

**READING QUESTIONS ANALYSIS OF THE GRADE 7 ENGLISH
TEXTBOOK “BRIGHT”**

A THESIS



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

2022

**READING QUESTIONS ANALYSIS OF THE GRADE 7 ENGLISH
TEXTBOOK “BRIGHT”**

A THESIS

**Presented to Teacher Education Faculty
Widya Mandala Surabaya Catholic University
In Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Language Education**



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2022

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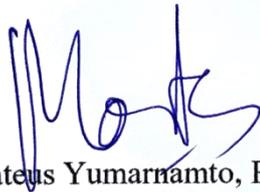
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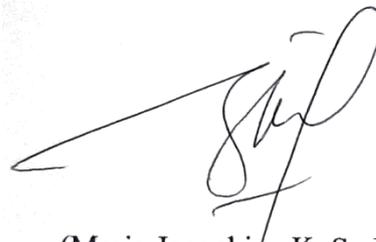
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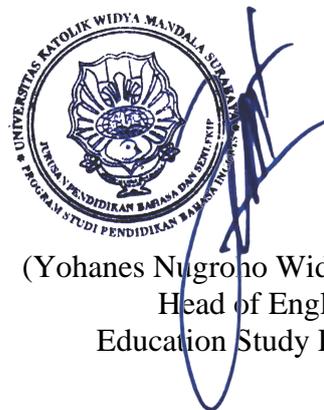
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The Writer

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ABSTRACT

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Key Words: English textbook, reading comprehension, reading questions, the Revised Bloom's Taxonomy

A good English textbook is in accordance with the Indonesian curriculum guidelines. One of the activities in English textbook is reading comprehension which is accompanied by reading questions. Giving suitable reading questions can measure students' understanding of the content of the reading text and improve their thinking skills. The objective of this study is to determine the level of cognitive levels of the Revised Bloom's Taxonomy the reading questions of the textbook belong to. This study is descriptive quantitative analysis. The data of this study is from reading questions taken from “Bright” an English Course for Junior High School Students for Grade 7. The data is analyzed and categorized based on the levels of cognitive levels of the Revised Bloom Taxonomy by using the data analysis table. The findings show that the proportion of cognitive levels of reading questions have an imbalance between Low Order Thinking Skills (LOTS) and High Order Thinking Skills (HOTS). The highest level of reading questions in the "Bright" textbook is more dominant in LOTS with a total percentage of 97.3% compared to HOTS with a total percentage of 2.8%. As a result, the reading questions in English textbooks should be improved to facilitate students to practice their higher order thinking skills.