READING COMPREHENSION QUESTIONS IN HIGH SCHOOL EFL TEXTBOOK BASED ON REVISED BLOOM'S TAXONOMY

THESIS

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



by:

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Wassalamu'alaikumWr. Wb

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MOTTO

وَذَا النُّوْنِ اِذْ ذَّهَبَ مُغَاضِبًا فَظَنَّ اَنْ لَّنْ نَقْدِرَ عَلَيْهِ فَنَادَي فِي الظُّلُمُتِ اَنْ لَّ اللهَ اللهُ وَنَجَيْنُهُ مِنَ الْغَلِّ اللهَ اللهُ وَنَجَيْنُهُ مِنَ الْغَلِّ اللهُ وَنَجَيْنُهُ مِنَ الْغَلِّ وَكَالُكُ وَنَجَيْنُهُ مِنَ الْغَلِّ وَكَالُكُ نُنْجِي الْمُؤْمِنِيْنَ ٨٨ (الانبيآء/21: 87-88)

English Sahih Internasional

87. And [mention] the man of the fish, when he went off in anger and thought that We would not decree [anything] upon him. And he called out within the darknesses, "There is no deity except You; exalted are You. Indeed, I have been of the wrongdoers."

88. So We responded to him and saved him from the distress. And thus do We save the believers. (Al-Anbiya'/21:87-88)¹

DEDICATION

¹Lajnah Pentashihan Mushaf Al-Qur'an, 'Quran Kemenag in Microsoft Word' (Indonesia: Ministry of Religious Affairs, 2021)

This writing project is fully dedicated to:

- 1. Dr. KH. Ahmad Ismail, M.Ag., M.Hum. as the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
- 2. Sayyidatul Fadlilah, S.Pd., M.Pd. as the Head of English Language Education Department.
- 3. Nadiah Ma'mun, M.Pd. as the guardian lecturer who has guided me on undertaking the study from the beginning semester until the end.
- 4. Sayyidatul Fadhlilah, S.Pd., M.Pd. as the advisor. Words cannot express how grateful I am for being patience and for helpful advices, guidance, and encouragement in composing this final project.
- 5. All lecturers of English education department

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- 2. Sayyidatul Fadhlilah, S.Pd., M.Pd. as the Head of English Language Education Department and also the advisor. Words cannot express how grateful I am for being patient and for helpful advice, guidance, and encouragement in composing this final project.
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- 5. My older sister, Aminatul Munawaroh, my younger brother, Muhammad Abdurrohim, and my lovely grandmother, Sumarti.
- 6. Last but not least, I want to thank you myself for never quitting.

The researcher realizes that this thesis is still far to be perfect; therefore, constructive suggestions and criticism are needed to make it perfect. The researcher hopes this thesis can be helpful for the improvement of English teaching-learning.

Semarang, 28 December 2022 The Writer,

Fathimatus Sa'diyah

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ABSTRACT

Title : Analysis of Reading Comprehension Questions in the

English Textbook "Work in Progress for High School

Class X" Based on Revised Bloom's Taxonomy

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This study aimed to analyze the level of questions in the reading comprehension questions of English textbooks for senior high school class X Merdeka Curriculum. The Revised Bloom's taxonomy was used to classify the questions into two categories: low-order thinking skills (such as remembering, understanding, and applying) and high-order thinking skills (such as analyzing, evaluating, and creating). The data was collected and then converted into percentages and frequencies to show how often each level of thinking appeared in the questions. The findings indicate that 38% of the questions focused on low-order thinking skills, while 64% focused on high-order thinking skills. Furthermore, the questions in the English textbooks were mostly focused on the analyzing level, a higher-order thinking skill. Based on this, the conclusion is that reading comprehension questions in the English textbook for high school students in class X are frequently classified as high-level questions requiring higher-order thinking skills.

Keywords: Analysis, Bloom's taxonomy, Thinking skill.

CHAPTER I INTRODUCTION

In this chapter, the researcher presented the background of the study, the limitation of the study, the objective of the research, the research question, and the significance of the research.

A. Background of Study

The rapid changes now affect all aspects of life, particularly teaching and educating English. Change always demands adjustment, which applies to the curriculum and learning resources, including textbooks. Van de Ham and Heinze (2018) emphasize that textbooks should be considered a significant covariate in educational research and that choosing a textbook is an important part of teaching.²

Textbooks are intentionally designed and written to be the main, or even the exclusive, reference and written learning source for the students in a specific subject. Hence, an effective English textbook must have a variety of exercises that provide students with opportunities to practice and extend their language skills (Said, 2018).³

The Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia designed and implemented the Merdeka Curriculum. Part of implementing the curriculum is the provision of learning resources in the form of

²Ann Katrin van de Ham and Aiso Heinze, 'Does the Textbook Matter? Longitudinal Effects of Textbook Choice on Primary School Students' Achievement in Mathematics', *Studies in Educational Evolutional*, 59 (2018), 133-40 https://doi.org/10.1016/J.STUEDUC.2018.07.005, page 140.

³Mashadi Said 'Assessing EFL Textbooks for Indonesian High School Students' 5.7 (2018) 358-73, page 366.

textbooks that support the achievement of curriculum goals through teaching materials and learning activities.

In accordance with the directives of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, the six dimensions of student profiles Pancasila, namely, 1) have faith, fear God Almighty and noble, 2) independent, 3) critical reasoning, 4) creative, 5) work together, and 6) global diversity, used as a reference for the preparation of the English textbook.

Specifically and explicitly developed characters by learning English are to reason independently, critically, and creatively. These three points are interpreted as high-level thinking skills, namely logical, critical, creative thinking, and problem-solving skills independently.

In English textbooks, reading is a significant part that stimulates thinking skills. In recent times, a student's achievement in learning English is still measured by their ability to pass the final exam, known as the Ujian Nasional (UN).

Similar to this case, Kam, and Wong's (2003) research show that on implementation, learning was focused on reading abilities rather than listening, speaking, or writing, despite the fact that English has been taught as a foreign language in junior and senior high schools since 1967.⁴

At this point, one of the best ways to support students in mastering their reading skills is to practice the exercises or questions after reading a text. By doing the exercises and questions, students should think critically and use different levels of thinking in order to get the whole comprehension. Higher

⁴Kam H.W and Wong Ruth (Ed), *English Language Teaching in East Asia Today: Changing Policies and Practices* (Singapore: Times Academic Press, 2003), page 32.

Order Thinking Skills (HOTS) questions are highly recommended in various forms of classroom assessment and School Examination.

The questions after reading in English textbook are beneficial to developing concepts, building background, clarifying reasoning processes, and even leading students to a higher level of thinking. Research conducted by Cerdan et al. (2009) indicated that high-level questions facilitated deep comprehension.⁵

However, some problems are found in the textbooks used for the students: the textbooks are not covered sub-levels of reading questions, more reading questions in the lower level of reading questions, and a few in the higher level of reading questions, so it should be balanced with the lower level of reading questions. There is more form in wh-question than in other forms; wh-question has yet to cover all sublevels of reading questions and more wh questions at the lower level of reading questions (Fitria et al., 2014).

Moreover, a study by Kwok Hung Lau et al. (2018) showed that according to the new Bloom's taxonomy, the majority of the sampled textbook learning resources are only adequate for low-order to middle-order learning. In general, they are poorly constructed to promote high-order learning involving sophisticated cognitive processes, such as evaluating and

⁵Raquel Cerdán and others, Impact of Question-Answering Tasks on Search Processes and Reading Comprehension, *Learning Instruction*, 19.1 (2009), 13-27 https://doi.org/10.1016/J.LEARNINSTRUC.2007.12.003, page 13-27.

⁶Elan Fitria, Hermawati Syarif, and Refnaldi, 'An Analysis of Reading Comprehension Questions in Textbooks "English Text in Use and Look Ahead" for Senior High School Grade X', *Journal Language Teaching and Learning*, Volume 2. No 2 (2014), page 2.

creating, which require extensive interaction and collaboration among students and teachers in a learning environment.⁷

Test questions in English textbooks should be examined to ensure higher levels of questions are being asked. In short, taxonomy is a valuable guide for constructing questions on various thinking levels and judging questions already created. Bloom's Taxonomy of thinking is a well-known and pretty category among educators of cognitive processes related to learning. It is applicable to language subjects, as the focus is to cater to students' understanding of comprehension questions in the reading part.

Surah Al Hujurat verse 6 explains the importance of researching some information or news that comes so that the meaning and interpretation of the information are not mistaken. As Allah in His word in Surah Al Hujurat, verse 6:

English Sahih Internasional

6. O you who have believed, if there comes to you a disobedient one with information, investigate, lest you harm a people out of ignorance and become, over what you have done, regretful. (Al-Hujurat/49:6)⁸

The verse explains, based on the principles of *tabayyun*, all forms of information, whether news or any state, need to be

⁷Kwok Hung Lau and others, 'The Role of Textbook Learning Resources in E-Learning: A Taxonomic Study, Computer & Education', 118 (2018), 10-24.

⁸Lajnah Pentashihan Mushaf Al-Qur'an, 'Quran Kemenag in Microsoft Word' (Indonesia: Ministry of Religious Affairs, 2021)

examined and studied (Mohamad & Isa, 2022). In this context, reading comprehension questions in English textbooks need to be analyzed if it meets the quality criteria based on Revised Bloom's Taxonomy theory.

In summary, it is believed that analyzing reading comprehension questions in English textbook using Revised Bloom's Taxonomy is important because by analyzing the reading comprehension questions, the existence of thinking-level questions in the reading comprehension of English textbooks can be better understood. It is necessary to determine whether the comprehension questions cover all the levels of thinking based on Revised Bloom Taxonomy.

It is relevant because the result of this research may help a school in selecting a suitable English textbook, and it can support the students in English language learning. The researcher decided to analyze the English Textbook "Work in Progress for High School Class X".

The reason the researcher chose the textbook is that this book was written by the government of Indonesia, and the Textbook employs the newest Merdeka Curriculum of English subject. Hopefully, the result of this research can be some good information for the government of Indonesia in developing a suitable textbook for students in this 21st century.

⁹Nor Musrifah binti Mohammad and Nurul Husna binti Mat Isa, 'The Principles of Tabayyun According to the Qur'an Solutions to the Challenges and Life of the Social Media', *Al-Burhan Journal of Qur'an and Sunnah Studies*, 6.1 (2022), 1-14 https://journals.iium.edu.my/al-burhan/index.php/al-burhan/article/view/260>.

B. Limitation of the Study

Based on the background of this study, this research limited only the reading comprehension questions found in Textbook "English: Work in Progress for High School Class X". There are many skills in the textbook, but the researcher focuses on reading skills. especially only reading comprehension questions based on Revised Bloom's Taxonomy.

C. Research Question

In line with the objective of the research, the research question focused on :

- 1. How do the low order thinking skills (LOTS) exist in the reading comprehension questions of High School EFL Textbook (Work in Progress Class X)?
- 2. How do the higher order thinking skills (HOTS) exist in the reading comprehension questions of High School EFL Textbook (Work in Progress Class X)?

D. Objective of the Research

- 1. To explain the low order thinking skills (LOTS) exist in the reading comprehension questions of of High School EFL Textbook (Work in Progress Class X) Based on Revised Bloom's Taxonomy.
- 2. To explain the high order thinking skills (HOTS) exist in the reading comprehension questions of of High School EFL Textbook (Work in Progress Class X) Based on Revised Bloom's Taxonomy.

E. Significance of The Research

The research about an analysis of reading comprehension questions using Revised Bloom's Taxonomy on the English Textbook "Work in Progress for High School Class X" hopefully, will give contributions to English learning; they are:

1. Theoretical Significance

This research is expected to give additional information to the readers, especially in understanding the level of reading comprehension questions in the English Textbook "Work in Progress for High School Class X" Based on Revised Bloom's Taxonomy.

2. Practical Significance

The result of this research is expected to be helpful for these contributions:

a. For English teachers

This research provided English teachers with the thinking level of reading comprehension questions in the EFL Textbook "Work in Progress for High School Class X." The result of the study can significantly contribute to teachers. Teachers can improve their methods and practices relating to the language skills in question by being aware of the level of reading comprehension questions in the textbook. The analysis of reading comprehension questions can contribute to the teachers gaining valuable insights into the nature of questions. Moreover, teachers can utilize the results of guide for teaching study as a comprehension because they are already familiar with the level of thinking in the textbook.

b. For school

The result of this research can be used as a reference for the thinking level of reading comprehension in the EFL Textbook "Work in Progress for High School Class X." Furthermore, the school can use this research to identify better references for English textbooks that can be applied in the teaching and learning process to enhance the school's quality.

c. For another researcher

The researcher hopes that this research can inspire other researchers to conduct further research about the thinking level of reading comprehension in English textbooks. The result of this research is expected to be useful for other researchers as a reference in conducting similar research.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presented three main points: theoretical review, previous study, and conceptual framework covering several theories regarding analyzing reading comprehension questions in the English Textbooks.

A. Theoretical Review

1. Textbook

This theory goes to highlights four points that classify precisely (i) what textbook defines, (ii) the use of textbook, (iii) criteria of a good textbook, and (iv) the description of Textbook "English: Work in Progress for High School Class X."

i. Definition of Textbook

Three factors influence teaching and learning: teachers, students, and teaching materials. Related to teaching materials, Susetyo (2010) argues that teaching materials are a set of materials, both in written and oral form, which are arranged systematically to create an environment and atmosphere that allows students to learn. Textbooks are teaching materials that start from an idea, thoughts, messages, experiences, knowledge, and even the imagination of someone who wants to convey it to others.¹⁰

According to Graves (2000), a textbook is a stimulus or instrument for teaching and learning.¹¹ Textbooks are a favorite source of reading in the educational area, especially in the

¹⁰Budi Susetyo, *Statistics for Research Data Analysis* (Bandung: Refika, 2010), page 153.

¹¹Kathleen Graves, *Designing Language Courses: A Guide for Teachers* (Boston: Heinle & Heinle, 2000), page 175.

classroom or school. Moreover, a textbook is helpful because most goals and aims have already been prepared in practice sets. In conclusion, textbooks contain descriptions of materials about specific subjects or fields of study, which are compiled systematically and have been selected based on a particular purpose, orientation, learning, and student need.

In Indonesia, using a textbook is necessary for every school to support the learning process. As stated in the regulations of the Minister of Education no. 11 of 2005 Article 8, teachers can recommend students who can have textbooks. This means that the government calls for each student to have a textbook to achieve the learning process (Rahmawati, 2018).¹²

ii. Criteria of Good Textbook

The textbook plays an important role in teaching and learning. A good textbook should provide a valuable resource for teachers, course designers, and students learning English (Gak, 2011).¹³

To determine how a textbook is categorized as of good quality, the researcher provides some criteria from the experts. Greene and Petty (1971) have compiled ten criteria for assessing textbooks. If the textbook meets the ten criteria proposed, it can be of good quality. Criteria filled with textbooks that are classified as good quality, including:

1. The textbook must be interesting and attractive to the students. So they will be interested in using textbooks.

¹²Linda Rahmawati, 'A Content Analysis of The English Textbook "Primary English as a Second Language' (Sunan Ampel State Islamic University Surabaya, 2018), page 7.

¹³Dragana M. Gak, 'Textbook – An Important Element in the Teaching Process', *Metodicki* Vidici, 2.2 (2011), 78-82 https://doaj.org/article/1792f8e3edd84b958b1dff997fdc1f43.

- 2. The textbook must be able to motivate the students.
- 3. The contents of the textbook must be illustrative.
- 4. The textbook should consider the linguistic aspect. So, it will be suitable for the student's ability.
- 5. The textbook's contents must be related to the other branch of science.
- 6. The textbook must stimulate the personal activity of the students.
- 7. The textbook's contents must be written clearly to avoid the children being confused about using the textbook.
- 8. The textbook must have a clear point of view because it will be the student's point of view.
- 9. The textbook must balance and emphasize the students' values.
- 10. The textbook must be able to respect individuals' differences. 14

Textbooks fulfill many functions; their role is many-sided, both in relation to teachers, students, and parents as well as to society. However, it is crucial to become aware of the role textbooks play in the support of students' learning. (Sikorová & Bagoly-Simó, 2021).¹⁵

In the educational system of Indonesia, textbooks are the most critical components of the Curriculum. The National Education Department produces the content, methods, and classroom teaching and learning procedures. They also give teachers a curriculum to follow when instructing a certain subject. In Indonesia, textbooks are designed by authorized publishers by the

¹⁴Harry A. Greene and Walter T. Petty, 'Developing Language Skills in Elementary Schools. 5th Edition.' (Allyn and Bacon, Inc. 470 Atlantic Avenue, Boston, Massachusetts 02210, 1975), page 545.

¹⁵Zuzana Sikorova and Peter Bagoly-Simo, Teaching as a Medium: Impulses from Media Studies for Research on Teaching Materials and Textbook in Educational Sciences', *Textbook and Educational Media: Perspectives from Subject Education*, 2021, 1-22 https://doi.org/10.1007/978-3-030-80346-9_1>.

most recent Curriculum. As soon as a newly conceived curriculum is introduced by the National Education Department of Indonesia, several competing publishers hire experienced instructional material writers to design or develop new textbooks that match the Curriculum.

It is crucial to evaluate the textbook to determine whether the textbook used meets the criteria for a good book. By analyzing the textbooks, teachers can get factual knowledge about evaluative textbooks' positive and negative aspects. This meaningful data support identifying and meeting the needs of teachers and students.

This significant data assists in determining the requirements of teachers and students. Examining and evaluating the textbook is critical to decide whether or not it is good enough to use the material again and which tasks are helpful and which are not.

The importance of evaluation is necessary and vital. Knowing this can help the teacher to present the material to the students better and more efficiently.

Textbook evaluation has become an essential practice in the field of teaching. To conduct an evaluation process, it is crucial to use a suitable model and appropriate criteria (Ahmadi & Derakhshan, 2016).¹⁶

iii. EFL Textbook "Work in Progress for High School Class X"

The COVID-19 pandemic has significantly changed almost all aspects of life, including general education and teaching English.

¹⁶Azam Ahmadi and Ali Derakhshan, 'EFL Teachers' Perceptions towards Textbook Evaluation', *Theory and Practice in Language Studies*, 6.2 (2-16), 260. https://doi.org/10.17507/tpls.0602.06>.

Indeed, English education and teaching face the challenges caused by the pandemic and the challenge of equipping students with the knowledge and ability to access, use and interpret texts that use different modes to convey messages. This ability, multimodal literacy, is believed to be an important feature of this century. Multimodal literacy is the literacy our students need to be exposed to and master to participate and contribute to their surroundings.

Responding to this challenge, the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia designed and implemented the Merdeka Curriculum. Part of implementing the Curriculum is the provision of learning resources in the form of textbooks that support the achievement of curriculum goals through teaching materials and learning activities that are not only interesting and fun but also equip students with the knowledge and abilities needed today.

The primary textbook is one source of learning for academic units. As for reference, the drafting of the primary textbook is the Manual Implementation Curriculum in the context of Learning Recovery stipulated by the Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 Dated 10 February 2022, and Learning Outcomes in Early Childhood Education, Basic Education Level and Secondary Education Level on the Independent Curriculum established by Decree Head of Education Standards, Curriculum and Assessment Agency Number 008/H/KR/2022 dated 15 February 2022.

This Textbook has been designed to help students learn the English students need at present. The preparation and selection of the materials have been based on the learning objective set in accordance with the Curriculum.

"Work in Progress for High School Class X" is the title of the English Textbook that analyzed by the researcher. The textbook authors are Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih. The editor of the course book is MA. Czarina Gemzon Espiritu.

The contents of the textbook "Work in Progress for High School Class X" have the same purpose as learning a language in general. The goal is in the form of language skills, including listening, reading, speaking, and writing in English. These four skills form the basis for a student to determine the understanding and use of English.

Additionally, the textbook employs the newest Merdeka Curriculum of English subjects. This textbook consists of 6 Chapters and 182 pages. More details, each Chapter consist of the following:

Table 2.1 The Materials of English Textbook

Chapters	Title
Chapter 1	Great Athletes
Chapter 2	Sports Events
Chapter 3	Sports and Healthy
Chapter 4	Healthy Food
Chapter 5	Graffiti
Chapter 6	Fractured Stories

Each chapter contains lessons that help students distinguish what skills they will learn, for example, Reading Comprehension, Listening Skill, Writing, Pronunciation Practice, Vocabulary Builder, and Grammar Review. However, the focus of this research

is the questions in the Reading Comprehension tasks (Hermawan et al., 2022).¹⁷

2. Reading

The four basic skills of learning a language are Listening, Speaking, Reading, and Writing. These four potentialities authorize a person to assimilate, construct and use the language in meaningful social conversations (Sharma & Puri, 2020)¹⁸.

Reading is one of the language skills (listening, reading, writing, and speaking) which need to be mastered by every student. It is can easily be defined as the ability to derive understanding from written text (Grabe, 2012). When students read, they have the opportunity to learn about language: vocabulary, grammar, pronunciation, and the structure of sentences and paragraphs, as well as how we write them (Jeremy, 2003). 20

Reading is central to education. A person's reading ability will have an impact on other abilities, such as the ability to write, listen and speak.(Zulaikhah & Fadlilah, 2017).²¹ According to Elizabeth (2014), reading is about understanding written texts. It is a complex activity that involves both perceptions and thought.

¹⁸Chitra Sharma and Shaifali Rachna Puri, 'The Importance of Four Skills in English Education.', *The* Genesis, 7.4 (2020), 33-36 https://doi.org/10.47211/tg.2020.v07i04.007>, page 33.

¹⁷Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih, *English Language Work in Progress*, 2022 https://buku.kemendikbud.go.id.

¹⁹William Grabe, 'Reading in a Second Language, *The Oxford Handbook of Applied Linguistics*, (2 Ed.), April 2018, 2012 1-13 https://doi.org/10.1093/oxfordhb/9780195384253.013.0006>.

 $^{^{20}}$ Harmer, Jeremy, *The Practice of English Language Teaching*, $3^{\rm rd}$ edn (Essex, England: Longman, 2003), page 401–405.

²¹Zulaikhah Zulaikhah and Sayyidatul Fadlilah, '*Implementasi Strategi Membaca Berimbang Di Kelas Awal Madrasah Ibtidaiyah (MI) Di Semarang*', Dimas: Jurnal Pemikiran Agama Untuk Pemberdayaan, 17.1 (2017), 111 https://doi.org/10.21580/dms.2017.171.1507>.

Reading consists of two related processes: word recognition and comprehension.²² In addition, Ailakliu and Unegbu (2017) state that reading involves a thinking process with attention focused on comprehension.²³ Reading is also acknowledged as the ability to make meaning from written text.

Moreover, Al-Dress (2008) considers reading as a successful mechanism that enable learners to expand their English background knowledge, increase their vision, and stimulate their thoughts.states that reading is a process carried out and used by a reader to acquire a message conveyed by a writer through words that can be seen and known by the reader.²⁴ The primary goals of reading are to enable students to understand the world and themselves, develop appreciation and interest, and find solutions to their personal and group problems.

According to the definitions, the researcher has concluded that reading is an important language skill in language learning. Reading must be developed for the reader to comprehend the meaning of the passage as well as the meaning of the text.

Reading is essential for students to perform effectively and successfully in any academic setting. This skill is vital for foreign language learners as it provides chances for students to be exposed to English in environment with limited input (Ali et al., 2022).²⁵

²²Elizabeth, S. Pang, *Teaching Reading Education Practices Series 12*. (New York: Longman, 2014), page 6.

²³Ugonna V Ailakhu and Vincent E Unegbu, 'Librarians' Promotion of Reading Culture and Student's Responsiveness in Selected Secondary Schools in Lagos State, Nigeria', *Ebonyi Journal of Library and Information Science*, 4.1 (2017), 30-42.

²⁴Al-Dress Muhammad, *Teaching Reading Skills*, (Saudi Arabia: Imam Muhammad bin Saud Islamic, 2008), page 18.

²⁵Zulfiquar Ali and Others, 'Reading Approaches Practiced in EFL Classroom: A Narrative Review and Research Agenda', *Asian-Pacific Journal*

In general, there are four types of reading and thus four purposes of reading they are

- 1. Skimming (to obtain the general idea of the author)
- 2. Scanning (to obtain a specific fact or piece of information)
- 3. Intensive or thorough reading (to obtain a comprehensive understanding of a reading text, in this case, reading for detail)
- 4. Critical reading (to evaluate information to determine where it fits into one's system of beliefs).

These types of reading can also be called reading strategies for obtaining necessary information and determining the proper approaches for a reading task.

3. Reading Comprehension

According to Yurko et al. (2020) Reading Comprehension is determined naturally by the individual's cognitive development and depends significantly on the ability to recognize words quickly and effortlessly. Comprehension skills usually learn through education and instruction.²⁶ In conjunction with this, Grabe and Stroller (2013) states that reading comprehension is the ability to understand information in a text and interpret it appropriately. Reading comprehension skills allow us to read proficiently, learn effectively, and conceptualize.²⁷

of Second and Foreign Language Education, 7.1 (2022) https://doi.org/10.1186/s40862-022-00155-4.

²⁶N. Yurko and U. Protsenko, 'Reading Comprehension: The Significance, Features, and Strategies', 2022, 106-14 https://doi.org/10.36074/rodmmrfssn.ed-1.10>.

²⁷William Grabe and Fredricka L. Stroller, *Teaching Reading, Second Edition, Teaching and Researching Reading, Second Edition*, 2013 https://doi.org/10.4324/9781315833743, page 9.

In addition, reading comprehension is considered a cognitive process. It is one of the ways to establish students' critical thinking. It can be concluded that reading comprehension is the ability to understand meaning while readers have to use the cognitive skill (Yousefi & Mohammadi, 2016).²⁸

Reading comprehension is a valued skill worldwide. It is a critical skill that goes beyond being a tool for advancing in school. For example, correctly taking medicine, being a rational and conscious consumer of goods and services, evaluating political candidates, evaluating news offered on the Internet, and staying up to date on current events all necessitate the ability to comprehend what is read. Furthermore, most jobs require some level of reading comprehension. (Beerwinkle & McKeown, 2021).²⁹

Reading comprehension test is essential to measure students' understanding. Giving questions to the students after they have completed reading a text can help students review and reinforce concepts and ideas and can aid them in remembering significant thoughts and facts dealt with in a reading selection.

According to J.B Heaton (1957), here are several ways of testing reading comprehension:

1. Matching Test

This test is purely concerned with word and sentence recognition. It tests the students' ability to differentiate the

²⁶Soraya Yousefi and Mojtaba Mohammadi, 'Critical Thinking and Reading Comprehension among Postgraduate Students: The case of gender and language proficiency level.' *Journal of Language Teaching and Research*, 7(4), (2016) 802–807. https://doi.org/10.17507/jltr.0704.23.

²⁹Andrea L. Beerwinkle, Jule Owens, and Alida Hudson, 'An Analysis of Comprehension Strategies and Skills Covered within Grade 3-5 Reding Textbook in the United States', *Technology, Knowledge and Learning*, 26.2 (2021), 311-38 https://doi.org/10.1007/s10758-020-09484>.

words with the exact spelling. These item tests are used to develop word recognition tests.

2. True/ False Reading Test

The 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 to 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 Question

a. Short-answer question

Short-answer question is a reading test in which the students spend 3-5 minutes answering the question.

b. Long-answer question

Long-answer question is a reading test in which the students spend 7-10 minutes answering the question.³⁰

In addition, there are other ways of testing reading comprehension (Unruh & McKellar, 2017):

1. Test Highlight: Cloze and Maze Procedures
In a cloze procedure, a reading passage is selected, and
certain words are omitted. Usually, the first sentence is
given in its entirety, and then every nth word is left out,

³⁰Heaton, J.B, Writing English Language Test, (New York: Longman, 1988), page10.

such as every fifth word or every seventh word. The examinee must supply the missing word. Here is an example:

The sunshine was bright. I wanted to be outside so__decided to take my dog out for__walk

A maze procedure is different in that the examinee is given multiple choices for words that could be appropriately used and must make a selection between the words that are supplied:

The sunshine was bright. I wanted to be outside so__(be, I, its) decided to take my dog out for__(a, to, ask) walk.

2. Test-Teach-Test-Assessments

Test-teach-test assessments can be created by the school psychologist or by the teacher in order to assess word reading comprehension. When assessing reading comprehension, a series of grade-level reading passages are created which typically range from a year or so below the student's current grade level through a year or so above the current grade level.

3. Question Schemes

However, a question scheme might include the following items, which elicit more diagnostic information about the reader's comprehension skills:

- 1. (Inference) Why did Joanne and Jon snuggle closer to their parents when they heard the bear?
- 2. (Details) Besides hearing the bear, what other animal sounds did the twins hear?
- 3. (Main idea) Which is a better title for this story? a.

 The Twins Have a Forest Adventure b. An Owl
 Hoots in the Forest

4. (Comparison) Who was scared—the twins or their parents?

4. Story Retelling

One way to assess reading comprehension is through story retelling. Examinees are asked to read a passage either aloud or silently and then retell what they remember about it.³¹

4. Revised Bloom's Taxonomy

Taxonomy is the classification or grouping of objects according to specific characteristics. Taxonomy in education is used for classifying instructional purposes, known as learning goals, performance goals, or learning objectives. In 1956, Benjamin Bloom, with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl, published a framework for categorizing educational goals, namely the taxonomy of educational goals known as Bloom's Taxonomy.

One of Bloom's Student's, Lorin W. Anderson, David R. Krathwohl, and cognitive school psychologists revised Bloom's Taxonomy to match the era in 1994. Then, in 2001 Lorin W. Anderson, David R.Krathwohl, and some colleagues published a revision of Bloom's taxonomy. The revision result was named Revised Bloom's Taxonomy; the revisions are carried out in the cognitive and knowledge dimensional domain, consisting of only a few indicated changes (Stanley & Moore, 2010).³² The first change

³¹Susan Unruh and Nancy A. McKellar, 'Assessment and Intervention for English Language Learners: Translating Research into Practice', 2017, 1-200 https://doi.org/10.1007/978-3-319-52645-4>.

³²Todd Stanley and Besty Moore, *Critical Thinking and Formative Assessments: Increasing the Rigor in Your Classroom (1st ed.)* (New York: Routledge, 2010 https://doi.org/10.4324/9781315856261

was the use of action verbs, and the second was the conceptual levels position of the "create" level formed after the "evaluate" level.

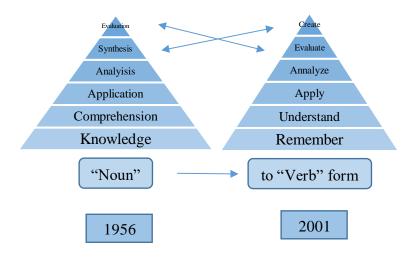


Figure 2.1 Change of Cognitive Domain from Bloom's 1956 to Revised Bloom's Taxonomy by Anderson and Krathwohl 2001

The Revised Bloom's Taxonomy is intended for a wider audience, Bloom's Taxonomy has traditionally been seen as a tool that is best applied in the early school years (i.e., high school and junior high school). The revised taxonomy is universal and easy to apply at the primary, secondary, and tertiary levels. The revised taxonomy is a more authentic tool for curriculum planning, delivery, and instructional assessment (Yasya Indillah, 2020).³³

³³Yasya Indillah, An Analysis of Reading Comprehension Question by Using Revised Bloom's Taxonomy, 2020, page 16.

Anderson divides thinking skills into two levels such as lower order thinking skills (remembering, Understanding and applying) and higher-order thinking skills (analyzing, evaluating, and creating). Scraw et al. in Kusuma et al. (2017) describe the keywords of Revised Bloom's taxonomy as:

- a. Remembering means the students can mention the definition, imitate the pronunciation, state the structure, pronounce, and repeat.
- b. Understanding means the students can explain the concept, principle, law, or procedure. The keywords are classified, describe, explain the identification, place, report, explain, translate, and paraphrased.
- c. Applying means the students can apply their understanding in a new situation. The keywords are choosing, demonstrating, acting, using, illustrating, interpreting, arranging a schedule, sketching, solving problems, and writing.
- d. Analyzing means the students can classify the sections based on their difference and similarity. The keywords are examining, comparing, contrasting, distinguishing, discriminating, separating, testing, doing an experiment, and asking.
- e. Evaluating means the students can state either good or bad towards a phenomenon or specific object. The keywords are giving argumentation, defining, stating, choosing, giving support, giving assessment, and doing the evaluation.
- f. Creating means the students can create a thing or opinion. The keywords for creating are assembling, change, build, create, design, establish, formulate, and write.³⁴

³⁴Merta Dhewa Kusuma and others, 'The Development of Higher Order Thinking Skill (Hots) Instrument Assessment in Physics Study', *IOSR*

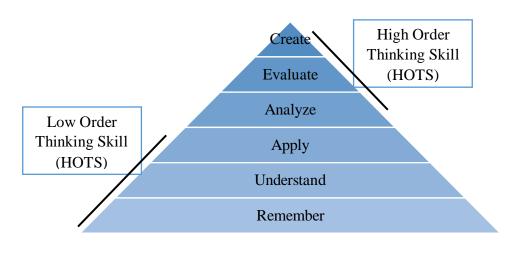


Figure 2.2 The level of thinking (Anderson, 2001)

In Revised Bloom's Taxonomy the thinking skills divided into four knowledge. The thinking dimensions include factual Knowledge, conceptual Knowledge, procedural Knowledge, and metacognitive Knowledge. Then, the cognitive process dimensions include remembering, Understanding, applying, analyzing, evaluating, and creating.

The first knowledge dimension is factual knowledge which refers to the underlying elements students need to know to be familiar with a discipline to address associated problems. Conceptual knowledge centers on the interconnections among the underlying elements within a larger structure, allowing them to work in tandem. Procedural knowledge concerns how things are done and the criteria to determine the appropriate time to use skills, algorithms, and procedures. Metacognitive knowledge, viewed as

Journal of Research & Method in Education (IOSR-JRME) 7, no. 1 (2017), 26–32. https://doi.org/10.9790/7388-0701052632.

the highest level of the knowledge dimension in Revised Bloom's Taxonomy, refers to awareness and knowledge of one's thinking (Anderson & Krathwohl, 2001)³⁵

Revised Bloom's taxonomy is an instructional framework often used to determine teaching and learning outcomes. The revised Bloom's taxonomy has six levels: remembering, Understanding, applying, analyzing, evaluating, and creating. Creating is the highest level of the cognitive domain. The highest three levels of Anderson's taxonomy (analyzing, evaluating, and creating) are higher-order thinking skills (HOTS). When teacher-centered learning is dominant, teachers exercise too much control over their students. Students tend to learn facts rather than deep concepts, so learning does not go beyond the three lowest levels of Bloom's taxonomy. In the past two decades, educators have discovered that higher-order thinking skills do not appear automatically in most students, so specific higher-order thinking skills should be taught explicitly and directly at various points in a unit or during a semester.

B. Previous Research

Related studies are required to support this research. Many scholars have studied thinking skills, particularly in an English textbook. There are some similarities and differences in research design, variables used, research outcomes, and so on.

An analysis conducted by Rahma (2019) focused on reading comprehension questions on a final test made by an English teacher. The objectives of the study were to describe whether reading comprehension questions made by English teacher reflect

³⁵L. W. Anderson and D. R. Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Longman, 2001).

the criteria of Barrett's taxonomy and to analyze and find out the types of questions made by teacher that are mostly used in reading comprehension of English test items if it is viewed based on Barrett's taxonomy.

Content analysis is used in this study analyzing 5 units that merely focused on reading comprehension questions. The checklist is in the form of yes / no questions. From 137 reading comprehension questions classified from 5 units of final English tests, there were 40 literal question types, 87 were inferential question types, 8 were evaluation and 2 were appreciation level questions, the reading comprehension questions on unit A, B, C, D, E did not cover 4 level of Barrett taxonomy in balance number, so the reading comprehension questions made by English teacher on the final test could be categorized into moderate reading comprehension question.

The result analysis found that most of the questions belonging to the lower level dominated the higher level. The differences between the previous research and researchers's study are the subject of the study and the question of the research.³⁶

A thesis presented by Nurianti (2020) was aimed at analyzing the level of questions contained in the reading comprehension questions of the English textbook for senior high school grade twelfth.

Anderson's taxonomy which was used to analyze the level of reading comprehension questions is classified into two levels;

³⁶Dian Novita Rahma, An Analysis of Reading Comprehension Question Made by English Teacher at SMAN 2 Sidoarjo Based on Barret's Taxonomy, *INELTAL*, 2019, 47–55.

namely, low-order thinking skills and high-order thinking skills. The data was collected and then converted into percentages and frequencies of the occurrence of each level of thinking in the questions.

The results indicate that 77% of questions prioritize low-level questions (low-order thinking skills), and 23% highlight high-level questions (higher-order thinking skills). In addition, the majority of the problems in the English textbook assess comprehension, one of the lower-order cognitive abilities. Therefore, it can be stated that the majority of the reading comprehension problems in the English textbook for the 12th grade are classified as low-level questions (low-order thinking skills).

In contrast, the previous research was focused to analyze English textbook for high school grade twelfth and the researcher's study will focus to analyze English textbook for high school grade tenth. Moreover, the researcher's study will use different theory with the previous one.³⁷

Ayyeh (2021) conducted thesis to analyze reading comprehension questions available in the English textbook, namely, "English for Iraqq" for 2nd intermediate grade based on the cognitive domain of Bloom's Taxonomy.

A combined method of content analysis was used to achieve the result of the study. The sample for the study comprised of all (282) reading comprehension questions from the s reviewed by the researcher.

A checklist based on Bloom's taxonomy was utilized to gather, list, and categorize these questions according to their cognitive

³⁷Melva Nurianti, *The Analysis of Reading Comprehension Questions Level in The English Textbook For Senior High School of Grade Twelfth*, Thesis (Riau: Postgraduate Program State Islamic University Sultan Syarif Kasim, 2020). page 131.

levels. The percentages of each level's appearance in each study unit were then determined.

The results revealed the following: the highest percentage of the questions were remembering (49.65%), and understanding (36.52%), and less for the other levels, applying (2.48%), analyzing (4.26%), evaluating (6.38%), and finally, creating (0.71%).

The results revealed that all cognitive levels were covered by the reading comprehension questions. It is exposed most of the questions were dominated by lower-levels of cognitive processes.

This indicates that the textbook failed to engage students in the questions requiring higher-order levels because of the imbalanced distribution among the six levels of the cognitive domain. The differences between his study with the researcher's study are the technical analysis data and the subject of the study.³⁸

Briefly, the research subject, the objective, and the theory distinguish this study from those previous ones. Regardless of previous research, this study aims to analyze the reading comprehension questions found in Textbook "English: Work in Progress for High School Class X" and to illustrate the underlying point using six kinds of Revised Bloom Taxonomy questions.

C. Conceptual Framework

The importance of the textbook in the teaching and learning process is considerable. Therefore, a good English textbook must include appropriate learning content relevant to students' needs. Textbooks should also provide a range of activities that allow

³⁸Maha Nader Tayyeh and others, 'An Analysis of Reading Comprehension Questions in English Textbook "English for Iraq" According to Revised Bloom's Taxonomy, *Turkish Journal of Computer and Mathematics Education*, 12.7 (2021), 2868-74.

students to practice and expand their language skills, and reading competence is one of the fundamental language skills.

In English textbooks, reading is a crucial part that stimulates comprehension skills. Reading comprehension is the process of gaining meaning from the text's content and all of its information.

Reading comprehension tests are important for measuring students' comprehension. There are numerous methods for assessing reading comprehension, including matching tests, true/false tests, multiple-choice items, completion items, and short and long-answer questions.

The test in the textbook must be examined to be relevant to the student's needs. In short, taxonomy is a valuable guide for judging test questions already created.

Using Revised Bloom's Taxonomy as an analysis framework, this study focuses on the level of thinking of reading comprehension questions within the Textbook "English: Work in Progress for High School Class X." and the content structure of each reading passage.

In summary, by analyzing the reading comprehension questions, the existence of thinking-level questions in the reading comprehension of English textbooks can be better understood. It is necessary to determine whether the comprehension questions in the textbook cover all the levels of thinking based on Revised Bloom's Taxonomy.

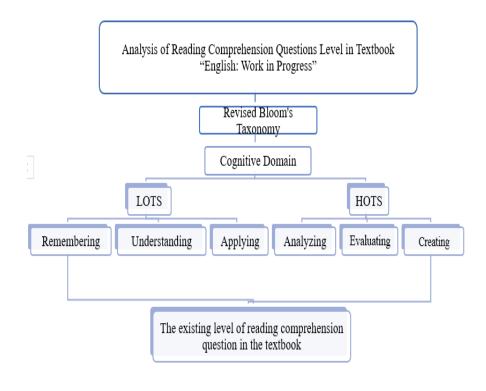


Figure 2.3 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter presented the method used in this study. It consists of research design, research subject, data collection technique, and data analysis technique.

A. Research Design

This research used a qualitative approach. The design of this study was descriptive. This study aimed to find the level of reading comprehension questions covered in textbooks. The data collected in the form of documents. The researcher decided that this research use content analysis or document analysis technique because the researcher analyze the contents of a textbook, particularly the reading comprehension questions found in the Textbook "English: Work in Progress for High School Class X."

Content analysis refers to a systematic method for compressing large amounts of text into fewer content categories based on a clear coding principle (Krippendorff, 2004; Weber, 1990).³⁹

According to Ary (2010), content or document analysis is a research approach used to written or visual resources to detect particular qualities of the content. Textbooks, newspapers, online pages, speeches, television shows, advertising, musical creations, and numerous more documents may be evaluated.⁴⁰ In addition,

³⁹Klaus Krippendorff, Content Analysis: An Introduction to Its Methodology, Second (Thousand Oaks: Sage Publications, Inc, 2004); Robert Philip Weber, Basic Content Analysis (Thousand Oaks: Sage Publications, Inc, 1990).

⁴⁰Donald Ary and others, *Introduction to Research in Education*, 8th ed (Belmont: Wadsworth Cengage Learning, 2010), page 457.

qualitative content analysis is the most widespread approach to the qualitative analysis of texts in which key themes are unearthed, categorized, and analyzed (Bryman, 2004).⁴¹ Hence, the writer adopted this type of research to evaluate the extent to which the thinking skills level is available in the EFL Textbook (Work in Progress for High School Class X).

B. Research Subject

The subject of this research was reading comprehension questions in the EFL Textbook "Work in Progress for High School Class X." The data source for this research is an EFL textbook entitled "Work in Progress for High School Class X."

C. Data Collection Technique

Gay (1992) claims that there are some methods of collecting data: tests, questionnaires, interviews, observation, and documentation. The researcher will use a textbook as the documentation. Data from this research will be collected from the Textbook "English: Work in Progress for High School Class X." The researcher will use the document set as primary data, and the document will be collected to answer the research question.

The researcher used the following steps to collect data:

1. Reading

The researcher read the textbook entitled "Work in Progress for High School Class X" to find which exercises are considered as the data.

2. Collect data

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⁴¹Alan Bryman, *Social Research Methods* (New York: Oxford University Press, 2004).

⁴²Gay L.R., *Educational Research* (New York: Maxwell Macmillan International, 1992).

The researcher collected all of the reading comprehension questions that come after every ready text found in the textbook.

jump up to 78 cm in the air; this jumping height is much more compared to any basketball player. All of these have helped him achieve his success. In his young age, he has won many trophies and broken records including winning the prestigious FIFA Ballon d'Or award five times and created a world record by scoring the most goals in international football in September 2021. Currently his net worth is around \$500 million and this makes him one of the richest athletes.

Adopted from: https://youthmotivator4life.com/cristiano-ronaldo-biography/

- 1. What is the main idea of the text?
- 2. What makes Cristiano Ronaldo different from other players in scoring a goal?
- 3. How did he get known as a rocket man?
- 4. How does the text organized its idea about Ronaldo?
- 5. "Ronaldo's G-force is five times higher than that of a cheetah."
 What can you infer from the sentence above?
- 6. What is the function of the picture in relation to the verbal text?

Figure 3.1 Examples of Reading Comprehension Question

3. Classify data

The writer made a checklist based on the cognitive domain of Revised Bloom's Taxonomy.

The checklist used as an instrument of the research. The instrument will compose of a table with ten columns.

The first column contained the serial number of the question; the second column contains the question, while each of the following six columns contains one of the six

cognitive levels of Revised Bloom's Taxonomy placed in sequence from low to high.

The tables make it easier for the writer to decide the cognitive level of each question coded.

The instrument of the study was conducted by previous researcher (Nurianti, 2021) as the following.

Table 3.1 The Revised Bloom's Taxonomy Checklist

		Cognitive Domain					
No	Question	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
The number	The reading						
	question in	1		oom s			
of	English	Taxonomy					
question	Textbook						

The indicators of this study will be based on the theories of Revised Bloom's taxonomy (Krathwohl, 2002).⁴³

⁴³David R Krathwohl, 'A Revision of Bloom's Taxonomy: An Overview. , 41(4), 212–218. Doi:10.1207/S15430421tip4104_2', Theory Into Practice, 41.4 (2002), 212–18 https://doi.org/10.1207/s15430421tip4104.

1. Remembering

Table 3.2 Indicators of remembering level

Cognitive	Alternative	Indicators	
Process	Terms		
Remembering		Retrieve knowledge from long	
		term memory	
Recognizing	Identifying	Locating knowledge in long	
		term memory that is consistent	
		with presented material	
Recalling	Retrieving	Retrieving relevant knowledge	
		from long term memory	

2. Understanding

Table 3.3 Indicators of understanding level

Cognitive	Alternative	Indicators
Process	Terms	
Understand		Construct meaning from
		instructional messages,
		including oral, written, and
		graphic communication
Interpreting	Paraphrasing	Changing from one form of
	Clarifying	representation to another
	Translating	

	Representing	
Exemplifying	Illustrating	Finding a specific example or
	Instantiating	illustration of a concept or
		principle
Classifying	Categorizing	Determining that something
	Subsuming	belongs to a category
Summarizing	Abstracting	Abstracting a general theme
	Generalizing	or major points
Inferring	Concluding	Drawing a logical conclusion
	Extrapolating	from presented information
	Predicting	
Comparing	Matching	Detecting correspondences
	Mapping	between two ideas, objects,
	Contrasting	and the like
Explaining	Constructing	Constructing cause and effect
	models	model of a system

3. Applying

Table 3.4 Indicators of applying level

Cognitive Process	Alternative Terms	Indicators
Applying		Applying a procedure to
		a familiar task
Implementing	Using	Applying a procedure to
		a familiar task
Excuting	Carrying out	Applying a procedure to
		an unfamiliar task

4. Analyzing

Table 3.5 Indicators of analyzing level

Cognitive	Alternative	Indicators
Process	Terms	
Analyzing		Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purposes
Differentiating	Discriminating Distinguishing Focusing Selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material
Organizing	Finding	Determining how elements

	Coherence	fit or function within a
	Integrating	structure
	Outlining	
	Parsing	
	Structuring	
Attributing	Deconstructing	Determine a point of view,
		bias, values, or intent
		underlying presented
		material

5. Evaluating

Table 3.6 Indicators of evaluating level

Conitive	Alternative	Indicators	
Process	Terms		
Evaluating		Make judgment based on criteria and standards	
Checking	Coordinating	Detecting inconsistencies or	
	Detecting	fallacies within a process or	
	Monitoring	product, determining whether	
	Testing	a process or product has	
		internal consistency,	
		detecting the effectiveness of	
		a procedure as it is being	
		implemented	
Critiquing	Judging	Detecting inconsistencies	
		between a product and	
		external criteria; determining	
		whether a product has	
		external consistency,	

detecting the appropriateness	
of a procedure for a given	
problem	

6. Creating

Table 3.7 Indicators of creating level

Cognitive	Alternative	Indicators
Process	Terms	
Creating		Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure
Generating	Hypothesizing	Coming up with alternative hypothesis based on criteria
Planning	Designing	Devising a procedure for accomplishing some task
Producing	Constructing	Inventing a product

D. Data Analysis Technique

After collected data, the result from the English textbook analysis explained descriptively according to Revised Bloom's Taxonomy checklist. To analyze the data, the researchers followed four essential steps:

- 1. Analyzing the reading comprehension questions in the English textbook.
- 2. Classifying the questions based on Revised Bloom's taxonomy (2001).
- 3. Interpreting the analysis results in the form of percentages depending on the level of suitability.

Suitability =
$$\frac{number\ criteria\ fullfilled}{total\ number\ of\ evaluation}\ X\ 100\%$$

- 4. The researcher then interrelated and interpreted the data with the theoretical framework of Revised Bloom's taxonomy.
- 5. Described the result and conclusion. Because this is a content analysis study, the findings presented in the form of sentences and table which appropriate for this study.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter presented the finding and discussion which explained how the data is analyzed. It consists of finding and discussion.

A. Findings

The description dealing with this research was arranged based on the research questions: How do the low order thinking skills (LOTS) and the high order thinking (HOTS) exist in the reading comprehension questions of textbook "English" Work in Progress"?

To know the level of thinking in reading comprehension questions of the English Textbook "Work in Progress" based on Revised Bloom's Taxonomy, the frequencies and percentages of data were calculated and summarised in Table 4.1

Table 4.1 Frequencies and percentages of level thinking skill of reading comprehension questions in English Textbook "Work in Progress" based Revised Bloom's Taxonomy

Level Thinking Skill	Frequency	Percentage
Remembering	15	12%
Understanding	28	22,4%
Applying	2	1,6%
Analyzing	37	29,6%

Evaluating	35	28%
Creating	8	6,4%
Total	125	100%

Analysis of the 125 reading comprehension questions in the English Textbook "Work in Progress" based on Revised Bloom's taxonomy revealed that the highest percentages of thinking level are related to the Analyzing level (29,6%), followed by Evaluating (28%) and Understanding (22,4%), then Remembering (12%). Finally, Creating (6,4%) and Applying (1,6%) received the lowest percentages of cognitive processes.

Table 4.2 illustrates the descriptive statistical analysis of the frequencies and percentages for the individual-level questions offered in each Chapter based on Bloom's taxonomy. It indicated some variations and similarities in the cognitive process involved in the questions of the English Textbook Work in Progress.

Table 4.2 Frequencies and percentages of level thinking for each Chapter in English Textbook "Work in Progress" based Revised Bloom's Taxonomy

Chapter	Understanding Remembering		Understanding		Applying		Analyzing		Evaluating		Creating	
	N	%	N	%	N	%	N	%	N	%	N	%
1	6	30	7	35	0	0	4	20	2	10	1	5
2	2	11, 7	3	17,6	1	5,8	2	11,7	8	47	1	5,8
3	0	0	6	24	1	4	8	32	10	40	0	0
4	1	7	4	28,5	0	0	5	35	2	14	2	14
5	3	16	0	0	0	0	9	47	5	26	2	10
6	3	10	8	26	0	0	9	30	8	26	2	7

The finding showed that result of reading comprehension question in the remembering level is 6 questions, understanding level is 7 questions, and applying level is nol question, analysing level is 4 questions, evaluating 2 questions, and

creating level is 1 question from 20 questions in the textbook Chapter 1.

There are 17 questions in the Chapter 2 and the result of reading comprehension question in the remembering level is 2 questions, understanding level is 3 questions, and applying level is 1 question, analyzing level is 2 questions, evaluating 8 questions, and creating level is 1 question.

In Chapter 3 the result of reading comprehension question as the following, the remembering level is no question, understanding level is 6 questions, applying level 1 question, analyzing level is 8 questions, evaluating level is 10 questions, and creating level is nol question from 25 questions in the book chapter 3.

From the 14 questions in Chapter 4 of the textbook, the results of the reading comprehension questions were as follows: the remembering level had 1 question, the understanding level had 4 questions, and the applying level had no questions. The analyzing level had 5 questions, the evaluating level had 2 questions, and the creating level had 2 questions.

Furthermore, the results of 19 reading comprehension questions in Chapter 5 showed that there were 3 remembering questions, no understanding questions, no applying questions, 9 analyzing questions, 5 evaluating questions, and 2 creating questions.

Additionally, the results indicated that, out of 30 questions in the textbook Chapter 6, the results of the reading comprehension question fell into the following categories:

remembering level: 3, understanding level: 8, applying level: 0, analyzing level: 9, evaluating level: 8, and creating level: 2.

The percentage and frequency of lower and higher levels of thinking skill exist in reading comprehension question of English Textbook "Work in Progress" were illustrated in the following table. The data were categorized into six levels of Revised Bloom's Taxonomy. These six levels were then classified into two major categories, Low Order Thinking Skill and High Order Thinking Skill.

Table 4.3 Frequencies and percentages of lower and higher level of reading comprehension questions in English Textbook "Work in Progress" based Revised Bloom's Taxonomy

	LOTS			HOTS				
	(Low C	order Thi	nking	(High Order Thinking				
	Skill)			Skill)				
Level of	R	U	A	A	Ē	C		
Thinking Skill	Rembering	Understanding	Applying	Anlyzing	Evaluating	Creating		
Frequency	15	28	2	37	35	8		
Percentages	12	22,4	1,6	29,6	28	6,4		
Total	36%			64%				
percentages								

The findings showed that among the total number of reading comprehension questions 125 (100%), there are 45 (38%) questions that enhance the lower order of thinking and 80 (64%) questions that stress the use of the higher-order thinking skills. In other words, the high order thinking skill (Analyzing, Evaluating, and Creating) dominate the lower-order ones (Remembering, Understading, and Applying). However, the difference between the two is large. This finding contradicts the results of the previous review studies which show that the majority of textbooks questions are lower order thinking skill.

In general, the result of analysis showed that each chapter consists of a high frequency of both lower order thinking skill followed by higher ones or vice versa. In other words, the quantity of both Understanding and Evaluating levels are close to each other. To sum up, the English Textbook "Work in Progress" has both low and high order thinking skill of reading comprehension questions. It serves to enhance higher level thinking skill. It can help in attaining knowledge and enhancing the higher-order thinking processes.

B. Discussion

Each Chapter of the English Textbook "Work in Progress" contains subtitles that offer assistance to recognize what skills they are progressing to learn, for example, Instructional Objective, Warmer: Questions to thinks about, Look and Discus, Chapter Review, Reflection, Assessment, and Enrichment.

The most frequently covered level of the reading questions in Chapter 1 is Understanding with a percentage of 35%. The reading questions in this unit focus on helping students understand and process the meanings of what they read, which

helps to improve their lower-order thinking skills according to Revised Bloom's taxonomy.

In addition, it helps student comprehend the overall message or purpose of the text and understand the content of the paragraph they wrote and explain what information they included in it.

Comprehension is considered a lower-level thinking skill, as it involves understanding and interpreting information rather than synthesizing or applying it in a more complex way. In contrast, higher-level thinking skills, such as analysis and evaluation, involve synthesizing and applying the information that has been learned.

As a result, it is critical to emphasize the Understanding levels covered in Low Order Thinking Skill (LOTS).

In Chapter 2, the reading comprehension questions focus on the Evaluating level, with a percentage of 47%. This indicates that the questions are designed to help students making judgments about the value or quality of something based on a set of criteria

Evaluation is considered a higher-level thinking skill, as it involves going beyond simply gathering, comprehending, and analyzing information to making judgments about its value or quality.

On the other hand, Chapter 3 the reading comprehension questions focus on the evaluation level, with a percentage of 40%. This suggests that the questions are designed to help students make judgments based on certain principles, which emphasizes the development of higher-order thinking skills.

The reading comprehension questions in Chapter 4 entitled "Healthy Food" focus on the Analyzing level, with a percentage of 35%. This indicates that the questions are designed to help

students to breaking down the information into its component elements and comprehending their relationships, which emphasizes the development of lower-order thinking skills.

Three questions classified as Analyzing level, for example, the question "Stop Eating Before You Are Full," the word 'satiated' in the sentence '...stop eating before you feel completely satiated,' can be best replaced by what word?" involves the cognitive level of analyzing, as it requires the students to break down the sentence and identify the specific meaning of the word "satiated" in the context of the sentence.

As a result, it is important to highlight the Analyzing levels included in High Order Thinking Skill (HOTS).

Chapter 5 entitled "Graffiti" contains reading comprehension question that focus on the Analyzing level, with a percentage of 30%. This suggests that the questions are designed to help students exercise the analysis level. Analysis is considered a higher-level thinking skill, as it involves going beyond simply gathering and comprehending information to breaking it down into parts and examining the relationships between them.

According to Revised bloom's taxonomy, in Chapter 6 there are 12 questions classified as Analyzing level from 30 questions. Therefore, it is important to highlight the Analyzing levels included in High Order Thinking Skill (HOTS).

Creating level found in three questions which requires the use of creative thinking skills. To fully answer the questions, the students would need to use their imagination and come up with original ideas. The question requires the reader to engage in higher-order thinking skills, specifically the ability to create and generate new ideas.

The results revealed that the EFL Textbook (Work in Progress for High School Class X) main objective was to develop higher and lower cognitive skills. The questions in the textbook engage both the lower and higher levels of cognitive processes. The lower orders of thinking skills are less frequent, facilitating the acquisition of understanding and remembering. On the other hand, higher-order thinking skills are used to develop other cognitive skills, such as analyzing, evaluating, and creating. They help students interact more effectively and intellectually.

In summary, the English textbook "Work in Progress" includes reading comprehension questions that focus on both lower and higher-order thinking skills. It is designed to promote the development of higher-order thinking skills, which can help students gain knowledge and improve their ability to think critically. Results also help educational practitioners, academic policymakers, and teachers, to benefit from this book as it incorporates higher and lower order questions to achieve the learning objectives. Students could get practice in comprehending, applying the information to generate analyzing, evaluating, conclusions, and creating while processing information.

CHAPTER V

CONCLUSION & SUGGESTION

This chapter presented the conclusion about how do Low Order Thinking Skill and High Order Thinking Skill exist in the reading comprehension questions of English Textbook "Work in Progress", along with suggestion.

A. Conclusion

The main goal of the research was to find out the level of reading comprehension questions in the English textbook "Work in Progress for High School Class X" and whether the questions in the Low Order Thinking Skills (LOTS) or High Order Thinking Skills (HOTS) based on Anderson's taxonomy. From the analysis of the data, conclusions can be drawn from the following:

The results show that most of reading comprehension questions in low order thinking skills is dominated by Understanding level with the percentage of 22,4%, followed by Remembering level with the percentage of 12% and Applying level with the percentage of 1,6%. The findings showed that only 36% of the reading comprehension questions were at the lower-order thinking skills level.

On the contrary, the majority of the reading comprehension questions were at the Analyzing level, with a percentage of 29,6%. This was followed by the Evaluating level, with a percentage of 28%, and the Creating level, with a percentage of 6.4%. Thus, based on the results, it can be concluded that the reading comprehension questions of the EFL textbook "Work in Progress for High School Class X" are dominated by the high level of questions with a percentage of 64%.

B. Suggestion

Based on the analysis of the English textbook, the writer would like to give several suggestions.

It is expected that the finding of the study gives useful contributions for teaching-learning process, especially for English teachers and the next researcher who has similar topic.

Suggestion to researcher who has similar topic or want to take same topic. Researcher can investigate toward other skill: listening, speaking, writing to be furthermore investigated. In addition, the future researcher is recommended to analyse other English textbooks for the different grades of students. Furthermore, the future researcher is recommended to conducts a similar study on a different focus.

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LIST OF APPENDICES

APPENDIX 1

The Analysis of Reading Comprehension Question

CHAPTER 1 "Great Athlete"

			Lev	el of (Questi	ons	
No	Question	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
1.	What is the main idea of the text?		√				
2.	What makes Cristiano Ronaldo different from other players in scoring a goal?					√	
3.	How did he get known as a rocket man?		✓				
4.	How does the text organized its idea about Ronaldo?				✓		
5.	"Ronaldo's G-force is five times higher than that of a cheetah." What can you infer from the		✓				

	sentence above?					
6.	What is the function of			✓		
	the picture in relation to					
	the verbal text?					
7.	Match the topics about		✓			
	Cristiano Ronaldo below					
	with the information					
	from each paragraph in					
	the text.					
8.	What do you notice first		√			
	from the picture?					
9.	What does the picture		✓			
	tell you?					
10.	How does the picture			✓		
	relate to the written text?					
11.	What happens with the				✓	
	message of the text if the					
	picture is deleted?					
12.	What do you think are		✓			
	two most important traits					
	that should be owned by					
	great athletes?					
13.	What are two physical	√				
	descriptions that you use					
	to describe Cristiano					
	Ronaldo?					
14.	Mention two facts about			✓		
	Cristiano Ronaldo that					
	you believe make him a					

	great athlete.				
15.	What are three	✓			
	descriptive words that				
	you use the most when				
	drawing a person?				
16.	How did you start your	✓			
	descriptive paragraph?				
	What did you write in the				
	introduction part of a				
	descriptive paragraph?				
17.	What information did	✓			
	you have/put in the				
	paragraph to describe a				
	person?				
18.	Write two sentences that	✓			
	you used in your				
	paragraph when you				
	describe physical				
	appearance.				
19.	Write two sentences that	✓			
	you used in your				
	paragraph when you				
	describe personality.				
20.	Create a mind map to				✓
	help you brainstorm				
	some traits required for				
	someone to be a great				
	athlete.				

CHAPTER 2 "Sports and Event"

	Sports and Event		Leve	el of (Quest	tions	
No	Question	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
21.	Rearrange the paragraphs into a meaningful text.						✓
22.	Guess the meaning of these words/ phrases from the text using context clues.		√				
23.	Are there any parts of the writer's experience in watching the game that are similar to yours?		√				
24.	Why do you think the writer stated that the winner was unpredictable?					√	
25.	Could you feel the same excitement of watching the game by just reading the text?					√	
26.	How do you think the writer's can help you to do active reading using your five senses?					✓	
27.	What do you think is the best place to watch sports game?					✓	

	Why do you think so?				
28.	What do you think are the four most important etiquettes that should be owned by good spectators? Why do you think so?			✓	
29.	Mention the five senses that you have used to tell your experience of attending an event.	✓			
30.	Give an example of a word (one word only) that you have used to describe each sense you mentioned in the previous question.		✓		
31.	Mention two most memorable events that you have ever attended. What makes them memorable to you?			✓	
32.	What are the four words that have helped you the most when talking about what you see?	✓			
33.	What information did you prepare or have to talk about an event?			√	

34.	Write two sentences that talk about what you feel about an			✓	
	event that you attended.				
35.	Write two sentences that	✓			
	represent the event.				
36.	Compare the coverage of the		✓		
	Japan 2020 Paralympics with				
	that of other Paralympic				
	Games. What similarities and				
	differences are there in the				
	following issues?				
37.	What might be the reasons for		✓		
	any differences?				

CHAPTER 3 "Sports and Health"

		Level Questions						
No	Question	Remembering	Understanding	Applying	Aalyzing	Evaluating	Creating	
38.	Decide (True or False)					✓		
	Engross yourself shortly with							
	what is around you can							
	maintain your mental health.							
39.	Decide (True or False)					✓		
	Remind yourself that some							

	things that can go wrong can				
	maintain your mental health.				
40.	Decide (True or False) Mind			✓	
	your bodily well-being can				
	maintain your mental health.				
41.	Decide (True or False) Miss			✓	
	your morning meals can help				
	you lose weight.				
42.	Decide (True or False) Avoid			✓	
	drinking water when you get				
	up from your sleep can help				
	you lose weight.				
43.	Decide (True or False) Have			✓	
	a big portion for your lunch				
	can help you lose weight.				
44.	Complete the following	✓			
	sentences with ONE word				
	from the infographics.				
45.	Which of the tips from the		✓		
	mental health infographic that				
	you have done? How was the				
	effect?				
46.	Which of the tips from the			✓	
	mental health infographic that				
	you want to try? Why?				
47.	Have you tried any weight	✓			
	loss habits mentioned in the				
	infographic? Which one/s?				
48.	Do you have other tips for			✓	
L	I		1	1	1

	weight loss?			
49.	Why do you think people feel		✓	
	the need to lose weight?			
50.	If you have to choose, do you			✓
	want to stay healthy or do			
	you want to stay happy?			
51.	Mention your two favorite	✓		
	ways of staying healthy.			
52.	Why do you think listening to		√	
	loud music is not good for			
	your health?			
53.	Give two examples of what	✓		
	your classmates always do to			
	stay healthy based on the			
	survey activity in Task 3 Part			
~ 4	C.			
54.	How do you think your		~	
	lifestyle can affect your health?			
55.	Why do you think people		•	
	should pay attention to both			
	mental health and physical health?			
56.	What are the three parts of	/		
50.	the procedure text?			
57.	Write three words that can be	✓		
	used to signal steps when you			
	give some tips to do			
	something.			

58.	Write two sentences that can be used as the introduction on		✓			
	how to stay healthy.					
59.	Why do you think keeping a stress journal can help you reduce stress?			✓		
60.	How would you compare and contrast keeping a journal versus talking to someone about your problems?			✓		
61.	Which part of journal writing can help you the most with your mental health?				√	
62.	How can writing a journal in English make you more/less stressful?			√		

CHAPTER 4 "Healthy Food"

		Level Questions						
No	Question	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	
63.	Match each statement with the correct tips, based on the reading text.		√					
64.	Who will find the information					✓		

: 41 4 4 C 10						
In what kind of reading		√				
section will you likely find						
this type of text?						
In Rule number 5, "Eat at the		✓				
Dining Table, Not in Your						
Car or at Your Desk," the						
word 'this' in the sentence						
'Following this rule also						
reduces the chances of eating						
when you are bored,' refers to						
"Stop Eating Before You Are				✓		
Full," the word 'satiated' in						
the sentence 'stop eating						
before you feel completely						
satiated,' can be best replaced						
by what word?						
Which tip/s that is easiest for				✓		
you to follow? Why?						
If you can live with only one					✓	
food for the rest of your life,						
what would it be? Why?						
What comes first when you				✓		
choose to consume food,						
should it be healthy or tasty?						
Why?						
Mention four examples of				✓		
processed food that is usually						
	section will you likely find this type of text? In Rule number 5, "Eat at the Dining Table, Not in Your Car or at Your Desk," the word 'this' in the sentence 'Following this rule also reduces the chances of eating when you are bored,' refers to "Stop Eating Before You Are Full," the word 'satiated' in the sentence 'stop eating before you feel completely satiated,' can be best replaced by what word? Which tip/s that is easiest for you to follow? Why? If you can live with only one food for the rest of your life, what would it be? Why? What comes first when you choose to consume food, should it be healthy or tasty? Why? Mention four examples of	In what kind of reading section will you likely find this type of text? In Rule number 5, "Eat at the Dining Table, Not in Your Car or at Your Desk," the word 'this' in the sentence 'Following this rule also reduces the chances of eating when you are bored,' refers to "Stop Eating Before You Are Full," the word 'satiated' in the sentence 'stop eating before you feel completely satiated,' can be best replaced by what word? Which tip/s that is easiest for you to follow? Why? If you can live with only one food for the rest of your life, what would it be? Why? What comes first when you choose to consume food, should it be healthy or tasty? Why? Mention four examples of	In what kind of reading section will you likely find this type of text? In Rule number 5, "Eat at the Dining Table, Not in Your Car or at Your Desk," the word 'this' in the sentence 'Following this rule also reduces the chances of eating when you are bored,' refers to "Stop Eating Before You Are Full," the word 'satiated' in the sentence 'stop eating before you feel completely satiated,' can be best replaced by what word? Which tip/s that is easiest for you to follow? Why? If you can live with only one food for the rest of your life, what would it be? Why? What comes first when you choose to consume food, should it be healthy or tasty? Why? Mention four examples of	In what kind of reading section will you likely find this type of text? In Rule number 5, "Eat at the Dining Table, Not in Your Car or at Your Desk," the word 'this' in the sentence 'Following this rule also reduces the chances of eating when you are bored,' refers to "Stop Eating Before You Are Full," the word 'satiated' in the sentence 'stop eating before you feel completely satiated,' can be best replaced by what word? Which tip/s that is easiest for you to follow? Why? If you can live with only one food for the rest of your life, what would it be? Why? What comes first when you choose to consume food, should it be healthy or tasty? Why? Mention four examples of	In what kind of reading section will you likely find this type of text? In Rule number 5, "Eat at the Dining Table, Not in Your Car or at Your Desk," the word 'this' in the sentence 'Following this rule also reduces the chances of eating when you are bored,' refers to "Stop Eating Before You Are Full," the word 'satiated' in the sentence 'stop eating before you feel completely satiated,' can be best replaced by what word? Which tip/s that is easiest for you to follow? Why? If you can live with only one food for the rest of your life, what would it be? Why? What comes first when you choose to consume food, should it be healthy or tasty? Why? Mention four examples of	In what kind of reading section will you likely find this type of text? In Rule number 5, "Eat at the Dining Table, Not in Your Car or at Your Desk," the word 'this' in the sentence 'Following this rule also reduces the chances of eating when you are bored,' refers to "Stop Eating Before You Are Full," the word 'satiated' in the sentence 'stop eating before you feel completely satiated,' can be best replaced by what word? Which tip/s that is easiest for you to follow? Why? If you can live with only one food for the rest of your life, what would it be? Why? What comes first when you choose to consume food, should it be healthy or tasty? Why? Mention four examples of

	consumed by teens gors				
	consumed by teenagers.				
72.	From activity "this or that" in		✓		
	task 4, which food that your				
	classmates choose more, local				
	food or international food?				
	Why?				
73.	Why do you think it is			✓	
	forbidden to eat while you				
	watch TV?				
74.	Name two reasons why	✓			
	numbers are used in the				
	procedure text of giving tips?				
75.	State four nutritious local				✓
	foods that you can eat on a				
	daily basis.				
76.	Write two sentences that can				✓
	be used as a conclusion when				
	you write procedure text.				

CHAPTER 5 "Graffiti"

	TERS Grainu		Le	vel Q	uesti	ons	
No	Question	Rembering	Understanding	Applying	Analyzing	Evaluating	Creating
77.	Decide if they are found/discussed in either Expository Text 1 or Expository Text 2. Tick the appropriate box.					✓	
78.	Compare Expository Text 1 and Expository Text 2 by completing the table. What is the author claiming?				✓		
79.	Compare Expository Text 1 and Expository Text 2 by completing the table. What reasons does the author use to support the claim?				✓		
80.	Compare Expository Text 1 and Expository Text 2 by completing the table. What evidence does the author include?				✓		
81.	Compare Expository Text 1 and Expository Text 2 by				√		

	completing the table. What				
	does the author say as the				
	closing?				
82.	Why do you think they write		√		
	the posts?				
83.	Which writer do you agree			✓	
	with? Explain your answer.				
	Refer to what is written on				
	the posts.				
84.	Who owns the graffiti? If			✓	
	somebody paints on your				
	property, can you legally				
	claim the artwork as your				
	own?				
85.	In your opinion, what would			✓	
	the world be like without				
	graffiti?				
86.	List in the table below		✓		
	reasons why people think				
	graffiti is art or an act of				
	vandalism.				
87.	What do you think about			✓	
	graffiti?				
88.	Mention four words related	✓			
	to graffiti				
89.	What are two arguments that		✓		
	support those who see graffiti				
	as art?				
90.	Give two reasons why people		✓		

	believe that graffiti is vandalism.				
91.	For and against are	✓			
	antonyms, give two				
	antonyms for "create"?				
92.	Write one expression to show				✓
	that you agree with				
	someone's opinion.				
93.	What are three parts of	✓			
	expository text?				
94.	Write two sentences that				✓
	indicate you dislike graffiti.				
95.	Why do you think people do			✓	
	graffiti in public places?				

CHAPTER 6 "Fractured Story"

			Leve	el of (Quest	ions	
No	Question	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
96.	Why did Little Red Riding Hood walk through the forest?		√				
97.	What rule did Little Red Riding Hood break when she talked to the wolf?	√					

98.	Why did the wolf ask Little		✓			
	Red Riding Hood where her					
	grandmother lived?					
99.	What might happen if the			✓		
	woodsman were not there?					
100.	Who told the story?	✓				
101.	What made the girl scream		✓			
	an ear piercing scream?					
102.	How could the world find out			✓		
	Grandma's place?					
103.	What is meant by "cat got			✓		
	your tongue? In "Cat got					
	your tongue?" The dwarf					
	said, and pulled out a cat."					
104.	What would happen if the				✓	
	grandma did not jump into					
	the wolf's mouth?					
105.	Compare the traditional story			✓		
	in Task A and fractured story					
	in Task 3-point B.					
106.	Use the following Venn			✓		
	diagram to decide which					
	parts of the stories are the					
	same or different.					
107.	Retell the part you are given		✓			
	to your classmates.					
108.	Find classmates whose story					✓
	parts relate to your part and					
	make a complete whole					

	story.				
109.	Why do you arrange the story			✓	
	like that?				
110.	What kind of clues do you		✓		
	find in each excerpt to help				
	you make the arrangement?				
111.	What is your most favorite			✓	
	Indonesian story? Why?				
112.	Mention four intrinsic	✓			
	elements of the story.				
113.	Use two words to describe	✓			
	the character of Little Red				
	Riding Hood in its traditional				
	story?				
114.	In the Little Red Riding			✓	
	Hood, do you like the wolf in				
	the traditional version or in				
	the fractured version? Why?				
115.	Name two reasons why you	✓			
	need to be familiar with the				
	story before you make it into				
	a fractured version.				
116.	Give four things that are	✓			
	usually mentioned in the				
	introduction part of the story.				
117.	If you could change the story			✓	
	of Cinderella, name two				
	different settings where you				
	would like the story to				

	happen.				
118.	Why do you think creating a			✓	
	fractured version of a				
	traditional story is a good				
	idea?				
119.	Write two sentences that can				✓
	be the beginning of a fairy				
	tale				
120.	1	✓			
	story were left out of the				
	movie?				
121.	Did the movie add anything			✓	
	(plot points, characters, etc.)				
	that were not in the original				
	version?				
122.	Did you like the movie or the		✓		
	story version better? Why?				
123.	Did you imagine the		✓		
	characters differently when				
	reading the story than they				
	were portrayed on screen?				
124.				✓	
	producers changed the story				
	in the way they did?				
125.			✓		
	lighting and/or setting as				
	opposed to the original story?				
	(Story vs Movie)				

APPENDIX 2

Sample of Questions Adapted from Delton (1986), Pohl (2002) and Anderson et al (2001) for Analyzing Levels of Reading Comprehension Questions

Cognitive	Instructional	Sample Questions
Process	Verbs	
Remembering	Memorize	What happened after?
	Group	How many?
	Relate	What is?
	Show	Who was it that?
	Give	Name
	Example	Find the definition of
	Reproduce	Describe what happened after
	Repeat	Who spoke to?
	Label	Which is true or false?
	Group	
	Read	
	Write	
	Outline	
	Choose	
	Recite	
	Review	
	Record	
	Match	
	Select	
	Underline	
	Cite	

	Listen	
Understanding	Restate	Write in your own words How
Onderstanding	Describe	would you explain? Write a
		brief outline
	Identify Discuss	
		How would you clarify?
	Retell	Who do you think?
	Research	What was the main idea?
	Translate	Clarify
	Paraphrase	Illustrate
	Reorganize	
	Associate	
	Summarizes	
	Report	
	Recognize	
	Review	
	Observe	
	Interpret	
	Main idea	
Applying	Apply	What questions would you
	Make	Group by characteristics
	Practice	Which factors would you
	Interpret	Explain another instance
	Operate	From the information given,
	-	develop a set of instructions
		about
	Interview	
	Discover	
	Change	
	Sequence	
	1	

Show Solve

Collect

Demonstrate

Use Draw

Analyzing

Distinguish How is ...similar to ...?

Question What do you see as other

possible outcomes?

Separate Why did ... changes occur?

Inquire Explain what must have

happened when ...

Arrange What are some or the problems

of ...?

Compare Distinguish between ...

Contrast What were some of the motives

behind ...?

Survey What was the turning point?

Detect What was the problem with ...?

Group

Investigate

Research

Calculate

Criticize

Discriminate

Order

Sequence

Test Debate

Analyze

Categorize

Relate

Evaluating Judge Judge the value of ...

Rate What do you think about ...?

Defend your position about ...

Predict Do you think ... is good or bad

thing?

Asses How would you have handled

...?

Score What changes to ... would you

recommended?

Revise Do you believe...? How would

you feel if ...?

Infer How effective are ...?

Determine What are the consequences ...?
Tell why What influence will ... have on

our lives?

Compare What are the pros and cons of

...?

Evaluate Why is ... of value?

Measure What are the alternatives?

Choose Who will gain and who will lose?

Conclude Deduce Justify

Recommend Discriminate

Appraise Probe

Argue

Decide

\sim	• .	•	•
C	rıt	1C	ize

Creating Compose Design a ...to ...

Organize Devise a possible solution to ...

Compile If you had access to all resources,

how would you deal with ...?

Improve Devise your own way to ...

Invent What would happen if ...?

Produce How many ways can you ...?

Construct Create new and unusual uses for

Develop Develop a proposal ...

Formulate

Imagine

Generate

Predict

Devise

Design

Revise

Plan

Prepare

APPENDIX 3

Data Analysis

Remembering Level

Kemembering Level	
Question	Analysis
What are two physical descriptions that you use to describe Cristiano Ronaldo?	Recollection is the process of recalling or remembering previously learned information. The question requires students to recall previously learned information about Cristiano Ronaldo's physical appearance and use it to describe him. Recollection is considered a lower-level thinking skill, as it involves simply recalling or remembering information rather than synthesizing or applying it in a more complex way. In contrast, higher-level thinking skills, such as analysis and evaluation, involve synthesizing and applying the information that has been learned.
What are three descriptive words that you use the most when drawing a person? How did you start your descriptive paragraph? What did you write in the introduction part of a descriptive paragraph?	The question requires students to recall previously learned information about descriptive words that they use frequently when drawing a person. The question requires students to recall previously learned information about how to start a descriptive paragraph and what to include in the introduction.
What information did you have/put in the	The question requires students to recall previously learned information about

paragraph to describe a person?	what information to include in a paragraph to describe a person.
Write two sentences that you used in your paragraph when you describe physical appearance. Write two sentences that you used in your paragraph when you describe personality.	The instruction requires students to recall previously learned information about how to describe the physical appearance and to use that information to write two sentences. The instruction requires students to recall previously learned information
Mention the five senses that you have used to tell your experience of attending an event. Question number 29	The question requires students to recall the five senses and use them to describe their experience of attending an event.
What are the four words that have helped you the most when talking about what you see? Question number 32	The question requires students to recall the four words that have been most helpful to them when talking about what they see. This involves simply recalling or remembering the words rather than synthesizing or applying them in a more complex way.
What information did you prepare or have to talk about an event? Question number 34	The question requires students to recall the information they prepared or had to talk about an event.
Mention four words related to graffiti	This question requires the learner to recall specific information (four words related to graffiti) from their memory.
For and against are antonyms, give two	It is asking the learner to recall specific information (antonyms for "create")

antonyms for "create"?	from their memory.
What are three parts of expository text?	This question requires the learner to recall specific information from their
	memory.
What rule did Little Red Riding Hood break when	This question requires the learner to recall specific information from their memory.
she talked to the wolf?	memory.
Who told the story?	The question requires students to recall who told the story.

Analysis
Understanding involves
<u> </u>
idea of the text?" involves lower-level

	thinking skills, specifically the ability to understand and comprehend the meaning of a concept or idea
How did he get known as a rocket man?	In this case, the question asks the reader to comprehend how a person became known as a "rocket man," which requires the reader to understand the circumstances or events that led to this nickname. To fully answer this question, the reader would need to consider the context in which the nickname was given and the reasons behind it. This process of understanding requires the reader to use critical thinking skills to interpret the information and to make connections between the different parts of the story.
"Ronaldo's G-force is five times higher than that of a cheetah." What can you infer from the sentence above?	Inferring involves drawing conclusions based on available evidence or information. In this case, the question asks the reader to consider the implications of the statement that Ronaldo's G-force is five times higher than that of a cheetah, which requires the reader to evaluate the information and make logical inferences about its meaning. To fully answer this question, the reader would need to consider the significance of the G-force measurement and how it relates to Ronaldo's physical abilities. This

	process of inferring requires the reader to use critical thinking skills to evaluate the information and to make logical conclusions based on the available evidence.
Match the topics about Cristiano Ronaldo below with the information from each paragraph in the text.	The question "Match the topics about Cristiano Ronaldo below with the information from each paragraph in the text." requires students to understand the information in the text and match it with the appropriate topic, which involves interpreting the meaning of the information and connecting it to the given topics.
What do you notice first from the picture?	observation is the process of using the senses to gather information about the world around us. The question "What do you notice first from the picture?" requires students to use their senses (such as sight) to gather information about the picture, which involves paying attention to the details of the picture and noticing certain elements or features.
What does the picture tell you?	The question requires students to interpret the picture's meaning, which involves making inferences about the picture's content and understanding its significance or message.
Guess the meaning of these words/phrases from the text using	The instruction requires students to understand the meaning of the words or phrases in the text by using context

context clues. Question number 22.	clues. This involves interpreting the meaning of the information and using it to make inferences about the meaning of the words or phrases.
Are there any parts of the writer's experience in watching the game that are similar to yours?. Question number 23.	The question requires students to compare their own experiences in watching the game to the writer's experience. This involves examining the similarities and differences between the two experiences.
Write two sentences that represent the event. Question 35	The question requires students to understand and interpret the event and write two sentences that represent it. This involves comprehending the details and significance of the event and using that understanding to communicate it effectively in written form.
Complete the following sentences with ONE word from the infographics. Question number 44.	The question requires students to understand and interpret the infographics and select the appropriate word to complete the sentences. This involves comprehending the meaning of the words in the infographics and using that understanding to determine which word is most appropriate for each sentence.
Have you tried any weight loss habits mentioned in the infographic? Which one/s?	The question requires students to understand and interpret the weight loss habits mentioned in the infographic and identify which ones they have tried. This involves comprehending the meaning and

Mention your two favorite ways of staying healthy.	significance of the different habits and using that understanding to recall which ones they have personally tried. The question requires students to understand and interpret the concept of staying healthy and recall their two favorite ways of achieving that goal. This involves comprehending the meaning and significance of staying healthy and using that understanding to recall their own experiences and preferences related to maintaining their health.
Give two examples of what your classmates always do to stay healthy based on the survey activity in Task 3 Part C.	The question requires students to understand and interpret the results of the survey activity in Task 3 Part C and recall two examples of what their classmates always do to stay healthy. This involves comprehending the meaning and significance of the survey results and using that understanding to recall specific examples of healthy behaviors reported by their classmates.
What are the three parts of the procedure text?	The question requires students to understand and interpret the structure of a procedure text and recall the three parts that it is typically composed of.
Write three words that can be used to signal steps when you give some tips to do something. Match each statement	The question requires students to understand and interpret the concept of signaling steps when giving tips and recall three words that can be used for this purpose. To fully answer this question, the

with the correct tips, based on the reading text.	reader would need to read the text and identify the relevant tips and statements. The reader would then need to classify the statements based on the tips that they correspond to, using critical thinking skills to evaluate the information and make logical connections.
In what kind of reading section will you likely find this type of text?"	The question " involves lower-level thinking skills, specifically the ability to categorize and organize information into categories based on shared characteristics or features.
"In Rule number 5, "Eat at the Dining Table, Not in Your Car or at Your Desk," the word 'this' in the sentence 'Following this rule also reduces the chances of eating when you are bored,' refers to"	The question involves lower-level thinking skills, specifically the ability to reference and identify the relationships between words or concepts and their antecedents or sources.
"From activity "this or that" in task 4, which food that your classmates choose more, local food or international food? Why?"	In this case, the question asks the reader to consider the preferences of their classmates in relation to local and international food and to compare and contrast the two options.
Name two reasons why numbers are used in the procedure text of giving tips?	The question asks the student to comprehend the meaning of the information in the procedure text, specifically with regard to the use of

	numbers, and to identify two reasons why numbers are used.
Why did Little Red	The question asks the student to
Riding Hood walk	comprehend the meaning of the
through the forest?	information in the procedure text.
Why did the wolf ask	To answer this question, the learner
Little Red Riding Hood	would need to carefully read and
where her grandmother	understand the story, identify the context in which the wolf asks this
lived?	question.
What made the girl	The question requires students to
scream an ear piercing	understand and interpret the story.
scream?	
Retell the part you are	It requires the reader to comprehend a
given to your classmates.	part of a story and to express it in their
3.6 · · · · · · · · · · · · · · · · · · ·	own words to their classmates.
Mention four intrinsic elements of the story.	This question involves recalling and understanding information, as it
elements of the story.	requires the reader to remember or
	understand the concept of intrinsic
	elements and to generate a list of four
	such elements within a specific story.
Use two words to	It requires the students to remember or
describe the character of	understand the character of Little Red
Little Red Riding Hood	Riding Hood and to apply that
in its traditional story?	understanding by using words to describe her.
Name two reasons why	This question involves generating and
you need to be familiar	understanding information, as it
with the story before you	requires students to consider why it is
make it into a fractured	important to be familiar with the story
	before creating a fractured version and

version.	to generate a list of two reasons for this.
Give four things that are usually mentioned in the introduction part of the story.	This question involves recalling and generating information, as it requires the reader to remember or generate a list of four things that are typically mentioned in the introduction part of a story.
What parts of the original story were left out of the movie?	This question involves understanding and comparing information, as it requires the reader to consider the original story and the movie adaptation and to identify which parts of the original story were not included in the movie.

Applying Level

FF-J8	
Question	Analysis
Give an example of a word (one word only) that you have used to describe each sense you mentioned in the previous question. Question number 30	The question requires students to recall the five senses and use them to provide examples of words that describe each sense. This involves applying their knowledge of the senses and their corresponding words to solve the problem or complete the task.
Write two sentences that can be used as the introduction on how to stay healthy.	The question requires students to apply their understanding of the concept of staying healthy and their writing skills to create two sentences that could be used as an introduction to a text on this topic.

Analyzing Level

Analyzing Level	
Question	Analysis
How does the text organized its idea about Ronaldo? What is the function of	Analyzing involves breaking down a concept or idea into its parts and understanding the relationships between them. In this case, the question asks the reader to consider the organization of the text's ideas about Ronaldo, which requires the reader to evaluate and understand the structure and layout of the text. To fully answer this question, the reader would need to consider the various ideas and themes presented in the text and how they are structured and arranged. This analysis process requires the reader to use critical thinking skills to evaluate the information and make logical conclusions about the organization of the text. Overall, the question involves higher-order thinking skills, specifically the ability to analyze and understand the relationships between different parts of a concept or idea.
the picture in relation to the verbal text?	analyze the function of the picture and its relationship to the verbal text, which involves breaking down and examining

	the elements of the picture and text and understanding how they relate to one another.
"How does the picture relate to the written text?"	The question requires students to analyze the relationship between the picture and the written text, which involves breaking down and examining the elements of both the picture and the text and understanding how they relate to one another.
"Mention two facts about Cristiano Ronaldo that you believe make him a great athlete."	The question requires students to analyze the factors that contribute to Ronaldo's greatness as an athlete. This involves breaking down and examining the various elements of his abilities and accomplishments, and understanding how they relate to one another and contribute to his success.
Compare the coverage of the Japan 2020 Paralympics with that of other Paralympic Games. What similarities and differences are there in the following issues? Question number 36	The question requires students to compare the coverage of the Japan 2020 Paralympics with that of other Paralympic Games and identify similarities and differences in specific issues. This involves breaking down the information about the coverage of the two events and examining the relationships between them.
Compare the coverage of the Japan 2020 Paralympics with that of other Paralympic Games. What might be the reasons for any	The question requires students to compare the coverage of the Japan 2020 Paralympics with that of other Paralympic Games and identify potential reasons for any differences. This involves breaking down the

differences? Question number 37	information about the coverage of the two events and examining the relationships between them in order to identify possible causes for any differences.
Which of the tips from the mental health infographic that you have done? How was the effect? Question number 44. (Chapter 3)	The question requires students to analyze the mental health infographic by breaking it down into its individual tips and examining the relationships between those tips and their effects. This involves breaking down the information about the tips and examining the relationships between them in order to better understand their effects.
Why do you think people feel the need to lose weight?	The questions requires students to analyze the factors that might contribute to people feeling the need to lose weight. This involves breaking down the information about weight loss and examining the relationships between different factors, such as societal expectations, health concerns, and personal goals, in order to better understand the motivations behind the desire to lose weight.
Why do you think listening to loud music is not good for your health?	The question requires students to analyze the potential negative effects of listening to loud music on health. This involves breaking down the information about the relationship between loud music and health and examining the relationships between

How do you think your lifestyle can affect your health?	different factors, such as the impact on hearing and other physical or mental health effects, in order to better understand the reasons why listening to loud music may not be good for health. The question How do you think your lifestyle can affect your health? requires students to analyze the relationship between their lifestyle and their health. This involves breaking down the information about the different aspects of lifestyle, such as diet, exercise, stress management, and sleep, and examining the relationships between them and their impact on health.
Why do you think people	The question requires students to
should pay attention to	analyze the relationship between
both mental health and physical health?	mental health and physical health and the importance of paying attention to both.
Why do you think	The question requires students to
keeping a stress journal	analyze the relationship between
can help you reduce stress?	keeping a stress journal and reducing stress.
How would you compare	This involves breaking down the
and contrast keeping a journal versus talking to	information about the two different approaches to dealing with problems
someone about your	and examining the relationships
problems?	between them in order to better
•	understand how they compare and
	contrast.
How can writing a	To fully answer this question, the

journal in English make you more/less stressful?	reader would need to consider the various ways in which journal writing in English could affect stress levels, such as by providing a outlet for emotions, helping to clarify thoughts and feelings, or serving as a tool for self-reflection. The reader would then need to evaluate these factors and make logical inferences about how they might impact stress levels.
Stop Eating Before You Are Full," the word 'satiated' in the sentence 'stop eating before you feel completely satiated,' can be best replaced by what word?	The question requires students to analyze the meaning of the word "satiated" in the context of the sentence and determine which word would be the best replacement.
"Which tip/s that is easiest for you to follow? Why?	This involves breaking down the information about the different tips and examining the relationships between them in order to better understand which ones are easier for the student to follow and the reasons for this.
What comes first when you choose to consume food, should it be healthy or tasty? Why?	The question requires students to analyze their priorities when it comes to food choices and determine which factor should come first, as well as the reasons for this. This involves breaking down the information about the different factors that influence food choices, such as health and taste, and examining the relationships between

them in order to better understand

Mention four examples of processed food that is usually consumed by teenagers. Why do you think it is forbidden to eat while	which one should come first and why. This involves breaking down the information about processed food and examining the relationships between different types of processed food and the age group that typically consumes them in order to better understand which ones are commonly consumed by teenagers. To fully answer this question, the reader would need to consider the
you watch TV?	various factors that might influence the decision to forbid eating while watching TV, such as health concerns, social norms, or practical considerations.
Compare Expository Text 1 and Expository Text 2 by completing the table. What is the author claiming?	This requires the student to understand the meaning of the texts and to be able to identify and analyze the key ideas and arguments presented by the authors.
Compare Expository Text 1 and Expository Text 2 by completing the table. What reasons does the author use to support the claim?	This requires the student to understand the meaning of the texts and to be able to identify and analyze the key ideas and arguments presented by the authors.
Compare Expository Text 1 and Expository Text 2 by completing the table. What evidence	This requires the student to understand the meaning of the texts and to be able to identify and analyze the key ideas and arguments presented by the

does the author include?	authors.
Compare Expository Text 1 and Expository Text 2 by completing the table. What does the author say as the closing?	This requires the student to understand the meaning of the texts and to be able to identify and analyze the key ideas and arguments presented by the authors.
Why do you think they write the posts?	The question requires students to analyze the reasons why someone might write posts and determine the most likely motive. This involves breaking down the information about the context in which the posts are written and examining the relationships between different factors that might influence someone's decision to write a post in order to better understand the reasons behind the writing.
Which writer do you agree with? Explain your answer. Refer to what is written on the posts	It is asking the student to make a judgment about the quality or value of the writing of two different writers, and to explain their reasoning for their assessment. In order to accurately answer the question, the student would need to understand the content of the posts and to consider the arguments and evidence presented by the writers.
List in the table below reasons why people think graffiti is art or an act of vandalism.	This question would likely fall under the category of "analysis," as it requires the reader to understand and interpret the concept of graffiti and to consider multiple perspectives on its

	classification as either art or vandalism.
What are two arguments that support those who see graffiti as art?	It asks the students to examine and interpret the given text to identify specific arguments and evaluate their support for the idea that graffiti is art.
Give two reasons why people believe that graffiti is vandalism.	To answer this question, the learner would need to carefully read and understand the text, identify the arguments presented in favor of the idea that graffiti is vandalism, and evaluate their strength and validity.
Why do you think people do graffiti in public places?	To answer this question, the learner would need to consider different perspectives on graffiti, as well as the motivations and goals of those who do graffiti in public places, and evaluate the validity of the reasons presented. Some possible reasons that people might do graffiti in public places include a desire to make a statement or express themselves creatively, to gain recognition or fame, or to rebel against authority or social norms.
What might happen if the woodsman were not there?	To answer this question, the learner would need to carefully read and understand the story, identify the role of the woodsman in the story, and evaluate the potential outcomes if the woodsman were not present.
How could the world find out Grandma's place?	It requires the students to break down the concept of finding Grandma's place into its component parts and understand how those parts relate to

	each other
What is meant by "cat got your tongue? In "Cat	This requires the student to understand the meaning of the texts and to be able
got your tongue?" The	to identify and analyze the meaning of
dwarf said, and pulled	the sentence.
out a cat."	TT1: 11 121 1 C 11 1
Compare the traditional story in Task A and	This question would likely fall under the category of "comparison" or
fractured story in Task 3-	"analysis," as it requires the reader to
point B.	analyze the elements of the two stories
	and to understand how they are similar or different from one another.
Use the following Venn	This question would likely fall under
diagram to decide which	the category of "analysis" or
parts of the stories are	"evaluation," as it requires the reader to
the same or different.	understand and interpret the two stories
	and to make judgments about their similarities and differences.
What kind of clues do	it requires the reader to understand and
you find in each excerpt	interpret the information being
to help you make the arrangement?	presented and to use it to make a decision.
Did the movie add	It requires the students to understand
anything (plot points,	and interpret both the original story and
characters, etc.) that	the movie adaptation and to make
were not in the original version?	judgments about their similarities and differences.
Did you imagine the	This question involves understanding
characters differently	and comparing information, as it
when reading the story	requires the reader to consider their
than they were portrayed	own mental images of the characters
on screen?	while reading the story and to compare
	those images to the portrayals of the

characters on screen.

How did the film change the lighting and/or setting as opposed to the original story? (Story vs Movie) This question involves understanding and comparing information, as it requires the reader to consider the lighting and setting of the original story and the movie adaptation and to identify any differences between the two.

Evaluating Level

Ouestion	

What makes Cristiano Ronaldo different from other players in scoring a goal?

Analysis

Comparing and contrasting involves identifying the similarities and differences between two or more concepts or ideas. In this case, the question asks the reader to consider the factors that make Cristiano Ronaldo different from other players in terms of scoring goals, which requires the reader to evaluate and analyze the characteristics and abilities of Ronaldo and other players.

To fully answer this question, the reader would need to consider various factors, such as Ronaldo's technical skills, physical abilities, and mental approach to the game. This process of comparing and contrasting requires the reader to use critical thinking skills to

evaluate the information and to make logical conclusions about the differences between Ronaldo and other players.

Overall, the question involves higherorder thinking skills, specifically the ability to compare and contrast two or more concepts or ideas.

What happens with the message of the text if the picture is deleted?

Evaluation is the process of making judgments about the value or quality of something based on a set of criteria. The question requires students to evaluate the impact of deleting the picture on the message of the text, which involves making judgments about the value or significance of the picture in relation to the text and how it contributes to the overall message.

Why do you think the writer stated that the winner was unpredictable? Question number 24.

The question requires students evaluate the writer's statement and make judgments about why they believe the winner was unpredictable. This involves making judgments about the value or significance evidence and the statement or reasoning behind it.

Could you feel the same excitement of watching the game by just reading the text?

Question number 25

The question requires students to evaluate the text and make judgments about whether it is possible to experience the same excitement of watching the game by reading the text. This involves making judgments about

	the value or effectiveness of the text in conveying the excitement of the game.
How do you think the writer's can help you to do active reading using your five senses? Question number 26	The question requires students to evaluate the writer's ability to help them do active reading using their five senses and make judgments about how effective they think the writer will be in this regard. This involves making judgments about the value or effectiveness of the writer's approach to active reading.
What do you think is the best place to watch sports game? Why do you think so? Question number 27	The question requires students to evaluate different places to watch sports games and make judgments about which one they believe is the best. This involves making judgments about the value or quality of different options based on criteria such as location, amenities, and atmosphere.
"What do you think are the four most important etiquettes that should be owned by good spectators? Why do you think so?" Question 28	The question requires students to evaluate the different etiquettes that might be important for good spectators and make judgments about which ones they believe are the most important. This involves making judgments about the value or importance of different etiquettes based on criteria such as their potential impact on the sports event or the enjoyment of other spectators.
Mention two most memorable events that you have ever attended.	The question requires students to evaluate the events they have attended and make judgments about which ones

What makes them memorable to you? Question number 31	were the most memorable. It also requires students to explain why they consider the events to be memorable, which involves making judgments about the factors that contribute to the memorability of an event.
Write two sentences that talk about what you feel about an event that you attended. Question number 33	The question requires students to evaluate their feelings about an event they attended and write two sentences expressing those feelings. This involves making judgments about the value or quality of the event and the emotions it elicited.
Write two sentences that talk about what you feel about an event that you attended. Question 34	The question requires students to evaluate their feelings about an event they attended and write two sentences expressing those feelings. This involves judgments about the event's value or quality and the emotions it elicited.
Decide (True or False) Engross yourself shortly with what is around you can maintain your mental health. Question number 38 (Chapter 3)	The question requires students to evaluate the statement and decide whether it is true or false. This involves making judgments about the validity of the statement based on available evidence and reasoning.
Decide (True or False) Remind yourself that some things that can go wrong can maintain your mental health. Decide (True or False)	The question requires students to evaluate the statement and decide whether it is true or false. The question requires students to

Mind your bodily well- being can maintain your mental health.	evaluate the statement and decide whether it is true or false.
Decide (True or False)	The question requires students to
Miss your morning meals can help you lose weight.	evaluate the statement and decide whether it is true or false.
Decide (True or False) Avoid drinking water when you get up from your sleep can help you lose weight.	The question requires students to evaluate the statement and decide whether it is true or false.
Decide (True or False) Have a big portion for your lunch can help you lose weight.	The question requires students to evaluate the statement and decide whether it is true or false.
Which of the tips from the mental health infographic that you want to try? Why? Question number 45	The question requires students to evaluate the tips in the mental health infographic and make a judgment about which one they want to try, as well as to explain their reasoning. This involves making judgments about the value or effectiveness of the different tips and deciding which one is most appealing or relevant.
Do you have other tips for weight loss?	The question requires students to evaluate their knowledge and experiences related to weight loss and make a judgment about whether they have any additional tips to offer. This involves making judgments about the value or effectiveness of their own

	knowledge and experiences in relation to weight loss.
If you have to choose, do you want to stay healthy or do you want to stay happy?	The question requires students to evaluate the value of staying healthy versus staying happy and make a choice between them. This involves making judgments about the relative importance of these two goals and deciding which one is most important to the student.
Which part of journal writing can help you the most with your mental health?	The question asks the students to consider the benefits of journal writing for mental health and to evaluate which aspects of the activity are most beneficial.
If you can live with only one food for the rest of your life, what would it be? Why?	To fully answer this question, the reader would need to consider their own nutritional needs, tastes, and values, as well as the potential long-term consequences of living with only one food. The reader would then need to evaluate these factors and make a judgment about which food they would choose and why.
Who will find the information in the text useful?	It is asking the student to make a judgment about the value or quality of the information in the text, and to identify who might find it useful.
Decide if they are found/discussed in either Expository Text 1 or Expository Text 2. Tick	This requires the student to understand the meaning of the texts and to use that understanding to make a judgment about whether the ideas or concepts are present.

the appropriate box.	
Who owns the graffiti? If somebody paints on your property, can you legally claim the artwork as your own?	It requires the reader to bring together multiple pieces of information and to make a judgment about the situation described.
In your opinion, what would the world be like without graffiti?	This question may also involve making predictions and making judgments, as the reader must consider what they believe would happen if graffiti were to disappear.
What do you think about graffiti?	Classified as an evaluation level question, as it asks for the respondent's judgment or opinion about graffiti.
What would happen if the grandma did not jump into the wolf's mouth?	This question may also involve making predictions and making judgments.
Why do you arrange the story like that?	It requires the students to understand the elements of the story and to make judgments about how they should be arranged.
What is your most favorite Indonesian story? Why?	It requires the reader to consider their own personal preferences and to make a judgment about which story is their favorite.
In the Little Red Riding Hood, do you like the wolf in the traditional version or in the	It involves understanding and evaluating information, as the reader must consider the differences between the traditional and fractured versions and make a judgment about which they

fractured version? Why?	prefer.
If you could change the story of Cinderella, name two different settings where you would like the story to happen.	This question involves generating and evaluating ideas, as it requires the reader to consider the possibility of changing the setting of the Cinderella story and to generate a list of two alternative settings.
Why do you think creating a fractured version of a traditional story is a good idea?	It requires the students to consider their own beliefs and values and to make a judgment about the concept of creating a fractured version of a traditional story.
Did you like the movie or the story version better? Why?	It requires the students to consider their own personal preferences and to make a judgment about the movie and original story versions.
Why do you think the movie producers changed the story in the way they did?	This question involves understanding and evaluating information, as it requires the reader to consider the changes made in the movie adaptation of the story and to evaluate the reasons behind those changes.

Creating Level

Question	Analysis
What do you think are	The question requires students to
two most important traits	generate their own ideas about the
that should be owned by	traits that they believe are most
great athletes?	important for great athletes to possess.
	This involves creating new ideas and
	concepts, rather than simply recalling
	or applying existing ones.

Creation is considered a higher-level thinking skill, as it involves going beyond simply gathering, comprehending, analyzing, and evaluating information to generating new ideas or products. It involves using existing knowledge and skills in a creative and original way.
Create a mind map to help you brainstorm some traits required for someone to be a great athlete." requires students to generate
athlete. their own ideas about the traits that are required for someone to be a great athlete and to organize those ideas visually using a mind map. This involves creating new ideas and concepts, rather than simply recalling or applying existing ones.
Rearrange the The instruction requires students to
paragraphs into a synthesize the individual paragraphs by meaningful text. combining them in a way that creates a
Question number 21. coherent and meaningful text. This involves combining different elements (the individual paragraphs) in a new way to create a new whole (the text).
State four nutritious The question involves higher-order
local foods that you can eat on a daily basis. thinking skills, specifically the ability to generate and create new ideas or concepts.
Write two sentences that The question asks the reader to
can be used as a consider the content and purpose of a conclusion when you procedure text and to create two

write procedure text.	sentences that could be used as a conclusion.
Write one expression to show that you agree with someone's opinion.	It requires the students to generate a new product or idea. To answer this question, the learner would need to consider appropriate ways to express agreement and choose one that they feel effectively conveys their agreement with the other person's opinion.
Write two sentences that indicate you dislike graffiti.	It requires the students to generate a new product or idea. To answer this question, the learner would need to consider appropriate ways to express dislike and choose two sentences that effectively convey their negative feelings about graffiti.
Find classmates whose story parts relate to your part and make a complete whole story.	It involves synthesizing and creating new information, as the reader must bring together multiple parts to create a complete whole story.
Write two sentences that can be the beginning of a fairy tale	This question involves generating and communicating information, as it requires the reader to generate two sentences that can serve as the beginning of a fairy tale and to express those sentences in written form.

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