

**AN ANALYSIS OF READING COMPREHENSION QUESTIONS IN THE ENGLISH  
TEXTBOOK “PASSPORT TO THE WORLD 3” ACCORDING TO BLOOM’S  
REVISED TAXONOMY**

**A THESIS**



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**2021**

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**A THESIS**

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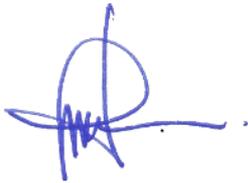
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## ABSTRACT

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In English learning, there are four basic language skills that must be mastered well, namely listening, speaking, writing, and reading. Reading is a skill that plays an important role to develop language learner's insight. In learning reading, the teacher will take many example from many sources materials and exercises from textbook to help students improve their reading skill. Unfortunately, some previous studies have proven that there are some textbooks out there of which the reading comprehension questions are not in line with the English competency in Curriculum 2013. Considering this problem, this study was conducted to find out: 1) cognitive levels of reading comprehension questions are found on English Textbook entitled "Passport to the world 3" according to revised bloom's taxonomy, and 2) whether those reading questions are appropriate for the ninth graders according to the English competencies stated in Curriculum 2013. The data for this research comes from an English textbook entitled "Passport to the World 3" by PT 3 Serangkai. The writer was the main instrument of the study and she used Bloom's Revised Taxonomy and the 2013 curriculum to analyze all the data. There were 241 total questions under analysis based on Bloom's Revised Taxonomy.

This study used descriptive qualitative content analysis as the research design for analyzing the data. The main data of this study are the reading comprehension questions contained in the textbook entitled "Passport to the World 3". The analysis focuses on the English reading comprehension questions in each activity, evaluation, learning spirit, Mid Evaluation in each chapter. The reading comprehension questions analyzed are in the form of multiple-choice questions and essays. The findings of this study are that the textbook contains all levels of cognitive domain based on Bloom's Revised Taxonomy. However, the division of reading comprehension questions on the textbook are not balanced. 95.8% of the questions belong to LOTS. 60.1% of them belong remembering; 34.4% of them belong to understanding; 1.2% of them belong to applying. While 4.14% of questions belong to HOTS, 2.07% of them belong to analyzing; 1.6% of them belong to evaluating; and, 0.4% of them belong to creating. Although there was a problem with the balance of the number of types of questions, this textbook has covered all the basic and core competencies in the 2013 curriculum. Therefore, the writer gives some suggestions so that users of "Passport to the World 3" textbooks, especially for English teachers, can provide reading material and additional questions from different sources and teachers can also develop questions with high-level thinking skills (HOTS). ) based on Bloom's Revised Taxonomy. So that it will be able to help students to improve critical thinking in solving problems. Then for the author of the textbook, the author suggests that there are more reading comprehension questions on higher order thinking skills level in reading skills in future textbooks. The latest reading materials are needed so that

students gain new knowledge so that they do not only get reading from old sources and can make balanced questions between LOTS and HOTS so that they can help students think critically.