

According of fact,
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programmed

[Education](#), [Teaching](#)



According to Willam (2002: 9), reading is ability to draw meaning from the printed page and interpret this information appropriately. As a matter of fact, human beings are pre programmed to perform language acts such as listening, speaking, reading and writing. The components of reading are the text in the printed form and the messages, the meaning of the text itself. Cline and King (2006: 2) says reading is about decoding and understanding written text. From that definition, it can be derived that the text is as the symbol of reading and the message is the meaning of the text. Therefore, as the reader must have the purpose of reading to get the meaning or information in the search for a text or message.

4 Reading is related with comprehension. Nur (2014) says Reading is centrally a comprehending process. We read to understand what the writer intended to convey in writing, though we also do more. Comprehension occurs when reading conclude meaning of the text, or find out the main idea in the text. In teaching learning process, questioning is very important. Questions aimed to teach receptive skills required for detailed reading .

The promising view of question's role forces us to analyze textbooks in order to know in which way this role is reflected in the texts in reality. Many researchers have studied the questions raised by textbooks in several subjects and areas. These questions were analyzed and evaluated according to Bloom's Taxonomy. Therefore, this chapter will summarize the literature of previous studies related to this research. Questions are considered one of the most important components of textbooks. Questions of a textbook aim at activating the students' interest in the subject and directing this interest to

the essential points of the subject. In addition, questions help students to think and to analyze and thus to formulate their own ideas and views about what they have studied (Wixson, as cited in Rawadieh, 1998).

Other questions link the different parts of the textbook by asking the students to make comparisons, estimations or research, etc.... The importance of these questions comes from being an accurate indication of student's performance and ability of understanding (Abaya, 1993). On the other hand, Bloom (1956) argued that not only students need the questions, but also the teachers.

Questions are used by the teachers to evaluate their methods of teaching and improve the efficiency of the educational process.