THE ANALYSIS OF READING COMPREHENSION QUESTION LEVELS IN THE ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL

THESIS

By:

Dina Helmi Fitriani
NIM. 210917021

ENGLISH EDUCATION DEPARTMENT
THE FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO
2021

ABSTRACT

Fitriani, Dina Helmi. (2021). *The Analysis Of Reading Comprehension Question Levels In The English Textbook For Senior High School*. A Thesis. English Teacher Education Department, The Faculty of Tarbiyah and Teacher Training, IAIN Ponorogo. Advisor: Dr. Dhinuk Puspita Kirana, M.Pd

Key words: analysis, low order thinking, high order thinking.

One of the textbooks utilized in Indonesia is the textbook that contains English learning materials for all teachers and students. Textbooks also help the teacher to develop a test for assessing the learning materials that have been instructed because textbooks consist of not only learning materials but also various kinds of tests that are valuable for teachers to measure students' abilities. the higher order thinking skills are vital role throughout the learning process for the students because it could enhance their ability in critical thinking skill to evaluate the information. In addition, it is very important to prepare for the twelfth grade senior high school students who will continue their education to colleges in the future or for students who want to go to work having higher order thinking skills.

The purpose of this study was to analyze the English textbook for senior high school of grade twelfth by using Anderson's taxonomy to fulfill the following objective (1) To find out the level of low order thinking skills (LOTS) exist in the reading comprehension questions of English textbook for senior high school (2) To find out the level of high order thinking skills (HOTS) exist in the reading comprehension questions of English textbook for senior high school.

In this study, the content analysis or document analysis method was used because the writer analyzed the contents of a textbook, especially the reading comprehension questions for twelfth grade students in the English textbook. The content or document analysis is a method of research applied to written or visual materials in order to identify the materials' specific characteristics. English textbook for grade twelfth students for senior high school published by the Indonesia Ministry of Education and Culture in 2018 is used as the subject in this study. In this study the focus is on the reading comprehension issues contained in the textbook, particularly the essay items. Then, it selected and analyzed the questions listed in the textbooks. The researcher built a checklist on the basis of the cognitive domain's Andersons Taxonomy. A table with eight columns composes the checklist. The serial number of the question was contained in the first column, the second column contained the question, whereas each of the following six columns contained one of the six cognitive levels of Andesrson's Taxonomy, placed from low to high in sequence.

This study aimed at analyzing the level of questions contained within the reading comprehension questions of English course reading for high senior of grade. Anderson's taxonomy that was utilized to analyze the level of reading comprehension questions are classified into two levels: low order thinking skills (remembering, understanding and applying) and high order thinking skills (analyzing, evaluating, creating). The data were collected then calculated into percentages and frequencies of which each level of thinking level within the questions. The comes about appears that 77% questions emphasize low level of questions (HOTS), whereas as it were 23% emphasize high level of questions (high order thinking skills). In expansion, the questions within the English reading material are dominated by the understanding level which is one of the low order thinking skills. In this manner, it can be concluded that the reading comprehension questions contained within the English reading material for senior high school of grade twelfth are generally categorized as the low level of questions.

MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name   : Dina Helmi Fitriani

Student Number   : 210917021

Faculty   : Tarbiyah and Teachers Training

Department   : English Education

Title   : The Analysis of Reading Comprehension Question Levels in the English Textbook for Senior High School

Has been approved by the advisor and is recommended for approval and acceptance.

Ponorogo, 16 April 2021

Advisor

Dr. Dhinuk Puspita Kirana, M.Pd
NIP. 198303272011012007

Acknowledge by

Head of English Education Department of

Tarbiyah and Teachers Training Faculty

State Institute of Islamic Studies Ponorogo

Dr. Dhinuk Puspita Kirana, M.Pd
NIP. 198303272011012007

MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

RATIFICATION

This is to certify that Sarjana's thesis of:

Name   : Dina Helmi Fitriani
Student Number   : 210917021
Faculty   : Tarbiyah and Teacher Training
Department   : English Education
Title   : The Analysis of Reading Comprehension Question Levels in the English Textbook for Senior High School

Has been approved by the board of examiners on:
Day   : Friday
Date   : 30th April 2021
and has been accepted as the requirement for the degree the sarjana in English Education
on:
Day   : Thursday
Date   : 20th May 2021

Ponorogo, 31th May 2021
Certified by
Dean of Tarbiyah and Teacher Training
State Institute of Islamic Studies Ponorogo

Dr. H. Moh. Munir, Lc., M.Ag
NIP. 196807051999031002

Board of Examiners
1. Chairman   : Dr. Tintin Susilowati, M.Pd   )

2. Examiner I   : Dra. Aries Fitriani, M.Pd   ( )

3. Examiner II   : Dr. Dhinuk Puspita Kirana, M.Pd   )

iv

SURAT PERSETUJUAN PUBLIKASI

Yang bertanda tangan di bawah ini:

Nama   : Dina Helmi Fitriani

NIM   : 210917021

Fakultas   : Tarbiyah dan Ilmu Keguruan

Program Studi   : Tadris Bahasa Inggris

Judul Skripsi   : The Analysis of Reading Comprehension Question Levels in the English Textbook for Senior High School

Menyatakan bahwa naskah skripsi/tesis telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di **etheses.iainponorogo.ac.id.** Adapun isi dari keseluruhan tulisan tersebut sepenuhnya menjadi tanggung jawab dari penulis.

Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 1 Juni 2021

Dina Helmi Fitriani

CHAPTER 1

INTRODUCTION

This chapter is concerned with the foundation of the inquire about covering five parts: Background of study, Focus of Study, Statement of the Problems, Objectives of the Study, Significance of the Study, Organization of the thesis.

A. Background of the Study

One of the textbooks utilized in Indonesia is the textbook that contains English learning materials for all teachers and students. The English textbook is used by the students as reading materials in their learning both interior and exterior the classroom It is broadly known that textbook are critical sources within the instructing and learning handle all through the world, particularly in Indonesia. In addition, textbooks also help the teacher to develop a test for assessing the learning materials that have been instructed because textbooks consist of not only learning materials but also various kinds of tests that are valuable for teachers to measure students' abilities. Richard claims that textbook is one of the key components in the language teaching programs. Subsequently, the use of textbooks in the learning process is very imperative since textbooks give numerous advantages in the area of education.[1]

Besides, the textbook encourages the students to be more focused on the learning materials taught by the teacher. Students who don't utilize textbooks will be out of focus.[2] Subsequently, an effective English textbook must have learning materials that are relevant to the student's require by providing good learning materials, exercises or questions.

However, many criticisms and recommendations appear in the use of English textbooks particularly the items of exercises or questions available within the textbook.

---

[1] Jack C Richards, *Approaches and Methods in Language Teaching (*New York: Cambridge University Press, 2001), 18.

[2] Pornpimon Tangsakul et al., "Using Bloom's Revised Taxonomy to Analyze Reading Comprehension Questions in Team Up in English 1-3 and Grade 9 English O-Net Tests," *International Journal of Research-Granthaalayah 5,* no. 7 (2017), 31.

Cunningsworth states that no textbook designed for each level of learners will be perfect for the particular group of learners. [3]It means confirmation and evaluation are required for the English textbook whether or not the textbook is appropriate with objectives of learning, the student's level and the student's need before it is utilized by the teachers and the students in the teaching and learning process. There are many aspects in the textbook that require an evaluation such as the teachers, teaching materials, the layouts, the work out or assignments and numerous others. Besides, one of the aspects in the textbook that needs an evaluation is the exercises or the assignment provided. The textbooks have to provide assignments or work out in deferent ways for different level, learning styles, and student interest. In this way, the existence of the varied assignments or work out is required.

Works out or assignments in the textbook play a very important role in learning process, particularly English learning. In this way, the works out or assignments help students practice their abilities and get good results in the teaching and learning process. The activities in the language learning skills are solidified and completely mastered by practicing. One of the exercises in the practice for students is doing works out or assignments that are provided in the textbook. Subsequently, the works out or assignment are very useful for the teachers to know the students' understanding about the teaching materials and their ability in the basic skill of language learning.[4]

The researcher chose a textbook entitled " *Bahasa Inggris* " because the textbook is a concept book that emphasizes the ability to develop knowledge, skills and attitudes as a complement and companion to learning English. This textbook supports students to be active and think according to their level of development and ability, as a feature of the refined 2013 curriculum, until the stage of creation. The government supports this book by providing manual books for the teachers to support the teaching and learning process. This book was

---

[3] Alan Cunningsworth, *Evaluating and Selecting English Foreign Language (EFL) Teaching Materials* (Jolanda: Luigj Gurakuqi University, 1995), 201.
[4] Penny Ur, *A Course in Language Teaching: Practice and Theory* (New York: Cambridge University, 1996), 149.

written by Utami Widiati, Zuliati Rohmah, and Furaidah. Then, it was edited by Rasti Setya Anggarini, while the researchers were Emi Emilia, Helena Indyah Ratna Agustien, and Tri Wiratno. This book was published by Pusat Kurikulum dan Perbukuan, Balitbang Kemendikbud.

There are several advantages for textbook:

1. Deepening of the material contains learning material presented to make it easier for students to understand the key concepts in the material in the English language

2. Activity: is a selected activity structured to develop the abilities and attitudes of students.

3. Questions: presented on the basis of questions to develop knowledge according to the level of difficulty.

There are four basic language skills in learning English: that is listening, speaking, reading and writing. Reading is one of the most complex and difficult skills to learn.[5] In addition, Indonesian students who study English as a foreign language state that the ability to read is very difficult and also difficult for people who use English as their mother language. [6] However, although reading skills are a difficult skill for learners to learn, increasing their language acquisition is still helpful because the more learners read and understand what they read, the better they understand what they read. Then after reading a text, one of the best ways to assist students with reading skills is by practicing the lessons or activities.

In addition, Linse states that reading includes the abilities of higher order thinking. It is more complicated than just decoding particular words. For students to be able to think more critically using logical methods, higher order thinking abilities are helpful and it is helpful for students to solve problems they face in their daily lives. It also helps students in the learning process by using a scientific approach, as required by the latest 2013 curriculum.

---

[5] Zaharil Anasy, "HOTS (Higher Order Thinking Skill) In Reading Exercise," *Journal of Education in Muslim Society 3*, no. 1 (2016), 51–63.

[6] Jeremy Harmer, *The Practice of English Language Teaching* (New York: Pearson Longman, 2007), 101.

It might be helpful for students to do some questions or exercises that are provided in the English textbook to help their higher order thinking skills.[7]

The higher order thinking abilities consist of three levels of cognitive abilities based on taxonomy based on Anderson and Krathwohl; analyzing, evaluating, and creating. The taxonomy of Anderson and Krathwohl itself first introduced in 1950 by Benjamin S. Bloom, is one of the most famous taxonomies in education. For more than 50 years, taxonomy has been used and is extremely important in education.[8] Therefore the taxonomy of Anderson and Krathwohl is still considered today as a helpful teaching tool. Therefore, the students need to have higher order thinking skills because no matter the goals or circumstance, no matter the problems the students face and no matter where they are, it is better to have a high skill in thinking as a professional, a shopper, an employee, parents, a lover, a citizen and in every situation of life, a good skill in thinking is very helpful.[9] This means that the higher order thinking skill not only provides students with benefits in academic matters, but also to express their views and make a logical decision in every part of their lives.

Furthermore, the higher order thinking skills are vital role throughout the learning process for the students because it could enhance their ability in critical thinking skill to evaluate the information. In addition, it is very important to prepare for the twelfth grade senior high school students who will continue their education to colleges in the future or for students who want to go to work having higher order thinking skills.

One of the ways to test higher level thinking skills is by using the essay system. The essay questions in the textbook, particularly the English textbook, are an important instrument for evaluating higher-level thinking. It implies that essay items could enable students to build their logical answers that are more inhabited in their thinking and learning

---

[7] Caroline T Linse and David Nunan, *Practical English Language Teaching: Young Learners/by Caroline T. Linse; David Nunan, Series Editor* (New York: McGraw-Hill/Contemporary, 2005), 111.

[8] Dian Musial, *Foundations of Meaningful Educational Assessment,* (Boston: McGraw-Hill Higher Education, 2009), 69 .

[9] Eileen Gambrill and Leonard Gibbs, *Critical Thinking for Helping Professionals: A Skills-Based Workbook* (Oxford University Press, 2017), 67.

because students use their own words to answer questions from the essays.[10] In addition, essay items require students to relate their background knowledge and understanding of a subject in the text in evaluating higher order thinking level in reading exercise, showing their thinking then followed by written text.[11] The essay on reading comprehension questions therefore helps to check students' understanding and allows them to use their critical thinking, especially in reading exercises. In addition, the reading questions in the textbook can be categorized into abilities for higher order thinking and skills for low order thinking. The skills of low order thinking require students to recall their knowledge, while the skills of high order thinking require students to perform in the most complicated process.[12]

However, almost all of the previous research showed that the number of high order thinking skills in the textbook is low. The thinking levels in the textbook also mostly found in the low order thinking skills.[13]

The low level of questions are much easy to be found in the textbook because it is familiar and easy to answer by the students, and it is much easier to be made by the teachers or the author of the textbook while the higher level of questions is rarely found in the textbook because it often requires the teachers to wait for considerable amount of time for the students to answer those kinds of questions.[14]

Based on the preliminary study, several teachers interviewed said that they did not know that the textbooks they use in the classroom learning process could evaluate the critical thinking skills of students or not .The teacher said that most students find it difficult to answer questions that require higher-order thinking skills. Then, when a high-level question was submitted to the national exam simulation, only a few students answered the question

---

[10] Faradina Ilma, "Higher Order Thinking Skill Questions in Reading Exercises: An Analysis of Reading Exercises in Bright Course Book for the Seventh Grade of Junior High School of 2013 Curriculum,"(Erlangga, 2017), 27.

[11] Ibid., 97.

[12] Nina Apriani, "Evaluating the Higher Order Thinking Skills in Reading Exercise of EFL Textbook 'Pathway to English' for Tenth Grade of Senior High School Students," (Thesis, IAIN, Bengkulu, 2019), 12.

[13] Ibid., 10.

[14] Ibid., 13.

correctly. The teacher also said that if a question is given to students at a high level, then students need a long time to answer the question and it takes time to learn.

Why the researcher chose textbooks at senior high school level, particularly twelfth grade, because in college life, the focus is on higher thinking skills to be active in evaluating ideas and information.[15] For this reason, the higher order thinking skill plays a vital role throughout the learning process because it could improve student's ability in critical thinking skill to evaluate information in their everyday life. In addition, it is very important to have the higher order thinking skills for the twelfth grade of senior high school students who will continue their study at college or even for those who want to go to work to prepare themselves to do their thinking in the real world. Then the Indonesian Ministry of Education and Culture's national review requires higher-order thinking skills. Because most of the questions are at the high level of questions to answer the questions, critical thinking of students was needed. Not only do the questions evaluate the memorization of the student, but they also evaluate the critical thinking of the student. Therefore it can affect their thinking ability if students are only accustomed to dealing with questions at a low level. They will not be used at a high level for answering questions. Although low-level questions do not mean bad questions, they will have difficulty dealing with higher-level questions if students focus only on low-level questions.

In summary, an analysis of the level of reading comprehension questions in the textbook, particularly essay items, is believed to be important because the results of the study can enhance the critical thinking skills of the student in reading and support students in learning English. The reason why the writer chose the English textbook for twelfth grade senior high school is because this book is written by the Indonesian government and it is a book that schools must use that has been revised based on the 2013 curriculum. Therefore, the researcher   chose to analyze the distribution of the thinking level existing in the reading

---

[15] Gregory Bassham, et al., *Critical Thinking: A Student's Introduction* (New York: McGraw Hill, 2011), 80.

comprehension questions especially essay items in the English textbook for senior high school of grade twelfth to make sure that the textbook supports the students to be competent in the English language learning by providing not only low level of questions but also high level of questions in the English textbook.

Therefore, it was necessary to conduct a research entitled **"The Analysis of Reading Comprehension Question Levels in the English Textbook for Senior High"**

B. Research Focus

In order to make a clear perception in this study, it was necessary to restrict the problem based on the study conducted by the writer. This study focused on the existence of low-order thinking skills (LOTS) and high-order thinking skills (HOTS) in the English textbook reading comprehension questions that were analyzed based on the taxonomy of Anderson (2001). The abilities for low-order thinking consist of three levels; remembering, understanding, and applying. Then there are 3 levels of high-order thinking skills; analyzing, evaluating, and creating. To analyze and evaluate the English textbook, those levels are used. Moreover, for senior high school students, there are three series comprising the English textbook for grades 10, 11, and 12. Thus, evaluating all books for different grades at the same time is very demanding for the writer. The English textbook for twelfth grade students was therefore chosen to be evaluated. There are no significant differences between this book and other books of different grades, since they are published by the same body, the Ministry of Education and Culture of Indonesia. Furthermore this study only deals with activities relating to reading comprehension problems, particularly essay items in the twelfth grade English textbook for senior high school.

C. Statement of the Problems

Based on the objectives of the above study, this study has the general question: How does the level of reading comprehension questions exist in the twelfth grade senior high school English textbook? The research issue can be split into two research questions, as follows:

1. How do the low order thinking skills (LOTS) exist in the reading comprehension questions of English textbook for senior high school?

2. How do the higher order thinking skills (HOTS) exist in the reading comprehension questions of English textbook for senior high school?

D. Objective of the Study

The purpose of this study was to analyze the English textbook for senior high school of grade twelfth by using Anderson's taxonomy to fulfill the following objectives:

1. To find out the level of low order thinking skills (LOTS) exist in the reading comprehension questions of English textbook for senior high school

2. To find out the level of high order thinking skills (HOTS) exist in the reading comprehension questions of English textbook for senior high school

E. Significance of the Study

By conducting this study, it is expected to give useful information and contribution for educational environment, theoretically and practically.

1. Theoretically

   a. The result of this study will be useful and contribute to scientific treasure in the field of education.

   b. People who want to conduct a research in English textbook materials can use the results of the research as the reference.

2. Practically

a. English teacher

This research will provide the English teachers about the thinking level of reading comprehension questions in the English textbook for senior high school of grade twelfth. The result of this study can be used as a reference to the teacher about what should they do in teaching reading comprehension because they has been know the level of thinking in the English textbook for the twelfth grade of senior high school. Then, practically, the teacher can use the result of this research as a reference to improve their teaching reading comprehension and improve students' thinking in English class.

b. School

The result of this research can be used as a reference about the thinking level of reading comprehension in the English textbook for the twelfth grade of senior high school. Therefore, the school can use this research to find the better reference about the textbook for English that can be used in teaching and learning process to improve the quality of the school.

c. Other Researcher

The researcher hopes that this research can inspire the other researcher to conduct further researches about the thinking level of the reading comprehension in the English textbook, especially for the twelfth grade of senior high school. The other researcher can use this research as a reference to conduct the research about the textbook analysis.

F. Organization of the Thesis

The researcher writes this thesis in five chapters. They are:

1. The first of chapter is an Introduction. In this chapter, it confirms the background of the study, the research focus, statement of the study, the objective of the study, and the organizations of the thesis

2. The second of chapter is a Review of Related Literature. In this chapter, it confirm with the review of literature where grand theories on the topic of the study are provided for the writer to make arguments about the ideas of different writers or experts. A number of relevant studies are also included to support the research where the writer can see the similarities and differences between the findings of other people's studies and the writer's. There are three concepts of theory to be discussed in this study; thinking, reading comprehension and textbook. Then, this chapter also explains the conceptual framework of the study and indicators. To make a clear understanding about this study, it is important to understand the concept of the study. In this capture, the major section concepts will be explained.

3. The third of chapter is a Research Method. In this chapter, it confirms research design, data resources, data collection and data analysis and is one of the important chapters in this project. Each of them is clarified further accordingly.

4. The Fourth of Chapter is a Discussion. In this chapter, it confirms how the data is processed.

5. The fifth of chapter is a Closing. In this chapter, it confirms conclusion and recommendations

CHAPTER II

REVIEW OF LITERATURE

This chapter bargains with the review of literature where grand theories on the topic of the study are given for the writer to form contentions approximately the thoughts of different writers or experts. A number of relevant studies are too including support the research where the writer can see the similarities and differences between the findings of other people's studies and the writer's. There are three concepts of theory to be discussed in this study: thinking, reading comprehension, and textbook. Then, this chapter moreover clarifies the conceptual framework of the study and indicators. To create a clear understanding about this study, it is important to understand the concept of the study.

A. Thinking and Thinking Skills

According to Nancy (2005) Thinking happens in human brain. It refers to the process of creating a logical series of connective facets between items of information in human brain. When someone can treat the brain as unknown quantity that he cannot manage, then their untrained thinking is likely to consist of all or some of following:

1. Doubts, fears and catastrophe: the phenomenon of letting the rest of our thinking be colored by one bad thought.

2. Fantasizing: it is possible to imagine the worst and guide all of our thinking to plan for it.

3. Self-deprecating: allowing errors and failures lead us to think that we are not good enough.

4. Remembering the worst: worrying about something that we have done in the past that we cannot alter.

5. Confusion: not having clear objectives or plans.[16]

B. Theories related to thinking skills

1. Jean Piaget (Cognitive Development)

A cognitive development expert, Jean Piaget, has examined many studies on the phases of human cognitive development that are keys to the development of the mind. At the age of children from 0 births to school age, it begins with cognitive development; from adolescents, operational skills of thought stages develop the logical and systematic manipulation of symbol symbols. People begin to develop mind skills such as logical processes after adolescence, then adulthood, starting from symbols that have a relationship with the concept of complex and abstract thoughts. Scientific thinking, reasoning and hypothesis testing at an adult age. This stage of development is the basis for solutions to problems in life and work, self-reflection, and the critical reasoning process, etc.[17]

2. Jerome Bruner (Constructionist)

Bruner is a constructionist expert who has spent his life researching processes of human learning that involve strategic research and discovery, inductive reasoning, and human intrinsic motivational reasoning. Stages by stages begin with non-linear cognitive development; the development of the human age coincides with it. Bruner's example of his research is to find a "spiral curriculum" where in the context of updated information, students return to the previously discussed problem. At the beginning of the latest learning, both Piaget and Bruner remained focused on super active learning, very active research studies and findings, inductive reasoning processes, and the

---

[16] Nancy Polette, "*Teaching Thinking Skills with* Fairy *Tales and Fantasy*," (GreenWood Village: Libraries Unlimited, 2005), 55.
[17] Thomas K Crowl, et al., "*Educational Psychology: Windows on Teaching,*" (New York: University of New York, 1997), 89.

interconnections of concepts and data learned. Inactivity, visual representation and symbols are included in their phases, including mathematical and scientific symbols.[18]

3. The Three Bloom's taxonomy

The three taxonomies of Bloom, cognitive, affective, and psychomotor, address the hierarchical level of basic thinking in learning areas from low to higher complexity.[19] Students can take operational information meaning from very abstract things, formula models, symbolic equations, or algorithms applied in new ways in new situations from this understanding of Bloom, the link in its application and the skills of the lower level of mind to the highest level; then from here. High-level mind skills including problem analysis, the synthesis of studies always requires the achievement of initial levels, such as the ability to use routine rules for new problems.[20] Complex material in many parts, correlations detected data and information grouped and most abstractly creative within the boundaries previously determined by context and content. In this case it appears that each taxonomic entity has many relationships.

4. Gangehierarchical theory

Human intellectual skills occur according to the Gange's shierarchical theory, starting with a hierarchy from the lowest to the top or the complex of the intelligent abilities of a person. Level difference is a concept from easy to hard in this hierarchical structure. This highly complex level is then followed by the ability to solve the issue. The cognitive manner of Genge can begin very simply towards the complex.[21] Bloom, Genge and Briggs give more opportunities for more junior students to learn complex

---

[18] Ibid., 99.

[19] Benjamin Samuel Bloom, *Taxonomy of Educational Objectives: The Classification of Educational Goals Cognitive Domain* (New York: David McKay Company, 1956), 115.

[20] David S McDavitt, "*Teaching for Understanding: Attaining Higher Order Learning and Increased Achievement through Experiential Instruction* " (Non journal, 1994), 27.

[21] Robert Mills Gagné, *Conditions of Learning* (New York: Holt, Rinehart and Winston, 1965), 56.

basic skills and more likely students to become seniors at any age, starting from the simple level connected to more complex levels of thinking.[22]

It can be concluded that what is common among these theories is that a development that goes from ordinary to super difficult is training in thinking in a learning process. This cognitive ability is therefore the highest mental ability that can not be achieved if the ability to remember information is necessary to understand, analyze issues, evaluate data, and create a product.

5. The Thinking Skills Taxonomy

There are some taxonomies of thinking skills commonly used in the area of education. Evaluation standards for the Learning Dimensions model are the first taxonomy. In this taxonomy, the thinking level distinguish declarative knowledge, procedural knowledge, complex thinking, information processing, effective communication, cooperation, and habits of mind. Each categories includes descriptions of various thinking process that could be consider higher-order thinking. Then, on 2007, Marzano and Kendal lidentify three domains of knowledge such as information, mental procedures, and psychomotor procedures. Their systems of thinking form a hierarchy of levels of processing such as retrieval, comprehension, analysis, knowledge utilization, met cognition, and self-system thinking.[23]

---

[22] Robert M Gagne and Leslie J Briggs, *Principles of Instructional Design* (Holt, Rinehart & Winston, 1974), 97.

[23] Robert J Marzano and John S Kendall, *The New Taxonomy of Educational Objectives* (Corwin Press, 2006), 134.

6. Thinking skills taxonomies by Marzano and Kendall (2007)

Thinking Skills Taxonomies Taxonomy is organized by knowledge domains as well as the cognitive system, according to Marzano and Kendall. Divided into five levels of thinking skills, the meta cognitive system and the self-system are retrieval, comprehension, analysis, use of knowledge, meta cognition, and self-system.

a. Retrieval

Retrieval refers to students' recognition of information, or recall of it when asked.

b. Comprehension

Comprehension concerns students' ability to integrate knowledge or represent the integration of knowledge symbolically. The aspect of comprehension within the taxonomy that address symbolic or visual representation, however, there are some slight differences. For the social studies, attention to the symbolic aspect of comprehension relates to students' understanding and use of maps and charts.

c. Analysis

Analysis is comprise do matching, classifying, analyzing errors, generalizing and specifying. There is no differences among subject areas or document types appear to be significant.

d. Knowledge utilization

Some differences among expectations for students appear when students are asked to apply their knowledge or understanding. Knowledge utilization comprises four areas such as decision making, problem solving, experimenting, and investigating.

e. Meta cognition

Meta cognition refer to the process of monitoring or regulating one's cognition or the knowledge about strategies for learning or characteristics of a tasks that affect cognition.

f. Self-System

The self system includes these are related to motivation and affect. These include aspects of interest or importance, personal efficiency, emotional response, and motivation.[24]

7. Thinking Skills taxonomy by Anderson's (2001)

Firstly, the taxonomy of Anderson is a model of thought developed by Benjamin S. 1956's Bloom. Thinking was divided into six cognitive levels by this model. Then in the 1990s, Bloom's former student Lorin Anderson created a draft to update the taxonomy of Bloom. Anderson divides thinking abilities into two levels, such as lower-order thinking abilities (remembering, understanding and applying) and higher-order thinking abilities (analyzing, evaluating, and creating). The keywords of the revision of Bloom 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 schedule, making sketch, solving problem and writing.

d. Analyzing means the students can classify the sections based on their difference and similarity. The keywords are examining, comparing, contrasting, distinguish, doing discrimination, separating, test, doing an experiment, asking

---

[24] Ibid., 135.

e. Evaluating means the students can state either good or bad towards a phenomenon or certain 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.[25]

8. The Level of Thinking Skills

Thinking skills are divided in two kinds, higher-order thinking and lower-order thinking skills. Higher-order thinking is a kind of challenge and extended use of the mind; lower-order thinking means routine, mechanistic application, and constraints. The distinction between higher-order thinking and lower-order thinking.[26]

For problem-solving, there are two types of HOTS required; analytical (logical) and creative. Analytical or logical skills consist of ordering, comparing, contrasting, evaluating and selecting. In order to select the best alternative or answer to the problems, critical thinking skills are used. For the same reason as analytical and logical thinking, creative thinking, on the other hand, is also useful. It involves the identification of problems, efficiency, flexibility, originality and elaboration.[27]

9. Reading comprehension

Language and education experts have provided many definitions of what reading comprehension is In simple terms, the writer can understand that reading comprehension is the ability to understand, understand and interpret what has been read. Reading comprehension can mean research efforts in the context of the school to search

---

[25] Kusuma Merta Dhewa et al., "The Development of Higher Order Thinking Skill (Hots) Instrument Assessment in Physics Study, " *IOSR Journal of Research & Method in Education (IOSR-JRME) 7,* no. 1 (2017), 26–32.

[26] Novita Silta Pasutri, "Teachers'strategy And Challenges In Teaching Higher-Order Thinkingskills In The Rural Area: A Case Study At Junior High School In Gaung District, Inhil, Riau, " (Tesis, UIN SUSKA, Riau, 2020), 34.

[27] Jamal Raiyn, "The Role of Visual Learning in Improving Students' High-Order Thinking Skills," *Journal of Education and Practice 7*, no. 24 (2016), 115–21.

for answers that are not yet known to something that is read, particularly in the context of communication learning between students and teachers in the interaction of both classroom and online texts with learning activities.

Reading comprehension is the ability to understand or to get meaning from any type of written material. It is the reason for reading and the critical component of all content learning "reading comprehension is the ability to understand or obtain meaning from any type of written material. It is the reason for all content learning to be read and the critical component. Millrood confirms that "reading is a visual and cognitive process to extract meaning from writing by understanding the written text processing information and relating it to existing experience"[28]

It can be concluded that all of the above definitions of reading comprehension are recognized in the textbook or other materials to gain meaning. Reading ability is an essential ability for the reader to engage with the passage and to negotiate the intended data using his previous knowledge. To date, readers have used cognitive skills and mind strategies to gain understanding and ideas of the author.

10. The Definition of Textbook

A tool used by educators to facilitate teaching and learning activities. Typically, teachers or teachers include a variety of media models so that learning activities are better both in explaining material and in assessing it. One of the examples of media used in the teaching and learning is textbooks. The textbook is easily accessible, both from stores or the internet, is portable, and is easily used because it has been standardized in accordance with the student's need. Although various types of learning

---

[28] Gail Boushey and Joan Moser, *The Daily 5: Fostering Literacy Independence in the Elementary Grades* (Portland: Stenhouse Publishers, 2006), 23.

media are dealing with printed material, textbook are favorite sources of reading in the educational area, especially in the classroom or school.[29]

C. Conceptual Framework

Improving the thinking of students is one of the main objectives of education, particularly in Indonesia. Houghton said that where to begin this process is the most important decision to be made and the answer is one of the ways to improve the thinking of students by using textbooks as sources for students to improve their ability to think.[30] Textbooks play a significant role in the English teaching and learning process as one of the sources of learning. As one of the learning sources in the English teaching and learning process, they help both teachers and students provide the framework, texts and tasks.[31] Therefore, the teachers should have the capability to choose a good textbook that is suitable with the need of the students. There are many aspects in the textbook that the teacher should concern. One of them is evaluating the exercise in the textbook because the quality of the exercises in the textbook could influence the student's outcomes and the students' motivation in the learning process.

Moreover, textbook has to provide varied topics and tasks for different levels of learners, learning styles and interests. Thus, the teacher needs to check the existence of the tasks or exercises in the textbook. Exercise in the textbook is one of the prominent roles in the English learning process because it helps students to practice their ability in the learning process so that they can get good outcomes. In addition, it is important to check the existence of the exercise in the textbook because one of the characteristics of a good textbook is practicing the language skills properly and one of the basic language skills is reading skill. Reading is such a complex and difficult skill to learn even for

---

[29] Lane Fischer et al., "A Multi-Institutional Study of the Impact of Open Textbook Adoption on the Learning Outcomes of Post-Secondary Students," *Journal nation al of Computing in Higher Ed27*, no. 3 (2015), 159–72.

[30] Warren Houghton, *Engineering Subject Centre Guide: Learning and Teaching Theory for Engineering Academics* (Higher Education Academy Engineering Subject Centre: Loughborough University, 2004), 67.

[31] Ibid., 121.

people who use English as their mother language.[32] In addition, reading skills are very difficult for Indonesian students who are learning English as a foreign language. Thus, many complex skills that the students should achieve in reading but reading skill is still useful for their language acquisition because the more they read, the better they get.

Additionally, students need higher order thinking skills in reading because higher order thinking skills are important for improve their ability in the reading. Linse states that reading involves higher order thinking skills. It is much more complex than merely decoding specific words. Teaching the students to derive meaning as well as analyzing and synthesizing what they have read is an essential part of the reading process". Therefore, higher order thinking skill is one of the crucial things that the students need to know. The students not only focus on their ability in low order thinking skills but also they should practice their ability in the higher order thinking skills because the students need to answer the reading questions at all levels of thinking.[33]

Moreover, as time has passed, great changes occur in education. This makes it necessary to revise the taxonomy. Another group of educationalist, headed by Lorin Anderson (a former of student of Bloom) met for the purpose of updating the taxonomy. They saw the need for the taxonomy to meet the needs of students and teachers in the 21th century. They worked for six years and their new version was published in 2001. The new term of the revised taxonomy Bloom by Anderson and Krathwohl (2001) are remembering, understanding, applying, analyzing, evaluating and creating. Anderson and Krathwohl divided the new terms remembering, understanding and applying as Low Order Thinking Skills and analyzing, evaluating and creating as Higher Order Thinking Skills. This study attempted to evaluate an English textbook and specifically to discover the level of order thinking skill used in the exercises contained in the English textbook by using the taxonomy of Anderson and Krathwohl (2001). The conceptual framework

---

[32] Ibid., 90.
[33] Ibid., 12.

below is developed further into an English textbook evaluation checklist as researcher-generated documents with the researcher herself as an evaluator.[34]

Conceptual Framework of Reading Comprehension Questions Level

```
              ┌─────────────────────┐
              │   Anderson's        │
              │   Taxonomy (2001)   │
              └─────────────────────┘
                        │
              ┌─────────────────────┐
              │  Cognitive Domain   │
              └─────────────────────┘
```

Low order thinking skill		High order thinking skill
• Remembering • Understanding • Applying		• Analyzing • Evaluating • Creating

The existing level of reading comprehension questions in the English textbook for senior high school of grade twelfth
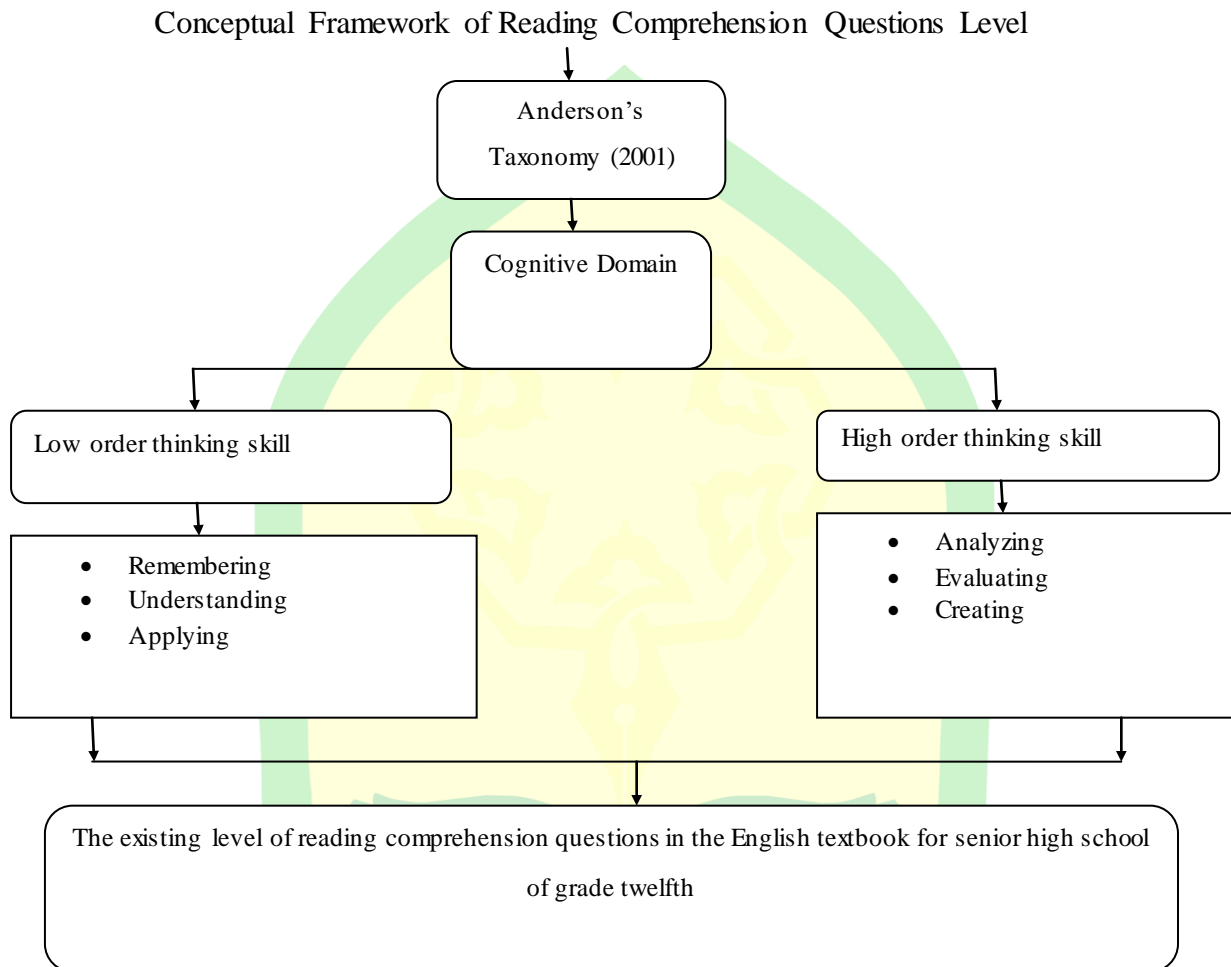
Figure 2.1 Conceptual Framework of Reading Comprehension Question Level

The English textbooks are assessed using a checklist of English textbook evaluation criteria drawn up from the above conceptual framework. After that, certain descriptions are drawn that explain the requirements that the textbook meets and does not meet. An explanation is also provided regarding the fulfillment of those requirements.

The English textbooks are assessed using a checklist of English textbook evaluation criteria drawn up from the above conceptual framework. After that, some descriptions are drawn that explain the criteria that the textbook meets and does not meet. An explanation of the fulfillment of those requirements is also provided.

---

[34] Lorin W Anderson and Benjamin Samuel Bloom, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Addision WesleyLongman, 2001), 95.

D. Indicators

The indicators in this study are based on the theories of Anderson's taxonomy (2001)

1. Low Order Thinking Skills

The Low Order Thinking Skills Indicators are split into three levels:

a. Remembering

Table 2.1 Indicators of remembering level

Categories and Cognitive Processes	Alternative Names	Indicators
Remember		Retrieve knowledge from long term memory
Recognizing	Identifying	Locating knowledge in long term memory consistent with presented material
Recalling	Retrieving	Retrieving relevant knowledge from long term memory

b. Understanding

Table 2.2 Indicators of Understanding Level

Categories and Cognitive Processes	Alternative Names	Indicators
Understand		Construct meaning from instructional messages, including oral, written, and graphic communication
Interpreting	Clarifying Paraphrasing Representing Translating	Changing from one form of representation to another
Exemplifying	Illustrating Instantiating	Finding a specific example or illustration of a concept or principle
Classifying	Categorizing Subsuming	Determining that something belongs to a category
Summarizing	Abstracting Generalizing	Abstracting a general theme or major point
Inferring	Concluding Extrapolating Interpolating Predicting	Drawing a logical conclusion from presented information
Comparing	Contrasting Mapping Matching	Detecting correspondence between two ideas, objects, and the table
Explaining	Constructing models	Constructing a cause and effect model of a system

c. **Applying**

Table 2.3 Indicators of Applying Level

Categories and Cognitive Processes	Alternative Names	Indicators
Apply		Applying a procedure to a familiar task
Executing	Carrying out	Applying a procedure to a familiar task
Implementing	Using	Applying a procedure to an unfamiliar task

2. High Order Thinking Skills

The Low Order Thinking Skills Indicators are split into three levels:

a. **Analyzing**

Table 2.4 Indicators of Analyzing Level

Categories and Cognitive Processes	Alternative Names	Indicators
Analyze		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 coherence Integrating Outlining Parsing Structuring	Determining how elements fit or function within a structure
Attributing	Deconstructing	Determine a point of view, bias, values, underlying presented material

b. **Evaluating**

Table 2.5 Indicators of Evaluating Level

Categories and Cognitive Processes	Alternative Names	Indicators
Evaluate		Make judgments based on criteria and standards
Checking	Coordinating Detecting Monitoring Testing	Detecting inconsistencies or fallacies within a process or product, determining whether 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 produce for a given problem

c. **Creating**

Table 2.6 Indicators of Creating Level

Categories and Cognitive Processes	Alternative Names	Indicators
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

E. Review of Related Study

To support this study, related studies are required. There have been many researchers who have done different studies, especially in the English textbook, on thinking abilities. In terms of research design, variables used, research findings, and so on, there are certainly some similarities and differences found.

The findings from the study of Zaiturrahmi, et.al (2017) are the extent to which questions in teaching listening, reading comprehension, conversation and language composition textbooks, in junior high school focused on higher thinking skills and low position thinking skills; and to find out the most frequent cognitive dimensions of instructional questions in reading textbooks. A number of content analysis were assigned to all nine textbook chapters. All learning activities

form language skills in the object analysis textbook. In addition, the unit for analysis is an instructional question defined as WH question items yes / no, multiple choice, statement questions, and true or false questions collected in textbooks. All are collected, indexed and reviewed according to Bloom taxonomy cognitive domain skills. the researchers then examined the percentage and frequency of questions at all levels that appeared in the textbook. Description was used to explain the initial features of this study information. The results showed a total of 277 instructional questions in activities of learning, experience, reading, conversation, and writing. Learning activities had the lowest number of instructional questions (11 questions); while the most commonly found reading activities (125); conversations and concoctions were average (45 and 46). Furthermore instructional questions were grouped into all learning activities described most of the instructional questions were focused on (198 questions). Furthermore, the cognitive domain most often focused on the level of knowledge (177 questions) which is the lowest level of Bloom's taxonomy.[35]

Gordani (2010) explored different kinds of learning objectives inherent in Iranian guidance school English textbooks from the perspective of Bloom's taxonomy. The result showed thinking skills of the things were concentrated on the first three levels of Bloom's taxonomy which are stated to lower levels of cognitive skills. In addition, a significant difference was found between the textbooks in their inclusion of different levels of cognitive skills.[36]

Ibrahim Mohamed Alfaki (2014) explained how comprehension questions were set with reference to Bloom's Taxonomy and find out the strengths and weaknesses of the comprehension questions in SPINE 3. The study showed that 89.5% of the questions in the sample belonged to the Low Order Thinking Skills, 59.2% which related to "remembering" and 30.2% related to "understanding". 10.2% of the questions in the sample belonged to High Order Thinking Skills,

---

[35] Zaiturrahmi, et al,. "Analysis of Instructional Questions in an English Textbook For Senior High Schools," *English Education Journal 8, no. 4* (2017), 436.

[36] Yahya Gordani, "An Analysis of English Textbooks Used at Iranian Guidance Schools in Terms of Bloom's Taxonomy," *Journal of Asia TEFL 7*, no. 2 (2010), 249.

61.1 % of which related to "applying" and 4.1% related to "evaluating". No questions belonged to any of the "analyzing" and "creating".[37]

BulentTarman and BurcinKuran (2014) examined the cognitive levels or prep and assessment questions in the Social studies textbooks by using Bloom taxonomy. After all the findings were assessed, the sixth grade prep questions were found to be at lower level (84.2%), open-ended assessment questions were at a high level (70.2%), and the multiple-choice assessment questions were at lower level (85%). The seventh grade prep questions were low level with the percentage of 71.3%, open-ended assessment questions were high level at 66.6%, and 93.05% of multiple-choice questions were low-level questions. When these findings were presented to the Social Studies teachers, all of them agreed that the extent of the prep questions was lower generally than the cognitive levels of the students.

Alul (2000) examined the questions in the English textbooks for grade 8 students used in Palestine during the academic year 1999-2000 by using Bloom's taxonomy to know which degree it developed higher thinking skills. It was worth noting that the name of the target book was Petra 'Jordanian curriculum' which used to be taught in the West Bank before applying English for Palestine series in 2001. More specifically, questions presented in the textbook, work book and the stories were analyzed and compared according to Bloom's taxonomy method. For the purpose of the study, an analysis sheet was prepared. Furthermore, key words were used as criteria in the classification of the questions according to the requested taxonomy. Additionally, lower and higher level question groups were calculated, frequencies and percentages were tabulated and represented by bar graphs to facilitate the analysis of the results. The results showed that there was still a preponderance of lower level questions in the studied textbooks. Finally, the researchers recommended that more studies be conducted on English Petra textbooks for the other grades. They also recommended that the Palestinian curriculum designers improve their questioning techniques in the new Palestinian curricula.

---

[37] Ibrohim Mohamed Alfalki, "Sudan English Language Syllabus: Evaluating Reading Comprehension Questions Using Bloom's Taxonomy," *International Journal of English Language Teaching 2*, no. 3 (2014), 64.

Khorsand (2009) examines the level of cognitive skills commonly applied by English educators as foreign languages in Iran in taking the reading skills test at an advanced level. The objective of the study was to test the level of cognitive skills used during the high-level reading skills tests by English teachers in Iran. This study involved 21 teachers and 217 items were grouped according to Bloom taxonomy 1956. The results proved that the most frequent question model was the level of knowledge (54.21%), followed by the level of understanding (38.74%). Meanwhile, the level of thinking skills at the top position is analysis, synthesis, and evaluation with their ratings of 0.47%, 2.33% and 1.39%. This result, it might be assumed that Iranian English teachers, especially teaching and student exams at the lowest cognitive level.[38]

Likewise, Lan and Chern (2010) examined the use of the2001 Bloom taxonomy by analyzing the grains of English reading questions for academic achievement and the English proficiency testing department in China. They wanted to test the level of cognitive skills as well as the science model of the professional examinations in reading the English subject of university entrance filter. Data from the two tests, from the reading test and mastery questions, were analyzed. The result was a total reading of 36 with 140 items of understanding and 77 questions for university entrance and 63 questions for academic achievement tests. This kind of study showed that in entering university from 2002 to 2006, 45.5% were in the Remember Factual Knowledge skill, which was a very dominant category of questions in trials. Likewise, this study proves that in the 2002-2006 university entrance test, the most asked question model consisting of factual memory skills (36.5%), followed by Understanding Factual Knowledge (36.5%), Understanding Conceptual Knowledge (15.9%), and Analyzing Conceptual Knowledge (9.5%).

Abdelrahman(2014) researched the models and levels of test in grade 10 for the lessons of English textbooks that are utilized in by Jordanian Government in the study year 2012-2013. The main goal was to test the writing of the test by applied the Bloom's Taxonomy order in 2001.

---

[38] Narjess Khorsand, "Cognitive Levels of Questions Used by Iranian EFL Teachers in Advanced Reading Comprehension Tests," Online Submission, (2009), 409.

The sample was 655 number of test item taken from reading book. The findings noted that all of the items were closed to two ranks; Remember and Understand (55.11%) and 16.18% for Apply and for high grade 28.71%. This finding also suggested that the difference was on favorite of the below level item test was 51.9%. In conclusion, it can be noted that the model and grade of item test for English test of grade 10 from textbooks applied by Jordanian government during year 2012-2013 were in the basic skills such as to remember as well as to understand.[39]

Grosser and Nel (2013) did research about the correlation about critical thinking skills and academic language proficiency. The researcher takes the prospective teachers in South Africa as the sample. It was divided into two groups, white Afrikaans speaking and English home language speaking students. They were heterogeneous in terms of gender, culture, home language (English, Afrikaans and African language). The result of this research showed that the sample had poor academic literacy skills which included academic language proficiency and critical thinking skills. It means that language proficiency and critical thinking have a big correlation where the capacity to use language is essential to execute critical thinking.

Muchlis (2015) examined a similar case of a previous study with the aim of finding out the cognitive level of the matter of measuring the reading skills of English textbooks for forestry education program students in Samarinda province. The content analysis methodology drew on the level of thinking of Bloom's Taxonomy as well because high and lower level thinking would not collect, analyze, and classify reading skills test items. The results of the study proved that the questions about reading skills covered all cognitive levels as mentioned above. Among other skills are Knowledge, Understanding, Application, Analysis, Synthesis and Evaluation. The problem most often found was in the Knowledge and Understanding domains. But, most of the questions were lower-level thinking skills and they had the least top-level thinking.[40]

---

[39] Mahmoud Sulaiman Bani Abdelrahman, "An Analysis of the Tenth Grade English Language Textbooks Questions in Jordan Based on the Revised Edition of Bloom's Taxonomy," *Journal of Education and Practice 5*, 18 (2014), 139.

[40] Muchlis Muchlis, "An Analysis Of Thinking Order of Reading Comprehension Questions In English Textbook For Young Foresters Of Forestry Vocational School Of Samarinda," *Jurnal Nalar Pendidikan 3,* no. 1 (2015), 314.

The analysis of Riazi and Mosalaejad (2010) showed that three high school reading books in Iran and one pre-college reading book indicate Bloom's most preferred taxonomic level. From the exercises the four reading books are grouped to level out the code scheme represented by six levels of Bloom's cognitive domain. The results of the study obtained from an analysis of early year English textbooks revealed that the majority of the lesson goals (65.2%) were comprehension and application skills and the lowest percentage was evaluation (0.6%). The second and third English textbooks with the most frequent goals are application skills (37.6%). however the question of evaluation skills was no longer encountered. The questions of knowledge, analysis, and synthesis skills only appear in medium schools in the three books reviewed. Next, the cognitive skills most frequently encountered were an average of 85.3% in the three textbooks studied was used in secondary schools at very low levels of thinking skills. As for the goals most frequently found in pre-diversity textbooks are the comprehension skills followed by the science skills, while the lowest ones were related to analysis. So, the basic level of thinking skills was more often in this reading textbook.[41]

---
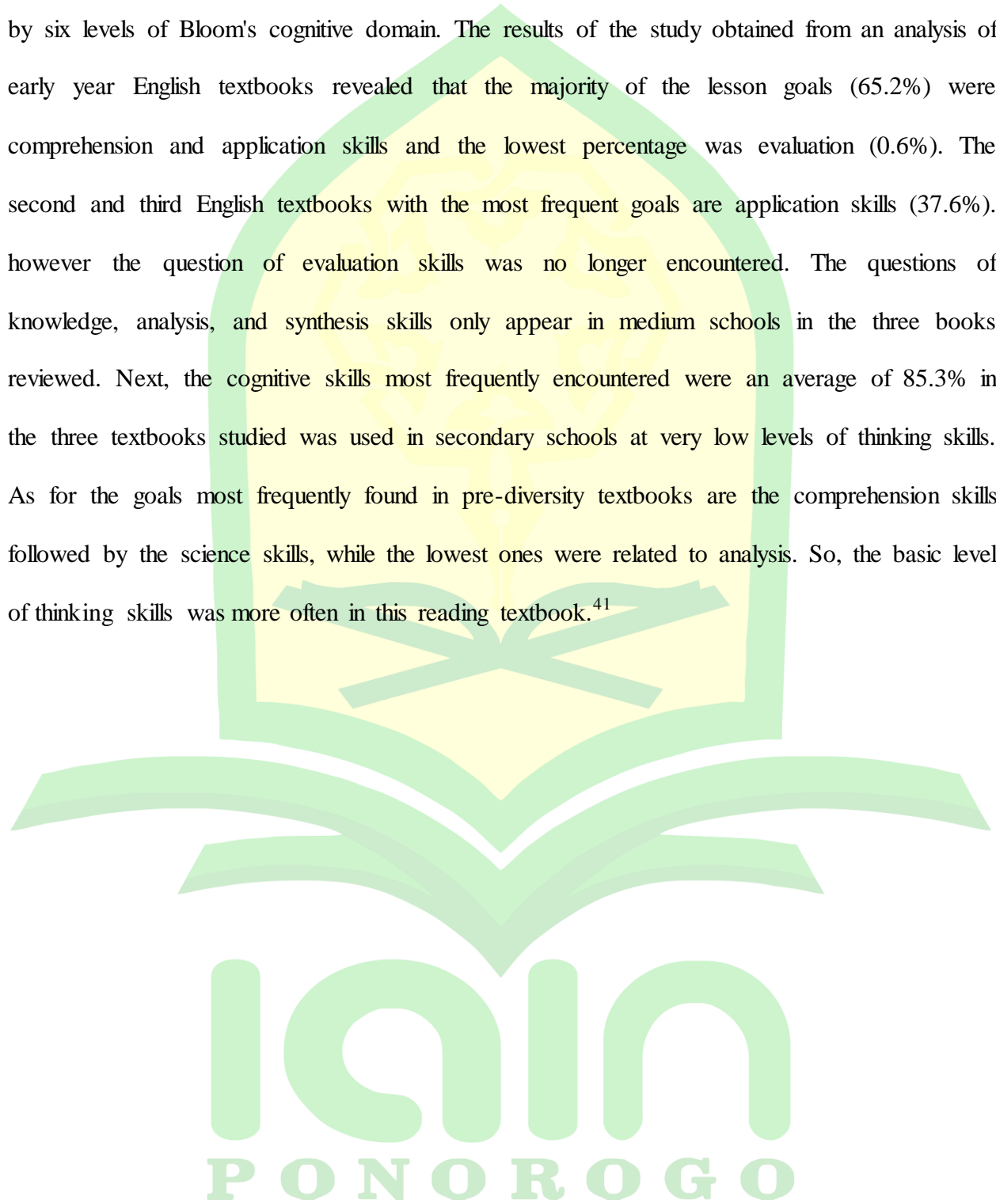
[41] A Mehdi Riazi and Narjes Mosalanejad, "Evaluation of Learning Objectives in Iranian High-School and Pre-University English Textbooks Using Bloom's Taxonomy, "*TESL-EJ 13*, no. 4 (2010), 132.

CHAPTER III

RESEARCH METHODS

This chapter is concerned with the foundation of the inquire about covering four parts: research design, data source, data collection, data analysis.

A. Research Design

Sutrisno Hadi said in a study that the use of the method is an absolute necessity. It also makes the study more effective and rational in order to achieve more optimal results, in addition to facilitating the research.

In this study, the content analysis or document analysis method was used because the researcher analyzed the contents of a textbook, especially the reading comprehension questions for twelfth grade students in the English textbook. The content or document analysis is a method of research applied to written or visual materials in order to identify the materials' specific characteristics. Textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents may be the materials analyzed.

In addition, Freahatand Smadi argues that the appropriate procedure for the purposes of analyzing the level of thinking skills in the textbook is the style of descriptive content analysis that describes the phenomenon and accurately monitors the occurrence of the analysis categories. All reading comprehension questions in the English textbook are categorized in light of the cognitive levels of Anderson's Taxonomy. In addition, Descriptive method means "any research that describes a setting or events in numerical terms". Hence, the writer adopted this type of research to evaluate to what extent the thinking skills level are available in English textbook for twelfth students of senior high school.[42]

---

[42] Febrina Febrina, Bustami Usman, and Asnawi Muslem," Analysis of Reading Comprehension Questions by Using Revised Bloom's Taxonomy on Higher Order Thinking Skill (HOTS), " *English Education Journal 10*, no. 1 (2019), 1–15.

B. Data Source

There are various methods that can be used to collect data, namely, primary and secondary data. In addition, primary source (researcher is the first person to obtain the data) or a secondary source can be used to collect data (researcher obtains the data that has been collected through other resources, such as data disseminated in a scientific journal).

1. Primary data

    Primary data consists of literature reported by the individual who actually carried out the research or who produced the idea and research papers published in educational journals. The author took reading comprehension questions, particularly essay items in the English textbook published for twelfth grade students by the Indonesian Ministry of Education and Culture, in carrying out this study.

2. Secondary data

    The primary sources summarized in the literature are called secondary data. It does not represent the material that the author of the idea or the original writer published. Secondary data sources include textbooks, encyclopedias and journals summarizing studies such as the Educational Research Review. In this study, the data used to support the research content, such as journals, magazines or books that are relevant to the research subject, were secondary data.

C. Data Collection

The researcher arranged some procedural steps in an orderly manner that consisted of preparing the study, analyzing the textbook and writing the report in order to conduct this study. One of the main aspects of research has been the data collection process. This requires one or more kinds of method to be used. There are certain data collection techniques, such as testing, questionnaires, interviews, observation and documentation. As the documentation, this study used a textbook.

1. English textbook for grade twelfth students

   English textbook for grade twelfth students of senior high school published by the Indonesian Ministry of Education and Culture in 2018is used as the subject in this study. In this study the focus is on the reading comprehension issues contained in the textbook, particularly the essay items. Then it selected and analyzed the questions listed in the textbooks. In order for the writer to easily analyze it the reading comprehension in the textbook was briefly shown.

2. Instrumental

   The researcher built a checklist on the basis of the cognitive domain's Andersons Taxonomy. A table with eight columns composes the checklist. The serial number of the question was contained in the first column; the second column contained the question, whereas each of the following six columns contained one of the six cognitive levels of Anderson's Taxonomy, placed from low to high in sequence.

Table 3.1 The Anderson's Taxonomy Checklist

No	Activities (Instructional Verbs or Questioning Stems)	Cognitive Level					
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
The number of question	The reading questions in the English textbook	The level of reading comprehension questions based on Anderson's Taxonomy					

   So, the researcher collect the data with focus is on the reading comprehension issues contained in the textbook, particularly the essay items. then it selected and analyzed the questions listed in the textbooks. The researcher to easily analyze it the researcher make a checklist on the basis of the cognitive domain's Anderson Taxonomy.

D. Data Analysis

According to the checklist of Anderson's taxonomy (2001) covering the level of low order thinking skills and the level of high order thinking skills, the results of the English textbook analysis are descriptively explained. Four major steps were followed to analyze the data:

1. Analyzing the reading comprehension questions in the English textbook.

2. Classifying the questions based on Anderson's taxonomy (2001) into the low and high level.

3. Interpreting the results of the analysis in the form percentages based on the level suitability.

   $$\text{Suitability} = \frac{Number\ of\ criteria\ fulfilled}{Total\ number\ of\ evaluation} \text{ X } 100$$

4. Comparing the results with the other theories and previous studies
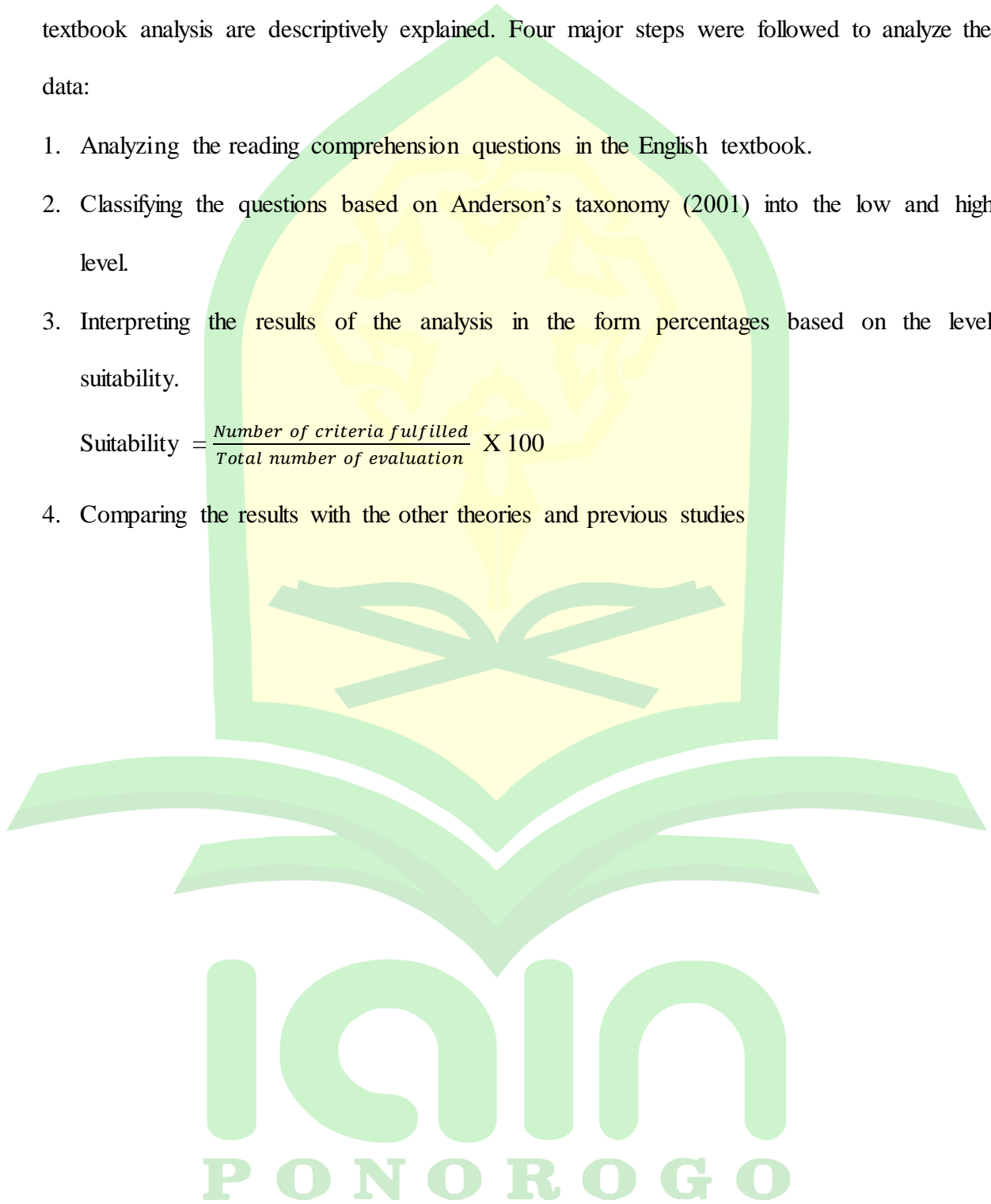
CHAPTER IV

DISCUSSION

This chapter provided the discussion which explained how the data is analyzed. For analyzed the reading comprehension question, the researcher make a checklist on the basic of the cognitive domain's Anderson Taxonomy.

English Textbook for Grade Twelfth Students

The English reading material entitled "*Bahasa Inggris*" is distributed by the Indonesian Ministry of Education and Culture in arrange to advance the 2013 Curriculum for senior high school students of grade twelfth. It comprise of 176 pages with eleven chapters, they are:

Table 4.1 The Chapter of Reading Comprehension Level in the Book Chapter 1 until 11

Chapters	Title
Chapter 1	May I help You?
Chapter 2	Why Don't You Visit Seattle?
Chapter 3	Creating Captions
Chapter 4	Do you Know How to Apply a Job?
Chapter 5	Who was Involved?
Chapter 6	Online School Registration?
Chapter 7	It's Garbage In, Arts Work Out
Chapter 8	How to Make
Chapter 9	Do it Carefully!
Chapter 10	How to Use Photoshop?
Chapter 11	Let's Make a Better World for All

Each chapter contains subtitles that offer assistance understudies recognize what skills they are progressing to learn, for example, Reading Comprehension, Listening Skill, Writing, Pronunciation practice, Vocabulary Builder, and Grammar Review. The focused in this study was the questions in the Reading Comprehension tasks.

A. The Analysis of Reading Comprehension Level in the Book Chapter 1

Book Chapter 1 entitled "May I Help You?" contains subtitles that offer assistance understudies recognize what skills they are progressing to learn, for example, Warmer: word Finding, Vocabulary Builder, Pronunciation Practice, Dialog: Offering Help/Service, Vocabulary Exercise, Grammar Review, Speaking and Reflection.

Table 4.2 The Analysis of Reading Comprehension Level in the Book Chapter 1

No	Question	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
1.	What are the relationships between the speakers?		√				
2.	What are the functions of the underlined words?		√				
3.	What are the functions of the italicized words?		√				
4.	In Dialog 1, what does dr. Nahda say to help Fafa?	√					
5.	What will dr. Nahda do to help Fafa?	√					
6.	Look at Dialog 2. What does Tania offer to the stranger?	√					
7.	Does the stranger accept Tania's offer? What does she say?	√					
8.	Who is offering a help in Dialog 3?	√					
9.	Is the offer accepted?	√					
10.	In Dialog 4, what does Diana say to offer a help?	√					
11.	Does Hamada accept or refuse the help? What does she say?	√					
12.	Write the patterns of offering help/service		√				
13.	Write possible responses for offering help/service		√				

The finding showed that result of reading comprehension question in the remembering level is 8 questions, understanding level is 3 questions, and applying level is 2 questions from 13 questions in the book chapter 1. So, what must be underlined is remembering level, understanding level, and applying level included in Low Order Thinking Skill (LOTS). Remembering means the students can mention the definition, imitate the pronunciation, state the structure, pronounce, and repeat. Understanding means the students can explain the concept, principle, law or produce. The keywords are classified describe, explain the identification, place,

report, explain, translate, and paraphrased and applying means the students can apply their understanding in a new situation. The keywords are choosing, demonstrating, acting, using, illustrating, interpreting, arranging schedule, making sketch, solving problem and writing.

B. The Analysis of Reading Comprehension Level in the Book Chapter 2

Book Chapter 2 entitled "Why Don't You Visit Seattle?" contains subtitles that offer assistance understudies recognize what skills they are progressing to learn, for example, Warmer: Pair Work, Vocabulary Builder, Pronunciation Practice, Reading Comprehension, Grammar Review, Writing, Speaking Practice, and Reflection.

Table 4.3 The Analysis of Reading Comprehension Level in the Book Chapter 2

No.	Questions	Level of Questions					
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
1.	Have you ever heard about Seattle?	√					
2.	Do you know what and where Seattle is?	√					
3.	Write down your plan on a price of paper			√			
4.	What do you expect to see and enjoy there?				√		
5.	If you have an opportunity to visit Seattle, what will you do?						√

The finding showed that result of reading comprehension question in the remembering level is 2 questions, analyzing level is 1 question, applying level is 1 question, and creating level is 1 question from 5 questions in the book chapter 2. So, what must be underlined is remembering level, and applying level included in Low Order Thinking Skill (LOTS). Remembering means the students can mention the definition, imitate the pronunciation, state the structure, pronounce, and repeat, and applying means the students can apply their understanding in a new situation. The keywords are choosing, demonstrating, acting, using, illustrating, interpreting, arranging schedule, making sketch, solving problem and writing. Analyzing level and creating level included in High Order Thinking Skills (HOTS). Analyzing means the

students can classify the sections based on their difference and similarity. The keywords are examining, comparing, contrasting, distinguish, doing discrimination, separating, test, doing an experiment and asking. Creating means the students can create a thing or opinion. The keywords for creating are assembling, change, build, create, design, establish, formulate, and write.

C. The Analysis of Reading Comprehension Level in the Book Chapter 3

Book Chapter 3 entitled "Creating Caption" contains subtitles that offer assistance understudies recognize what skills they are progressing to learn, for example, Warmer: Video Watching, Reading Captions, Writing and Describing Captions and Reflection.

Table 4.4 The Analysis of Reading Comprehension Level in the Book Chapter 3

No.	Questions	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
1.	Can you mention some attitude problems?	√					
2.	What kind of personality is difficult to handle?		√				
3.	What kind of caption is it?		√				
4.	Make someone quotes about nature!			√			
5.	Explain your quotes to your friends!		√				
6.	What are captions?	√					
7.	What is the importance of captions?		√				
8.	Why do people use caption?		√				
9.	What messages are sent by the writers?		√				
10.	Where can you find these captions?	√					
11.	Write a sentence or phrase under the word "friendship" in the caption		√				
12.	Write your own caption inside this photo		√				
13.	Compare your quotes and the quote in the caption				√		
14.	What does friendship mean to you?				√		
15.	What do you think about the quote in this caption?				√		
16.	What do you think about the picture?				√		
17.	Is the man happy? What does this man symbolize?				√		

The finding showed that result of reading comprehension question in the remembering level is 3 questions, understanding level is 6 questions, analyzing level is 4 questions, applying level is 3 questions and evaluating level is 1 question from 17 questions in the book chapter. So, what must be underlined is remembering level, Understanding level and applying level included

in Low Order Thinking Skill (LOTS). Analyzing level and evaluating level included in High Order Thinking Skill (HOTS). Evaluating means the students can state either good or bad towards a phenomenon or certain object. The keywords are giving argumentation, defining, stating, choosing, giving, support, giving assessment, and doing the evaluation.

D. The Analysis of Reading Comprehension Level in the Book Chapter 4

Book Chapter 4 entitled "Do You Know How to Apply for a Job?" contains subtitles that offer assistance understudies recognize what skills they are progressing to learn, for example, Warmer: Board Game (Mind Map), Vocabulary Builder, Pronunciation Practice, Reading Comprehension, Vocabulary Exercises, Grammar Review, Text Structure, Writing and Reflection.

Table 4.5 The Analysis of Reading Comprehension Level in the Book Chapter 4

No.	Questions	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
1.	What is the type of the following text?	√					
2.	Why do people write such text?		√				
3.	To whom is the letter sent?	√					
4.	Who wrote the application letter?	√					
5.	What is the purpose of writing the letter?		√				
6.	What position is being advertised?	√					
7.	How did Lilis Handayani know the vacancy?	√					
8.	What is Lilis' current position?	√					
9.	What has her current position provided with?	√					
10.	What other responsibilities does she have at the moment?	√					
11.	Which part indicates the address of the job applicant?		√				
12.	Which part indicates the address of the company the letter is sent to?		√				
13.	Which part indicates the person in charge?		√				
14.	Which part indicates the opening of the letter?		√				
15.	What information is provided?		√				
16.	Which part contains any information that matches the position?		√				
17.	What specific information is highlighted?		√				
18.	Which paragraph closes the application letter?		√				
19.	What information is written in this part?		√				
20.	Where do you put your signature?	√					
21.	Do you think that someday you will write a text like that?						√

22.	Do you know the names of the parts of the text marked by the numbers and the meaning of the words in italics in the text?	√
23.	Do you think Lilis is confident about her competence? How do you know?	√
24.	Does Lilis indicate her willingness for an interview? Find the evidence from the text.	√
25.	What do you need to consider in writing an application letter?	√
26.	Read the vacancy and consider whether you meet the qualification or not	√

The finding showed that result of reading comprehension question in the remembering level is 9 questions, understanding level is 11 questions, analyzing level is 1 question, and evaluating level is 5 questions from 26 questions in the book chapter 4. So, what must be underlined is remembering level, Understanding level included in Low Order Thinking Skill (LOTS). Analyzing level and evaluating level included in High Order Thinking Skill (HOTS).

E. The Analysis of Reading Comprehension Level in the Book Chapter 5

Book Chapter 5 entitled "Who was Involved?" contains subtitles that offer assistance understudies recognize what skills they are progressing to learn, for example, Warmer: Group Share, Vocabulary Builder, Listening, Reading, Vocabulary Exercise, Grammar Review, Text Structure, Writing(Enrichment), Communicating and Reflection.

Table 4.6 The Analysis of Reading Comprehension Level in the Book Chapter 5

No.	Questions	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
1.	What is the news about?		√				
2.	Where did it happen?	√					
3.	When did it happen?	√					
4.	Why did that happen?		√				
5.	Who were involved in the event?	√					
6.	Do you know reported speech?	√					
7.	In which text did you find reported speech?	√					
8.	Do you find any apartment in your town or cities?	√					
9.	Where is apartments usually found?	√					
10.	What do apartments generally look like?	√					
11.	How are apartments different from houses?		√				
12.	What is the source of the text?	√					

13.	What is the text about?	√	
14.	Which one is the headline? Write it down.	√	
15.	Who sets the regulations?	√	
16.	Did you find any information about who in the text?	√	
17.	Did you find any information about where in the text?	√	
18.	Did you find any information about what in the text?	√	
19.	Did you find any information about why in the text?	√	
20.	What is the news about?	√	
21.	Who wrote the news?	√	
22.	When was the news published?	√	
23.	Who was Trisha Prabhu?	√	
24.	Why was she called 'tech whiz'?	√	
25.	What did she create?	√	
26.	How does Rethink work?	√	
27.	What prompt appears as warning?	√	
28.	Did Trisha conduct trials to prove how the software works?	√	
29.	What did the results show?	√	
30.	What has inspired Trisha to develop the software?	√	
31.	How does the "stop, block, and tell" method work?	√	
32.	What did Trisha think about technology and responsibility among teens?	√	
33.	Are you in favor of Mr. Subagio's decision or against it? Why?		√
34.	In your opinion, what can prevent us from committing such a crime?		√
35.	Do you think that reported speech is commonly found in texts like text 2? Why do you think so?		√
36.	Can you think of the advantages or disadvantages of living in an apartment compared to living in a house?		√
37.	What is the social function of the text?		√
38.	Why do you think living in an apartment is getting popular?		√

The finding showed that result of reading comprehension question in the remembering level is 17 questions, understanding level is 15 questions, analyzing level is 2 questions, and evaluating level is 4 questions from 38 questions in the book chapter 5. So, what must be underlined is remembering level, Understanding level included in Low Order Thinking Skill (LOTS). Analyzing level and evaluating level included in High Order Thinking Skill (HOTS).

F. The Analysis of Reading Comprehension Level in the Book Chapter 6

Book Chapter 6 entitled "Online School Registration" contains subtitles that offer assistance understudies recognize what skills they are progressing to learn, for example,

Warmer: Pair Work, Vocabulary Builder, Pronunciation Practice, Reading Comprehension, Text Structure, Grammar Review, Text Structure, Writing, Speaking and Reflection.

Table 4.7 The Analysis of Reading Comprehension Level in the Book Chapter 6

No.	Questions	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
1.	What is the main problem faced by the parents?		√				
2.	Why did the parents feel disappointed with the online system?		√				
3.	Who was rejected from school due to his/her height?	√					
4.	What happened to Nuraisyah Paransa's son?	√					
5.	Mention some technical problems in the registration using the online system.	√					
6.	What makes the online system problematic this year?		√				
7.	Why do people prefer public schools to private schools?				√		
8.	If you were one of the parents, what would you do to deal with the problems in the online system?						√
9.	What do you think about the acting governor's response to the parents' protests?					√	
10.	If you were the acting governor, how would you respond to the parent's concerns?						√

The finding showed that result of reading comprehension question in the remembering level is 3 questions, understanding level is 3 questions, analyzing level is 1 question, evaluating level is 1 question and creating level is 2 questions from 10 questions in the book chapter 6. So, what must be underlined is remembering level, Understanding level included in Low Order Thinking Skill (LOTS). Analyzing level, evaluating level and creating level included in High Order Thinking Skill (HOTS).

G. The Analysis of Reading Comprehension Level in the Book Chapter 7

Book Chapter 7 entitled "It's Garbage In, Art Works Out" contains subtitles that offer assistance understudies recognize what skills they are progressing to learn, for example, Warmer: Pair Work, Vocabulary Builder, Pronunciation Practice, Listening Comprehension, Reading Comprehension, Text Structure, Vocabulary Exercise, Grammar Review, Writing/Speaking and Reflection.

Table 4.8 The Analysis of Reading Comprehension Level in the Book Chapter 7

No.	Questions	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
			Level of Questions				
1.	What was the main agenda of the conference?		√				
2.	What was probably the main reason for bolding the conference?		√				
3.	Why was Surabaya selected to be the conference venue?	√					
4.	How important was the conference for Indonesia?		√				
5.	Has Indonesia implemented the three Rs so far?	√					
6.	What did Rismaharini believe to be the best municipal waste management?	√					
7.	What made the mayor very convinced about her waste management?		√				
8.	How did the mayor educate students to live a zero waste life style?		√				
9.	What do you think about the mayor's concept on municipal waste management?				√		

The finding showed that result of reading comprehension question in the remembering level is 3 questions, understanding level is 5 questions, and analyzing level is 1 question, from 9 questions in the book chapter 7. So, what must be underlined is remembering level, and Understanding level included in Low Order Thinking Skill (LOTS). Analyzing level included in High Order Thinking Skill (HOTS).

G. The Analysis of Reading Comprehension Level in the Book Chapter 8

Book Chapter 4 entitled "How to Make" contains subtitles that offer assistance understudies recognize what skills they are progressing to learn, for example, Warmer: Board Race, Listening, Vocabulary Builder, Pronunciation Practice, Text Structure, Speaking, and Reflection. But, Reading comprehension questions are not found in this chapter.

H. The Analysis of Reading Comprehension Level in the Book Chapter 9

Book Chapter 9 entitled "Do It Carefully!" contains subtitles that offer assistance understudies recognize what skills they are progressing to learn, for example, Warmer: Group

Discussion, Reading, Vocabulary Builder, Pronunciation Practice, Grammar Review, Text Structure, Speaking, Writing, Vocabulary Exercise and Reflection.

Table 4.10 The Analysis of Reading Comprehension Level in the Book Chapter 9

No.	Questions	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
			Level of Questions				
1.	Do the texts contain time sequencers (e.g., first, second, next, then, etc.)? What are their functions?		√				
2.	Have you ever seen leopard geckos or their pictures?	√					
3.	Have you ever read anything about leopard geckos?	√					
4.	What information about leopard geckos did you get from reading?		√				
5.	What is the text talking about?		√				
6.	What is the purpose of the text?		√				
7.	What parts does to the text have?		√				
8.	How many materials are needed to make?	√					
9.	How many steps are there?	√					
10.	What are they?	√					
11.	What is the text discussing about?		√				
12.	What is the purpose of the text?		√				
13.	How many parts does the text have?	√					
14.	How many steps are there? What are they?	√					
15.	What should we do if we want to have male or female leopard geckos?	√					
16.	Do you think the two texts have the same purpose in society? Why do you think so?					√	
17.	Do you think the steps have to be put in order? Why do you think so?					√	

The finding showed that result of reading comprehension question in the remembering level is 7 questions, understanding level is 8 questions, and evaluating level is 2 questions from 17 questions in the book chapter 9. So, what must be underlined is remembering level, and Understanding level included in Low Order Thinking Skill (LOTS). Evaluating level included in High Order Thinking Skill (HOTS).

I. The Analysis of Reading Comprehension Level in the Book Chapter 10

Book Chapter 10 entitled "How to Use Photoshop?" contains subtitles that offer assistance understudies recognize what skills they are progressing to learn, for example,

Warmer: Wall Race, Vocabulary Builder, Pronunciation Practice, Listening, Reading Comprehension, Text Structure, Speaking, and Reflection.

Table 4.11 The Analysis of Reading Comprehension Level in the Book Chapter 10

No.	Questions	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
					Level of Questions		
1.	How many Photoshop tools are introduced in the text above?	√					
2.	What is the most important element in Photoshop?	√					
3.	Why should you always label your layers?		√				
4.	What can you do with layers?		√				
5.	How can you customize your own color in the Photoshop?		√				
6.	What should you do to add text to your photo?		√				
7.	If you want to show only part of your pictures. What tool will you use?		√				
8.	Do you think Custom Brushes and The Brush Tool determine the position of the text?				√		
9.	Do you think the text is originally finished or it is continued other information?				√		
10.	What further information do you need so that you can really operate Photoshop?					√	

The finding showed that result of reading comprehension question in the remembering level is 2 questions, understanding level is 5 questions, analyzing level is 2 questions, and evaluating level is 1 question from 10 questions in the book chapter 10. So, what must be underlined is remembering level, and Understanding level included in Low Order Thinking Skill (LOTS). Analyzing level and evaluating level included in High Order Thinking Skill (HOTS).

J. The Analysis of Reading Comprehension Level in the Book Chapter 11

Book Chapter 11 entitled "Let's Make a Better World for All" contains subtitles that offer assistance understudies recognize what skills they are progressing to learn, for example, Warmer, Listening, Vocabulary Builder, Pronunciation, Vocabulary Exercise, Writing, Speaking and Reflection.

Table 4.12 The Analysis of Reading Comprehension Level in the Book Chapter 11

No.	Questions	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
				Level of Questions			
1.	What does the title describe?		√				
2.	What does the composer compare the world with?		√				
3.	How does the composer describe the world that we live in now? Mention some phrases from the lyrics that can support your answer.				√		
4.	What dream does the singer have about this world? Quote some phrases from the lyrics.				√		
5.	How can the dream be realized? Show the lines that tells so.				√		
6.	What is one thing that can solve problems in this world?				√		
7.	What do you understand about these lines: "make a little space make a better place…"				√		

The finding showed that result of reading comprehension question in the understanding level is 2 questions, and analyzing level is 5 questions from 7 questions in the book chapter 11. So, what must be underlined is understanding level included in Low Order Thinking Skill (LOTS). Analyzing level included in High Order Thinking Skill (HOTS).

CHAPTER V

CLOSING

The study's findings, as well as their implications in the teaching and learning process and some recommendations, are summarized in this final chapter.

A. Conclusion

The primary goal of the study was to determine whether the reading comprehension questions in an English textbook for senior high school students in grade twelfth were classified as Low Order Thinking Skills (LOTS) or High Order Thinking Skills (HOTS) according to Anderson's taxonomy. Following are some conclusions that can be drawn from the data analysis. The majority of reading comprehension questions is found to be in the understanding level with a percentage of 38 percent, followed by the remembering level with a percentage of 35 percent, and the applying level with a percentage of 4%. In other words, the reading comprehension question percentage is 77 percent, which is in the low-order thinking skills level.

In the contrary, the results show that most of reading comprehension questions in high order thinking skills is dominated by analyzing level with the percentage of 11%, followed by evaluating level with the percentage of 9% and creating level with the percentage of 3%. It can be said that the percentage of reading comprehension questions is only 23% which is in the high order thinking skills level. As a result of the findings, it can be concluded that the reading comprehension questions in the English textbook for senior high school students in grade twelfth are dominated by low level questions, accounting for 77% of the total.

B. Recommendations

Based on the analysis of the English textbook, the writer would like to give several suggestions to help improve the thinking level of the reading comprehension questions in the textbook as in the following:

1. For the Author

The study's findings show that the majority of the questions are at the lowest three levels of thinking skills. Teachers will benefit from having English textbooks that support and improve students' critical thinking skills, as this will allow them to practice answering higher-level questions.

As a result, other textbook authors, particularly those who write English textbooks for senior high school, should be more selective, innovative, and evaluative when creating a textbook to be used in the teaching and learning process.

Moreover, the authors should consider varying activities in designing reading comprehension questions in the English textbook. It is better not to focus only on lower order thinking skills level but also on the higher order thinking skills in order to provoke the thinking capacity of learners to reach critical thinking abilities.

2. For Teacher

The results of the study are recommended that they be forwarded to the teachers of senior high school along with important information whenever they want to use the English textbook.

The teacher will know the existence of thinking skills level in the English textbook particularly reading comprehension question that should be moved forward, or changed. The students who are getting recognizable with the questions contained within the English textbook can help them to answer the questions correctly and accurately.

Subsequently, it is suggested that the teachers can make the examination by giving additional materials in higher levels of questions to expand the student's higher

considering abilities. In expansion, teachers required to be prepared their own questions in order to develop the student's thinking abilities for their bright future.

3. For future Researchers

It is recommended that the present study serves as a starting point for teachers to evaluate and improve their teaching strategies to enhance high order thinking skills of the students. In addition, the future researcher is recommended that she /he analyzes other English textbooks for the different grades of students. Furthermore, the future researcher is recommended that she/he conducts a similar study on a different focus.

BIBLIOGRAPHY

Abdelrahman, Mahmoud Sulaiman Bani. "An Analysis of the Tenth Grade English Language Textbooks Questions in Jordan Based on the Revised Edition of Bloom's Taxonomy," *Journal of Education and Practice 5*, 18, 2014: 139-150.

Alfalki, Ibrohim Mohamed. "Sudan English Language Syllabus: Evaluating Reading Comprehension Questions Using Bloom's Taxonomy," *International Journal of English Language Teaching 2*, no. 3, 2014: 64-70.

Anasy, Zaharil. "HOTS (Higher Order Thinking Skill) In Reading Exercise," *Journal of Education in Muslim Society 3*, no. 1, 2016: 51–63.

Anderson, Lorin W and Benjamin Samuel Bloom, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Addision Wesley Longman, 2001.

Apriani, Nina. *Evaluating the Higher Order Thinking Skills in Reading Exercise of EFL Textbook 'Pathway to English' for Tenth Grade of Senior High School Students*. Thesis, IAIN, Bengkulu, 2019.

Bassham, Gregory, et al. *Critical Thinking: A Student's Introduction*. New York: McGraw Hill, 2011.

Bloom, Benjamin Samuel. *Taxonomy of Educational Objectives: The Classification of Educational Goals Cognitive Domain*. New York: David McKay Company, 1956.

Boushey, Gail and Joan Moser. *The Daily 5: Fostering Literacy Independence in the Elementary Grades*. Portland: Stenhouse Publishers, 2006.

Crowl, Thomas K, et al. *Educational Psychology: Windows on Teaching.* New York: University of New York, 1997.

Cunningsworth, Alan. *Evaluating and Selecting English Foreign Language (EFL) Teaching Materials.* Jolanda: Luigj Gurakuqi University, 1995.

Dhewa, Kusuma Merta et al.,"The Development of Higher Order Thinking Skill (Hots) Instrument Assessment in Physics Study, " *IOSR Journal of Research & Method in Education (IOSR-JRME) 7,* no. 1, 2017: 26–32.

Fischer, Lane et al., "A Multi-Institutional Study of the Impact of Open Textbook Adoption on the Learning Outcomes of Post-Secondary Students," *Journal nation al of Computing in Higher Ed27*, no. 3, 2015: 159–72.

Gagne, Robert M and Leslie J Briggs. *Principles of Instructional Design.* New York: Holt, Rinehart & Winston, 1974.

Gagné, Robert Mills. *Conditions of Learning*. New York: Holt, Rinehart and Winston, 1965.

Gambrill, Eileen and Leonard Gibbs. *Critical Thinking for Helping Professionals: A Skills-Based Workbook*. Oxford University Press, 2017.

Gordani, Yahya. "An Analysis of English Textbooks Used at Iranian Guidance Schools in Terms of Bloom's Taxonomy," *Journal of Asia TEFL 7*, no. 2, 2010: 249-321.

Harmer, Jeremy. *The Practice of English Language Teaching*. New York: Pearson Longman, 2007.

Houghton, Warren. *Engineering Subject Centre Guide: Learning and Teaching Theory for Engineering Academics*. Higher Education Academy Engineering Subject Centre: Loughborough University, 2004.

Ilma, Faradina. *Higher Order Thinking Skill Questions in Reading Exercises: An Analysis of Reading Exercises in Bright Course Book for the Seventh Grade of Junior High School of 2013 Curriculum*. Erlangga, 2017.

Linse, Caroline T and David Nunan. *Practical English Language Teaching: Young Learners/by Caroline T. Linse; David Nunan, Series Editor.* New York: McGraw-Hill/Contemporary, 2005.

Marzano, Robert J and John S Kendall. *The New Taxonomy of Educational Objectives*. Corwin Press, 2006.

Muchlis. "An Analysis Of Thinking Order of Reading Comprehension Questions In English Textbook For Young Foresters Of Forestry Vocational School Of Samarinda," *Jurnal Nalar Pendidikan 3,* no. 1, 2015: 314-325.

Musial, Dian. *Foundations of Meaningful Educational Assessment*. Boston: McGraw-Hill Higher Education, 2009.

Pasutri, Novita Silta. "Teachers'strategy And Challenges In Teaching Higher-Order Thinkingskills In The Rural Area: A Case Study At Junior High School In Gaung District, Inhil, Riau, ". Thesis, UIN SUSKA, Riau, 2020.

Polette, Nancy. *Teaching Thinking Skills with* Fairy *Tales and Fantasy*. GreenWood Village: Libraries Unlimited, 2005.

Raiyn, Jamal, "The Role of Visual Learning in Improving Students' High-Order Thinking Skills," *Journal of Education and Practice 7*, no. 24, 2016: 115–21.

Riazi , A Mehdi and Narjes Mosalanejad. "Evaluation of Learning Objectives in Iranian High-School and Pre-University English Textbooks Using Bloom's Taxonomy, "*TESL-EJ 13*, no. 4 , 2010: 132-140.

Richards, Jack C. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press, 2001.

Tangsakul, Pornpimon et al. "Using Bloom's Revised Taxonomy to Analyze Reading Comprehension Questions in Team Up in English 1-3 and Grade 9 English O-Net Tests." *International Journal of Research-Granthaalayah 5,* no. 7 (2017), 31.

Ur, Penny. *A Course in Language Teaching: Practice and Theory.* New York: Cambridge University, 1996.

Zaiturrahmi, et al. "Analysis of Instructional Questions in an English Textbook For Senior High Schools," *English Education Journal 8, no. 4*, 2017: 436-444.