

**USING REVISED BLOOM'S TAXONOMY TO ANALYSE
READING COMPREHENSION QUESTIONS IN ENGLISH TEXTBOOK
ENTITLED "BAHASA INGGRIS" FOR GRADE XI BY KEMENDIKBUD 2014**

A THESIS

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



By:

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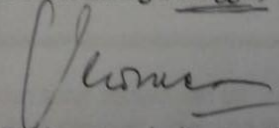
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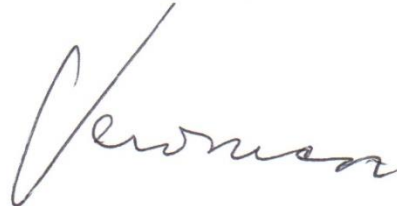
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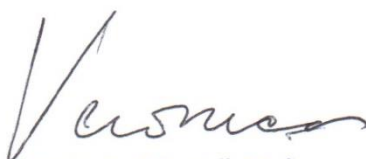
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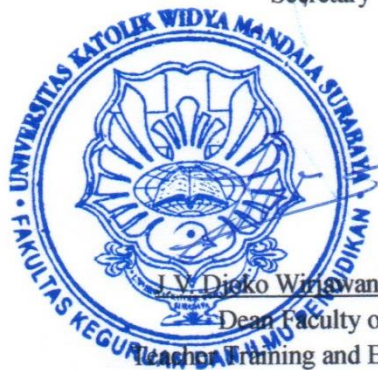
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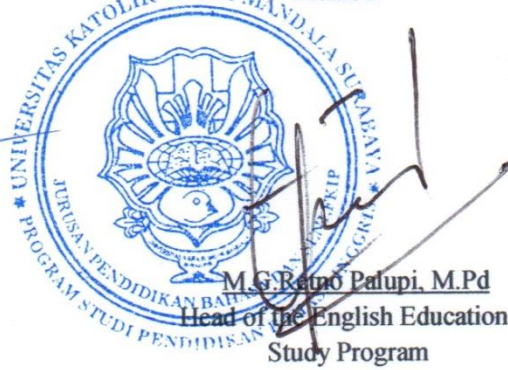
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ABSTRACT

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Advisor : Prof. Dr. Veronica L. Diptoadi, M.Sc

This study entitled "Using Revised Bloom's Taxonomy to Analyse Reading Comprehension Questions in English Textbook Entitled "Bahasa Inggris" for Grade XI by Kemendikbud 2014" attempts to answer the research problems, they are: to find out the types of reading comprehension questions found in English textbook entitled "Bahasa Inggris" for Grade XI by Kemendikbud 2014 based on the Revised Bloom's Taxonomy, and to find out to which thinking skills the reading comprehension questions in English textbook entitled "Bahasa Inggris" for Grade XI by Kemendikbud 2014 belong to, and also to evaluate whether the reading comprehension questions in English textbook entitled "Bahasa Inggris" for Grade XI by Kemendikbud 2014 are suitable for 11th grade students or not.

The data of this study were taken from all reading comprehension questions in English textbook entitled "Bahasa Inggris" for grade XI by Kemendikbud 2014. The instruments in this study was the researcher herself who used six levels in Revised Bloom's Taxonomy produced by Anderson and Krathwohl (2001).

The data analysis brought the following findings: based on the analysis of the types of reading comprehension questions, it can be seen that the textbook do not cover all types of questions. There is no apply type of questions at all. Although all types of questions found in the textbook were not complete, the textbook was dominated by Higher Order Thinking Skills questions. The percentage of HOTS (61.40%) was higher than LOTS (38.60%). It can be concluded that the textbook was suitable for the 11th grade students. Based on Curriculum of 2013 (K13) senior high school students should reach their competence achievement up to create level of thinking, which in Revised Bloom's Taxonomy it belongs to HOTS.

The researcher realizes that this study is still far for being perfect. The researcher would therefore like to give some recommendations especially for teachers to add more proportional questions, and for further studies which take the same textbook to consider evaluating the other contents presented in the textbook.

Key words: Reading Comprehension Questions, Textbook, Revised Bloom's Taxonomy, Curriculum of 2013