AN ANALYSIS OF READING COMPREHENSION QUESTIONS IN THE “BRIGHT” ENGLISH TEXTBOOK FOR NINE GRADERS REVISED EDITION BASED ON RBT

A THESIS

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ENGLISH EDUCATION STUDY PROGRAM

THE FACULTY OF TEACHER TRAINING AND EDUCATION

WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA

2019
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In Partial Fulfilment of the Requirements for Sarjana Pendidikan
Degree in English Language Teaching and Education

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2019
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ACKNOWLEDGEMENTS

First of all, the writer would like to thank the Jesus Christ for His great blessing and guidance which has made it possible for the writer to finish this thesis. Secondly, the writer would like to thank her parents and family for their support, and prayers in finishing her thesis. Having complete this thesis the writer also would like to express her deepest gratitude to those who have given their valuable time, guidance, patience, love, and support that encourage the writer to complete this thesis, especially to:

1. M.G. Retno Palupi, M.Pd., the writer’s advisor who has given valuable inputs, comments, and suggestions on her thesis and kindly support the writer with her valuable time in examining her thesis.
2. Imelda Gozali, B. Eng., M.Pd. and Dr. B. Budiyono, M.Pd., the writer examiners, who have supported and also helped the writer by giving feedbacks and suggestions so the researcher could finish her thesis well.
3. The writer's friends, Tommy Yonas, Wina Chandrella, Gisella Blanca, Ribka Stevany, Michelle Angeline, and Caroline Beauty for being good listeners, and helping the writer to solve her problems and motivate her.
4. Christian Siantar, the writer’s collaborator, who has supported and helped the writer in analyzing the data.

Claudia Natasya Kartika
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ABSTRACT


Adviser : M.G. Retno Palupi, M. Pd.

This study entitled “An Analysis of Reading Comprehension Questions in the “Bright” English Textbook for Nine Graders Revised Edition Based on RBT” is a study which has two aims: 1) to find out the types of reading comprehension questions found the Bright, an English Course for Junior High School students grade nine revised editions based on the Revised Bloom’s Taxonomy, and 2) to find out whether those reading questions are in line with 2013 curriculum.

The data of this study were all derived from the English textbook, Bright an English Course by Erlangga. There were 281 reading comprehension questions in total found in the textbook analyzed. The writer was the main instrument of the study and she also made use of the Revised Bloom’s Taxonomy and the 2013 curriculum to analyze all the data.

The findings of the study showed that the textbook appears to have many reading texts with various type. However, the results of reading comprehension questions are not really good because the result 78.64% covered with the LOTS level in the RBT and the reading comprehension questions almost cover with the remembering stage (55.16%), understanding (22.06%), analyzing (9.96%), evaluating (9.26%), creating (2.14%), and applying (1.42%). Although, there was an issue with the number of the equality of type of questions, but this textbook has already used all the basic and core competences in 2013 curriculum.

Keywords: Reading Comprehension Questions, English Textbook, the Revised Bloom’s Taxonomy, 2013 curriculum.