

**THE ANALYSIS OF THE READING COMPREHENSION QUESTIONS IN
ENGLISH TEXTBOOK “TALK ACTIVE SENIOR HIGH SCHOOL YEAR X”
BASED ON THE REVISED BLOOM’S TAXONOMY**

A THESIS



By:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
THE FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY**

December, 2021

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A THESIS
Presented to Teacher Education Faculty
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in Partial Fulfillment of the Requirement for the Degree of
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ABSTRACT

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Reading skill is an important skill when it comes to learning a language including English. One of the strategies to teach reading skill is by giving the students appropriate reading comprehension questions. However, some previous studies prove that there are several textbooks out there which reading comprehension questions are not in accordance with the English competencies in the Curriculum of 2013. Considering this problem, this study has two aims, which are (1) to explore the cognitive level of the reading comprehension questions found in English textbook "Talk Active Senior High School Year X" based on the Revised Bloom's Taxonomy and (2) to explore appropriate reading comprehension questions to supplement the English textbook "Talk Active Senior High School Year X" to meet the English competencies stated in the Curriculum of 2013 (K13).

This study is a descriptive qualitative study which is based on the theory of the Revised Bloom's Taxonomy. The data of this study were the reading comprehension questions in the English textbook "Talk Active Senior High School Year X", written based on the English competencies stated in the K13 for 10th grade students. A checklist based on the cognitive domain of the Revised Bloom's Taxonomy is used to analyze the data, and to ensure the trustworthiness of the analysis, the researcher collaborated with another friend in the same field to analyze the data using the same checklist.

The findings of the study show that the distribution of LOTS and HOTS questions in the textbook is not balanced. The percentage of LOTS and HOTS is 85.5% (LOTS questions) and 15.5% (HOTS questions). As LOTS questions dominate the textbook, the textbook "Talk Active Senior High School Year X" is not appropriate for 10th grade students. Therefore, the researcher proposed 84 reading comprehension questions to supplement the textbook. The proportion between LOTS and HOTS questions after the addition of the supplementary questions is 65.1% (LOTS questions) and 34.9% (HOTS questions). The percentage of HOTS questions after the addition increases by 20.4%, allowing the students to learn reading through various cognitive processes.