ABSTRACT

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This study aimed to analyze Levels of Reading Comprehension Questions in English Textbooks for Grade XII Students. The design of this research was a descriptive qualitative study. This research was conducted in SMA Negeri 4 Binjai. The data of this study was documentation from two English textbook. The source of data in the study is the questions in the two English textbooks "Bahasa Inggris" published by Kemendikbud and "Talk Active" published by Yudhistira for third grade. The Interactive Analytical Model by Miles & Huberman (2014) model was used for data analysis. The findings revealed that there are books that use and do not use Barrett's Taxonomy levels for the reading comprehension questions but in significantly different ratio. In the textbook entitled Bahasa Inggris the percentages are showed as follows: Literal (35.89%), Inference (43.58%), Evaluation (12.82%) and Appreciation (7.69%). While, for the textbook published by Yudhistira the percentages are showed as follows: Literal (30.88%), Inference (69.11%), and there is not any evaluation and appreciation level. There are two underlying reasons of writer of textbook using levels of reading comprehension question. The first reason is different understanding of objectives of reading comprehension. The second is different knowledge of teaching reading comprehension.

Keywords: Levels of Reading Comprehension, Reading Comprehension, English Textbook