

**HIGHER ORDER THINKING SKILL QUESTIONS IN READING
EXERCISES**

**(An Analysis of Reading Exercises in *Bright* Course Book for the
Seventh Grade of Junior High School of 2013 Curriculum, Published
by Erlangga in The Year of 2016)**

THESIS

Submitted in Partial Fulfilment of the Requirement for Gaining the
Degree of Bachelor in English Language Education



By:

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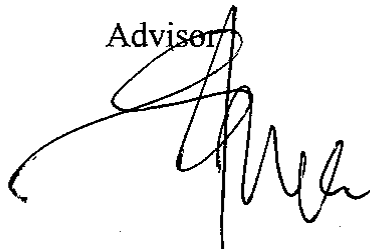
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ABSTRACT

Title : **HIGHER ORDER THINKING SKILL QUESTIONS IN READING EXERCISES (An Analysis of Reading Exercises in *Bright* Course Book for the Seventh Grade of Junior High School of 2013 Curriculum, Published by Erlangga in The Year of 2016)**

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This research is conducted based on the importance of reading skill of higher order thinking skill. The objective of this research is to get empirical evidence of the distribution of the higher order thinking skill based on the revised edition of Bloom's Taxonomy in the question of reading exercises and analysis of reading exercises in "*BRIGHT*" in terms of type of reading exercises, aim of exercises, presence of examples and relevancy with 2013 curriculum. The researcher used the content analysis method because the researcher identifies specified characteristics of the material in the course book. Furthermore, the data collected are qualitative data because the data are collected in the form of words, which are the reading questions. The reading exercises in *BRIGHT* and the analysis card are used as the data. The results of the distribution of higher order thinking only obtains 8 out of 33 questions are analyzed level. The result of reading exercises shows that all the type of reading exercises are covered in *BRIGHT* and the most dominant exercises are short-answer questions. In terms of presence of the example, aim of exercises and relevancy with 2013 curriculum has been explained clearly in each table of the reading exercises.

Key words: *Course Book, Higher Order Thinking Skill, Reading Exercises, Descriptive Qualitative Method*

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CHAPTER I

INTRODUCTION

This chapter, the researcher presents background of study, research question, objective of the study, significances of the study, scope of the study, the previous studies of the course book analysis, and this was an overview chapter of the method of research.

A. Background of Study

As one of the learning sources, the course book plays important role in the English teaching and learning process. In teaching learning process, teachers need some books as the guidance for their students. A good course book is not the expensive one, but it is good in the presenting materials and it has the relevance with the curriculum. It has no doubt that the course book greatly helps for both the teachers and students as one of the learning sources in the English teaching and learning process to provide the frameworks, texts, and tasks.

A course book is looked upon as an indispensable vehicle for foreign language acquisition whose validity and significance are seldom impugned. A course book is held in high regard by the anxious teacher who strives to put their message across, to teach vocabulary and help the students to acquire and consolidate the four skills: reading, writing, listening and speaking.¹

The teacher as the facilitator of education should be wise in selecting good course book. Students can get some benefits by reading and doing the activities on course book. Mike states that, "Some very good books have relatively few graphics; others make extensive use of illustrations, graphs, charts, and maps."² The course book have to provide varied topics and tasks for different students' level, learning style, and interest.

¹ Dimitrios Thanasoulas, *Course Book: Take It or Leave It*, retrieved from <http://www.tefl.net/esl-articles/coursebook.htm>, on 26 September 2016.

² Mike Bruner, *Efficient and Effective Coursebook*, retrieved from <http://www.phschool.com/eteach/socialstudies/200105/essay.html>, on 26 September 2016.

However, many aspects in the course book need an evaluation, one of the aspect is the exercises or the tasks. The teachers need to check the existence of the varied exercises in the course book and whether or not the course book has been fluency practiced all the four basic language skills with the varied exercises.

The four basic language skills are listening, reading, writing, and speaking. Moreover, for the Indonesian students who learn English as a foreign language, reading is such a complex and difficult skill to learn. Harmer states that even the reading skill is difficult for people who use English as their mother language because of the many complex skills in reading skill.³

Teaching and training students to have the higher order thinking skill is important in the reading skill because in the reading activity the students need to answer the reading questions at all levels of thinking. Additionally, Linse highlights that, “Reading involves the higher order thinking skills. It is much more complex than merely decoding specific words.”⁴

Higher order thinking skills consist of the top three domains in the cognitive skills from Bloom’s taxonomy, analyze, evaluate, and create. Bloom’s taxonomy is still considered as a helpful teaching tool today. Higher order thinking skill in learning process could improve students’ ability in critical thinking skill to evaluate information, having the higher thinking skill is very important for preparing themselves to do their own thinking in the real world.

Indonesia has changed education curriculum. This alternation is aimed to improve education quality. Because curriculum is a tool which has concept and certain purposes in order to make educational dreams come true.⁵ Since July 2013, Indonesian Government decided to launch 2013 curriculum in

³ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1996), P.191

⁴Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2006), p.71

⁵ Mida Latifatul Muzamiroh, *Kupas Tuntas Kurikulum 2013*, (Jakarta: Kata Pena, 2013), p.113.

some level of schools. Those are fourth grade of elementary school, seventh grade of Junior High School and tenth grade of Senior High School.

There are five step of scientific approaches in teaching and learning process; observing, questioning, exploring, associating, and communicating, those scientific approaches also related with the higher order thinking skill. The researcher believes that an analysis of the higher order thinking skill in the reading exercises of the course book is important because it may improve the students' critical thinking skill in the reading skill and may support the students to survive in the English communication environment

To sum up, the researcher would like to find out whether the reading exercises in "*Bright*" course book for the 7th grade of junior high school students, relevant or not with curriculum in term of type of reading exercises, aim of exercises, and also analyze the distribution of higher order thinking skill to make sure that the course book has been support the students in encouraging their competence to survive in the English communication environment by providing the higher order thinking skill in the reading exercises.

B. Research Question

The problem of this research is focused on :

1. How is the composition of the higher order thinking skill in the reading exercises in "*Bright*" an *English Course Book* look like?
2. To what extent are reading exercises in "*Bright*" an *English Course Book* for Junior High School Grade VII relevant to 2013 curriculum?

C. Objective of the Study

This research is intended to meet the following objectives:

1. To explain the way of the composition of the higher order thinking skill based on Bloom's Taxonomy in the reading exercises in English course book which is used for junior high school student grade VII.
2. To explain how reading exercises are relevant to 2013 curriculum in "*Bright*" an *English Course Book* for Junior High School Grade VII.

D. Significances of the Study

This study has significance for the researcher herself as a candidate of a teacher and for the reader. For both of them, this study is expected to give broader insight or perception about the course book selection, the reading exercises, and the higher order thinking skills from the revised edition of Bloom's Taxonomy.

E. The Scope of the Study

This study is limited only on the reading exercises because those could give broader insight into students' thinking so that they could train their higher order thinking skill properly. In this research, the reading exercises are in "*Bright*" an English course book which is used by 7th grade of junior high students.

F. Previous Study

The previous researches which related with this research are:

1. The first research conducted by Siti Sholichatun (043411040), Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, 2011. The title is "*Content Analysis of Reading Materials in English On Sky Coursebook for Junior High School*". The researcher analyzed content of reading materials in *English on Sky Coursebook for Junior High School*. This study used qualitative approach, and discourse analysis as the technique. The result showed that most of the reading texts have quiet lexical densities, it means that, the text are not difficult to be understood. The similarity between her research and the writer's, in analyzing content of a course book with a curriculum, and the differences are in the object of analysis, the course book and kind of curriculum.
2. The second research conducted by Nur Laila Hafidhoh (063411051), Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, 2011. Entitled "*The Analysis of Reading Exercises in Developing English Competencies I, An English Coursebook for Junior High school Grade X, Published by Pusat Perbukuan Departemen Pendidikan Nasional*". This

study used qualitative approach, the data were collected from the course book “*Developing English Competence I*” for *Junior High School Grade X*. She used content analysis to collect the data. The main problem of this research is what kinds of reading exercises displayed on the coursebook and whether they are relevant or not with KTSP curriculum. The result showed that all exercises in the textbook are relevant with reading materials demanded in KTSP curriculum, while only two materials that are not in the textbook, they are passive voice and reported speech. The similarity between her research and the writer’s, in analyzing reading exercises in the course book with a curriculum. The differences are in the course book and curriculum.

3. The third study is written by Rudiyanto (043411137), Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, 2011. Entitled “*Analysis on Listening Exercises in Look Ahead 2 (English Course Book for Senior High School Students Year XI) Published by Erlangga*”. The main problem of this research is to evaluate listening exercises in *Look Ahead 2* in terms of the kinds of test, KTSP curriculum, basic competence in listening skill, kinds of classroom listening and types of listening exercises, teach-ability, presence of examples, aims, and kinds of practice exercise. This study used descriptive qualitative approach and the data were collected from the course book *Look Ahead 2 for tenth graders Published By Erlangga*. The similarity between his research and the writer’s, in analyzing an exercises of english course book, the differences are in the object of analysis, skill of exercises, course book and kind of curriculum.

G. Research Method

a. Research Design

In this research, the researcher used the content analysis method, the researcher analyzed the content of the course book, particularly the

reading exercises in English course book for the 7th grade of junior high school students.

Furthermore, the data collected are qualitative, it organized the questions of reading exercises from English course book and so interprets the data qualitatively.

b. Data Collection Technique

In this study, the researcher collected and lists all of the reading questions from reading exercises. The researcher divided all the reading exercises based on the chapter in the course book.

The researcher read all reading exercises in the course book to find which exercises are considered as the data. The table form is used to put all of the reading questions from the reading exercises. In the table form, the researcher identified the cognitive domain in order to check the distributions of every reading questions, also the researcher identified the type of reading exercises as the learning activities.

c. Data Analysis Technique

After collecting the data, the researcher used table form to analyze the distribution of the higher order thinking skill and clustered the reading questions into the type of reading exercises.

The researcher formed the reading exercises into patterns in term of type of reading exercises, aim of exercises, presence of example, relevance with the curriculum and the distribution of the higher order thinking skill; analyze, evaluate, create. The reading questions are grouped based on their skill in order to know how the type of higher order thinking questions from each skill is. Finally, the researcher interprets the result of the data analysis by describing qualitatively.

CHAPTER II

HIGHER ORDER THINKING SKILL QUESTIONS IN READING EXERCISES

This chapter highlights review of theoretical framework which ideally discusses the course book, reading skill, curriculum and high order thinking.

1.1 Theoretical Framework

This chapter, theoretical framework, goes to highlights four points which are explained and classified specifically; (i) what the course book defines, use of course book, (ii) what the reading skills define, the aims of reading skills, types of reading skill, types of reading exercises, (iii) what the curriculum defines, characteristic of 2013 curriculum, (iv) what the higher order thinking defines, higher order thinking in Bloom's Taxonomy.

A. Course Book

1. The Understanding of Course Book

There is relation between teacher and course book. The relation between teacher and course book is an important consideration and at it is a partnership that share common goals to which each side brings its special contribution. The aim of the course book should correspond as closely as possible to the aim of the teacher, and both should seek to meet the needs of the learners to the highest degree. The partnership is helped when aims and objectives are well defined, and when the difference but complementary roles of the teacher and course book are clearly perceived and well balanced.¹

Course book plays prominent role in the teaching and the learning process. As one of the main instructional resources, the course book has many advantages for the teachers and the students in the teaching and the learning process in the classroom. Course book provides a clear

¹ Gabrielatos, *The Coursebook as a Flexible Tool*, 2000, retrieved from <http://www.Gabrielatos.com/CB-use.htm>. 15 October 2016

framework so that the teachers and the students could know what they are going to do and review what they have learnt before.

However, from those advantages about the course book usage, the negative sides of the course book appear. Therefore, the course book evaluation activity is important for the better outcome of the teaching and the learning process.

In summary, course book is one of the instructional resources that consist of pictures, graphs, texts, maps, exercises, and other media of learning that is considered as the resource that is mostly used in the classroom that facilitate teaching and learning process.

2. The Use of Course Book

Course books are a key component in most language programs. In some situations they may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice.²

People could not deny that course book has many advantages in teaching and learning process. As stated before that it is considered as the resource that is mostly used in the teaching and learning process, thus course book has important role in teaching and learning process.

In addition, Airasian and Russel highlight that, “The instructional resources available to a teacher influence not only the nature of instruction but also the learning outcomes that are possible.”³ It is clearly said that the course book, as one of the instructional resources, could help the teachers to make the better outcomes in the teaching and learning process.

Then, according to Cunningsworth, course book has multiple roles in the English language teaching and can serve as:

² Jack C. Richards, *The Role of Coursebook*, retrieved from <http://www.cambridge.org.br/authors-articles/articles?id=337>, on 05 June 2017.

³ Peter W. Airasian and Michael K. Russell, *Classroom Assessment: Concepts and Applications*, (Boston: McGraw-Hill, 2008), 6th Ed., p.62

- a. A resource for presentation material (spoken and written)
- b. A source for activities for learner practice and communicative interaction
- c. A reference source for learners on grammar, vocabulary, pronunciation, etc
- d. A source of simulation and ideas for classroom language activities
- e. A syllabus (where they reflect learning objectives which have already been determined)
- f. A resource for self-directed learning or self-access work
- g. A support for less experienced teachers who have yet to gain in confidence.⁴

Hence, the researcher infers that course book is one of the instructional tools used in the classroom as ad reference in teaching dan learning process and very useful for both the teachers and students.

B. Reading

1. Definition of Reading

There are four major skills taught in English. Those are listening, reading, speaking and writing. There are so many sources that can support the achievement, like English books, magazines or newspapers. So people should master the reading skill.

Reading is an intensive process in which the eye quickly moves to assimilate text. Very little is actually seen accurately. It's necessary to understand visual perception and eye movement in order to understand the reading process.⁵

⁴Alan Cunningsworth, *Choosing Your Coursebook*, (Oxford: Macmillan Publisher, 1998), p.7

⁵*Reading Definition*, retrieved from [http://en.wikipedia.org/wiki/Reading_\(process\)](http://en.wikipedia.org/wiki/Reading_(process))/ on 15 October 2016

Reading is to interpret or understand (a printed passage) as having particular meaning, the form of a specified word sentence or passage in particular edition of a literary work.⁶

Reading is related with comprehension. Talking about comprehension, we are talking about reading. Grabe explains that, “Reading is centrally a comprehending process. We read to understand what the writer intended to convey in writing, though we also do more.”⁷ Comprehension occurs when the reader interprets the meaning of the text and combines it with the readers’ background knowledge.

Reading is an important skill to learn which needs an active process from the eyes and the brain to get comprehension about the text. It means that to be a good reader, students must have a good thinking. Consequently, the teachers have to train students to be a good thinker because they could be called as a good reader if they can construct the meaning of the text as they read and direct their own comprehending. If the students have a good thinking, they could have a good result in the reading activity because they know the authors’ purpose in writing the reading text and the meaning of the text itself.

2. The Aim of Reading

Students may be asked to read a lot with different aims.⁸ Thus, different readers may have different purposes and those purposes are varied. People usually read something because they have a desire to do so and some purpose to achieve. Furthermore, they generally have some expectations about what they are going to read before they

⁶Michael Agnes, *Webster New World College Dictionary* (Chief: 2000) Fourth Edition p.1192

⁷William Grabe, *Reading in a Second Language*, (New York: Cambridge University Press, 2009), p.14

⁸Marianne Celce-Murcia, Donna M. Brinton, Marguerite Ann Snow, *Teaching English as a Second or Foreign Language*, 4th Ed., (Boston: National Geographic Learning, 2014), p.189

actually read the text. It means that the varied purposes of reading may come from the desire before the reading activity.

On the other hand, Crawley and Merritt think that the main purpose of reading is to understand or comprehend the communication between the author and the reader.⁹ Moreover, according to Greer, as cited by Carbo, “the ultimate goal of all reading instruction: text comprehension”.¹⁰ From those two explanations, it clearly tells that mostly the aim of reading is for understanding or comprehending the text.

Finally, the researcher thinks that the main aim of reading is to comprehend the meaning of the text. In reading, the reader has to know the writer’s purpose in writing text. If the reader comprehends the text, whatever their expectation in reading, they would know it and they would be success in the reading activity.

3. Types of Reading Skill

There are four skills of reading. They are as follows:¹¹

1. Scanning

Scanning is reading rapidly to find specific piece of information. Extracting specific information or scanning means the skill that needed to find the specific information in the reading text.

2. Skimming

Skimming is the skill of reading rapidly for the main points. Getting the general picture or skimming means the skill which is used when reader wants to get the main idea of the text without being concerned to the detail information.

⁹ Sharon J Crawley and King Merritt, *Remediating Reading Difficulties*, (New York:McGrawHill,2000), 3rdEd., p.40

¹⁰Marie Carbo, *Becoming a Great Teacher of Reading*, (Thousand Oaks: Sage Publication Company, 2007), p.39

¹¹ *Reading skill*, retrieved from http://esl.about.com/od/readinglessonplans/a/1_readtypes.htm on October 15th, 2016

3. Intensive reading

Intensive reading is reading a short text for detailed information. Extracting detailed information usually asked the reader to find writers' point of view and answer such kind of detail information.

4. Extensive reading

Extensive reading is reading a longer text, often for a pleasure with emphasis on overall meaning. Deducing meaning from context means that the reader should know how to deduce meaning of unfamiliar words from the text.

In addition, McDonough and Shaw point out that types of reading skill are "scanning to locate specific information in a text and skim to extract general information from it."¹² Those skills are mostly practiced in learning the reading skill. Hence, students need to learn those kinds of the specific reading skill in order to be a good reader.

4. Types of Reading Exercises

Learning English is to develop four language skills; listening, reading, writing, and speaking. And they must be supported by appropriate exercise.

According to J.B Heaton, kinds of reading exercises are:¹³

1. Matching Test

This test is purely concerned with word and sentence recognition. It tests the students' ability to differ the words which have the same spelling. This item tests are used to develop word recognition tests.

2. True/ False Reading Test

¹²Jo McDonough and Christopher Shaw, *Materials and Methods in ELT*, (Oxford: Blackwell Publishers, 1993) 1993, p.105

¹³J.B. Heaton, *Writing English Language Test*, London, Longman, 1975, p.105

True/ False test is one of the most used tests of reading comprehension. Because the scoring of this test is quick and reliable with the reading comprehension. The items can also be constructed easily and quickly.

3. Multiple Choice Item Tests

In this item, the students should choose the best answer of some choices given.

4. Completion Items

Completion items measure recall rather than recognition. In this item, the students usually supply a word or short phrase.

5. Short or Long Answer Question¹⁴

a. Short-answer question

Short-answer question is a reading test that the students spend 3-5 minutes to answer the question.

b. Long-answer question

Long-answer question is a reading test that the students spend 7-10 minutes to answer the question.

C. General Concept of 2013 Curriculum

Curriculum is used as the guidance of the implementation of learning activities to develop a learning system. 2013 curriculum follows learning which teachers do (taught curriculum) in the form of process which is developed in the form of learning activities in school, class, and society. And students' direct learning experiences fit to background, characteristic, and students' initial capability. Direct learning experiences of individual student become the result for themselves, while students' learning outcomes become the curriculum outcomes.¹⁵

2013 curriculum is designed by the following characteristics¹⁶:

¹⁴

Retrieved from <http://www.pearsonlongman.com/ae/marketing/sfesl/practicereading.html>, on October 15th 2016

¹⁵Permendikbud Nomor 70 Tahun 2013, *Tentang Kerangka Dasar dan Kurikulum 2013*.

¹⁶Permendikbud Nomor 70 Tahun 2013, *Tentang Kerangka Dasar dan Kurikulum 2013*.

1. Developing the balances between spiritual and social developed attitude, curiosity, creativity, cooperation with intellectual skill and psychomotor.
2. School is part of society which gives planned learning experience where students apply what they learn in school into society and make it useful as learning sources.
3. Developing attitude, knowledge, and skill also applying it in any situations in school and society.
4. Giving free time to develop attitudes, knowledge, and skills.
5. Competence is expressed in the form of core competence which is detailed more in subject basic competence.
6. Class core competences become organizing elements basic competence, where all basic competences and learning process are developed to achieve core competences.
7. Basic competences are developed based on the accumulative principle, mutually reinforce and enrich inter subjects and education level.

2013 curriculum aims to prepare Indonesian people to have life skill as individual and citizen who have believe, productive, creative, innovative, and affective, and can contribute in society life, state and nation, and world civilization.¹⁷

2013 curriculum uses two components of competences; they are core competence and basic competence. Core competences are description about principal competence which is grouped attitude, knowledge, and psychomotoric aspects that must be learned by students in every school level, class, and subject. Basic competence are content or competence which consists of attitude, knowledge, and skill which are sourced by core competence that must be mastered by students.

English is one of the important subjects in every school. So, when the government changed the curriculum, they still give the priority in English subject. In junior high school levels, English will not be deleted.

¹⁷ Permendikbud Nomor 70 Tahun 2013, *Tentang Kerangka Dasar dan Kurikulum 2013*.

Indonesia's government gives portion to English subject four hours in a week for Junior High school in each level.

D. Higher Order Thinking Skill

1. The Understanding of Higher Order Thinking Skill

As one of the four basic language skills, reading is considered as the complex skill among those four skills because of many specific abilities that the reader needs to do in the reading activity. Moreover, the reading skill is very difficult for the Indonesian students who use English as their foreign language even it is also difficult for the students who use English as their mother language because in the reading activity, the readers have to engage their higher order thinking skill.

Brookhart claims that there are three categories about definition of the high order thinking, (1) those that define higher-order thinking in terms of *transfer*, (2) those that define it in terms of *critical thinking*, and (3) those that define it in terms of *problem solving*.¹⁸

Higher order thinking skill consists of the three top ends of Bloom's taxonomy, analyze, evaluate, and create. Further, the higher order thinking skill is related with the scientific approaches in the 2013 curriculum; observing, questioning, associating, experimenting, and communicating, because those approaches are also related with the problem solving and critical thinking skill which belong to the higher order thinking skill.

Higher order thinking is also useful for creating meaningful learning in the teaching and learning process because it gives broader vision of learning that includes not only acquiring knowledge but also being able to use the knowledge in a variety of new situations in the students' everyday life. It enables the students not only to remember

¹⁸Susan M. Brookhart, *How to Assess Higher-Order Thinking Skills In Your Classroom*, (Alexandria: ASDC, 2010), p. 3

and understand the knowledge or information they got but also to use the knowledge in increasingly more complex way.

Higher order thinking skill is the ability to think in the complex process which useful for transferring the knowledge in real life, thinking critically, and solving the problems. The students who already have the higher order thinking skills should be able to examine assumptions and values, evaluate evidence, and present the conclusions with their own words. It is also very crucial in today's world.

Many advantages that the students get from the learning process when the teachers teach the students the higher order thinking skill. Therefore, teaching the higher order thinking skill for the students is important for the better outcomes of the teaching and learning process. The advantages of higher order thinking skill are helping students to learn something in meaningful process and improving the students' overall performance.

Consequently, the writer thinks that an analysis of the higher order thinking skill of the reading exercises in English course book for 7th grade of junior high school students is important because it could help and support the students in improving their ability in the higher order thinking skill which is related with the 2013 curriculum.

2. Higher Order Thinking in Bloom's Taxonomy

There are some taxonomies from many experts in the educational field. One of the most famous one is Bloom's taxonomy. Bloom's taxonomy explains the way of thinking, those three domains are cognitive, affective, and psychomotoric that are useful for assessing students' behavior in the teaching and learning process.

Table 2.1
The Difference between Original Taxonomy and Revised Taxonomy¹⁹

Original Taxonomy	Revised Taxonomy
Knowledge	Remember – retrieve relevant knowledge from long-term memory (recognize, recall)
Comprehension	Understand – determine the meaning of instructional message (interpret, classify, summarize, infer, compare)
Application	Apply – use a procedure in a given situation (execute, implement)
Analysis	Analyze – break material into parts and see how they related (differentiate, organize, attribute)
Synthesis	Evaluate – make judgements based on criteria and standards (check, critique)
Evaluation	Create – put elements together to form coherent whole or make an original product (generate, produce)

¹⁹Diann Musial et.al, *Foundation of Meaningful Educational Assessment*, (New York: McGraw Hill, 2009), p. 87

The table above draws that the meaning of every domain are the same between the original taxonomy and the revised taxonomy. The differences are only showed in the word-used and the rearrangement of the last two domains; synthesis and evaluation which into evaluate and create. Those two skills are rearranged because it is considered that the students need to be able to critique and check an idea before they produce and generate some result.

The rest level of taxonomies that ask the students to carry out thinking and reasoning process more complex than memorization are included in the higher order thinking level of cognitive domains in Bloom's taxonomy. The higher order thinking skill in the revised Bloom's taxonomy looks like:

1. Analyze level means breaking apart the information into the smaller ideas and determining the relation of those ideas.
2. Evaluate level includes checking and critiquing the value of material based on criteria.
3. Create level involves generating, planning, and producing the new structure from the disparate elements.²⁰

Therefore, cognitive domain is familiar with the teachers' knowledge because it is the most commonly taught and assessed for accomplishing the educational objectives. The higher order thinking skill in Bloom's Taxonomy looks like *analyze, evaluate, create* and those all need students' critical thinking.

E. Theoritical Framework

Course book plays prominent role in the teaching and the learning process. Therefore, the course books need an evaluation. There are some aspects that need an evaluation in the course book, and one of those aspects is the exercises. The exercises in the course book need to be

²⁰Susan M. Brookhart, *How to Assess Higher-Order Thinking Skills In Your Classroom*, (Alexandria: ASDC, 2010), p. 41

evaluated so that the exercises could be appropriate with the learners' need, varied and fluency practice the four basic language skills; listening, writing, reading, and speaking.

As one of the four basic language skills, reading is considered as the complex skill. The readers have to engage their higher order thinking skill. Higher order thinking skills consists of the three top ends of Bloom's taxonomy, analyze, evaluate, and create. Further, the higher order thinking skill is related with the scientific approaches in the 2013 curriculum; observing, questioning, exploring, associating, and communicating, it also related with problem solving and critical thinking skill which belong to the higher order thinking skill.

Consequently, the researcher thinks that an analysis of the higher order thinking skill of the reading exercises in "*Bright*", an English course book for 7th grade of junior high school students is important because it could help and support the students in improving their ability in the higher order thinking skill which is related with the 2013 curriculum.

CHAPTER III

HIGHER ORDER THINKING SKILL QUESTIONS IN READING EXERCISES

This chapter covers the overview of English course book, consists of the description of data and the test types of reading exercises.

A. The Description of Data

“Bright” is the title of English course book that is analyzed by the researcher. The author of the course book is Nur Zaida. The editors of the course book are Yuniar Widiastuti, E. Tiyas Utami and Dwi Wahyu Priyanto.

Furthemore, the course book is published by *Erlangga* Publisher in 2016. This course book is created fo Junior High School and MTs grade VII. It facilitates the students to learn in all four basics English skills; listening, reading, speaking and writing, also the language components, grammar and vocabulary.

Additionally, this course book employs the newest 2013 curriculum of English subject. There are 12 chapters, in every chapter has different themes and topics to learn for the students. Those themes are related with the subject or material that will be learnt by the students.

Moreover, there are many exercises that include in *“Bright”* an English course book. Those exercises practice all the four basic language skills, listening, reading, speaking and writing and the language components, grammar and vocabulary. However, this study is limited only on the reading exercises that also includes in *“Bright”* an English course book.

The following table explains the distribution of the essay reading exercises in *“Bright”* an English course book:

Table 3.1
The Distribution of Reading Exercises

Ch.	Theme	The Exercises in Every Chapter	The Reading Exercises
1	Hi, How Are You?	14 Exercises	1 Exercise (Activity 11)
2	Thank you very much	14 Exercises	1 Exercise (Activity 12)
3	Let Me Introduce Myself	17 Exercises	2 Exercises (Activity 9, 10)
4	How Many Days Are There In A Week	23 Exercises	2 Exercises (Activity 7, 17)
5	People Around Me	18 Exercises	4 Exercises (Activity 9, 10, 11, 12)
6	Things At School	22 Exercises	5 Exercises (Activity 8, 9, 10, 19, 20)
7	Things In My House	24 Exercises	3 Exercises (Activity 16, 17, 22)
8	Things Around Us	10 Exercises	1 Exercise (Activity 4)
9	My Favourite Animals	10 Exercises	2 Exercises (Activity 3, 7)
10	Describing Things	19 Exercises	6 Exercises (Activity 2, 3, 4, 5, 7, 15)
11	What Does It	26 Exercises	6 Exercises (Activity 5, 6, 7, 11,

	Look Like?		12, 13)
12	Lovely Songs	5 Exercises	-
	Total	202 Exercises	33 Exercises

The table above shows that there are 202 exercises that practice all the four basic language skill and the language components in the course book while 33 exercises practice the reading skill. However, 33 exercises come out with the exercises; *Short-Answer Questions*, *Long-Answer Questions*, *True or False Questions*, *Matching Item Tests*, *Multiple Choice*, and *Completion Item Tests*. It can be said that the distribution of reading exercises in “*Bright*” course book is the highest if it is compared to the other test types of exercises in the course book.

B. The Test Types of Reading Exercises

After the researcher explains the distribution of reading exercises in “*Bright*” English course book, in addition, to explain more about distribution of the test types in reading exercises; *Short-Answer Questions*, *Long-Answer Questions*, *True or False Questions*, *Matching Item Tests*, *Multiple Choice*, and *Completion Item Tests* in the course book. The following table explains the distribution of those kinds of reading exercises:

Table 3.2
The Test Types of Reading Exercises

No	Reading Exercises	Chapter					
		1	2	3	4	5	6
1	Short-Answer	-	-	-	-	Act.10	Act.8,10,12
2	Long-Answer	-	-	Act.9	-	Act.9	-
3	True or False	-	-	-	-	Act.11	-
4	Matching	Act.11	Act.12	Act.10	-	Act.12	Act.19
5	Multiple	-	-	-	Act.7	-	-

	Choice						
6	Completion Item	-	-	-	Act.17	-	Act.9

Table 3.3
The Test Types of Reading Exercises

No	Reading Exercises	Chapter					
		7	8	9	10	11	12
1	Short-Answer	Act.1 7	Act.4	-	Act.3,4	Act.5	-
2	Long-Answer	Act.2 2	-	Act.3	Act.5,7	Act.1 3	-
3	True or False	-	-	-	Act.2	Act.1 2	-
4	Matching	-	-	-	-	Act.6, 7	-
5	Multiple Choice	-	-	-	-	-	-
6	Completion Item	Act.1 6	-	Act.7	Act.15	Act.1 1	-
Total		33 Exercises					

Regarding to the table above, it shows that there are 6 types of reading exercises, in “*Bright*” an English course book; *Short-answer questions*, *Long-answer questions*, *True or False Questions*, *Matching Item Tests*, *Multiple Choice*, and *Completion Item Tests*.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter revealed the research analysis and result. The analysis and its result were answered the research problems which stated in the first chapter of this study, there was “How is the composition of the higher order thinking skill in reading exercises in *BRIGHT*, an English course book look like?”, the second is result of the reading exercises analysis in *BRIGHT* to the some aspects criteria of reading exercises.

A. The Composition of the Higher Order Thinking Skill in Reading Exercises

There are many exercises that included in “*Bright*”, an English course book. Those exercises practice all the four basic language skills, listening, reading, writing, and speaking, and the language components, grammar, vocabulary and pronunciation. However, this study limited only on the reading exercises. Those reading exercises are analyzed by using checklist table to find out the distribution of cognitive domain in every reading exercises.

There are 6 cognitive domains in the revised edition of Bloom’s Taxonomy. Those six domains are divided into lower order thinking level (remembering, understanding, applying) and higher order thinking level (analyzing, evaluating, creating). Finally, by knowing the distribution of cognitive domain in every reading exercises, the researcher hopes to know the ditribution of the higher order thinking skill in reading exercises.

The following table explains the distribution of cognitive domain and the analysis of reading exercises in “*Bright*”, an English course book for 7th grade of Junior High School Students, 2013 curriculum, published by Erlangga in the year of 2016.

1. Exercise of Activity 11 page 8 chapter 1

Activity 11 Find the response for the following short messages. Draw lines between them.

Not doing

<p>1 How are you, Hendra? How's your study? We miss you so much.</p>	<p>a Morning, Yuzzi. Thanks. Yes, a day full of happiness and blessings. Amen.</p>
<p>2 Good morning, all. Hope we are full of spirit today.</p>	<p>b Dear Mom and Dad, I'm doing fine here. I'm so busy right now. I miss you too.</p>
<p>3 Dear Ms Fatma, Are you feeling better today? Get well soon. We miss you.</p>	<p>c Hi Rudi and all, Glad to meet you too. Yes, we are going to have fun with a lot of activities.</p>
<p>4 Dear Dona, I'm sorry I must leave the meeting now.</p>	<p>d Oh, so soon? Well, OK, take care.</p>
<p>5 Dear Mr Ocha, We are so pleased to meet you. We hope we can discuss a lot of things with you. (Rudi and all students of 7B)</p>	<p>e Thank you, little buddies. I'm getting better and I'll be back in a few days. See you soon.</p>


Table 4.1

Analysis of Activity 11 page 8 chapter 1

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Matching Item Test.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about the expressions to greet, respond and to take leave of someone.
3.	Presence of Example	It does not present the example.

4.	Relevance with 2013 Curriculum	This exercise is about the expressions of greet and to take leave. It is relevant with English basic competence of 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Understanding

2. Exercise of Activity 12 page 22 chapter 2

 **Activity 12** | Match these expressions with their responses.

Modeling

1 Forgive me for not coming to your house yesterday. I hope you are not angry with me.	a It's alright. We should help each other, I think.
2 Sorry for forgetting to bring your book this morning. I'm going to bring it tomorrow. I promise.	b Thanks a lot. I am so happy to be with you all this year.
3 We're really thankful for your help. You're so kind.	c Rudi is a nice kid. I'm happy to help him any time he needs me.
4 Thank you for helping my son during his hard time in the hospital.	d Yes, please. I badly need it.
5 Happy Teachers' Day, Ms Santoso. Thank you for being so kind and patient to us.	e I understand it. Don't worry.

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Table 4.2
Analysis of Activity 12 page 22 chapter 2

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Matching Item Test.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about how to express thanks and apology.
3.	Presence of Example	It does not present the example.
4.	Relevance with 2013 Curriculum	This exercise is about expressions of thanks and apology. It is relevant with English basic competence of 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Understanding

3. Exercise of Activity 9 page 34 chapter 3

Activity 9 | Edward is introducing himself in front of the class. Read it aloud and answer the following questions.

Hi! My name is Edward. My friends call me Ed. I'm 12 years old. My hobby is skateboarding. I want to be your friend.



Edward

1. Who is the boy?

2. Underline a sentence giving the boy's nickname.

3. How old is he?

4. What is his hobby?

5. Why did he introduce himself?


Table 4.3
Analysis of Activity 9 page 34 chapter 3

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Long-Answer Questions.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about the information based on the introduction.
3.	Presence of Example	It presents the example of descriptive text.
4.	Relevance with 2013 Curriculum	The passage is about descriptive text. Descriptive text is stated in English basic competence of 2013 curriculum. This exercise is relevant with 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	1,3,4 Remembering 2,5 Understanding


4. Exercise of Activity 10 page 35 chapter 3

Activity 10 | Some of Edward's classmates are asking him questions. Match the questions with the correct answers.

Matching



Edward



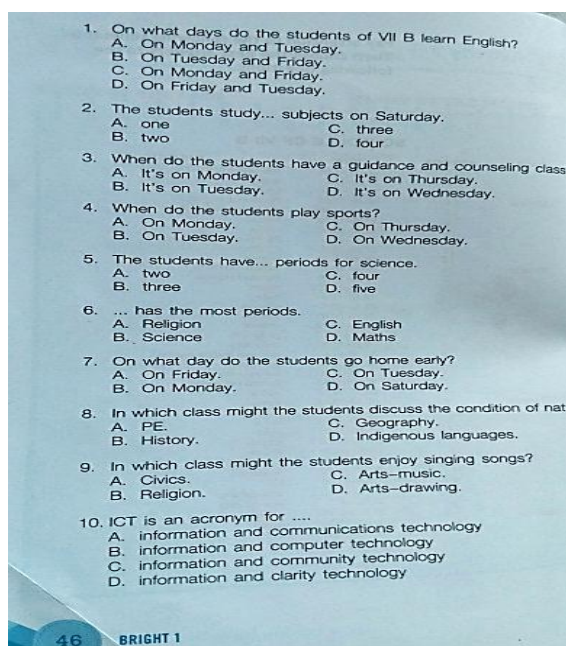
Classmate

① Where do you live, Ed?	a Er, I like fried chicken. It's yummy!
② Can you spell your name, please?	b Yes, it's nice.
③ What's your hobby?	c Of course. It's E - D - W - A - R - D.
④ What's your favourite food?	d 109 Cempaka Putih Street.
⑤ Do you like the class?	e I like skateboarding.

Table 4.4
Analysis of Activity 10 page 35 chapter 3

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Matching Item Test.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about how to respond to an introduction.
3.	Presence of Example	It does not present the example.
4.	Relevance with 2013 Curriculum	This exercise is a passage about self-introduction and it is relevant with English basic competence for seventh grade of 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Understanding

5. Exercise of Activity 7 page 45 chapter 4



Activity 7 | Pay attention to the following timetable. Then choose the best answers to the following questions.

SCHEDULE OF VII B

DAYS	PERIODS	TIME	SUBJECTS
Monday	1	07.10-07.50	flag-raising ceremony
	2	07.50-08.30	English
	3	08.30-09.10	English
	4	09.40-10.20	indigenous language
	5	10.20-11.00	indigenous language
	6	11.00-11.40	maths
	7	12.10-12.50	maths
Tuesday	1	07.10-07.50	PE (Physical Education)
	2	07.50-08.30	PE (Physical Education)
	3	08.30-09.10	science
	4	09.40-10.20	Bahasa Indonesia
	5	10.20-11.00	Bahasa Indonesia
	6	11.00-11.40	history
	7	12.10-12.50	history
Wednesday	1	07.10-07.50	science
	2	07.50-08.30	science
	3	08.30-09.10	science
	4	09.40-10.20	geography
	5	10.20-11.00	geography
	6	11.00-11.40	guidance and counseling
	7	12.10-12.50	arts-music
Thursday	1	07.10-07.50	Bahasa Indonesia
	2	07.50-08.30	Bahasa Indonesia
	3	08.30-09.10	maths
	4	09.40-10.20	maths
	5	10.20-11.00	maths
	6	11.00-11.40	civics
	7	12.10-12.50	civics
Friday	1	07.10-07.50	English
	2	07.50-08.30	English
	3	08.30-09.10	economics
	4	09.40-10.20	economics
	5	10.20-11.00	ICT
Saturday	1	07.10-07.50	arts-painting
	2	07.50-08.30	arts-painting
	3	08.30-09.10	religion
	4	09.40-10.20	religion
	5	10.20-11.00	ICT

Table 4.5

Analysis of Activity 7 page 45 chapter 4

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Multiple Choice Item Tests.
2.	Aim of Exercise	The aim of this exercise is to know how students can understand the information in the text.
3.	Presence of Example	It does not present the example.
4.	Relevance with 2013 Curriculum	The questions are about mentioning the day, month, and year. They are

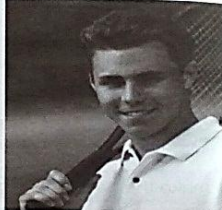
		stated in English basic competence of 2013.
5.	Cognitive Domain of Bloom's Taxonomy	Remembering

6. Exercise of Activity 17 page 54 chapter 4

Activity 17 | Complete the incomplete text with information from the text.

This is Dani Surya Permana. He is a student in junior high school and an athlete. He practises tennis every day. He is a busy boy. Read his timetable for Tuesday.

Times	Activities
04.30–06.30	get up, pray, go to school
07.00–13.00	at school
13.00–14.30	have lunch and a nap
15.00–17.30	practice tennis
18.00–20.00	pray and study
20.00–21.00	TV time
21.00	go to bed



Dani is a junior high school (1) _____ in Surabaya. He is a tennis (2) _____. On (3) _____, he practises tennis for 2.5 hours. He has lunch and a (4) _____ before practising tennis. He usually goes to bed at (5) _____.


Table 4.6

Analysis of Activity 17 page 54 chapter 4


No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Completion Item Tests.
2.	Aim of Exercise	This exercise is to know how students' understanding about the passage by completing sentences with information from the text.

3.	Presence of Example	It does not present the example.
4.	Relevance with 2013 Curriculum	This exercise, students are given a passage about someone's daily activities. It is stated in English basic competence of 2013, so it is relevant with 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Understanding

7. Exercise of Activity 9 page 65 chapter 5

 **Activity 9** | Look at the following cards. Discuss the following questions in pairs.


MOKENA
COMMUNITY PUBLIC LIBRARY DISTRICT



LIBRARY CARD

Name : Jane Doe
Age : 15
Address : 444 Barker street
Randwick NSW

PurrFect ID Card




Jessica Malone
162-10 Jamaica Ave.
Jamaica, NY 11432

Sex: Female Hair: Brown
Eyes: Brown Weight: 80 lbs
Height: 4'11"
Note: Allergic to peanut butter

Chapter 5 People Around Me **65**

**CANAL ZONE SCHOOL
SWIMMING CLUB**

Name : Ivan Aldo S.
Sex : Male
Age : 13
Address : 48 Soekarno Hatta
Street
Occupation : Student
Expiry Date : 12/12/2016



Clipart

1. Do you know what these are?
2. Do you have any? Mention them.
3. What information can you find on those cards?
4. Can you think of other cards containing personal information? What are they?

Table 4.7
Analysis of Activity 9 page 65 chapter 5

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Long-Answer Questions.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about the information based on the identity cards.
3.	Presence of Example	It presents the example of identity cards.
4.	Relevance with 2013 Curriculum	The passage is about descriptive text. Descriptive text is stated in English basic competence of 2013 curriculum. This exercise is relevant with 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Understanding

8. Exercise of Activity 10 page 66 chapter 5

Activity 10 | Find the meaning of the following words in bahasa Indonesia. Consult your dictionary.


No.	English	Bahasa Indonesia
1.	father	
2.	mother	
3.	brother	
4.	sister	
5.	daughter	
6.	son	
7.	brother-in-law	
8.	sister-in-law	
9.	father-in-law	
10.	mother-in-law	
11.	grandfather	
12.	grandmother	
13.	granddaughter	

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Table 4.8
Analysis of Activity 10 page 66 chapter 5

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Short-Answer Questions.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about the meaning of words.
3.	Presence of Example	It does not present the example.
4.	Relevance with 2013 Curriculum	The exercise is about find the meaning of words. It is relevant with English basic competence of 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Understanding

9. Exercise of Activity 11 page 67 chapter 5

 **Activity 11** | Are the family members female or male? Check in the right columns. Then read the words aloud.

No	Members	Male	Female
1.	son		
2.	daughter		
3.	husband		
4.	wife		
5.	aunt		
6.	uncle		
7.	nephew		
8.	niece		
9.	cousin		
10.	sister		
11.	brother		
12.	father		
13.	mother		
14.	grandfather		
15.	grandmother		

Chapter 5 People Around Me

Table 4.9
Analysis of Activity 11 page 67 chapter 5

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	True or False Questions.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about the family members.
3.	Presence of Example	It does not present the example.
4.	Relevance with 2013 Curriculum	The exercise is about family members. Describing family members are the English materials in seventh grade based on 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Understanding

10. Exercise of Activity 12 page 68 chapter 5

Activity 12 | Draw lines to match the words with their definitions.

Match

1. a teacher	•	•	a. someone who guards a building, such as a school
2. a classmate	•	•	b. someone who takes care of the cleanliness of a building, such as a school
3. a security guard	•	•	c. someone who teaches students especially at a school
4. a student	•	•	d. someone who studies, especially at a school
5. a caretaker	•	•	e. a student who is in the same class as you

Table 4.10
Analysis of Activity 12 page 68 chapter 5

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Matching Item Test.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about describing people's characteristics.
3.	Presence of Example	It does not present the example.
4.	Relevance with 2013 Curriculum	The exercise is describing people's characteristics. It is stated in English basic competence of 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Understanding

11. Exercise of Activity 8 page 82 chapter 6

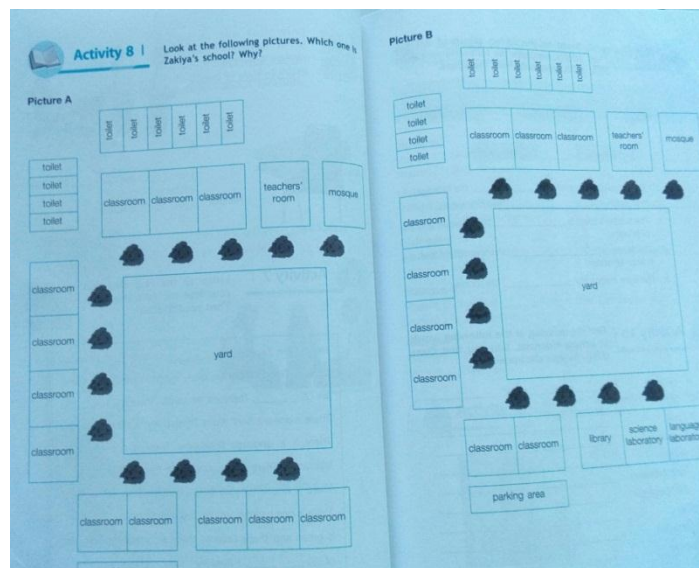


Table 4.11

Analysis of Activity 8 page 82 chapter 6

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Short-Answer Questions.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about school environment.
3.	Presence of Example	It presents the text.
4.	Relevance with 2013 Curriculum	The exercise is about descriptive text. It is relevant with English basic competence of 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Analyzing

12. Exercise of Activity 9 page 84 chapter 6

Activity 9 | Based on the correct sketch of Zakiya's school, complete the following sentences with the words from the boxes.

between in front of opposite

between behind

1. The language laboratory is _____ the mosque.
2. The parking area is _____ the classrooms.
3. The teacher's room is _____ the mosque and the classroom.
4. The library is _____ the classroom and the science laboratory.
5. There are many trees _____ the rooms.

Table 4.12

Analysis of Activity 9 page 84 chapter 6

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Completion Item Tests.
2.	Aim of Exercise	This exercise is to know how students' understanding about the passage by completing sentences with information from the text.
3.	Presence of Example	It presents the text.
4.	Relevance with 2013 Curriculum	This exercise, students are given a passage about things at school. It is stated

		in English basic competence of 2013, so it is relevant with 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Understanding

13. Exercise of Activity 10 page 84 chapter 6

Activity 10 | Find the meaning of the following words in bahasa Indonesia. Can you find these things in your classroom?

- ceiling : _____
- fan : _____
- wall : _____
- window : _____
- marker : _____
- air conditioner : _____
- data projector : _____
- flag : _____
- computer : _____
- picture : _____

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Table 4.13
Analysis of Activity 10 page 84 chapter 6

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Short-Answer Questions.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about things in the classroom.

3.	Presence of Example	It does not present the example.
4.	Relevance with 2013 Curriculum	The exercise is about find the meaning of words. It is relevant with English basic competence of 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Understanding

14. Exercise of Activity 19 page 89 chapter 6

Activity 19 | What is it? Guess what the things are. Choose the answers from the box.

the national flag of Indonesia marker pen lamp
cupboard broom board eraser fan
chair map table

- What is it?
You need it to look for a place.
- What is it?
You need it to sit on.
- What is it?
It has four legs. You can put books on it.
- What is it?
You need it to make your classroom cool.
- What is it?
You need it to sweep the floor.
- What is it?
You need it to clean the board.
- What is it?
It's made of wood. It's big. You put stuff in it.
- What is it?
You need it to write on the board.
- What is it?
You need it to brighten your classroom.
- What is it?
It's made of fabric. The colours are red and white.

Table 4.14
Analysis of Activity 19 page 89 chapter 6

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Matching Item Tests.
2.	Aim of Exercise	This exercise is to know how students' understanding about things at school.
3.	Presence of Example	It does not present the example.
4.	Relevance with 2013 Curriculum	This exercise, students are given a passage about things at school. It is stated in English basic competence of 2013, so it is relevant with 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Understanding

15. Exercise of Activity 20 page 90 chapter 6

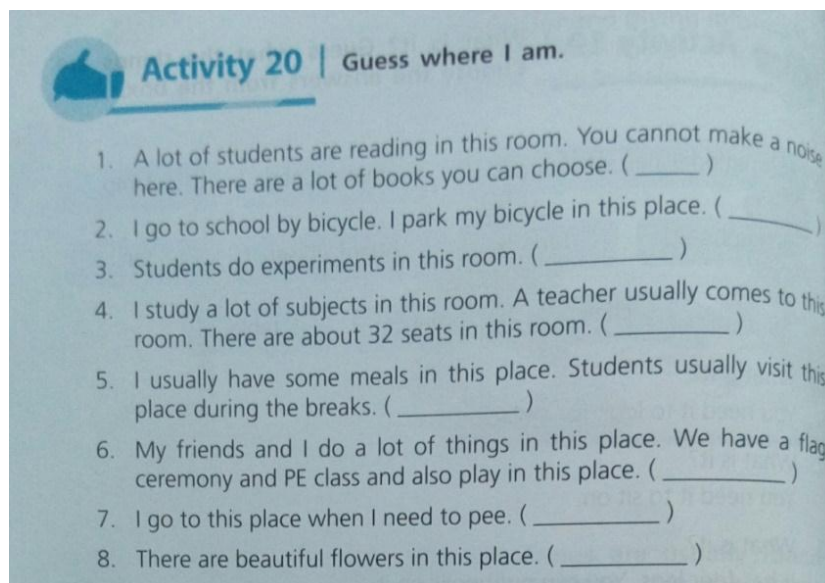


Table 4.15
Analysis of Activity 20 page 90 chapter 6

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Short-Answer Questions.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about things in the school.
3.	Presence of Example	It does not present the example.
4.	Relevance with 2013 Curriculum	The exercise is about mention thing in the school. It is relevant with English basic competence of 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Analyzing

16. Exercise of Activity 16 page 101 chapter 7

Activity 16 | Complete the sentences below with the appropriate adjectives modifying the following nouns.

a. ripe	b. interesting	c. delicious	d. big
e. beautiful	f. young	g. funny	h. new
i. expensive	j. long	k. cozy	l. furry
m. cold	n. cute	o. friendly	

- "There are many _____ rambutans on the garden. You can pick them and bring them home."
- China is famous for its _____ food.
- Barbie becomes a _____ princess in the film titled *The Princess and the Pauper*.
- I read an _____ book last night. The title is *Chicken Soup*.
- I love sleeping in my bedroom. It has a _____ mattress.
- This rule is short. I need a _____ one.
- It was my birthday last week. I got a surprise. My aunt gave me a _____ cat. I call it Bonnie.
- Bonnie likes sleeping in his basket. The _____ blanket makes the basket comfortable.
- I love school because I have _____ classmates.
- I can't stand the _____ weather. I need a thick blanket when I want to sleep.
- The sales assistant shows me an _____ bag.
- We laughed all night because we enjoyed the _____ story.
- I love fishing. I sometimes catch _____ fish, but sometimes little ones.
- Sarah was happy because her uncle gave her a _____ T-shirt.
- We got lost two days ago. Luckily, a _____ man help us.

Table 4.16
Analysis of Activity 16 page 101 chapter 7

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Completion Item Tests.
2.	Aim of Exercise	This exercise is to know how students' understanding about characteristics of things at house
3.	Presence of Example	It does not present the example.
4.	Relevance with 2013 Curriculum	This exercise, students are given a passage about things at house. It is stated in English basic competence of 2013, so it is relevant with 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Understanding

17. Exercise of Activity 17 page 102 chapter 7

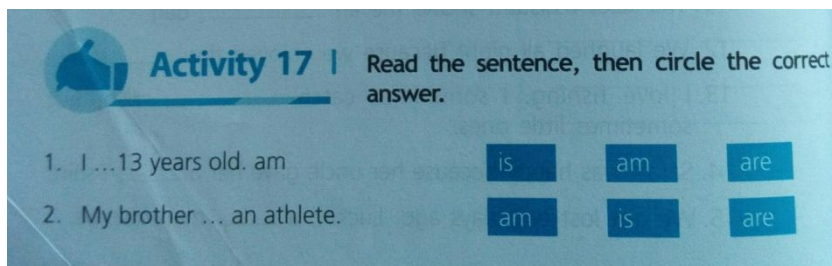



Table 4.17

Analysis of Activity 17 page 102 chapter 7

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Short-Answer Questions.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about the use of subject.
3.	Presence of Example	It presents the table.
4.	Relevance with 2013 Curriculum	The exercise is about descriptive. It is relevant with English basic competence of 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Understanding

18. Exercise of Activity 22 page 105 chapter 7



Activity 22 | Answer the questions based on the text in Activity 21.

1. How many bedrooms are there in Bernadus' house?
2. Where does Bernadus' mother cook?
3. Why does the house have a fireplace?
4. Why is cement expensive in Bernadus' place?
5. What is the house made of?

Table 4.18
Analysis of Activity 22 page 105 chapter 7

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Long-Answer Questions.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about the information based on the text.
3.	Presence of Example	It presents the text.
4.	Relevance with 2013 Curriculum	The passage is about descriptive text. Descriptive text is stated in English basic competence of 2013 curriculum. This exercise is relevant with 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	1,2,5 Remembering 3,4 Understanding

19. Exercise of Activity 4 page 111 chapter 8

Activity 4 | Read the sentence. Circle the correct answer.

1. There are a tiger and an elephant at the zoo. ... tiger is scary. a the
2. We are staying in ... hotel. The hotel has a swimming pool. a an
3. I have a red skirt and ... blue one. The red skirt is my favorite. a an
4. I'm listening to a song. ... singer sings beautifully! a the
5. I'm having a birthday party. Lots of my friends came to ... party. a the
6. I have ... sister and two brothers. a an
7. I'm having ... sandwich and some fruit for lunch. The sandwich is delicious! a an
8. There is ... umbrella in the living room. The umbrella is red. a an
9. I have a sandwich and ... apple for lunch. a an
10. There is a big aquarium in the city hall. There are a shark and ... octopus in it. a an

Table 4.19

Analysis of Activity 4 page 111 chapter 8


No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Short-Answer Questions.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about the use of articles.
3.	Presence of Example	It does not present the example.
4.	Relevance with 2013 Curriculum	The exercise is about describing things. It is relevant with English basic competence of 2013 curriculum.
5.	Cognitive Domain of	Understanding

	Bloom's Taxonomy	
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20. Exercise of Activity 3 page 123 chapter 9

Activity 3 | Read the text. Then answer the questions.

Hero, My Pet



This is Hero, my pet. It is a green iguana, but its name doesn't represent its colours. It is brown with a faint black band around its tail. Hero is 40 cm long and about 2.5 kg.

It likes vegetables very much. Hero eats water spinach, carrots, cucumbers and other vegetables. I sometimes give Hero some small insects. They are good for Hero's bones, so it won't suffer from osteoporosis.

Hero looks like a little dragon. It has scales on some parts of its body. It also has strong legs. They are useful for swimming and climbing trees.

1. What is the text about?
2. What is the pet?
3. What is the name of the pet?
4. What is the colour of the pet?
5. What does paragraph two tell us about?
6. Why does the pet need to eat insects?
7. What are the functions of the pet's strong legs?
8. What is the purpose of the text?
9. What are the language features of the text?
10. How is the text organized?


Chapter 9 My Favourite Animals 123

Table 4.20
Analysis of Activity 3 page 123 chapter 9

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Long-Answer Questions.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about information based on the text.
3.	Presence of Example	It present the text.
4.	Relevance with 2013 Curriculum	The exercise are answering questions about information

		based on descriptive text. Descriptive text is stated in English basic competence of 2013 curriculum. This exercise is relevant with 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	1,5,6,7,8 Understanding 2,3,4 Remembering 9,10 Analyzing

21. Exercise of Activity 7 page 127 chapter 9

 **Activity 7** | Based on the previous text, complete the following text with the words provided.

a. three months old b. cat c. plants d. picky
e. name tag f. morning g. run h. tofu

- Michelle is a name of a _____.
- Michelle is a kitten. It is only _____.
- There is a _____ on Michelle's necklace.
- Michelle likes to _____ here and there.
- Michelle plays with everything. It even plays with _____.
- Michelle eats everything. It is not _____.
- Michelle usually has milk in the _____.
- Michelle sometimes has _____ in the evening.

Table 4.21
Analysis of Activity 7 page 127 chapter 9

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Completion Item Tests.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about information based on the passage by completing sentences with the words in the box.
3.	Presence of Example	It does not present the example.
4.	Relevance with 2013 Curriculum	The passage tells about descriptive text. Descriptive text is stated in English basic competence of 2013 curriculum. This exercise is relevant with 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Understanding


22. Exercise of Activity 2 page 131 chapter 10

Activity 2 | Read the following text and decide whether the statements are true (T) or false (F).

My New Backpack

I have a new backpack. Its colour is soft green. I always take it when I go to school. It is made of strong fabric.

There are some parts in my backpack. The first part is the pocket. I put my money and my library card in the pocket. The second part is the main part. I put my books and pencil case in this part. The third part is a small pocket at the left side of the backpack. I keep a bottle of water in this pocket.



- Hendrik always uses the backpack when he goes to school.
- The backpack is made of plastic.
- The backpack has four parts.
- Hendrik puts his bottle in the main part.
- Hendrik puts his library card in the first part.

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Table 4.22

Analysis of Activity 2 page 131 chapter 10

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	True or False Questions.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about the information based on descriptive text above.
3.	Presence of Example	It does not present the example.
4.	Relevance with 2013 Curriculum	The exercise is answering question based on the information about descriptive text. Descriptive

		text is one of English basic competence of 2013 curriculum. This exercise is relevant with 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Remembering

23. Exercise of Activity 3 page 133 chapter 10

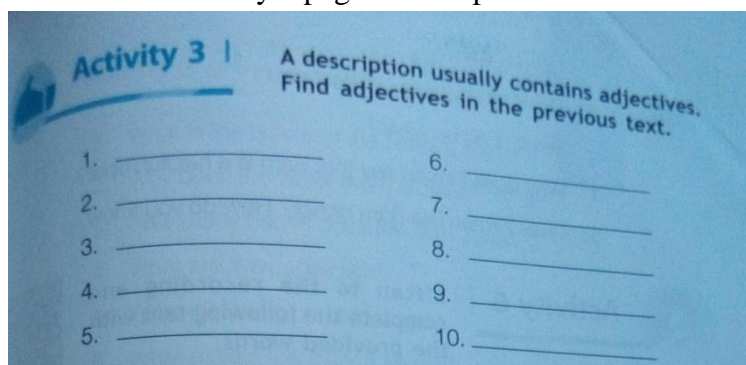


Table 4.23

Analysis of Activity 3 page 133 chapter 10

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Short-Answer Questions.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about adjectives in descriptive text.
3.	Presence of Example	It does not present the example.
4.	Relevance with 2013 Curriculum	Descriptive text is one of English basic competence of 2013 curriculum. This exercise is relevant with 2013

		curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Understanding

24. Exercise of Activity 4 page 131 chapter 10

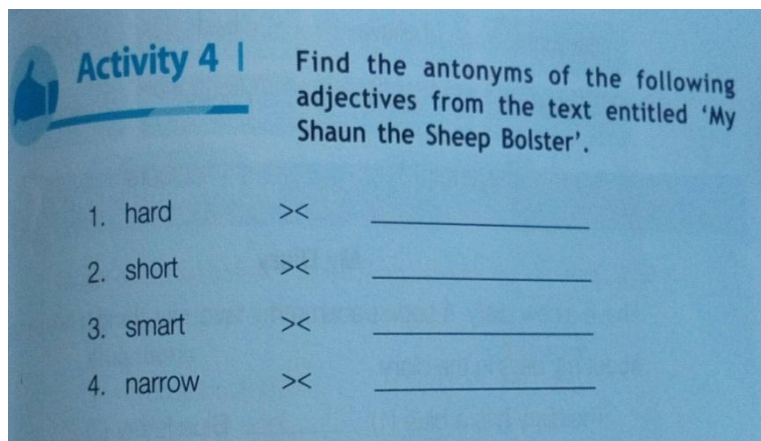


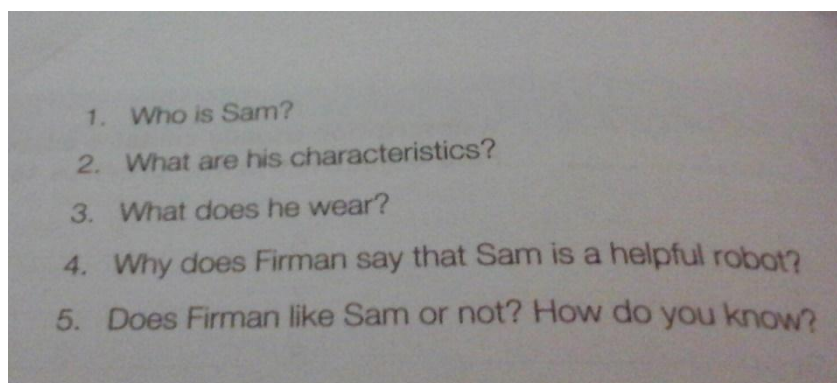
Table 4.24


Analysis of Activity 4 page 131 chapter 10

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Short-Answer Questions.
2.	Aim of Exercise	The aim of this exercise is to know students' mastery of vocabularies.
3.	Presence of Example	It does not present the example.
4.	Relevance with 2013 Curriculum	The exercise is about the words in descriptive text (language feature). Descriptive text is one of English basic competence of 2013 curriculum. This exercise

		is relevant with 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Understanding

25. Exercise of Activity 5 page 131 chapter 10



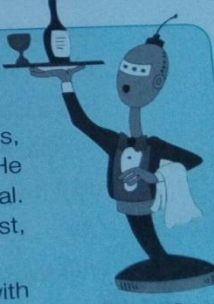

Activity 5 | Read the following text to answer the questions.

My Sam

This is my robot. His name is Sam.

Sam has two arms, three round eyes, two ears and an antenna on his head. He is tall and handsome and made of metal. Sam wears a black tuxedo. He walks fast, though he has only one leg.

Sam is a helpful robot. He plays with me and helps mum serve meals.



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Chapter 10 Describing Things

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Table 4.25
Analysis of Activity 5 page 131 chapter 10

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Long-Answer Questions.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about information in the passage.
3.	Presence of Example	It presents the example of descriptive text.
4.	Relevance with 2013 Curriculum	The passage is about descriptive text. Descriptive text is one of English basic competence of 2013 curriculum. This exercise is relevant with 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	1 Remembering 2,3,4 Understanding 5 Evaluating

26. Exercise of Activity 7 page 135 chapter 10

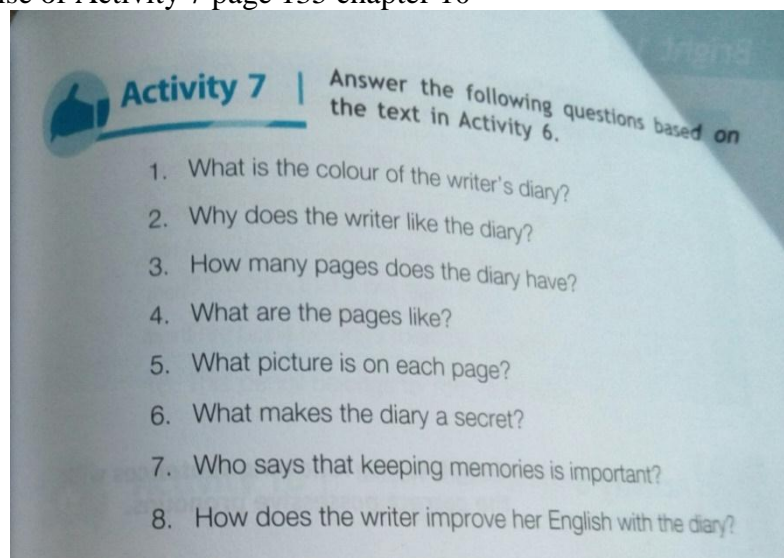


Table 4.26

Analysis of Activity 7 page 135 chapter 10

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Long-Answer Questions.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about information in the passage.
3.	Presence of Example	It presents the example of descriptive text.
4.	Relevance with 2013 Curriculum	The passage is about descriptive text. Descriptive text is one of English basic competence of 2013 curriculum. This exercise is relevant with 2013 curriculum.


5.	Cognitive Domain of Bloom's Taxonomy	1,3,5 Remembering 2,4,6,7 Understanding 8 Analyzing
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27. Exercise of Activity 15 page 140 chapter 10

Activity 15 | Complete the following text with the words provided.

has jacket funny buttons
ears brown legs is

I am Salma and I like to collect dolls. This is my favourite doll. Its name (1) _____. It has two round (2) _____. It (3) _____ two arms and (4) _____. Its colour is (5) _____. It wears a small (6) _____. The jacket has two (7) _____. My Teddy Bear is very fat and (8) _____.



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Table 4.27
Analysis of Activity 15 page 140 chapter 10

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Completion Item Tests.
2.	Aim of Exercise	The aim of this exercise is to know students' mastery vocabularies.
3.	Presence of Example	It does not present the example.
4.	Relevance with 2013 Curriculum	The passage is about descriptive text. Descriptive

		text is one of English basic competence of 2013 curriculum. This exercise is relevant with 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Understanding

28. Exercise of Activity 5 page 148 chapter 11

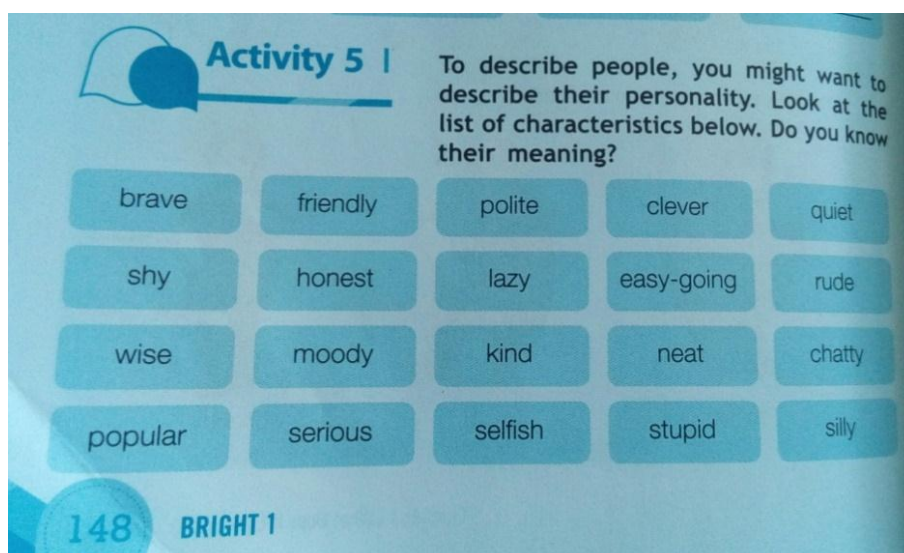


Table 4.28
Analysis of Activity 5 page 148 chapter 11

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Short-Answer Questions.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about describing people's characteristics.
3.	Presence of Example	It does not present the

		example.
4.	Relevance with 2013 Curriculum	The exercise is describing people's characteristics. It is stated in English basic competence of 2013 curriculum. This exercise is relevant with 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Analyzing

29. Exercise of Activity 6 page 149 chapter 11

Activity 6 | Work in pairs. Complete the dialogue. Then, practise it.

1. brave
2. chatty
3. easy-going
4. clever
5. lazy
6. friendly
7. kind
8. honest
9. moody
10. neat
11. polite
12. shy
13. rude
14. wise
15. silly
16. stupid
17. selfish
18. serious
19. popular
20. quiet


- a. someone who is truthful and w
doesn't cheat or steal
- b. someone who is quiet and a lit
nervous around other people
- c. someone who talks a lot
- d. someone who has good manne
- e. someone who behaves differen
time you meet them
- f. someone who is always sensibl
- g. a person who is very tidy
- h. somebody who is liked by many
- i. someone who is not afraid of da
- j. someone who only thinks about
- k. someone who is relaxed and hap
accept things
- l. an inactive person who avoids w
- m. someone who behaves in a carin
towards other people
- n. someone who is good at learning
- o. someone who is not clever
- p. someone who is kind and helpful
- q. someone with a lot of common se
and knowledge
- r. someone who is a bit foolish or w
doesn't behave in a serious way
- s. someone who does not talk very
- t. someone who is impolite

Chapter 11 What Does It Look Like?

Table 4.29
Analysis of Activity 6 page 149 chapter 11

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Matching Item Tests.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about describing people's characteristics.
3.	Presence of Example	It does not present the example.
4.	Relevance with 2013 Curriculum	The exercise is describing people's characteristics. It is stated in English basic competence of 2013 curriculum. This exercise is relevant with 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Analyzing

30. Exercise of Activity 7 page 150 chapter 11



Activity 7 |

Choose the correct words to name the characteristics the person possesses.

1. I like to make people laugh. I am....
2. I like to tell people what to do. I am....
3. I don't like to share my food or money with others. I'm....
4. I find it difficult to talk to people I don't know. I am....
5. I'm relaxed and do not get annoyed or upset easily. I am....
6. I like to keep my promises. I am....
7. I don't laugh very often. I like to think a lot. I am....
8. I like to share with others. I like giving my things to my friends. I am....
9. I will defend my friends when they are in trouble. I am....
10. I don't talk much or make much noise. I am....

- a. stingy
- b. loyal
- c. shy
- d. generous
- e. bossy
- f. reliable
- g. easy-going
- h. serious
- i. quiet
- j. funny

Table 4.30

Analysis of Activity 7 page 150 chapter 11

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Matching Item Tests.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about description of people's attitude.
3.	Presence of Example	It does not present the example.
4.	Relevance with 2013 Curriculum	Description about people's attitude is stated in English basic


		competence of 2013 curriculum. This exercise is relevant with 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Understanding

31. Exercise of Activity 11 page 151 chapter 11

Activity 11 | Complete the text with the words in the boxes.

The boy's name is Farhan Raditya, but people call him Radit Infinity. He was (1) _____ in Surabaya in 2001. He is one of the members of Infinity Band.

Radit is a (2) _____ boy. He has two small (3) _____. He has curly, black (4) _____. He has an (5) _____ face. His height is about 150 cm and his weight is 40 kg.



Chapter 11 What Does It Look Like? 151

Radit is a (6) _____ boy. He sings at many events. He also plays roles in some musical dramas. During his (7) _____ time, he likes to play football, futsal, ice skating and tae kwon do. He also likes (8) _____. His favourite food is (9) _____ and of course any food prepared by his mother. Radit likes singing and acting very much, but he is (10) _____ studying subjects at school. Teachers at school love him.


eyes toast reading born spare

handsome oval busy serious hair

Table 4.31
Analysis of Activity 11 page 151 chapter 11

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Completion Item Tests.
2.	Aim of Exercise	The aim of this exercise is to know students' mastery vocabularies.
3.	Presence of Example	It does not present the example.
4.	Relevance with 2013 Curriculum	The passage is about descriptive text. Descriptive text is one of English basic competence of 2013 curriculum. This exercise is relevant with 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Understanding

32. Exercise of Activity 12 page 152 chapter 11




Activity 12 | Read the following text and correct the statements based on the text.

This is Ananda Mirza Iryanti. You can call her Mirza.

Mirza was born in Cirebon, 8 June 2001. She is a student at SMP Negeri 1 Cirebon. She won the Best Dancer award in Cirebon for three consecutive years: 2010, 2011, and 2012. She is a popular dancer there. She always dances perfectly. She practises dancing every day. She started dancing when she was seven years old. She is good at Indonesian traditional dances, especially Jaipong.

In the future, Mirza does not want to be a doctor or an engineer. She wants to be a professional dancer. She wants to master traditional dances.



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BRIGHT 1

1. Mirza is one of the ten best finalists.
2. Mirza won the title of Best Songs in Bogor.
3. Mirza practises dancing twice a week.
4. Mirza is good at modern dances.
5. Mirza wants to be a doctor in the future.

Table 4.32


Analysis of Activity 11 page 151-152 chapter 11

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	True or False Questions.
2.	Aim of Exercise	The aim of this exercise is to know how students can identify the meaning and get the correct information based on descriptive text.
3.	Presence of Example	It presents the example of descriptive text.
4.	Relevance with 2013 Curriculum	The text is about descriptive text. Descriptive text is one of English basic competence of 2013 curriculum. This exercise is relevant with 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	Analyzing

33. Exercise of Activity 13 page 153 chapter 11

Activity 13 | Read the following text and answer questions.

My Grandma



There are five people in my family. There are father and mother, my sister, my grandma, and me.

Grandma is old, about eighty years of age. She is not very tall, about one hundred and fifty centimetres. She is slim because she does not like to eat a lot. Her hair is white and her triangular face is wrinkled, but her eyes always twinkle when they look at you. When I am near her, I can smell the light scent of jasmine.

Grandma is a lovely person. She is nice to me and my sister. She never yells at us. She moves slowly because she has to be careful when walking. She does not talk a lot. She is a quiet person. However, she always tells us interesting stories before we go to bed.

1. How many people are there in the writer's family?
2. How old is the grandma?
3. What does the grandma look like?
4. Why is the grandma slim?
5. What is unique about the grandma?
6. Why does the writer think that her grandma is quiet?
7. Why does the grandma move slowly?
8. What does the grandma smell of?
9. What does the grandma always do before the writer goes to bed?
10. What is the grandma like?

Chapter 11 What Does It Look Like?

Table 4.33

Analysis of Activity 13 page 153 chapter 11

No.	Aspects of Evaluation	Analysis
1.	Type of Reading Exercise	Long-Answer Questions.
2.	Aim of Exercise	The aim of this exercise is to know students' understanding about information based on the text.
3.	Presence of Example	It does not present the text.
4.	Relevance with 2013 Curriculum	The exercise are answering questions about information based

		on descriptive text. This exercise is relevant with 2013 curriculum.
5.	Cognitive Domain of Bloom's Taxonomy	1,2,3 Remembering 4,5,6,7,8,9 Understanding 10 Analyzing

Related to the table above, the composition of the higher order thinking level which consists of analyzing, evaluating, and creating level only gets 10 exercises out of 33 reading questions, the 9 items are analyzing level and 1 (one) item is evaluating level. So, there is no reading questions belong to the creating level.

B. The Relevance of Reading Exercises in “*BRIGHT*” to 2013 Curriculum.

Based on assessment guide of 2013 Curriculum, the researcher analyzed in each reading exercises in “*Bright*”, An English Course Book as follow:

1. The Conformity with Basic Competence

Related to the basic competence of seventh grade, the reading exercises in “*Bright*” course book were suitable with the basic competence.

Table 4.34

The Conformity of Reading Exercises in “*Bright*” Course Book with Basic Competence

Basic Competence	Reading Exercises
3.1 Understanding the spoken text in the form of greeting, leave-taking, thanking, and apologizing for the personal close to others in the school and home	Reading exercises in chapter 1 (<i>Hi, How Are You?</i>) and 2 (<i>Thank You Very Much</i>), are suitable with the basic competence

environment.	3.1.
3.2 Understanding social function, language feature, and generic structure of spoken and written text to introduce self, shortly and simply.	Reading exercises in chapter 3 (<i>Let Me Introduce Myself</i>), suitable with the basic competence 3.2.
3.3 Understanding social function, language feature, and generic structure of spoken and written text to mention day, month, and the name of time of day in the form of number, date, and year.	Reading exercises in chapter 4 (<i>How Many Days Are There in a Week?</i>), suitable with the basic competence 3.3.
3.4 Understanding social function, language feature, and generic structure of spoken and written text to mention identity, shortly and simply.	Reading exercises in chapter 5 (<i>People Around Me</i>), suitable with the basic competence 3.4.
3.5 Understanding social function, language feature, and generic structure of spoken and written text to mention name, kinds of animal, thing, and public building which close to students' daily life. 3.6 Understanding social function, language feature, and generic structure of specific text in the form of label and list.	Reading exercises in chapter 6 (<i>Things at School</i>), 7 (<i>Things in My House</i>), 8 (<i>Things Around Us</i>), 9 (<i>My Favourite Animals</i>), 10 (<i>Describing Things</i>), are suitable with the basic competence 3.5 – 3.9.

<p>3.7 Understanding social function, language feature, and generic structure of spoken and written text to mention characteristics of people, animal, and thing.</p> <p>3.8 Understanding social function, language feature, and generic structure of spoken and written text to mention behavior/attitude/function of people, animal, and thing.</p> <p>3.9 Understanding social function, language feature, and generic structure of specific spoken or written text in the form of instruction, short notice, warning, shortly, and simply.</p>	
<p>3.10 Understanding social function, language feature, and generic structure of spoken or written text in the form of descriptive text, shortly and simply.</p>	<p>Reading exercises in chapter 11 (<i>What Does It Look Like?</i>) suitable with the basic competence 3.10.</p>

2. Variation Types of Reading Exercises

Types of reading exercises are *Matching Item Tests*, *Completion Item Tests*, *Short-Answer Questions*, *Long-Answer Questions*, *Multiple Choice Item Tests*, *True or False Questions*.

The result of reading exercises analysis shows that from 3 reading exercises there are 7 exercises in *Matching Item Tests*, 6 exercises in *Completion Item Tests*, 9 exercises in *Short-Answer Questions*, 7 exercises in *Long-Answer Questions*, 1 exercise in *Multiple Choice Item Tests*, 3 exercises in *True or False Questions*.

From this results show that all the type of reading exercises are covered in “*Bright*” and the most dominant exercises are short-answer questions.

3. In Term of Aim of Exercises

The aims of exercises have been explained clearly in each tables of analysis.

4. In Term of Presence of Example

There are 10 exercises that present the examples, 23 exercises do not present the examples. It means the students have to do the exercises independently without the presence of examples.

5. Six Level of Bloom’s Taxonomy

There are 6 components of Bloom’s Taxonomy, they are *Remember*, *Understand*, *Apply*, *Analyze*, *Evaluate*, *Create*. Here are the accomodating six level of Bloom’s Taxonomy in reading questions:

Table 4.35

The Composition of Higher Order Thinking Skill in Reading Questions

No.	Higher Order Thinking Level	Reading Questions	Total Score
1.	Analyze	10	$10/70 \times 100 = 14\%$
2.	Evaluate	1	$1/70 \times 100 = 1,3 \%$
3.	Create	0	$0/70 \times 100 = 0\%$
Total		11	$11/70 \times 100 = 16\%$

The table above shows that from total 70 reading questions in the course book, the analyze skill obtains 10 questions or 14% while the

evaluate skill obtains 1 items questions or 1,3% and there is no reading question belongs to create skill. Moreover, the following example of the reading questions based on their each skill, here are the reading questions of analyze and evaluate skill:

a. Analyze

Exercise of activity 8 page 82 chapter 6

Short-Answer questions: *Look at the following pictures. Which one is Zakiya's school? Why?*

b. Evaluate

Exercise of activity 5 page 131 chapter 10, question number 5

Long-Answer questions: *Read the following text to answer the questions. (Does Firman like Sam or not? How do you know?)*

Table 4.36

The Composition of Lower Order Thinking in Reading Questions

No.	Higher Order Thinking Level	Reading Questions	Total Score
1.	Remember	18	$18/70 \times 100 = 26\%$
2.	Understand	41	$41/70 \times 100 = 59\%$
3.	Apply	0	$0/70 \times 100 = 0\%$
Total		59	$59/70 \times 100 = 84\%$

The table above shows that from total 70 reading questions in the course book, the remember skill obtains 18 questions or 26% while the understand skill obtains 41 items questions or 59% and there is no reading question belongs to apply skill. Moreover, the following example of the reading questions based on their each skill, here are the reading questions of remember and understand skill:

a. Remember

Exercise of activity 7 page 45 chapter 4

Multiple choice items: *Pay attention to the following timetable. Then choose the best answers to the following questions.*

b. Understand

Exercise of activity 3 page 123 chapter 9 questions number 1 and 8

Long-Answer questions:

1. *What is the text about?*
8. *What is the purpose of the text?*

However, the surprising result shows that there is no reading questions among 70 questions in the *Bright* course book which belong to the create skill and apply skill. Thus, reagrding with composition of the higher order thinking, it obtains 16% so it gets lower composistion than the lower order thinking skill which obtains 84%.

CHAPTER V

CONCLUSION AND SUGGESTION

In the previous chapters, the researcher had discussed about the introduction of the study, the review of related literature, the method of the research, the analysis, and the result. This final chapter presented the conclusions and suggestions were derived from analyses and discussions which had conducted in the previous chapter of the study.

A. Conclusion

Based on the analysis in "*Bright*", an English Course Book for Junior High School 7th Grade published by Erlangga, the researcher concludes that:

1. In term of the composition of the higher order thinking skill in reading questions of reading exercise

There are 70 (seventy) reading questions from 33 (thirty three) reading exercises. From those reading exercises, there are 11 reading questions that included in higher order thinking skill, 59 reading questions included in lower order thinking skill. In the analyze level of higher order thinking skill there are 10 reading questions, for the evaluate level obtains only 1 (one) questions and create level are not exist in the reading questions. The lower order thinking skill obtains 59 questions. For remember level there are 18 questions, for the understand level there are 41 questions, and for the apply level are not exist in the reading questions.

Additionally, the composition of higher order thinking skill looks like:

- the analyze level gets the highest number by obtaining 10 of 70 questions or 14 %.
- the evaluate level obtains 1 of 70 questions or 1,3%, and
- the create level, the most critical thinking skill, obtains null composition.

The data showed that composition of the higher order thinking skill is lower than the distribution of lower order thinking skill. It concludes that the important of the higher order thinking skill is not properly treated and practiced by the reading exercises in the “*Bright*”, an English course book, particularly by the evaluating and creating skill which not exist in the reading exercises

2. In term of relevance with curriculum

In term of relevancy with 2013 Curriculum, the researcher can conclude that reading exercises in “*Bright*” an English Course Book for Junior High School 7th Grade published by Erlangga is relevance with the 2013 Curriculum because all of 33 reading exercises from 12 units are conform the basic competence 2013 Curriculum of Junior High School 7th Grade.

In the types of reading exercises, the researcher found that from 33 reading exercises there are 7 exercises in Matching Item Tests, 6 exercises in Completion Item Tests, 9 exercises in Short-Answer Questions, 7 exercises in Long-Answer Questions, 1 exercise in Multiple Choice Item Tests, 3 exercises in True or False Questions. From this results show that all the type of reading exercises are covered in “*Bright*” and the most dominant exercises are short-answer questions.

For the next aspect, in term of presence the example, the researcher found that there are 10 reading exercises provides an example, while there are 23 reading exercises does not provide an example. It means the students have to do the exercises independently without the presence of examples.

The last aspect is the aim of each reading exercises that has been explained clearly in each tables of the reading exercises. It is seen from the instruction.

B. Suggestion

In this occasion, the researcher would like to give some suggestions that might be useful for the teachers, students, and everyone who read this study:

1. The English teachers need to evaluate the content of the course book whether or not the materials and the exercises in the course book are appropriate for the students' need and level.
2. The English teachers should not too rely on and take for granted the content of the course book. It is better to adapt rather than to adopt the material because the one who knows the best for the students is the teacher himself.
3. The author of the course book and the English teacher needs to be generate a more complete range of educational objectives which involve cognitive processes that go beyond the lower order thinking skill by enriching some exercises which could train the students to have the higher order thinking skill.
4. The teachers should also encourage the students to train their higher order thinking skill outside the school so that their critical thinking skill could be better.
5. The readers of this study are hoped to get some references or perspectives about the course book selection, about the reading problem, and the importance of the higher order thinking skill in the educational or the social life.

C. Closing

Alhamdulillah, all praise to Allah. Finally this study can be finished and the researcher realizes that this paper is far from category of perfect. Therefore, the constructive critics and advices are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for us. Amiin

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Appendices

APPENDIX 1

Course Book Profile

- | | |
|-------------------|---|
| 1. Title | : BRIGHT An English Course
Book for Junior High School
Students |
| 2. Author | : Nur Zaida |
| 3. Editors | : Yuniar Widiastuti
E. Tiyas Utami
Dwi Wahyu Priyanto |
| 4. Cover Designer | : Tiara Gustian Roswati |
| 5. Press | : PT. Gelora Aksara Pratama |
| 6. Publisher | : Erlangga |
| 7. Year | : 2016 |
| 8. Grade | : 7 th |

APPENDIX 2


Reading Exercises on *BRIGHT*

1. Exercise of Activity 9 page 34 Chapter 3 (Let Me Intriduce Myself)

Activity 9 | Edward is introducing himself in front of the class. Read it aloud and answer the following questions.

Hi! My name is Edward. My friends call me Ed. I'm 12 years old. My hobby is skateboarding. I want to be your friend.

Short answer

 Clipart

1. Who is the boy?


2. Underline a sentence giving the boy's nickname.

3. How old is he?


4. What is his hobby?

5. Why did he introduce himself?

2. Exercise of Activity 9 page 65 Chapter 5 (People Around Me)


 **Activity 9** | Look at the following cards. Discuss the following questions in pairs.

MOKENA
COMMUNITY PUBLIC LIBRARY DISTRICT

 **LIBRARY CARD**

Name : Jane Doe
Age : 15
Address : 444 Barker street
Randwick NSW


PurrFect ID Card

 Jessica Malone
162-10 Jamaica Ave.
Jamaica, NY 11432

Sex: Female Hair: Brown
Eyes: Brown Weight: 80 lbs
Height: 4'1"
Note: Allergic to peanut butter

Chapter 5 People Around Me **65**


CANAL ZONE SCHOOL SWIMMING CLUB

 Name : Ivan Aldo S.
Sex : Male
Age : 13
Address : 48 Soekarno Hatta
Street
Occupation : Student
Expiry Date : 12/12/2016


Clipart

1. Do you know what these are?
2. Do you have any? Mention them.
3. What information can you find on those cards?
4. Can you think of other cards containing personal information?
What are they?

3. Exercise of Activity 3 page 123 Chapter 9 (My Favourite Animals)

 **Activity 3** | Read the text. Then answer the questions.

Hero, My Pet



This is Hero, my pet. It is a green iguana, but its name doesn't represent its colours. It is brown with a faint black band around its tail. Hero is 40 cm long and about 2.5 kg.

It likes vegetables very much. Hero eats water spinach, carrots, cucumbers and other vegetables. I sometimes give Hero some small insects. They are good for Hero's bones, so it won't suffer from osteoporosis.

Hero looks like a little dragon. It has scales on some parts of its body. It also has strong legs. They are useful for swimming and climbing trees.

1. What is the text about?
2. What is the pet?
3. What is the name of the pet?
4. What is the colour of the pet?
5. What does paragraph two tell us about?
6. Why does the pet need to eat insects?
7. What are the functions of the pet's strong legs?
8. What is the purpose of the text?
9. What are the language features of the text?
10. How is the text organized?

Chapter 9 My Favourite Animals

123

4. Exercise of Activity 2 page 131 Chapter 10 (Describing Things)


beautiful

Activity 2 | Read the following text and decide whether the statements are true (T) or false (F).

My New Backpack

I have a new backpack. Its colour is soft green. I always take it when I go to school. It is made of strong fabric.

There are some parts in my backpack. The first part is the pocket. I put my money and my library card in the pocket. The second part is the main part. I put my books and pencil case in this part. The third part is a small pocket at the left side of the backpack. I keep a bottle of water in this pocket.



1. Hendrik always uses the backpack when he goes to school. _____

2. The backpack is made of plastic. _____


3. The backpack has four parts. _____

4. Hendrik puts his bottle in the main part. _____

5. Hendrik puts his library card in the first part. _____

Chapter 10 Describing Things 131

5. Exercise of Activity 5 page 131 Chapter 10 (Describing Things)


 **Activity 5** | Read the following text to answer the questions.

My Sam

This is my robot. His name is Sam.

Sam has two arms, three round eyes, two ears and an antenna on his head. He is tall and handsome and made of metal. Sam wears a black tuxedo. He walks fast, though he has only one leg.

Sam is a helpful robot. He plays with me and helps mum serve meals.




Publisher's Document

Chapter 10 Describing Things **13**

1. Who is Sam?
2. What are his characteristics?
3. What does he wear?
4. Why does Firman say that Sam is a helpful robot?
5. Does Firman like Sam or not? How do you know?


6. Exercise of Activity 11 page 151-152 Chapter 11 (What Does It Look Like)

 **Activity 12** | Read the following text and correct the statements based on the text.

This is Ananda Mirza Iryanti. You can call her Mirza.

Mirza was born in Cirebon, 8 June 2001. She is a student at SMP Negeri 1 Cirebon. She won the Best Dancer award in Cirebon for three consecutive years: 2010, 2011, and 2012. She is a popular dancer there. She always dances perfectly. She practises dancing every day. She started dancing when she was seven years old. She is good at Indonesian traditional dances, especially Jaipong.


In the future, Mirza does not want to be a doctor or an engineer. She wants to be a professional dancer. She wants to master traditional dances.




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1. Mirza is one of the ten best finalists.
2. Mirza won the title of Best Songs in Bogor.
3. Mirza practises dancing twice a week.
4. Mirza is good at modern dances.
5. Mirza wants to be a doctor in the future.

7. Exercise of Activity 13 page 153 Chapter 11 (What Does It Look Like)

 **Activity 13** | Read the following text and answer questions.

My Grandma



There are five people in my family. There are father and mother, my sister, my grandma, and me.

Grandma is old, about eighty years of age. She is not very tall, about one hundred and fifty centimetres. She is slim because she does not like to eat a lot. Her hair is white and her triangular face is wrinkled, but her eyes always twinkle when they look at you. When I am near her, I can smell a slight scent of jasmine.

Grandma is a lovely person. She is nice to me and my sister. She never yells at us. She moves slowly because she has to be careful when walking. She does not talk a lot. She is a quiet person. However, she always tells us interesting stories before we go to bed.

1. How many people are there in the writer's family?
2. How old is the grandma?
3. What does the grandma look like?
4. Why is the grandma slim?
5. What is unique about the grandma?
6. Why does the writer think that her grandma is quiet?
7. Why does the grandma move slowly?
8. What does the grandma smell of?
9. What does the grandma always do before the writer goes to bed?
10. What is the grandma like?

Chapter 11 What Does It Look Like?

APPENDIX 3

The Analysis Card

Level	Key Words
Remember: Recall data or information from long-term memory. This level emphasizes on recognizing and recalling.	Define, describe, identify, label, list, match, name, outline, recall, recognize, reproduce, select, state
Understand: Determine the meaning, translation, and interpretation of instructions and problems. This level emphasizes on grasping the meaning, interpreting, classifying, comparing, explaining, and summarizing.	Comprehend, convert, defend, distinguish, estimate, explain, extend, generalize, give examples, interpret, paraphrase, predict, rewrite, summarize, translate
Apply: Use a concept in a new situation or unprompted use of an abstraction. This level emphasizes on the ability to recognize, execute, and implement a form or a pattern as a means of understanding.	Apply, change, compute, construct, demonstrate, discover, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, use.
Analyze: Separate material or concepts into component parts so that its organizational structure may be understood. This level emphasizes on detection of the relationships of the parts and of the way they are organized. It involves differentiating, organizing, and attributing.	Analyze, break down, compare, contrast, diagram, deconstruct, differentiate, discriminate, distinguish, identify, illustrate, outline, relate, select, separate.
Evaluate: Make judgments about the value of ideas or materials based on the criteria and standards. It emphasizes on checking and giving critiques about an idea or value.	Appraise, compare, conclude, contrast, criticize, critique, defend, describe, discriminate, evaluate, explain, interpret, justify, relate, summarize.
Create: Build a structure or pattern from diverse elements. Put parts together to form a whole, with	Categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, rearrange,

emphasis on creating a new meaning or structure. This category involves generating, planning, and producing.	reconstruct, relate, reorganize, revise, rewrite, summarize, tell, write.
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Appendix 4

Components of Competences

Core Competence	Basic Competence
1. Respecting and comprehending their religion.	Thanking God for the opportunity to learn English International Language.
2. Respecting and comprehending honest behavior, discipline, responsible, care (tolerance, cooperation), polite, confidence, in interacting effectively to social environment and nature in society network and its existence.	<p>2.1 Respecting the polite and care behavior in conducting interpersonal communication with teachers and friends.</p> <p>2.2 Respecting the honest behavior, discipline, confidence, and responsible in conducting transactional communication with teachers and friends.</p> <p>2.3 Respecting responsible behavior, care, cooperation, and peaceful, in conducting functional communication.</p>
3. Understanding knowledge (factual, conceptual, and procedural) based on the students' curiosity about knowledge, technology, art, culture related to a phenomenon and a fact.	<p>3.1 Understanding the spoken text in the form of greeting, leave-taking, thanking, and apologizing for the personal close to others in the school and home environment.</p> <p>3.2 Understanding social function, language feature, and generic structure of spoken and written text to introduce self, shortly and simply.</p>

Core Competence	Basic Competence
	<p>3.3 Understanding social function, language feature, and generic structure of spoken and written text to mention day, month, and the name of time of day in the form of number, date, and year.</p> <p>3.4 Understanding social function, language feature, and generic structure of spoken and written text to mention identity, shortly and simply.</p> <p>3.5 Understanding social function, language feature, and generic structure of spoken and written text to mention name, kinds of animal, thing, and public building which close to students' daily life.</p> <p>3.6 Understanding social function, language feature, and generic structure of specific text in the form of label and list.</p> <p>3.7 Understanding social function, language feature, and generic structure of spoken and written text to mention characteristics of people, animal, and thing.</p> <p>3.8 Understanding social</p>

Core Competence	Basic Competence
	<p>function, language feature, and generic structure of spoken and written text to mention behavior/attitude/function of people, animal, and thing.</p> <p>3.9 Understanding social function, language feature, and generic structure of specific spoken or written text in the form of instruction, short notice, warning, shortly, and simply.</p> <p>3.10 Understanding social function, language feature, and generic structure spoken or written text in the form of descriptive text, shortly and simply.</p> <p>3.11 Understanding the message in the song.</p>
<p>4. Trying, processing and presenting in the concrete domain (using, explaining, analyzing, modifying, and making) and abstract domain (writing, reading, counting, drawing and composing) based on learned in school and the same other sources in point of view/theory.</p>	<p>4.1 Arranging spoken text to express and respond greeting, leave taking, thanking, apologizing contextually right.</p> <p>4.2 Arranging spoken and written text to express and respond introduction self, shortly and simply by paying attention to social function, language feature, and generic structure contextually right.</p>

Core Competence	Basic Competence
	<p>4.3 Arranging spoken and written text to mention day, month, and the name of time of day in the form of number, date, and year contextually right.</p> <p>4.4 Arranging spoken and written text to mention identity, shortly and simply by paying attention to social function, language feature, and generic structure contextually right.</p> <p>4.5 Arranging spoken and written text to mention name, kinds of animal, thing, and public building which close to students' daily life contextually right.</p> <p>4.6 Arranging written text to make label and lists contextually right.</p> <p>4.7 Arranging spoken and written text to mention characteristics of people, animal, and thing contextually right.</p> <p>4.8 Arranging spoken and written text to mention behavior/attitude/function of people, animal, and thing contextually right.</p> <p>4.9 Arranging specific spoken or written text</p>

Core Competence	Basic Competence
	<p>in the form of instruction, short notice, warning, shortly and simply by paying attention to social function, language feature, and generic structure contextually right.</p> <p>4.10 Getting meaning spoken or written text in the form of instruction, short notice, and warning.</p> <p>4.11 Arranging spoken or written text in the form of descriptive text, shortly and simply by paying attention to social function, language feature, and generic structure contextually right.</p> <p>4.12 Getting meaning spoken or written text in the form of descriptive text contextually right.</p> <p>4.13 Getting meaning in the song.</p>

CURRICULUM VITAE

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A. Education

1. SD Negeri Tambakharjo Semarang (2001-2007)
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4. UIN Walisongo Semarang (2013-2018)

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