Reading Comprehension Questions in Second Grade of Senior High School English Text Book "Look Ahead" by Erlangga

Reni Mustika Ningsih

Abstract. This study analyzed the reading comprehension question of the English text book published by Erlangga "Look Ahead". The analysis is based on the Cognitive Domain of Bloom's Taxonomy. There are 6 categories of Bloom's Taxonomy namely knowledge, comprehension, application, analysis, synthesis, and evaluation. The study reveals that there are 221 reading comprehension questions. Among these questions are 30.32 % knowledge questions, 8.15 % comprehension questions, 8.10 % application questions, 23.98 % analysis questions. 4.52 % synthesis questions, 14.93 % evaluation questions.

Key words: reading comprehension questions, bloom taxonomy cognitive domain

Introduction

The most important objective of teaching English as a foreign language at Senior High School is to enable the students to comprehend English text book. Practically it is important for Senior High School students to be able to comprehend English written texts because many scientific books are written in English.

Reading comprehension lessons are traditionally centered on giving a passage followed by questions. As the exercises, usually the teachers use questions to find out whether the students have understood the passage or not, and from the students' responses the teacher can evaluate the effectiveness of the material and the questions which the teacher is using.

Exercises are one of the media for the students to dig more information from the material they have read. There are many kinds of exercises, for example: questioning, cloze tasks, matching tasks, editing tasks, and picture-cued tasks. Teachers commonly use questioning to check the students' understanding. By giving some questions, teachers make students give more attention to the detailed-information moreover to improve the students' understanding and refresh their memory.

The Senior High School English lesson in reading emphasizes the importance of reading comprehension yet the fact shows that most Senior High School students still find a lot of difficulties in comprehending English written texts. In fact, when they read a text, they often miss the main points as well as most of the important details of the text because the students cannot comprehend the text. Unfortunately, the students are

always given explicit questions by the teacher; they are just required to pin point facts in the passage.

Considering the problem above, the writer would like to concentrate her study on analyzing the types of reading comprehension questions found in the English text book "Look Ahead" by Erlangga and the analysis is based on Bloom's Taxonomy Cognitive Domain; there are knowledge, comprehension, application, analysis, synthesis, and evaluation. Another reason why the writer chooses reading comprehension questions as a topic is because reading comprehension questions would be supporting students to enhance their reading ability through the careful use of questions. According to College and University Teaching & Learning:

> "Student learning outcomes expressed at various levels of Bloom's taxonomy become the foundation for the selection and design of assignments (including examinations), teaching strategies, readings, and instructional materials such as technology".(The National Teaching and Learning Forum newsletter)

Bloom's Taxonomy Cognitive Domain is one of the taxonomies presenting various levels of thinking skills along with the details in every major level. Bloom's Taxonomy presents six particular kinds of thinking skills which are usually named 'Cognitive Domain'. They are knowledge, comprehension, application, analysis, synthesis, and evaluation. The balance in proportion of these six reading elements will add the students' understanding. This will finally result in the students' critical thinking.

The writer uses Bloom's Taxonomy Cognitive Domain because it is used by teachers, as the material developers, to be a standard of levels for comprehension questions. Christine Nuttal (1985:128) points out, "Classification of form is useful mainly when you want to make sure that your students get graded language practice. Bloom's Taxonomy Cognitive Domain can help students understand the text better to what they read and also can help students respond to a variety of types of comprehension". The writer chooses "Look Ahead" as the material for her analysis because it is widely used in a lot of Senior High schools in Surabaya.

Statement of the Problem

This study is addressed to answer the questions below:
1. What types of comprehension questions are found in the English Book "Look Ahead 2" by Erlangga?
2. What is the proportion of these types of reading comprehensions questions in the English Book "Look Ahead 2" by Erlangga?

The Method

The data source of this study is reading comprehension questions that are found in the English Text Book by Erlangga "Look Ahead 2nd grade of senior high school. The book consists of 6 themes, covering 31 reading passages. The reading section contains several parts. They are: preparing to read, getting the main idea, understanding reading structures, doing comprehension questions, and finding the references.

Research Instruments

There were three instruments used in this study. First was the writer herself as the main instrument who did collect, analyze and interpret the data. The second was the Cognitive Domain in Bloom's Taxonomy as a parameter to identify the levels of intellectual skills presented in reading questions in "Look Ahead". And the third was a corrector who helped the writer to check the analysis and interpretation of the data.

Findings and Discussion

Type of questions

There are 37 reading passages found in the "Look Ahead". Each passage is supported by 2 up to 18 questions. And according to the Cognitive Domain of Bloom Taxonomy, these questions should cover knowledge, comprehension, application, analysis, synthesis, and evaluation.

Knowledge received the biggest proportion 67 questions or 30.32 % are knowledge questions. 53 questions are analysis questions; this means, this type covers 23.98% of all questions. Then, application level is found in 40 questions or 8.10 % of all questions. Evaluation level which is considered as the most complex behavior is found in 33 questions or 14.93 % of all questions. 18 questions or 8.15 % or all questions are in comprehension level, and the last, Synthesis level, is found in 10 questions or 4.52 %. The percentages of each type of questions are shown in this following table:

Table 1
The Proportion the Types of Exercises from the Whole Chapter

No	Types of Questions	Chapter						Total	%
		I	II	III	IV	V	VI		
1	Knowledge	4	30	4	17	6	6	67	30.32
2	Comprehension	-	5	-	8	-	5	18	8.15
3	Application	-	13	6	3	10	8	40	18.10
4	Analysis	2	23	6	2	6	14	53	23.98
5	Synthesis	-	6	1	-	1	2	10	4.52

6	Evaluation	-	13	5	1	10	4	33	14.93
Total		**6**	**90**	**22**	**31**	**33**	**39**	**221**	**100**

Questions in Each Passage

Passage 1 "Ask Bridget"

This passage is about how Bridget solves her clients' problems. This passage is followed by only 1 exercise called open–ended reading comprehension questions. There are 4 questions in this exercise, all of which are knowledge questions. The interpretation is presented in the table below:

Table 2
Types of Questions of Passage 1

No	Questions	Interpretations
1	What's still wailing's problem?	Knowledge
2	What's Bridget's advice?	Knowledge
3	What's curious problem?	Knowledge
4	What's Bridget's advice?	Knowledge

Passage 2 "Classroom Behavior"

This passage is about the situation in a classroom when the students got a new English teacher. In this passage, there is only 1 question called an open–ended reading comprehension questions and this question consists of 2 questions. The questions are the kind of analysis as they can be seen in the following table:

Table 3
Interpretation of Passage 2

No	Questions	Kinds of Questions
1	Why did Liliana call Allan Jone's teacher? a. She didn't know his name b. She was trying to show respect c. She couldn't pronounce his name d. She felt confused	Analysis
2	Why did Allan Jone ask Liliana not to call him "teacher"? a. He didn't really like being a teacher b. He wanted to be friendly c. In his country, only very young pupils call their teacher " teacher" d. He thought Liliana was being rude.	Analysis

Passage 3 "Why do the Sun and the Moon Live in the Sky?"

This passage is a kind of imaginative story. There are 8 questions and they are more varied than the ones in the previous chapters. 3 questions are knowledge questions, the other 3 are analysis, and the other 2 are evaluation. The following table shows the interpretation of those questions:

Table 4
Interpretation of Passage 3

No	Questions	Interpretations
1	Why was the sky dark?	Analysis
2	Where did the Katchina people hide the sun and the moon?	Knowledge
3	Why did the Coyote steal the sun and the moon back?	Analysis
4	When did the Coyote steal the sun and the moon back?	Knowledge
5	Where did they go then?	Knowledge
6	Why did they have to open the box with their eyes closed?	Analysis
7	In your opinion, what was the Coyote did right?	Evaluation
8	Which story (version) do you like best? Why?	Evaluation

Passage 4 "The Story of Antony and Cleopatra"

This passage tells a story of Antony and Cleopatra. From the analysis, the writer found almost all level of the cognitive domain in 9 reading comprehension questions called open–ended reading comprehension questions. There are 3 knowledge questions, 2 comprehension questions, 1 application question, 2 analysis questions, and 1 evaluation question. The table below shows the analysis more clearly:

Table 5
Interpretation of Passage 4

No	Questions	Interpretations
1	Why was Cleopatra so famous throughout the ancient world?	Analysis
2	Who was Anthony?	Knowledge
3	Why did Anthony go to Egypt?	Analysis
4	Why did Anthony marry Octavia?	Analysis
5	How did Anthony die?	Synthesis
6	How did Cleopatra die?	Synthesis
7	Does the story have happy or sad ending?	Evaluation
8	Are Anthony and Cleopatra real characters?	Analysis
9	What do you call this story?	Application

Passage 5 "Why Do Hawks Hunt Chicks?"

This passage is a fable. In this passage, there is 1 exercise called open- ended reading comprehension questions in which there are 11 questions. The questions present all the level of Cognitive domain. 2 questions belong to knowledge level, 1 question belongs to comprehension level, 4 questions are application, 1 question is analysis, synthesis is found in 2 questions and 1 question is the evaluation one. The following table shows them thoroughly:

Table 6
Interpretation of Passage 5

No.	Questions.	Interpretations
1	What is the purpose of the writer telling this story?	Analysis
2	Does the first part of the story tell: 1) Who was involved? 2) What happened? 3) Where and when did it happen?	Knowledge
3	Read the paragraph 2 and 4 again to answer this question, did the hen face any problems to marry the hawk?	Knowledge
4	How did she solve the problem?	Knowledge
5	In which paragraphs can you find the hen's solution?	Comprehension
6	Does the story end in a happy or sad ending?	Evaluation
7	Does the story happen in past or present time?	Application
8	The words which are used to tell that the story happened in the past ……… and ……………	Application
9	The words that are used to tell that the order of events are…, then, before ………………	Application
10	Are the verbs in the present or in the past? Write several action verbs that you find in the text!	Analysis

Passage 6 "Anne Boleyn"

This passage is about "who is Anne Boleyn". There are 20 and they are more varied than the ones in the previous chapters. The reading comprehension questions in this passage are divided into two sections; the first sections cover almost all levels of Cognitive Domain by Bloom for example: 7 questions are accompanied as knowledge, 1 type of question as comprehension, 1 question as application and 2 types of questions present as analysis.

And then the second section consists with 9 questions called open-ended reading comprehension questions. In these types of questions there are 2 questions which are accompanied as knowledge, 1 type of question as comprehension, 2 types of questions present as application, 3 questions which are accompanied as analysis and 1 type of question as evaluation. All the levels of cognitive domain were shown in this passage. The table below shows the analysis more clearly:

Table 7
Interpretation of Passage 6

No	Questions	Interpretations
1	Where did the story happen?	Knowledge
2	Who was Anne's father?	Knowledge
3	Who was Catherine of Arragon?	Knowledge
4	What did King Henry VII want to make Anne?	Knowledge
5	Did Anne agree or not? Why or why not?	Analysis
6	What did she demand?	Knowledge
7	How long did she have to wait before they got married?	Knowledge
8	Was the marriage a happy one? Why?	Analysis
9	How was the end of Anne's life?	Comprehension
10	Did the king have a son at the end?	Knowledge
11	Who succeeded the English throne after King Henry VII?	Knowledge

Table 8
Interpretation of Passage 6

No	Questions.	Interpretations
1	What did the writer write this story?	Knowledge
2	When and where did the story happen?	Knowledge
3	Give your comment about the personalities of King Henry VII and Anne Boleyn!	Evaluation
4	Are the people in the story real characters?	Application
5	What do you call this story?	Analysis
6	Does the story have a happy ending?	Evaluation
7	Underline the action verbs in the story!	Analysis
8	Circle the connective words that links sentences!	Analysis
9	What genre does this text belong to?	Analysis

Passage 7 "Pour quoi tales"

This passage tells about "pour quoi tales". The writer found almost all level of the cognitive domain in 5 comprehension questions called open–ended reading comprehension questions. There are 2 application

questions, 1 analysis questions, 1 synthesis questions and 1 evaluation questions. The table below shows the analysis more clearly**:**

Table 9
Interpretation of Passage 7

No	Questions	Interpretations
1	Do you also have these kinds of tales in your country?	Application
2	Mention some titles of them!	Application
3	What do you think of these tales? Are they logical or not? Why or why not?	Evaluation
4	What is the purpose of telling these tales?	Analysis
5	Can you tell me one of them from a logical side?	Synthesis

Passage 8 "The Black Cat"

This passage is about superstitions that cats have 9 lives. There are 10 questions. They are more varied than the ones in the previous chapter, because it could be classified as: 3 questions are knowledge questions, 1 question present as application, 2 analysis questions, and 2 evaluation questions. It can be seen in the following table:

Table 10
Interpretation of Passage 8

No	Questions	Interpretations
1	Where was the writer when he wrote this story?	Analysis
2	What was his purpose in writing the story?	Analysis
3	What will happen if he doesn't write it?	Application
4	What sort of man was the writer?	Application
5	What made him easily get angry?	Comprehension
6	What did he do to Pluto?	Knowledge
7	How did he feel when he saw the shadow of Pluto in the wall?	Knowledge
8	Underline the words or phrases that describe the writer's fear.	Knowledge
9	What is the moral of the story?	Evaluation
10	Do you believe this superstition? Why/ why not?	Evaluation

Passage 9 "An Unforgettable Night"

This passage tells about an unforgettable night. There are 10 questions. These questions present 2 questions as knowledge and 1 question as synthesis. It can be seen in the following table:

Table 11
Interpretation of passage 9

No	Questions	Interpretations
1	When and where did the story happen?	Knowledge
2	What is the purpose of the writer telling this story?	Analysis
3	Where did the writer see the white shadow?	Knowledge

Passage 10 "The Sign of Four"

This passage tells a story of Sherlock Holmes. There are 18 questions found in this passage and they are more varied than the ones in the previous chapters because it can be classified as 9 types of questions are found as knowledge question, 1 question as comprehension question, 2 types of questions as application questions, 3 questions present as analysis questions, and 3 questions present as evaluation questions. It can be seen in the table bellow:

Table 12
Interpretation of Passage 10

No	Questions	Interpretations
1	What is the story about?	Comprehension
2	What is the purpose of the story?	Analysis
3	Who were Sherlock Holmes and Dr. Watson?	Knowledge
4	What case did they solve?	Knowledge
5	What did Miss Morstan receive every year on the date her father was lost?	Knowledge
6	Where did Miss Morstan and Theodore arrange to meet?	Knowledge
7	Where did Mr. Morstan get the treasure from?	Knowledge
8	Why was Mr. Morstan lost?	Analysis
9	What was captain Sholto's last will?	Knowledge
10	Where was the treasure kept?	Knowledge
11	Who killed captain Sholto?	Knowledge
12	Did they get the treasure at the end? Why?	Analysis
13	Do you think the story ends happily or	Evaluation
14	sadly?	Evaluation
15	Do you like the story? Why / why not?	Application
16	What do you call this kind of text?	Analysis
	The organization of narrative text is: ………………, …………… and …………. a. The orientations contains ……… b. The complication contains ……… c. The resolution contains …………	
17	The temporal sequences used in the text are	Application

	= ………	
18	Mention the action verbs in the text = ……	Analysis

Passage 11 "A Lane Going up the Hill"

This passage tells a story of a lane going up the hills. This passage presents 6 questions. These questions can be classified as 1 question belongs to comprehension level, 1 question belongs to application, 3 questions belong to analysis, and 1 question as evaluation. The following table shows them thoroughly:

Table 13
Interpretation of Passage 11

No	Questions	Interpretations
1	Who is the main participant(s) in the story	Comprehension
2	Are these any temporal sequences in the text? Mention them!	Analysis
3	Mention the action verbs in the texts?	Analysis
4	What is the purpose of the writer telling this story?	Analysis
5	What do you call this story?	Application
6	What tense is mostly used in the text?	Evaluation

Passage 12 "Cars should be Banned in Cities"

This passage tells a story of cars that should be banned in Cities. From the analysis, the writer found almost all levels of the cognitive domain in 5 reading comprehension questions called open–ended reading comprehension questions. 3 questions belong to knowledge, 3 question to application,, and 1 question to analysis. It can be seen in the table bellow:

Table 14
Interpretation of Passage 12

No	Questions	Interpretations
1	In the writer's opinion what do cars in a city cause?	Analysis
2	What do cars emit?	Knowledge
3	Who mostly are the victims in car accidents?	Knowledge
4	Which paragraph tells you that cars also cause noise pollution?	Knowledge
5	What is the topic of the text?	Application

Passage 13 "The Importance of English Language"

The title of passage 13 is "English is the World's most Important Language". This passage presents 8 questions, 1 knowledge question, 1 application question, 1 analysis question, and 3 evaluation questions. The table below shows the questions for the passage:

Table 15
Interpretation of Passage 13

No	Questions	Interpretations
1	Why is it so important to learn English?	Knowledge
2	How did the writer elaborate his argument?	Analysis
3	"English is world's most important language". Does this statement belong to many people's or to one person's idea? How do you know that?	Evaluation
4	What is the purpose of the writer in this text?	Analysis
5	Do you think everybody will agree with the text? Why / why not?	Evaluation
6	The statement essence in the beginning of the text is similar to the last statement of the text what is the purpose of repeating the statement?	Analysis
7	What do you call this text?	Application
8	What tense is mostly used in the text?	Evaluation

Passage 14 "Compare these Paragraphs"

This passage tells people's opinion about elementary school. There are 5 questions for this passage. They are 3 application questions, 1 analysis question, and 1 evaluation question. The table below shows the analysis more clearly:

Table 16
Interpretation of Passage 14

No	Questions	Interpretations
1	Which paragraph has more specific information?	Application
2	Which paragraph helps you better understand the main idea?	Application
3	Does the 1st sentence control the content of the whole paragraph?	Application
4	What transitional word is used to relate the previous sentence to the next sentence?	Analysis
5	Do you agree that the 1st sentence is the topic of the whole paragraph?	Evaluation

Passage 15 "Being Fat Matters"

This passage is about some of the effects of too much fat. From the analysis, the writer found 4 reading comprehension questions, which consist of 1application question, 2 types of synthesis questions, and 1 evaluation question as evaluation. The table below shows the analysis more clearly:

Table 17
Interpretation of Passage 15

No	Questions	Interpretations
1	What will happen to your heart if you are too fat?	Synthesis
2	Is there any effect on your blood? If you are too fat? What is it?	Application
3	The conclusion of all the facts is that extra fat can reduce your ………	Evaluation
4	What is the purpose of the writer in this article?	Analysis

Passage 16 "Valentine's Day is not Part of Our Culture"

This passage is about how people around the worlds celebrate Valentine's Day. There are 7 questions for this passage, which consist of 6 knowledge questions and 1 evaluation question. The questions for the passage are presented in the following table.

Table 18
Interpretation of Passage 16

No	Questions	Interpretations
1	What is V-day?	Knowledge
2	Is it part of our culture? How come the feel of V-day is everywhere?	Knowledge
3	What is the symbol of V-day?	Knowledge
4	What do people usually do on that day?	Knowledge
5	When did it become popular? Where?	Knowledge
6	For American. Is V-day a holiday?	Knowledge
7	What is your pinion about V-day?	Evaluation

Passage 17 "The Lion and the Mouse"

This passage is a fable. There are 9 questions found in this passage. They are 5 types of knowledge, 3 types of comprehension, and 1 application. The following table the questions for the passage**:**

Table 19
Interpretation of Passage 17

No	Questions	Interpretations
1	What was the lion doing when the mouse ran up and down upon him?	Knowledge
2	What problem did the mouse have?	Knowledge
3	How did he overcome his problem?	Knowledge
4	What happened to the lion sometimes after?	Knowledge
5	How did he overcome his problem?	Knowledge
6	What is the message of the story?	Comprehension
7	Who was the author of the story?	Comprehension

| 8 | Who are the main participants of the story? | Comprehension |
| 9 | What do you call a story that tells about animals which can talk like humans? | Application |

Passage 18 "The Stronger Man"

This passage tells a story about a stronger man who is very famous and an arrogant. There are 9 reading comprehension questions in this passage. These questions in this passage can be classified into 4 knowledge questions, 3 comprehension questions, and 2 application questions. The table below shows the analysis more clearly:

Table 20
Interpretation of Passage 18

No	Questions	Interpretations
1	Does fable talk about animals or humans?	Application
2	Who are the participants in this story?	Knowledge
3	What happened to the general's horse one	Comprehension
4	day?	Comprehension
5	How could he solve his problem?	Knowledge
6	What did he do to blacksmith's horse shoe?	Knowledge
7	What did the general give to the blacksmith?	Knowledge
8	What did the blacksmith do with the	Comprehension
9	general's coin?	Application
	What is the message of the story?	
	What do you call a story that teaches us a moral lesson?	

Passage 19 "The Mouse Deer and the Crocodile"

This passage is a fable. There are 6 questions which consist of 2 knowledge questions, 2 comprehension questions, and 2 analysis questions. As presented in the following table:

Table 21
Interpretation of Passage 19

No	Items	Interpretations
1	The participants in the story are …... and	Knowledge
2	…...	Knowledge
3	When and where did the story happen?	Comprehension
4	The orientation of the story can be found in paragraph …...	Comprehension
5	The beginning of the problem is in paragraph ……	Analysis
6	Complete the following chart ……	Analysis
	Can you find the writer's evaluation of the mouse, deer, and the crocodile?	

Passage 20 "A Schoolboy named Michael "

This passage tells a story of a school boy named Michael who was very lazy and always made a lot of trouble when did everything. There are 5 reading comprehension questions found in this passage. These questions present 1 application question, 1 analysis question, and 3 evaluation questions. The table below shows the analysis more clearly:

Table 22
Interpretation of Passage 20

No	Questions	Interpretations
1	Do you find something funny from this story? What is it?	Analysis
2	In your opinion, was Michael a clever student or not?	Evaluation
3	Who was clever, Michael or his father?	Evaluation
4	Do you like this kind of this story? Why/ why not?	Application
5	If you were the teacher, would you be mad (angry) at Michael? Why / why not?	Evaluation

Passage 21 "Green, Pink and Yellow"

This passage is a funny story about colors. From the analysis, the writer found 8 reading comprehension questions called open–ended reading comprehension questions and they are more varied than the ones in the previous chapters. 1 question present as knowledge, 4 questions present as application, 2 questions present as analysis and 1 question as evaluation. As presented in the following table:

Table 23
Interpretation of Passage 21

No	Questions	Interpretations
1	Who were the participants in the story?	Knowledge
2	Where do you think the story happen?	Application
3	When did the story happen?	Application
4	What tense is mostly used in the story?	Analysis
5	Which part of the story is funny?	Application
6	How many events are there in the story?	Application
7	Why do you think the story is funny?	Evaluation
8	What is the purpose of the writer telling the story?	Analysis

Passage 22 "Hand in Hand"

This passage is about DJ (Disc Jockey). There are 7 questions found for the passage: 1 knowledge question, 4 application questions, and 2 types of analysis. The following table shows the questions for passage 33.

Table 24
Interpretation of Passage 22

No	Questions	Interpretations
1	Who were the participants in the story?	Knowledge
2	Where do you think the story happen?	Application
3	When did the story happen?	Application
4	What tense is mostly used in the story?	Analysis
5	Why?	Application
6	Which part of the story is funny? Underline!	Application
7	How many events are there in the story? Find its text structure!	Analysis

Passage 23 "Body Language"

This passage is about body language is the important part in every language. There are 3 questions for this passage, all of which are evaluation questions. The questions for passage 23 are presented in the table below:

Table 25
Interpretation of Passage 23

No	Questions	Interpretations
1	Do you always cover your smile with your hand? Why/ why not?	Evaluation
2	Do you agree with the text above? Why / why not?	Evaluation
3	Which are more important; to grammatically or culturally correct? Explain!	Evaluation

Passage 24 "New Baby"

This passage tells a funny story about a new baby. From the analysis, the writer found 2 comprehension questions, 1 question is application and the other question is evaluation, as presented in the table below.

Table 26
Interpretation of Passage 24

No	Questions	Interpretations
1	Do you think the story is funny? Why/ why not?	Evaluation
2	Which part do you like best?	Application

Passage 25 "Magic Mirror"

This passage tells a funny story about a magic mirror. From the analysis, the writer found 2 comprehension questions, an application question and an evaluation question, all of which are presented in the table below.

Table 27
Interpretation of Passage25

No	Questions	Interpretations
1	Do you laugh when you read the story?	Evaluation
2	Which part is funny for you?	Application

Passage 26 "We Don't Subscribe to Any Newspapers"

This passage tells a story about student who failed in the examination. There are 6 questions found in this passage, 4 knowledge questions, 1 analysis question and 1 evaluation question. It can be seen in the table bellow:

Table 28
Interpretation of Passage 26

No	Questions	Interpretations
1	Why did Jack have to leave the university?	Knowledge
2	What did his father try to do?	Knowledge
3	What example did the professor give to show how bad jack was?	Knowledge
4	What was his father's excuse for him?	Knowledge
5	Do you think the story above is funny? Why/ why not?	Evaluation
6	Fill in the blanks with the correct information from the text!	Analysis

Passage 27 "Corruption"

This passage tells about corruption which has been becoming common everywhere. There are 8 questions found in this passage, 1 knowledge question, 1 comprehension question, 4 analysis questions, and 2 evaluation questions. The following table shows questions:

Table 29
Interpretation of Passage 27

No	Questions	Interpretations
1	Where is the most corrupt in Indonesia?	Knowledge
2	Jakarta is the most corrupt place in Indonesia. Des this statement belong to many people or to ones person's idea? How do you know?	Evaluation
3	What is the writer's advice to overcome corruption in Indonesia?	Analysis
4	What is the purpose of the writer in this text?	Analysis
5		Evaluation
6	Do you think that everybody will agree with his pinion? Why?	Comprehension
7		Analysis
8	What is the purpose of the last paragraph?	Analysis

	What kind of genre does this text belong to? What tense is mostly used in the text?	

Passage 28 "Crime in Cities"

This passage is about crime which has become serious in big cities. There are 10 reading comprehension questions. The questions are more varied than the ones in the previous chapters. They can be categorized into 1 knowledge question, 1 comprehension question, 2 application questions,, 5 analysis question, and 1 synthesis question. The following table shows those questions:

Table 30
Interpretation of Passage 28

No	Questions	Interpretations
1	Why does the writer say in cities is getting worse?	Application
2	Why is money part of the crime problem?	Application
3	What do young people in poor neighborhoods do to earn money?	Knowledge
4	What is the relationship between drug and crime?	Analysis
5	What do these words refers to…………. a) "this " in line 2, paragraph 1 b) "their" in line 2, paragraph 1 c) "they "in line 2, paragraph 4 d) "they" in line 2, paragraph 5	Comprehension
6	What is the purpose of the writer arguments supported by evidence and examples?	Analysis
7.	How many reasons did he mention to support his arguments?	Application
8.	Are the writer's argument supported by evidence and examples?	Analysis
9.	Which part of the text contains the advice of the writer to do something better?	Analysis
10.	Is the text an analytical exposition or hortatory exposition?	Evaluation

Passage 29 "Can AFI Guarantee One to be a Talented Singer?"

This passage tells about AFI which has attracted many fans around the nation and offered a reality show and a talent show. There are 6 questions for this passage. 1 knowledge question, 1 comprehension question, 1 application question, 1 analysis question, 1 synthesis question, and 1 evaluation question. The following table presents the question for passage 29.

Table 31
Interpretation of Passage 29

No	Questions	Interpretations
1	What does AFI offer to viewer?	Knowledge
2	Does AFI offers its winner fast popularity? Why?	Comprehension
3	According to the writer, how can we improve the Indonesian music industry?	Synthesis
4	What is the purpose of the writer writing this text?	Analysis
5	What do you call a text that presents an argument about someone's opinion?	Application
6	Do you agree with the writer's opinion? Why?	Evaluation

Passage 30 "Should Ads be banned from TV Programs?" Part 1

This passage is about a customer complaining about ads on a TV program. The writer found 8 questions for this passage. There are 2 knowledge questions, 1 comprehension question, 2 application questions, 2 analysis questions, and 1 evaluation question for this passage. The table below presents the questions.

Table 32
Interpretation of Passage 30

No	Questions	Interpretations
1	Who wrote this letter to the editor?	Knowledge
2	Where can you find a letter like this?	Application
3	Who is the letter addressed for?	Knowledge
4	What is the purpose of the writer sending this letter?	Analysis
5	How many reasons did she mention to support her argument?	Application
6	What do you call this text?	Application
7	Which part of the text contains the advice of the writer to do something better?	Comprehension
8	Do you agree with Massarani's opinion that advertisement should be banned from TV programs? Why/ why not?	Evaluation

Passage 31 "Should Ads be banned from TV Programs?" Part 2

Passage is the continuation of passage 30. There are 7 reading comprehension questions for the passage, 1 knowledge question, 1 comprehension question, 1 application question, and 4 analysis questions, as presented in the following table.

Table 33
Interpretation of Passage 31

No	Items	Interpretations
1	The participants in the text ………………………	Knowledge
2	The verbs in this text are mostly written in ……….. tense	Analysis
3	The connective words to show a relationship of an argument in one paragraph to that in another paragraph are ……………………..	Comprehension
4	Underline the subjective opinion in the text!	Analysis
5	Circle the thinking verbs used in the text!	Analysis
6	Modalities used in the text are ……………	Analysis
7	What do you call this text?	Application

Discussion of the Findings

Based on KTSP 2006 (Kuriculum Tingkat Satuan Pendidikan), reading skills emphasizes both competence and life skill. Thinking skill is implemented in reading skill. It involves digging information, cultivating information, taking decision, and solving problems. The objective of reading comprehension is to find out whether the students understand the passage well.

Reading comprehension questions in "Look Ahead" mostly ask the students to dig information. The way the students answer the questions might be used to check whether they understand the passage or not. If the students answer the questions well, it means the reading comprehension questions in "Look Ahead" are effective. The standard of reading competency for KTSP is:

> *Proses belajar mengajar karya sastra diletakkan dalam perspektif respon pembaca (Reader Response) yang menitik beratkan kepada respon siswa terhadap karya yang sedang dibahas. (Departement Pendidikan Nasional)*

According to the quotation above the standard of reading competency for KTSP is in teaching reading. The reading teacher should therefore consider how the students respond or give feedback to the comprehension questions which are given by the teacher. If the students give good responses by answering the questions correctly, the process of teaching in the class room is successful. It means the goal of KTSP 2006 Curriculum is achieved.

After revealing all findings, the writer concluded that "Look Ahead" covers the cognitive domain in Bloom's Taxonomy; all levels, from knowledge up to evaluation, are presented in the reading questions in this book. Yet, the proportion of each level was unbalanced.

Sometimes, the number of analysis question outnumbered the other kinds of questions. In fact, the questions found are mostly knowledge and analysis questions though there are still higher level of questions such as Comprehension, Application, Synthesis, and Evaluation. Those varieties of question are good to increase the students' level of thinking. The detail of the percentage could be seen in this table below:

Table 36
The Proportion of Each type of Questions

No	Question Types	Number of question	%
1	Knowledge	67	30.32
2	Comprehension	18	8.15
3	Application	40	18.10
4	Analysis	53	23.98
5	Synthesis	10	4.52
6	Evaluation	33	14.93
Total		**214**	**221**

In general it had observed that the number of the analysis questions are greater than comprehension and application. The number of knowledge questions and analysis are greater than the number of other types of questions, as presented in the following graph.
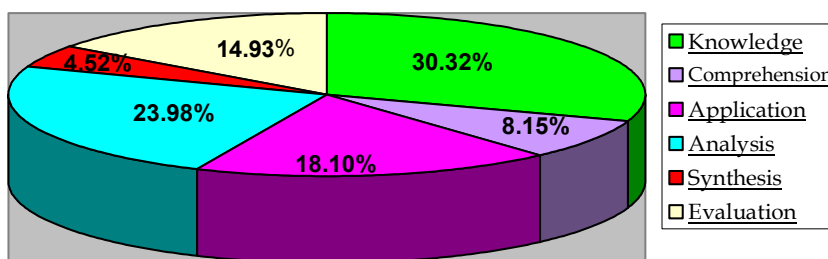
When the writer looked at the previous study made by her senior, Joice Eveline Tanzil, the findings were as follows: knowledge: 34,99 %, Comprehension : 31,97 %, Application : 11,01 %, Analysis 17,71 %, Synthesis : 3,02 % , Evaluation : 1,30 %. The writer concluded that the proportion of Knowledge and Comprehension questions were greater than the others, then followed by Analysis, Application, Synthesis and Evaluation.

The other previous study was done by Ong Titin Widyanata. The findings were knowledge: 41, 70 %, Comprehension: 35, 29 %, Application: 2, 64 %, Analysis 19, 97 %, Synthesis: 0 %, Evaluation: 0, 40 %. The writer concluded that the types of reading comprehension

questions in an English Text Book named Headlight only covered Knowledge, Comprehension, Application, Analysis and Evaluation. There was no question in the category of Synthesis.

However, "Look Ahead" is a good book because it is based on KTSP 2006, but the result shows that the type of the questions accompanying are not proportional that needs to be improved. The writer is worried that if this condition is not fixed, the reading ability of the future students will be affected.

Hopefully, the level of questions will be varied and made proportional to increase students' comprehension, creativity and critical thinking. Each level of question starting from the basic or lower level namely knowledge, comprehension, and application to the higher level namely analysis, synthesis and evaluation proportion should be proportionally provided. Because the lower levels are appropriate for evaluating students' preparation and comprehension, to diagnose students' strengths and weaknesses, and then to reviewing and/or summarizing content, but higher levels of the taxonomy are usually most appropriate for encouraging students to think more deeply and critically, problem solving, encouraging discussions and stimulating students to seek information on their own.

Exercises are good assessment practice for our students and can help the teacher. Especially these questions can help students to comprehend text and can help the students to dig more information. Since it is very important in constructing the reading test items, the teacher should determine the level of learners that he wants to measure and also has to know how to construct good reading test items. The different types of questions can be used to check our students' critical thinking and what they learn from reading.

Conclusion

Summary of the study

From the discussion in the previous chapters, it is clear that reading is one of the important skills in learning English. Here, the teacher's role is to help the students to grasp the information from the written text and from the students' answer, the teacher could know whether the students comprehend the passage or not. To be able to comprehend the passage well, teacher should help their students by giving reading comprehension exercises which cover levels of cognitive domain by Bloom Taxonomy; they are namely: knowledge, comprehension, application, analysis, synthesis and evaluation.

Knowledge is to recall data or information. Comprehension is to understand the meaning, translation, interpolation, and interpretation of instructions and problems. Application is to use a concept in a new situation or unprompted use of an abstraction. Analysis is to separate material or concepts into component parts so that its organizational structure may be understood. Synthesis is to build a structure or pattern

from diverse elements. And evaluation is to make judgments about the value of ideas or materials.

In this study the writer used Bloom taxonomy as a parameter, and the subject was reading comprehension exercises found in the English Text Book by Erlangga " Look Ahead ", The writer used Bloom Taxonomy as a parameter because all levels in this taxonomy, if they are presented in reading questions, can make students comprehend the passages well. Each level has various functions and creates the different level of thinking.

The study shows that Knowledge received the biggest proportion. 67 questions or 30.32 % are knowledge questions. 53 questions are analysis questions; this means, this type covers 23.98 % of all questions. Then, application level is found in 40 questions or 8.10 % of all questions. Evaluation level which is considered as the most complex behavior is found in 33 questions or 14.93 % of all questions. 18 questions or 8.15 % or all questions are in comprehension level, and the last, Synthesis level, is found in 10 questions or 4.52 %.

The Suggestions

Related to the topic which has been discussed in this study, the writer would like to present some suggestions:

> For the costumers who want to buy a book should consider whether the book suit our new Curriculum KTSP 2006 or not and also consider whether the book can lead the students to comprehend the passage or not.

> People who want to construct the questions or exercises should consider that both questions and exercises are used not only to test the students' comprehension of the material but also as a tool to lead the students to experience all levels of critical thinking of Cognitive Domain in Bloom Taxonomy.

> Teachers should give questions or exercises which cover all levels of Cognitive Domain of Bloom taxonomy. This gives the students the enrichment in understanding the material and also can lead the students to answer all kinds of questions or exercises from the simplest to the most complex one.

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