The Levels of Reading Comprehension Questions in ‘Pathway To English for Senior High School Grade X’ Based on Anderson & Krathwohl’s Taxonomy

A THESIS

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

By:
Yama Yustiana
1213014026

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
2018
SURAT PERNYATAAN

Bersama ini saya:
Nama: Yana Yachitina
Nomor Pokok: 1205041674
Program Studi: Pendidikan Fisika
Jurusan: Pendidikan Fisika, Teknologi
Fakultas: Keguruan dan Ilmu Pendidikan Unika Widya Mandala Surabaya

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:
"The Level of Reading Comprehension Questions in "Tahun II English for Senior High School" Grade X, based on Anderson & Krathwohl’s Taxonomy"

...benar-benar merupakan hasil karya saya sendiri. Apabila skripsi ini ternyata merupakan hasil plagiarisme, maka saya bersedia menerima sanksi berupa pembatalan kelulusan dan/atau pencabutan gelar yang telah saya peroleh.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya dan dengan penuh kesadaran.

Surabaya, 28 Maret 2018
Yang membuat pernyataan,

[Signature]
Yana Yachitina

Mengetahui:
Dosen Pembimbing I, Tunghgal,

[Signature]
Johannes TF

Dosen Pembimbing II,
APPROVAL SHEET (I)

This thesis entitled The Levels of Reading Comprehension Questions in ‘Pathway To English for Senior High School Grade X’ Based on Anderson & Krathwohl’s Taxonomy prepared and submitted by Yama Yustiana has been approved and accepted to be examined as a partial fulfillment of the requirement for Sarjana Pendidikan Degree in English Language in Faculty of Teacher Training and Education by the following advisor:

Johanes Leonard Taloko, M.Sc.
Thesis Advisor
SURAT PERNYATAAN
PERSETUJUAN PUBLIKASI KARYA ILMIAH

Demi Perkembangan Ilmu Pengetahuan, saya sebagai mahasiswa Universitas Katolik
Widyatama Surabaya.
Nama Mahasiswa : Yana Yusiana
Nomor Polok : 210504024
Program Studi Pendidikan : Pendidikan Bahasa Indonesia
Jurusan : Pendidikan Siswa
Fakultas : FKIP
Tanggal Lulus : 4 Juli 2018

Dengan ini SETUJU/SETUJU PUSAT. Skripsi atau Karya Ilmiah saya,
Judul :
The Levels of Reading Comprehension Questions in "Pathway to
English for Senior High School Grade X" Based on Anderson &
Korthwohl's Taxonomy.

Untuk dipublikasikan/dilampirkan di internet atau media lain (Digital Library Perpustakaan
Universitas Katolik Widyatama Surabaya) untuk kepentingan akademik sebatas
senza undang-undang Hak Cipta yang berlaku.
Demikian surat pernyataan SETUJU/TIDAK SETUJU publikasi Karya Ilmiah ini saya
buat dengan sebenarnya.

Surabaya, 10 Juli 2018
Yang menyatakan,

[Signature]
NRP : 210504024
APPROVAL SHEET (II)

This thesis has been written and submitted by Yama Yustiana (1213014026) for acquiring Sarjana Pendidikan degree in English Language Teaching by the following Board of Examiners on oral exam with grade of on 6th June, 2018.

Marcus Yaminranto, Ph.D.
Chair Person

Himawan Setyo Wilowo, M.Hum.
Secretary

Johanes Leonard Taloko, M.Si.
Member

D. S. Jarah Pradhambodo, M.Pd.
Head of the Faculty of Teaching, Learning and Education

Dr. Endang Wiriadin, M.Si.
Head of the English Education Study Program
ACKNOWLEDGEMENT

The writer would like to give her thankfulness to Jesus Christ for His blessing so that she could accomplish this thesis. The writer also would like to express her gratitude in the process of completing this thesis to the following list:

1. Johanes Leonardi Taloko, M.Sc., her advisor who has guided the writer for giving advices and suggestions during completing her thesis.

2. Mateus Yumarnamto, Ph.D. and Himawan Setyo Wibowo, M.Hum., her examiners, who helped the writer by giving feedbacks and suggestions so the writer could finish this thesis.

3. The writer’s parents, brother, and sister, for their love and endless support to encourage her to finish her thesis.

4. The writer’s friends, who have supported for finishing her thesis.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>SURAT PERNYATAAN</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL SHEET (I)</td>
<td>iii</td>
</tr>
<tr>
<td>SURAT PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH</td>
<td>iv</td>
</tr>
<tr>
<td>APPROVAL SHEET (II)</td>
<td>v</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vi</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>xi</td>
</tr>
<tr>
<td><strong>CHAPTER I: Introduction</strong></td>
<td>1</td>
</tr>
<tr>
<td>1.1 Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Statement of the Problem</td>
<td>4</td>
</tr>
<tr>
<td>1.3 Objective of the Study</td>
<td>5</td>
</tr>
<tr>
<td>1.4 Significance of the Study</td>
<td>5</td>
</tr>
<tr>
<td>1.5 Limitation of the Study</td>
<td>5</td>
</tr>
<tr>
<td>1.6 Theoretical Framework</td>
<td>6</td>
</tr>
<tr>
<td>1.7 Definition of Key Term</td>
<td>6</td>
</tr>
<tr>
<td><strong>CHAPTER II: Review of Related Literature</strong></td>
<td>8</td>
</tr>
<tr>
<td>2.1 Theory of Reading</td>
<td>8</td>
</tr>
<tr>
<td>2.2 Theory of Comprehension Questions</td>
<td>8</td>
</tr>
<tr>
<td>2.3 Good Comprehension Question</td>
<td>9</td>
</tr>
<tr>
<td>2.4 Revised Taxonomy</td>
<td>10</td>
</tr>
<tr>
<td>2.4.1 Remembering</td>
<td>14</td>
</tr>
<tr>
<td>2.4.2 Understanding</td>
<td>15</td>
</tr>
</tbody>
</table>
2.4.3 Applying……………………………………………………………16
2.4.4 Analyzing…………………………………………………………17
2.4.5 Evaluating…………………………………………………………18
2.4.6 Creating…………………………………………………………….19
2.5 The Relationship Between Curriculum 2013 & Revised Taxonomy……21
2.6 The Characteristic of Good Textbook Based On Curriculum 2013……23
2.7 Pathway To English for Senior High School Grade X………………25
2.8 Previous Study…………………………………………………………25

CHAPTER III: Research Methodology……………………………………29
3.1 Research Design………………………………………………………..29
3.2 Research Data…………………………………………………………31
3.3 The Research Instrument ……………………………………………31
3.4 Procedures of Collecting the Data …………………………………..32
3.5 Procedures of the Data Analysis ……………………………………..32
3.6 Triangulation……………………………………………………………35

CHAPTER IV: FINDING AND DISCUSSION OF THE FINDINGS……..37
4.1 Findings………………………………………………………………37
4.1.2 Cognitive Level……………………………………………………40
  4.1.2.1 Remembering Question……………………………………….40
  4.1.2.2 Understanding Question………………………………………40
  4.1.2.3 Applying Question……………………………………………41
  4.1.2.4 Analyzing Question…………………………………………41
  4.1.2.5 Evaluating Question…………………………………………42
4.1.3 Knowledge Level………………………………………………….42
4.1.3.1 Factual Question…………………………………..…….42
4.1.3.2 Conceptual Question…………………………………….43
4.1.3.3 Procedural Question…………………………………….43
4.1.3.4 Metacognitive Question…………………………………44

4.2 Discussion of the Findings………………………………………………..45

CHAPTER V: CONCLUSION AND SUGGESTION …………….47

5.1 Conclusion…………………………………………………………….47
5.2 Suggestion…………………………………………………………………48

REFERENCES……………………………………………………………....50

APPENDIX……………………………………………………………………52

LIST OF TABLES AND FIGURES
Table 2.1 LOTS and HOTS in Revised Taxonomy…………………………..11
Table 2.2 The Revised Taxonomy Table………………………………………12
Table 2.3 Example of Factual Questions………………………………………12
Table 2.4 Example of Conceptual Questions…………………………………13
Table 2.5 Example of Procedural Questions…………………………………13
Table 2.6 Example of Metacognitive Questions……………………………..14
Table 2.7 Example of Remembering Questions……………………………..15
Table 2.8 Example of Understanding Questions…………………………….16
Table 2.9 Example of Applying Questions …………………………………17
Table 2.10 Example of Analyzing Questions………………………………18
Table 2.11 Example of Evaluating Questions..............................................19
Table 2.12 Example of Creating Questions..................................................20
Table 3.1 The Data Sources.............................................................................31
Table 3.2 The Number of Question and Percentages for Cognitive Category in Each Chapter.................................................................33
Table 3.3 The Number of Question and Percentages for Knowledge Category in Each Chapter.................................................................33
Table 3.4 Recapitulation of the number of the questions for cognitive level in ‘Pathway To English for Senior High School Grade X’ using Revised Taxonomy.................................................................34
Table 3.5 Recapitulation of the number of the questions for knowledge level in ‘Pathway To English for Senior High School Grade X’ using Revised Taxonomy.................................................................34

Figure 2.1 Levels of Revised Taxonomy in Curriculum 2013..........................22
Figure 3.1 The Structure of Research Design.................................................30
Figure 4.1 The Percentage of Cognitive and Knowledge Dimension.............45
ABSTRACT

Yustiana, Yama. 2018. **The Levels of Reading Comprehension Questions In ‘Pathway To English for Senior High School Grade X’ based on Anderson & Krathwohl’s Taxonomy.** Program Studi Pendidikan Bahasa Inggris. Jurusan Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan Universitas Katolik Widya Mandala.

Advisor: Johanes Leonardi Taloko, M.Sc.

This study analysis the levels of the reading comprehension questions in ‘Pathway To English for Senior High School Grade X’ by using Anderson & Krathwohl’s Taxonomy. This study attempts to answer these research problems: to find the levels of the reading comprehension questions in ‘Pathway To English for Senior High School Grade X’ and to find out whether comprehension questions in reading section of ‘Pathway To English for Senior High School Grade X’ is suitable for curriculum 2013 or not. The data of this study were taken from all of the reading comprehension questions in ‘Pathway To English for Senior High School Grade X’. The total number of reading comprehension questions are 100 questions. The writer classified those questions into cognitive levels and knowledge levels of Revised Taxonomy, then counted the proportion in each cognitive level, and the compatibility of reading comprehension in curriculum 2013.

The analysis showed that the biggest portion of cognitive level in ‘Pathway To English for Senior High School Grade X’ belongs to remember with the percentage of (51%), then followed by understand (42%), analyze (4%), apply (2%), and evaluate (1%). There is no create questions levels. For knowledge level, the biggest portion is factual (51%), then followed by conceptual (42%), metacognitive (5%), and procedural (2%). In conclusion, the reading comprehension questions in ‘Pathway To English for Senior High School Grade X’ may not suitable in the curriculum 2013. To cover that, the teacher need supplementary from other sources.

Keywords: Reading Comprehension Questions, Revised Taxonomy, Curriculum 2013, Cognitive Dimension, Knowledge Dimension