READING COMPREHENSION QUESTIONS
IN MANDIRI: ENGLISH ON TARGET

A THESIS

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

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL SHEET (1)</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL SHEET (2)</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL SHEET OF THESIS</td>
<td>iii</td>
</tr>
<tr>
<td>PUBLICATION</td>
<td>iv</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>v</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>vi</td>
</tr>
<tr>
<td>LISTS OF TABLES</td>
<td>vii</td>
</tr>
<tr>
<td>LISTS OF FIGURES</td>
<td>viii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ix</td>
</tr>
<tr>
<td>CHAPTER I: INTRODUCTION</td>
<td>x</td>
</tr>
<tr>
<td>1.1 Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Statements of the Problems</td>
<td>5</td>
</tr>
<tr>
<td>1.3 The Objective of the Study</td>
<td>5</td>
</tr>
<tr>
<td>1.4 Theoretical Framework</td>
<td>5</td>
</tr>
<tr>
<td>1.5 The Assumption</td>
<td>6</td>
</tr>
<tr>
<td>1.6 The Significance of the Study</td>
<td>6</td>
</tr>
<tr>
<td>1.7 The Scope and Limitation of the Study</td>
<td>7</td>
</tr>
<tr>
<td>1.8 Definition of Key Terms</td>
<td>7</td>
</tr>
<tr>
<td>1.9 Organization of the Thesis</td>
<td>8</td>
</tr>
<tr>
<td>CHAPTER II: REVIEW OF RELATED LITERATURE</td>
<td>10</td>
</tr>
<tr>
<td>2.1 The Nature of Reading Comprehension</td>
<td>10</td>
</tr>
<tr>
<td>2.1.1 Reading Comprehension</td>
<td>10</td>
</tr>
<tr>
<td>2.1.2 Critical Thinking</td>
<td>11</td>
</tr>
<tr>
<td>2.2 The Cognitive Domain of Bloom’s Digital Taxonomy</td>
<td>13</td>
</tr>
<tr>
<td>2.3 The English Syllabus of Curriculum 2013 for a Textbook</td>
<td>16</td>
</tr>
<tr>
<td>2.3.1 The English Syllabus of</td>
<td></td>
</tr>
</tbody>
</table>
Curriculum 2013 for Senior High School

2.3.2 The Characteristics of a Good English Textbook

2.4 Previous Studies

CHAPTER III: RESEARCH METHOD

3.1 Research Design
3.2 The Research Data
3.3 The Instrument
3.4 Data Collection Procedure
3.5 Data Analysis Techniques
3.6 Triangulation

CHAPTER IV: FINDINGS AND DISCUSSION

4.1 Findings

4.1.1 Types of Comprehension Questions in Chapter 1 and Its Recurrence
4.1.2 Types of Comprehension Questions in Chapter 2 and Its Recurrence
4.1.3 Types of Comprehension Questions in Chapter 3 and Its Recurrence
4.1.4 Types of Comprehension Questions in Chapter 4 and Its Recurrence
4.1.5 Types of Comprehension Questions in Chapter 5 and Its Recurrence
4.1.6 Types of Comprehension Questions in Chapter 7 and Its Recurrence
4.1.7 Types of Comprehension Questions in Chapter 8 and Its Recurrence .................. 44
4.1.8 Types of Comprehension Questions in Chapter 9 and Its Recurrence .................. 46
4.1.9 Types of Comprehension Questions in Chapter 10 and Its Recurrence .................. 47
4.2 Discussion .................................. 49

CHAPTER V: SUMMARY AND RECOMMENDATION ................................. 57
  5.1 Summary .................................. 57
  5.2 Recommendation ........................... 59

BIBLIOGRAPHY .................................. 61
APPENDICES .................................. 64
# LISTS OF TABLES

Table 3.2. Lists of Chapters and Numbers of Questions

Table 3.5.1. The Question Types Found in Reading Text 1

Table 3.5.2. The Total Numbers of Questions in Each Level

Table 4.1. The Types of Reading Comprehension Questions and Their Proportion
LISTS OF FIGURES

Figure 2.1.5.1. The Difference between Old Version and New Version ............ 14
Figure 2.1.5.2. Bloom’s Digital Taxonomy ............ 15
Figure 3.1. The Structure of the Research Design ............ 24
Figure 4.2. The Proportion of Reading Comprehension Question Types in the Course Book ............ 54
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Reading is an English skill that is essential for students’ academic success because reading provides knowledge for students. Students’ comprehension of a text can be measured through their answers to the reading questions. Comprehension questions can also be tools to help students develop their critical thinking. As demanded in Curriculum 2013, students need to be critical, creative, innovative, and productive. To fulfill the demand, the reading materials presented in a textbook should encourage students to develop their critical thinking.

Realizing the importance of developing reading skill, the writer conducted a study which focused on analyzing reading comprehension questions presented in Mandiri: English on Target. This study attempts to answer two research questions. They are: (1) what types of reading comprehension questions are found in Mandiri: English on Target? (2) what is the proportion of reading comprehension questions found in the course book? The writer categorizes reading comprehension questions of the reading texts contained in Mandiri: English on Target published by Erlangga Press. There are 225 reading comprehension questions found in 81 texts contained in the course book. All of the questions are categorized using the cognitive domain of Bloom’s Digital Taxonomy, namely remembering, understanding, applying, analyzing, evaluating, and creating.

To answer the first research question about the question types, the writer used a checklist table to help categorize each comprehension question. The writer read each passage three times. The first reading process was done to get a general knowledge about the reading comprehension text. The second reading process was done to get a deeper understanding about the text. Before doing the
third reading, the writer needs to categorize the comprehension question. The third reading process was done to confirm if the question had been categorized correctly. After categorizing all the comprehension questions, the writer tallied the frequency of the recurrence of each reading comprehension question type to find the proportion of each question type.

The result of this study finds that the comprehension questions in the course book are mostly at remembering level. There are 44.44% questions at remembering level, 33.33% questions at understanding level, 20.44% questions at analyzing level, 1.78% questions at evaluating level, and 0% question at applying and creating level. Based on the findings of the study, it can be concluded that the reading comprehension questions presented in the course book do not cover all the thinking levels in Bloom’s Digital Taxonomy. It can be said that the reading materials presented in the course book may not help students to develop their critical thinking because of the low frequency of the use of high cognitive skill question types. In other words, the course book has not met the demand of Curriculum 2013 yet.