# AN ANALYSIS OF READING COMPREHENSION QUESTIONS IN TEXTBOOKS "ENGLISH TEXTS IN USE AND LOOK AHEAD" FOR SENIOR HIGH SCHOOL GRADE X

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**Abstrak:** *Penelitian ini bertujuan untuk mengetahui bentuk-bentuk pertanyaan membaca pemahaman, tingkat-tingkat pertanyaan membaca pemahaman dan hubungan antara bentuk dan tingkat pertanyaan membaca pemahaman pada buku teks "English Texts in Use dan Look Ahead". Bentuk penelitian ini adalah deskriptif dengan menganalisis pertanyaan membaca pada buku teks "English Texts in Use dan Look Ahead" untuk sekolah menengah atas kelas X yang terdiri dari 13 topik pada buku "English Texts in Use" dan 7 topik pada buku "Look Ahead". Data kualitatif berasal dari temuan pada bentuk-bentuk, tingkat-tingkat dan hubungan antara bentuk dan tingkat pertanyaan yang telah dilakukan pada kedua buku teks. Data kualitatif dikelompokan berdasarkan indikator. Data diperoleh melalui evaluasi buku teks dengan melihat bentuk dan tingkat pertanyaan. Ditemukan bahwa pada kedua buku teks "English Texts in Use" dan "Look Ahead" menyediakan keempat bentuk-bentuk pertanyaan membaca berdasarkan teori Widdowson. Pertanyaan penelitian pada kedua buku teks mencakup tingkat-tingkat pertanyaan berdasarkan taksonomi Barrett dan hubungan antara bentuk dan tingkat pertanyaan pada kedua buku teks.*

**Key Words:** *Reading Comprehension, Question (Forms and Levels) and Relationships between Form and Level of Questions*

## INTRODUCTION

Reading is one of the important skills for the students in learning English since they can train their understanding on English language and improve the mastery of vocabularies. Through reading, the students are able to use the information in the text, to understand the sentences, utterences, paragraph, evaluate the written ideas, and apply the ideas to actual situations. They also improve their knowledge and English proficiency by reading some books or textbooks related to their need. Therefore they have to understand and comprehend what they read. If they do not know what they read, they will not get a point. In fact, the students will get the problems if they do not have adequate reading skill in learning language, especially in comprehending a text. Thus, in order to get the information and knowledge from the

text, the students have to understand and comprehend it.

Due to the important of reading for education, the government is step up the curriculum in English reading material. This is intended to make the students be aware of the functions of reading in their life. Reading is proven that 55% materials in the textbooks, midterm test, final test or National examination on SMA consist of reading materials. In the school based curriculum (*KTSP*) is offers in genre of texts such as reading functional texts and monologous texts, question forms and levels based on the students' need, so the students have adequate and good ability in reading. Reading texts are usually followed by questions which mostly become the vital part of reading purposes.

Here, some problems be found in the textbooks used for the students at senior high school grade X such as: the textbooks are not covered all sub level of reading questions, more reading question in literal levels and a few in appreciation levels, as we know that appreciation level as the higher level of reading questions, so it should be balance with literal level. There is more form in wh-question than other forms,
wh-question is not covered all sub level of reading questions, more wh-questions in literal level and a few in appreciation level. It is not all textbooks provided the truth assessment or multiple choices forms, as we know that multiple choices almost used at midterms test, final test or National examination on senior high school, but here in one of textbook is

not provided this reading question form.

According to Giles (1987: 91) reading is an extension of thinking, perceiving behaviour. Readers use their knowledge of the world and the structures and patterns of language to interact with the print, and with all these cues and frameworks of knowledge and values, the readers construct the meaning. Giles also states reading is not a passive act of receiving meaning, in this sense that meaning is embedded in the print and that if it is decoded correctly the correct meaning will arrive in our heads. Reading involved active process of making meaning. Consequently, the reader not expect to make meaning of a particular text in the same way.

Reading is a powerful activity that congers knowledge, insight and perspective on reader. Reading is what happens when people look at a text and assign meaning to the written symbols in that text. Reading is both a process and a product of human learning. It is more than just receiving meaning in a literal sense. It involves an individual's entire life experience and thinking power to understand what the writer has encoded. Reading covers the understanding of symbols, letters, words, sentences and meaning.

Reading is also the goal to develop comprehension based on the taxonomy. Comprehension is the process of making sense words, sentences, connected text, requires the reader to make inferences and reading question. Therefore, it will be

necessary if the students can understand the reading question.

McWhorter (1985:53) said that "questions are trying to connect what already know about topic with the new information to be learned, question should ask something that feel if important to know, it also begin with *what, why,* or *how* are more useful." The questions are merely comprehension questions but ones that require critical thinking, this is to encourage students to obtain information and think critically (Yusak et,al: 2005). Question in the reading class is not to test the students, however, it is used to make students aware of the way language is used to convey meaning and of the strategies he can use to recover the meaning from the text.

The questions are very useful to develop concepts, build background, and clarify reasoning processes and even lead students to higher level of thinking. The questions are important to help students to see the relationship among ideas, new information to their background of experience and lead to modifying their schemata (Gunning, 1992). Furthermore, Good and Brophy (1994) suggest that questions should stimulate students to process the content actively and "make in their own" by rephrasing it in their own words and considering its meaning and implications.

Moreover, the questions should focus on the most important elements of the content and guide students thinking in ways that move them systematically toward key

understandings. The idea is to build an integrated network of knowledge anchored around powerful ideas, not to stimulate rote memorizing of miscellaneous information. Thus, questions are devices for teaching, not just for testing.

Giving question to the students after they have completed reading a portion of story or text can also help them review and reinforce concepts and ideas, and can aid them in remembering significant thoughts and facts dealt with in a reading selection. Alexander (1988) said that post reading questions play an important part on learning. The factors to consider in using question after reading is appear to be significant are the length of the passage read and the amount of time that lapses between reading and answering questions. Reading shorter passage immediate follow-up question and answer sessions seem to be the most effective approach.

In short, reading question is a part of reading text in textbooks for senior high school grade X. Question is also a kind of evaluation that involve the reader in making a considered judgment about the text in terms of what the writer is trying to do, and how far he has achieved it. Question is used to make the students aware of the way language is used to convey meaning and of the strategies he/she can use to reveal the meaning from the text. The questions should focus on the most important elements of the contents and guide students think critically. Moreover, they should be significant for the length of the text

and the provided time that lapses between reading and question forms and levels.

Widdowson (1993:95) classifies the form of questions into four categories according to their content. Those form of questions are: (1) Wh-Question is a type of questions build by using Wh; who (asking about subjects), where (asking about places), when (asking about time), whom (asking about objects), what (asking about subject or object is not a living thing), (2) Polar question is a type of questions which need a higher thinking skill where the students are required to know deeply about the questions and are sure about their answers. It can also be called as yes/no question, (3) Truth assessment is well know as true or false questions. The questions given to the students usually in statements which ask the students to decide whether the statemant are correct or not, (4) Multiple choices; these questions offer several answers which can be chosen by the students.

Moreover, Gunning (1992) points out taxonomies are appropriate indicators of the relative position that questions occupy on a scale of complexity. Test questions should be examined to make sure higher levels of questions being asked. In short, taxonomy is a useful guide for constructing questions on a variety of thinking levels and judging questions that have already been created.

Bloom's taxonomy of thinking is well-known and quite popular categories the cognitive processes involved in learning among educators.

Bloom's taxonomy has six levels, namely: knowledge, comprehension, application, analysis, synthesis, and evaluation.

From Bloom's taxonomy, Barrett developed a simplified taxonomy specifically for reading comprehension. Barrett's literal level of comprehension corresponds with Bloom's knowledge and comprehension. Barrett's inferential level of comprehension corresponds with Bloom's application and analysis levels of thinking, and Barrett's evaluation levels of thinking. Barrett's appreciation level of comprehension taps into affective domain by focusing on the reader's value-laden personal and emotional responses to reading. Therefore, Barrett's appreciation level of comprehension does not correspond with any Bloom's cognitive level.

This study uses Barrett's taxonomy because of two reasons. First, there is the close relationship between thinking and reading text in which it is followed by some questions to check whether the text has been comprehended or not. Considering that reading is a process of getting meaning from printed materials and its relation to thinking process as a comprehension, Barrett's taxonomy has more detail taxonomy of reading comprehension. Teachers intend the learning experience to change the students' comprehension from a simpler type to more complex that in some ways at least will include the first type. The students' comprehension changes to be more critical. The second reason is that

many questions in textbooks are at the level of questions using Barrett's taxonomy.

Since the reading texts are followed by some questions to comprehend them and considering the importance of those questions to help students think systematically, this study investigates the reading comprehension questions.

**METHOD**

The design of this study is descriptive. This research is aimed at asessing the forms of reading comprehension questions provided in textbooks, the level of reading comprehension questions covered in textbooks, and the relationships between forms and levels of question in textbooks "English Texts in Use and Look Ahead" for senior high school grade X.

The resources of data are the English reading textbooks; the data are about forms and levels of questions that analyze based on theory Widdowson and the Barrett's taxomony. There are two textbooks already used; "English Texts in Use and Look Ahead". The textbook "English Texts in Use" consists of 13 topics and "Look Ahead" has 7 topics. Each topic has the part of reading in the form of some texts. The data of this research are all the questions in each sub/topic of textbooks of "English Texts in Use and Look Ahead". There are 389 reading questions as the data those are consists of 244 questions in "English Texts in Use" and 145 in "Look Ahead".

In order to obtain the data, the following two instruments were used in this research. The first one was the forms of reading comprehension questions indicator and the second was level of reading questions using taxonomy of reading comprehension questions indicator.

In order to have the reliability in the result of the analysis, three evaluators were employed to evaluate the reading questions of the textbooks.

There were several steps in collecting data from English reading textbooks as follows;

1. The researcher read some questions first.
2. The researcher classify the questions based on kinds of question types, question forms and question levels.

The data were taken from the textbooks "English Texts in Use and Look Ahead" for senior high school grade X. The procedures of data collection were as follows. Since the textbooks have some parts that seem to be the reading questions, the first procedure was identifying the data by using references (Meleong, 1988).

The data of reading comprehension question forms and levels required by questions were analyzed based on Widdowson theory and the taxonomy of Barrett. There were four steps to conduct in order to analyze the data. First, after the data had been collected, they were put into table and taxonomy table. At the same time, each question was categorized

based on forms and levels of reading comprehension questions of Widdowson theory and Barrett's taxonomy. As the third phase of analysis, in order to answer the first, second and third research problems, the frequency of the questions in each forms and levels were calculated in the form of percentage.

## FINDINGS AND DISSCUSSION

The researcher presents the finding of the study. The research results presented here are in the form of table. The research results and discussions are detailed as follows: (1) What are the forms of reading comprehension questions provided in textbooks, (2) What are the levels of reading comprehension questions covered in textbooks, (3) What are the relationships between forms and levels of reading comprehension questions in textbook "English Texts in Use and Look Ahead" for senior high school grade X.

## 1. The Forms of Reading Comprehension Questions

This session discusses the first research problem that deals with the forms of reading comprehension questions. The finding is presented as follows.

Table 4.1 Forms of the Reading Comprehension Questions

| Forms | Book | | Mean |
| --- | --- | --- | --- |
| | *English Texts in Use* | *Look Ahead* | |
| Wh-Question | 57.37 | 73.10 | 65.23 |
| Polar Question | 39.34 | 25.51 | 32.42 |
| Trurth Assessment | 3.28 | - | 1.64 |
| Multiple Choices | - | 1.38 | 0.69 |

The table above shows that the forms of reading comprehension questions in the textbooks "English Texts in Use and Look Ahead" are not representative. It is indicated with less than 10% of the questions have no forms, namely trurth assessment in "Look Ahead" and multiple choices in "English Texts in Use".

The findings show that wh-questions get more portions of the total forms in textbooks; example "What is the main purpose of the text?". Polar question get the second portions of the total forms in textbooks; example "Are the people of your nation friendly and helpful?". Truth assessment get the third portions of the total forms in textbooks; example "*A newspaper gets its news from two main sources, i.e. its own reporters and news services* (T/F)", while in textbook "Look Ahead" is not included. Finally, the multiple choice get the smallest portions of the total forms of textbooks; example "*Why did Lilian call Alan Jones "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*", while in textbook "English Text in Use" it is not included.

The findings show that wh-questions get the largest portion and polar question get the second largest

portion of all questions in textbooks; "English Texts in Use and Look Ahead". Truth assessment gets a small portion of questions in textbook "English Texts in Use", while in textbook "Look Ahead" it is not included. It means that only "English Texts in Use" have truth assessment but in "Look Ahead" does not. Finally, the multiple choice question forms get a smallest portion of question in textbook "Look Ahead", while in textbook "English Text in Use" it is not included. It means that only "Look Ahead" has multiple choice questions but in "English Texts in Use" does not.

## 2.      The Levels of Reading Comprehension Questions

This part presents the levels of reading questions found in textbooks (1) "English Texts in Use", and (2) "Look Ahead" based on taxonomy of reading comprehension of Barrett's work, namely literal recognition or recall: recognition or recall of details (L.1), recognition or recall of main ideas (L.2), recognition or recall cause and effect relationship (L.3) and recognition or recall of character traits (L.4); inference: inferring supporting details (I.1), inferring the main idea (I.2), inferring cause and effect relationship (I.3), inferring character traits (I.4) and predicting outcomes (I.5); evaluation: judgments of reality or fantasy (E.1), judgments of fact or opinion (E.2), judgment of adequacy or validity (E.3), judgment of appropriateness (E.4) and judgments of worth, desirability, or acceptability (E.5); appreciation; emotional responses to plot or theme (A.1),

identification with characters and incidents (A.2), creations to the author's use of language (A.3) and imagery (A.4). Table 4.3 shows the levels of reading questions found based on Barrett's taxonomy.

Table 4.2 The Levels of Reading Comprehension Questions Based on Barrett's Taxonomy

| Level of taxonomy | Percentage of Book | | Mean |
| --- | --- | --- | --- |
| | *English Texts in Use* | *Look Ahead* | |
| L.1 | 65.57 | 69.66 | 67.62 |
| L.2 | 3.42 | 7.36 | 5.39 |
| L.3 | 3.96 | 4.83 | 4.39 |
| L.4 | 2.19 | 2.53 | 2.36 |
| Total | **75.14** | **84.38** | **79.76** |
| I.1 | 8.33 | 4.14 | 6.24 |
| I.2 | 1.50 | 2.30 | 1.90 |
| I.3 | 1.50 | 1.61 | 1.56 |
| I.4 | 0.68 | 0.69 | 0.68 |
| I.5 | 0.82 | 0.23 | 0.52 |
| Total | **12.83** | **8.97** | **10.90** |
| E.1 | 4.92 | 2.53 | 3.73 |
| E.2 | 3.28 | 3.45 | 3.36 |
| E.3 | 1.09 | - | 0.55 |
| E.4 | 0.96 | - | 0.48 |
| E.5 | 0.27 | - | 0.13 |
| Total | **10.52** | **5.98** | **8.25** |
| A.1 | 0.41 | 0.69 | 0.55 |
| A.2 | 0.82 | - | 0.41 |
| A.3 | - | - | - |
| A.4 | - | - | - |
| Total | **1.23** | **0.69** | **0.96** |
| Unidentified | 0.27 | - | 0.13 |
| Total | **0.27** | **-** | **0.13** |

Note:

L = Literal level
I  = Inferential level
E = Evaluation level
A = Appreciation level

Table 4.2 shows that all levels of reading comprehension based on Barrett's taxonomy have been covered by the questions of the textbooks "English Texts in Use and Look Ahead". The levels are literal, inferential, evaluation, and appreciation, but do not cover all sub levels. As an addition, there are two unidentified questions found in this study (question no. 7 at unit IIa text 7 and question no. 6 at unit IVb text 7, see appendix 13). The expected result is that the questions in the textbooks "English Text in Use and Look Ahead" have covered all levels of reading comprehension based on Barrett's work.

The questions in literal level are the highest portions, the questions in inferential level are the second highest portions, evaluation levels are the third portions and appreciation levels are the smaller portions. The distribution of the question levels in the textbooks "English Texts in Use and Look Ahead" are good.

The findings show that the literal level as the highest portion of reading comprehension level based on Barrett's taxonomy get the highest portions of all questions in textbooks "English Texts in Use and Look Ahead": recognition or recall of details (L.1) are the highest portions of the literal level, for example "*where did the story take place?*" and "*what nationalities are the most and least punctual?*". Recognition or recall of main idea (L.2) are the second highest portions, for example "*what can telephone send other than voice?*" and "*what do you call a topic that supports the whole sentences in a paragraph?*".

Recognition or recall cause and effect (L.3) are the third portions, for example "*why did he want that?*" and "*why did the British think that everyone understood their customs?*", and recognition or recall character trait (L.4) are the smallest portions, for example "*do you think you can act out the instruction easily?*"; and "*who was the main participant in the story?*", reveals that the questions do not require much thinking and comprehending. The students are passive. Since the questions are literal level, the answers will be as what they ask.

Inferential get the second portions of all questions in textbooks "English Texts in Use and Look Ahead": inferring supporting details (I.1) are the highest portions of the total sub-level, for example "*how do you know this?*" and "*where do you think the monologue probably takes places?*". Inferring the main idea (I.2) are the second highest portions, for example "*what is the purpose of the story?*".

Inferring cause and effect (I.3) are the smallest portions, for example "*why is the command used by Tom quite formal?*" and "*why did Liliana call Alan Jones "Teacher"?*". Inferring character traits (I.4) are the

third portions, for example "*who are the main characters?*" and "*if you were the writer, what would you do in this instruction?*"; and predict outcomes (I.5) are the second smallest portions of the inferential level, for example "*what do they likely talk after the introduction?*".

Evaluation get the third portions of all questions in textbooks "English Texts in Use and Look Ahead": judgment of reality or fantasy (E.1) are the highest portions, for example "*are Hasan and Tina close friends or total strangers?*" and "*are the people of your nation friendly and helpful?*". Judgment of fact or opinion (E.2) are the second highest portions, for example "*do you think the story is imaginary or factual?*" and "*what about the punctuality in your country?*".

Judgment of adequacy and validity (E.3) are the third portion, for example "*why do you think this text tells the materials needed?*". Judgment of appropriateness (E.4) are the smallest portions, for example "*what is the main purpose of the text?*", and judgment of worth, desirability or acceptability (E.5) are the second smallest portions of the evaluation level, for example " *'what you need' is placed before the steps to follow (what you do). What if they are placed the other way around?*".

Further, appreciation get the smallest portions of all questions in textbooks "English Texts in Use and Look Ahead"; emotional responses to plot or theme (A.1) are the highest portions, for example "*how would you feel if a huge hairy monster with wings was staring at you?*" and "*among the three events, which one is the most impressing event that touches your heart?*"; and identification with characters and incidents (A.2) are the smallest portions of the appreciation level, for example "*could the crisis in the story happen more than once?*". The appreciation level as the higher levels of reading comprehension require students to devote more thinking in order to get the message from the text, therefore, he should be active.

The findings show that the literal level is the largest portion. It means that almost all questions in textbooks are in literal level. Appreciation level of reading comprehension based on Barrett's taxonomy get a small portion in textbooks "English Texts in Use and Look Ahead".

## 3. The Relationships between Forms and Levels of Reading Comprehension Questions

This part are present the third research problem that deals with the relationship between form and level of reading comprehension questions. The finding is presented as follows.

Table 4.3 the Relationships between
Forms and Levels of Reading Questions

| Forms and Levels of Reading Question | | Book | | | | Mean |
| --- | --- | --- | --- | --- | --- | --- |
| | | *English Texts in Use* | | *Look Ahead* | | |
| Wh-Question | Literal | 57.37 | 45.07 | 73.10 | 63.45 | 65.23 |
| | Inferential | | 9.83 | | 6.21 | |
| | Evaluation | | 3.68 | | 4.14 | |
| | Appreciation | | 0.40 | | - | |
| Polar Question | Literal | 39.34 | 25.41 | 25.51 | 19.31 | 32.42 |
| | Inferential | | 6.97 | | 2.06 | |
| | Evaluation | | 5.33 | | 3.45 | |
| | Appreciation | | 0.82 | | 0.69 | |
| Truth Assessment | Literal | 3.28 | 3.28 | - | - | 1.64 |
| Multiple Choice | Inferential | - | - | 1.38 | 1.38 | 0.69 |

The table above shows the relationships between form and level of reading comprehension questions in textbooks "English Texts in Use and Look Ahead". Further description of the relationships between forms and levels of reading comprehension questions is presented as follows:

The relationships between Wh-questions with are literal, inferential, evaluation and appreciation levels; examples "*Who was Picasso?*"

The first Wh-Question is related to the question that asks recognition or recall of details (L.1) or first sub literal level, "*If you were the writer, what would you do?*" The second Wh-question is related to the question that asks to infer character traits (I.4) or sub inferential level, "*What is the main purpose of the text?*" The third Wh-question is related to the question that asks judgments of fact or opinion

(E.2) or sub evaluation level, "*How would you feel if a huge hairy monster with wings was staring at you?*" The fourth Wh-question is related to the question that asks emotional                 responses

to plot or theme (A1), it is sub appreciation level.

The relationships between polar questions with are literal, inferential, evaluation and appreciation levels; examples *"Do you use those methods in one way or another?"* The first polar question is related to the question that asks recognition or recall of character trait (L.4) or sub literal level, *"Are the two people of the same nationality?"* The second polar question is related to the question that asks to infer supporting details (I.1) or sub inferential level, *"Does the text begin with general information?"* The third polar question is related to the question that asks judgment of reality or fantasy (E.1) or sub evaluation level, *"Among the three events, which one is the most impressing event that touches your heart?"* The fourth polar question is related to the question that asks emotional responses to plot or theme (A.1) or sub appreciation level.

The relationship between truth assessment with is literal levels; examples *"A newspaper gets its news from two main sources, i.e. its own reporters and news services (T/F)"* The truth assessment is related to the question that asks recognition or recall of detail (L.1) or sub literal level and the relationship between multiple choices with is inferential levels; examples *"Why did Lilian call Alan Jones "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"* The multiple choices is related to the question that asks to infer cause and effect relationship (I.3) or sub inferential level.

The findings show that wh-question and polar question in textbooks "English Texts in Use and Look Ahead" are relationship with literal, inferential, evaluation and appreciation levels. It means that textbooks "English Texts in Use and Look Ahead" used forms and levels. Truth assessment in textbook "English Texts in Use" is relationship with literal level. Finally, the multiple choice in textbook "Look Ahead" is relationship with inferential level.

**Conclusion**

Based on the findings and discussions of the result that consist of three parts, the detailed conclusion are as follows:

(1) The forms of reading comprehension questions in the textbooks "English Texts in Use and Look Ahead" provided four forms of reading comprehension questions based on Widdowson theory. Those are Wh-question, polar question, truth assessment, and multiple choices. The questions in wh-question forms as the simple forms of reading comprehension are more dominant in "Look Ahead" than in "English Texts in Use". Polar question or yes/no question as the second form of reading comprehension are more dominant in "English Texts in Use" than in "Look Ahead". As complex forms, truth assessment question forms of reading comprehension are included in "English Texts in Use" but in "Look Ahead" does not, and multiple choice question forms of reading comprehension are

included in "Look Ahead" but in "English Texts in Use" does not.

(2) The levels of reading comprehension questions in the textbooks "English Text in Use and Look Ahead" covered four levels of reading comprehension questions based on Barrett's taxonomy. Those levels are literal, inferential, evaluation, and appreciation. The questions in literal level as the lowest level of reading comprehension are more dominant in "Look Ahead" than in "English Text in Use". As the higher level, inferential, evaluation and appreciation are more dominant in "English Texts in Use" than in "Look Ahead".

(3) The relationships between forms and levels of reading comprehension questions in textbooks "English Texts in Use and Look Ahead". Wh-questions are more dominant in textbook "Look Ahead" than in "English Texts in Use"; wh-question is relationships with literal, inferential, evaluation and appreciation levels. The polar questions or yes/no questions are more dominant in textbook "English Texts in Use" than in "Look Ahead", polar question is relationships with literal, inferential, evaluation and appreciation levels. The truth assessments is relationship with literal level and do not with inferential, evaluation and appreciation; and included in "English Texts in Use" but in "Look Ahead" does not, and multiple choice is relationship with inferential level and do not with literal, evaluation and appreciation levels; and included

in "Look Ahead" but in "English Texts in Use" does not.

## Suggestions

This part is devoted to suggestions based on the findings, conclusions and discussions about the findings. The suggestions are meant to improve current practice of reading questions; therefore the suggestions are addressed to (1) English teachers of senior high school grade X, (2) the textbooks writers, and (3) those who are interested in the evaluation of reading questions.

1. Suggestion for Teachers

The following suggestions are for teachers.

a. Since this study finds that the reading questions in the textbooks of "English Texts in Use and Look Ahead" provide four forms of reading comprehension based on Widdowson theory, teacher have to create more questions about truth assessment and multiple choices to develop the comprehension.

b. This study finds that the reading questions in the textbooks of "English Texts in Use and Look Ahead" cover four levels of reading comprehension based on Barrett's taxonomy, it can be said that the textbooks for students of higher level just little given the higher level of reading comprehension questions. Based on relevant theories and empirical study of the need of higher level questions to improve comprehension, the teachers are expected to use higher level of questions that have not been

written in both textbooks need "English Texts in Use and Look Ahead". Before the lesson, teachers should take time to plan and write out reading questions that are appropriate to a specific higher-order thinking category, namely questions for inferential, evaluation and appreciation. Putting these on notecards to help teachers recall key questions as teachers are proceeding through the lesson. In addition, they may use low level questions to lead students to higher level of reading comprehension questions orally, which can be done by using prompting, redirecting, and probing questions to extend, clarify, or amplify the students' answers. Then the teachers may create more questions including sub of evaluation and appreciation level to improve comprehension.

c. This study finds that the relationships between forms and levels of reading questions in the textbooks of "English Texts in Use and Look Ahead" teacher must know the relationship between forms and levels of questions; it helps the teacher to create more questions about forms and levels themselves.

## 2. Suggestions for Textbooks Writers

The textbook writers may use these findings to revise the reading questions and improve their quality in order that the students or teachers can better comprehend the texts. In addition, they may take these findings into consideration for further revision of reading questions in order to give logical directions related to its purpose, and to assist students to lead to meaningful

exchange of information and insights. In "English Texts in Us*e*", the writers have to make multiple choice question forms because it is not included. In "Look Ahead", the writers have to make truth assessment question forms because it is not included.

## 3. Suggestions for Further Researcher

This study was conducted with descriptive research and focusing on an analysis of reading comprehension questions in textbooks "English Texts in Use and Look Ahead" for senior high school grade X. Therefore it is suggested that other researchers conduct further studies with different focuses.

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