

ABSTRACT

Desy Rahmawati, Registration Number 2221121016, The Levels of Understanding in the Reading Questions of the English Textbook “English for Nusantara” for Grade 9 based on SOLO Taxonomy, A Thesis, English Education Program, State University of Medan, 2026.

The study aimed to identify the levels of understanding represented in the reading questions of the English for Nusantara textbook for Grade 9 based on SOLO Taxonomy. The study employed a descriptive qualitative design using content analysis to examine the reading questions in the textbook based on SOLO Taxonomy. The study used the interactive model proposed by Miles, Huberman, and Saldaña (2014). The findings revealed that the reading questions were distributed across four levels of the SOLO Taxonomy: The Uni-Structural Level was the most dominant, accounting for 80 questions (53.69%), followed by the Multi-Structural Level with 39 questions (26.17%), the Relational Level with 23 questions (15.43%), and the Extended-Abstract Level with 7 questions (4.69%), while no questions were classified at the Pre-Structural Level (0%). These findings indicated that the textbook primarily emphasizes students' understanding of explicit information rather than encouraging them to integrate ideas or extend their understanding beyond the text. Nevertheless, the presence of Relational and Extended-Abstract questions demonstrates that the textbook provides opportunities for students to develop deeper understanding in the reading skill.

Keywords: The Levels of Understanding, Reading Questions, English Textbook, SOLO Taxonomy

