be said that the reading materials presented in the course book may not help students to develop their critical thinking because of the low frequency of the use of high cognitive skill question types. In other words, the course book has not met the demand of Curriculum 2013 yet.