USING BLOOM REVISED TAXONOMY TO ANALYZE READING COMPREHENSION QUESTIONS OF NARRATIVE TEXT IN EFL TEXTBOOK

By:

Ratih Maulidini Murid
NIM: 150210401030

ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
JEMBER UNIVERSITY
2019

USING BLOOM REVISED TAXONOMY TO ANALYZE READING COMPREHENSION QUESTIONS OF NARRATIVE TEXT IN EFL TEXTBOOK

THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Study Program, Language and Arts Department,
The Faculty of Teacher Training and Education,
Jember University

By:

Ratih Maulidini Murid
NIM: 150210401030

ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2019

MOTTO

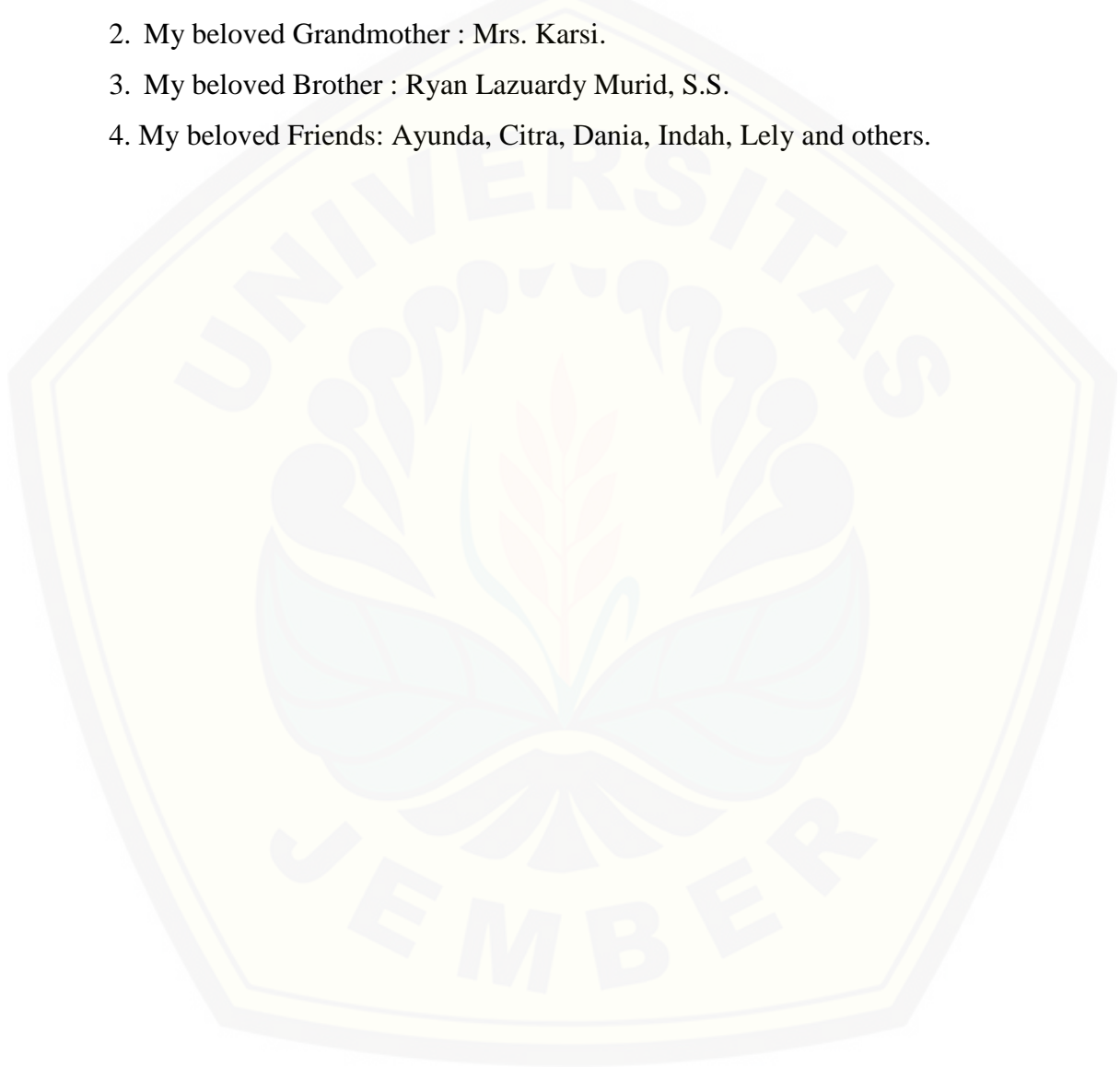"All our dreams can come true, if we have the courage to pursue them."

(Walt Disney)

DEDICATION

This thesis is honorably dedicated to:

1. My beloved Parents, Ide Riono and Suharti Murni Utami

2. My beloved Grandmother : Mrs. Karsi.

3. My beloved Brother : Ryan Lazuardy Murid, S.S.

4. My beloved Friends: Ayunda, Citra, Dania, Indah, Lely and others.

STATEMENT OF THESIS AUTHENCITY

I certify that this thesis is an original and authentic piece of work by the author myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to quality for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award.

I hereby grant to Jember University the wish to archive and to reproduce and communicate to the public my thesis or project in whole or in part in the University/Faculty libraries in all forms of media, now or hereafter known.

Jember, May 2019
The writer,

Ratih Maulidini Murid
NIM. 150210401030

iv

CONSULTANTS' APPROVAL

USING BLOOM REVISED TAXONOMY TO ANALYZE READING
COMPREHENSION QUESTIONS OF NARRATIVE TEXT IN EFL
TEXTBOOK

THESIS

Composed to Fulfill one of the Requirements to Obtain the Degree of S1 at the
English Language Education Study Program, Language and Arts Department The
Faculty of Teacher Training and Education
Jember University

Name	: Ratih Maulidini Murid
Identification Number	: 150210401030
Generation	: 2015
Place and Date of Birth	: Jember, July 11st, 1997
Department	: Language and Arts Education
Study Program	: English Education

Approved by:

Consultant I   Consultant II

Drs. Bambang Suharjito, M.Ed.   **Dra. Made Adi Andayani T., M.Ed.**
NIP. 19611025 198902 1 004   **NIP. 19630323 198902 2 001**

APPROVAL OF THE EXAMINATION COMMITTEE

The thesis entitled "Using Bloom Revised Taxonomy to Analyze Reading Comprehension Questions of Narrative Text in EFL Textbook" is approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Day　:

Date　:

Place : The Faculty of Teacher Training and Education, Jember University

The Examiner Committee:

The Chairperson　　　　　　　　　　　　　The Secretary

Drs. Bambang Suharjito, M.Ed.　　　**Dra. Made Adi Andayani T., M.Ed**
NIP. 19611025 198902 1 004　　　　**NIP. 19630323 198902 2 001**

The members:

1. **Dra. Zakiyah Tasnim, M.A.**　　　　1.
   NIP. **19620110 198702 2 001**

2. **Drs. I Putu Sukmaantara, M.Ed.**　　2.
   NIP. 19640424 199002 1 003

Acknowledgement by

The Dean of Faculty of Teacher Training and Education,

Jember University

Prof. Drs. Dafik, M. Sc., Ph. D.
NIP. 19680802 199303 1 004

vi

ACKNOWLEDGEMENT

First of all, I would like to express the greatest gratitude to Allah SWT for always listening to my grumble and grievance but still waiting to give me courage and patience so that I am finally able to finish the thesis entitled "Using Bloom Revised Taxonomy to Analyze Reading Comprehension Questions of Narrative Text in EFL Textbook." In relation to the completion of this thesis, I would like to express my deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language & Arts Education Department.
3. The Chairperson of English Language Education Study Program.
4. The first and second consultants, Drs. Bambang Suharjito, M.Ed., and Dra. Made Adi Andayani T., M.Ed. for the plentiful time and patience that they spent in guiding me to compose this thesis
5. The first and second examiners, Dra Zakiyah Tasnim, M.A., and Drs. I Putu Sukmaantara, M.Ed.
6. My academic supervisor Drs. Bambang Suharjito, M.Ed.
7. My Almamater FKIP, University of Jember.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.
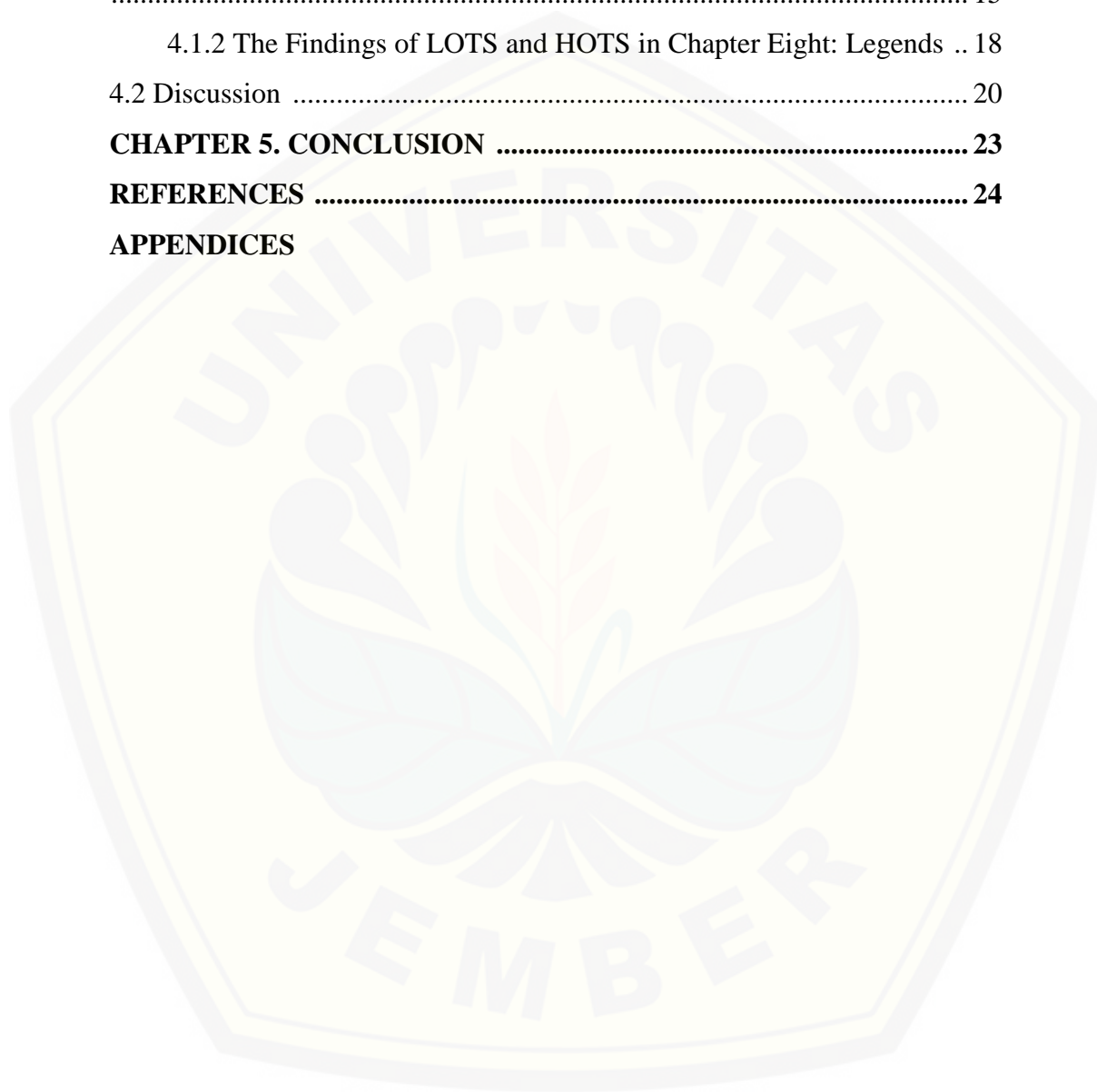
Jember, April 15th 2019

The Writer

TABLE OF CONTENTS

THE LIST OF APPENDICES

SUMMARY

Using Bloom Revised Taxonomy to Analyze Reading Comprehension Questions of Narrative Text in EFL Textbook; Ratih Maulidini Murid; 150210401030; 2019; 44 pages; English Language Education Study Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

Textbook is a prominent material which can lead several activities in the teaching and learning process. Adli and Mahmoudi (2017:590) say that teaching materials are necessary for providing input to practice. In here, practice regards as a question in the textbook. In fact, the teacher has a limited time to teach the students. In this case, textbook has an important role to give an opportunity for the students to learn by themselves. That is why it is important to evaluate the textbook and make it suitable with the level of learners (Freahat and Smadi, 2014:1806). Textbook is created according to the curriculum which is established by the government. Curriculum plays an important role in organizing, directing and guiding all of learning activities in the textbook. In Indonesia, we have a benchmark called as '2013 Curriculum'. The education practitioners in Indonesia regard 2013 curriculum as the way to enhance the quality of education and Indonesian learners as well (Rumahlatu, Huliselan and Takaria, 2016:5663). Therefore, it is a must for the author of the textbook to create the textbook according to '2013 Curriculum'. The author of the textbook must give his attention towards the cognitive domain inside of 2013 Curriculum. To make sure the suitability between cognitive domain and reading comprehension questions, the researcher uses a hierarchy called 'Bloom Revised Taxonomy' as a guideline to analyze the data.

'Bloom Taxonomy' created by an American Phycologist named Dr. Benjamin S. Bloom in 1956. Many researchers had been used this taxonomy and it became a helpful tool for them to analyze question and answer in ELT textbook. According to Freahat and Smadi (2014:1804), Bloom (1956) developed a taxonomy to categorize the cognitive level of questions. There are six elements of the taxonomy such as knowledge, comprehension, application, analysis, synthesis and evaluation. Bloom Taxonomy had a revised version from Bloom's students.

According to Mizbani and Chalak (2017:39), Bloom's students, Anderson and Krathwohl made a new version of this taxonomy and revised the original framework in 2001. The new version of this taxonomy includes remember, understand, apply, analyze, evaluate and create.

Document analysis used as the research design in this study. According to Bowen (2009), document analysis is an interpretation of the document by the researcher to create a perspective by analyzing the topic given. Moreover, the qualitative method used to explain the data in the form of description. In this study, "Mandiri: English on Target for SMA/MA Grade X" textbook which was published in 2016 selected by the researcher to make an implementation for 2013 Curriculum. This textbook had eight chapters with one hundred and twenty pages. This research used a case study as the research design. Therefore, it focused only on one chapter that had some narrative texts and it was found in the last chapter entitled 'narrative text: legends'. There were fifty questions and it was divided into three sections such as listening, reading and vocabulary. Thirty-five questions chose to analyze because it was included in reading section.

The result indicated from thirty-five questions showed that there were three cognitive domains of Bloom Revised Taxonomy in the last chapter of the book entitled 'Mandiri: English on Target for SMA/MA Grade X' covering the level of remembering, understanding and analyzing. In fact, three cognitive domains of Bloom Revised Taxonomy covering the level of applying, evaluating and creating did not appear in the questions. Moreover, those thirty-two questions from remember and understand level belong to Low Order Thinking Skill (LOTS) and three of them from analysis level were in High Order Thinking Skill (HOTS). All of those questions had a description after they were grouped into those cognitive domains. Besides, there was a repetition for some questions that made the questions monotonous. Those questions were not veried because they were made in the form of multiple choice.

In short, Bloom Revised Taxonomy was used as a benchmark to analyze reading comprehension questions and it lead the researcher to find the level of reading questions and categorize those questions into Low-Order Thinking Skill

(LOTS) and High-Order Thinking Skill (HOTS). Moreover, it was helpful to give the reason of those questions that made the students activate their thinking skill. Furthermore, the researcher hopes that this study will be useful as an information and empirical data for the other researcher to conduct a further research with different textbook. The other researcher can also analyze the other genre of the text such as descriptive and recount texts.
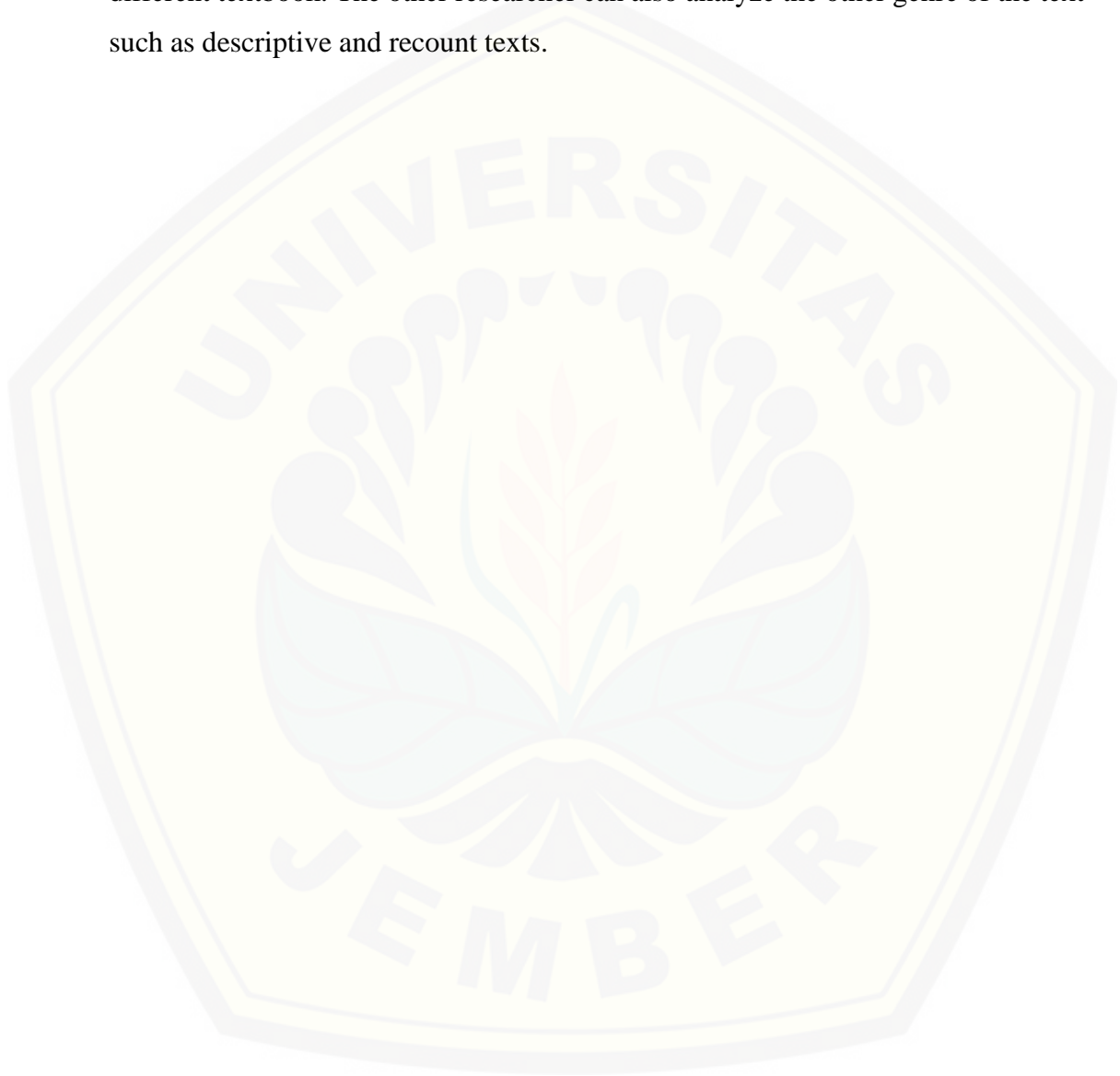
CHAPTER I. INTRODUCTION

This chapter provides three elements, which are consisting of research background, research problem and research contribution.

1.1 Research Background

Textbook is a prominent material which can lead several activities in the teaching and learning process. Adli and Mahmoudi (2017:590) say that teaching materials are necessary for providing input to practice. Therefore, textbook must be able to provide several practices for the students. Generally, textbook has some questions as an input to practice. To qualify the material, questions are one of the important aspects in developing thinking among students through textbooks (Igbaria, 2013:201). However, we cannot choose the textbook carelessly. In the teaching and learning process, textbook must be able to provide the students chance to practice by themselves independently. It seems impossible for the teacher to teach all of the skills and subjects in the limited time. That is why it is important to evaluate the textbook and make it suitable with the level of learners (Freahat and Smadi, 2014:1806).

Textbook is created according to the curriculum which is established by the government. To qualify the textbook, the curriculum needs a benchmark. Inside the curriculum, there are some guidelines and criteria to choose textbook as an appropriate material (Gholami, Noordin, and Rafik-Galea, 2017:82). According to Rumahlatu, Huliselan and Takaria (2016:5662), the curriculum describes like a compass. It means that curriculum plays an important role in organizing, directing, and guiding the learning activities. In other words, textbook must provide several activities to fulfill the criteria of curriculum. In Indonesia, the current curriculum is called as 2013 Curriculum. The education practitioners in Indonesia regard 2013 curriculum as the way to enhance the quality of education and Indonesian learners as well (Rumahlatu, Huliselan and Takaria, 2016:5663). As being used by Indonesian book author, it is necessary for 2013 Curriculum to excavate the learner's ability to increase their cognitive level.

1

Nowadays, the students must be able to increase their critical thinking in answering reading comprehension questions. Critical thinking means how the students can become a problem solver to state their idea about problem related to the text. Igbaria (2013:201) states that the teacher must teach how to solve the problem along with teaching them some knowledge. Bloom's taxonomy can be used as a guideline to evaluate questions in the textbook. In addition, Mizbani and Chalak (2017:38-39) state that the taxonomy includes the domain of knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy is divided into two parts: lower-order and higher-order thinking skill (Talebinejad and Namdar, 2011:1597). In this case, the three domains such as knowledge, comprehension, and application are considered as lower order cognitive skills while analysis, synthesis, and evaluation become the higher order cognitive skills. To adjust the modern era, Bloom Taxonomy has been revised in 2001. Mizbani and Chalak (2017:39) say that Bloom's students, Anderson and Krathwohl changed and revised the taxonomy into the new version in 2001. The taxonomy includes remember, understand, apply, analyze, evaluate, and create.

In the previous studies, many researchers analyzed reading comprehension questions in the level of elementary school, junior high school, senior high school and university level. There were seven researchers who conducted the same research such as Ibrahim (1998), Alul (2010), Ewies (2010), Riazi and Mosalanejad (2010), Igbaria (2013), Freahat and Smadi (2014) and Ayaturrochim (2014). In their research, they took all of reading comprehension questions in all chapters as the object of their research. They used Bloom Taxonomy and Bloom Revised Taxonomy to analyze all of questions in the textbooks. The findings were also the same. They found many lower questions and they were still in the level of remember, understand and apply.

1.2 Research Questions

Based on the background research of this study, the research problems are:

1. What kind of reading comprehension questions level in the cognitive domain are found in the text based on Bloom Revised Taxonomy?

2. What types of question are included into Low Order Thinking Skill (LOTS) and High Order Thinking Skill (HOTS) are found in the text based on Bloom Revised Taxonomy?

3. Why are the questions categorized as Low Order Thinking Skill (LOTS) and High Order Thinking Skill (HOTS)?

1.3 Research Objectives

The objectives of the study are:

1. To find out the level of reading comprehension questions in the cognitive domain in the reading text based on Bloom Revised Taxonomy

2. To identify the type of question which belongs to Low Order Thinking Skill (LOTS) and High Order Thinking Skill (HOTS) in the reading text based on Bloom Revised Taxonomy

3. To investigate the reason why the questions in the reading text belong to Low Order Thinking Skill (LOTS) and High Order Thinking Skill (HOTS) based on Bloom Revised Taxonomy

1.4 Research Contribution

The research are expected to give some contributions. They are:

1. The Practical Contribution

The research is expected to be advantageous for the textbook author as an information and teachers as their references to choose the textbook thoroughly, which is hopefully useful for both the teacher and the students.

2. The Empirical Contribution

The research result can be used by the other researchers as references to conduct the future research design to know the cognitive level of reading comprehension questions in the textbook with the different level of students.

CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter contains some kinds of literature, which relate to the study. It consists of a theoretical framework, conceptual framework, and previous study.

2.1 Bloom Revised Taxonomy in Analyzing EFL Textbook

Dr. Benjamin S. Bloom, an American Phycologist, created a famous discovery called Bloom Taxonomy. In 1956, he published and included the taxonomy in the book under the title "Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain". According to Krathwohl (2002), at first, the taxonomy did not receive any attention because it was unfamiliar as an educational term. Fortunately, the taxonomy became popular as soon as some readers realized the capability of the taxonomy. In fact, the taxonomy was translated into twenty-two languages.

Bloom Taxonomy has been used by many researchers. Gholami, Noordin, and Rafik-Galea (2017, p. 86) stated that Bloom's taxonomy of learning objectives (1956) has been used by several scholars to evaluate ELT textbooks. It helped them to analyze all of the questions and answers, which they observe in ELT textbooks. According to Freahat and Smadi (2014:1804), Bloom (1956) developed a taxonomy to categorize the cognitive level of questions. There are six elements of the taxonomy such as knowledge, comprehension, application, analysis, synthesis and evaluation.

Bloom Taxonomy had a revised version from Bloom's students. According to Mizbani and Chalak (2017:39), Bloom's students, Anderson and Krathwohl made a new version of this taxonomy and revised the original framework in 2001. The new version of this taxonomy includes remember, understand, apply, analyze, evaluate and create. There were two changes of the original framework. First, Krathwohl (2002) stated that the instruments of Bloom Taxonomy was modified and renamed from the noun form into the verb form. For example, remember was a revise version from the word knowledge. The revising authors believed that remember was familiar and commonly used rather than knowledge. Second, the instrument of Bloom Taxonomy, synthesis switched its position with the evaluation

and turned into the highest level of the taxonomy. The following picture below showed some differences between the original framework and the revision.

Figure 1. The Original Framework and Revised Version of Bloom Taxonomy
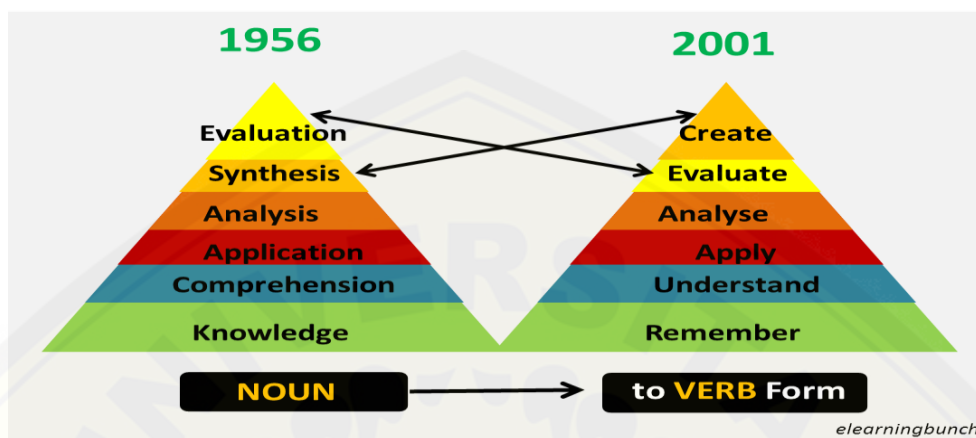
From the hierarchy, which Bloom created, the cognitive level can be categorized into two cognitive levels: low-order and high-order level. In low-level of question, the answer relies on the memory that students get after reading the text. It means that the questions make the students memorize the fact in the text rather than using their mind to think critically (Freahat and Smadi, 2014:1805). Low-order thinking skill is the easiest part in this taxonomy. According to the hierarchy, the three domains considered as the low-order thinking skill are knowledge, comprehension, and application. It is also applied to the Bloom Revised Taxonomy which categorizes remember, understand and apply as the low-order thinking skill.

Meanwhile, some questions can be categorized as high-order of question. According to Freahat and Smadi (2014:1805), some questions, which provide the higher-level of thinking, can make the students think critically through solving the problem of the questions itself. It means that the higher level of questions can help the students to think critically. The students can also be a problem solver in this situation. In addition, three domains including analysis, synthesis and evaluation (or analyze, evaluate, and create in Bloom Revised Taxonomy) are categorized into the higher-order of thinking skill. Further, the definition of each domain are described below:

1. Remember

Remember is defined to reminisce about the previous learned material. It involves long-term memory to recall the fact into the complete theory. In the real practice, it requires an appropriate information based on problem given in the question. It is the lowest level cognitive domain of Bloom Revised Taxonomy.

2. Understand

Understand is an ability to catch the meaning of material by interpreting the message of oral, written and graphic communication. It means the students can modify the information using their own perspective. The position of the instrument is higher than remembering.

3. Apply

Apply refers to the ability to use the information from the learned material to solve a problem in the question. It usually uses some procedures such as applying rules, methods, concepts, principles, laws and theories. It is the highest level of low-order thinking skill.

4. Analyze

Analyze requires an ability to organize the material and make it suitable with its component parts in order to make them easier to understand. It is the lowest instrument in high-order thinking skill.

5. Evaluate

Evaluate is an ability to make a judgement based on given situation in the question. It requires students' opinion to make a decision by assessing the problem. The level of evaluating is higher than applying.

6. Create

Create is defined as an ability to produce new idea and it requires a creativity to construct the product. It is the highest level of Bloom Revised Taxonomy, which leads the students to think critically and creatively.

2.2 Previous Studies on Bloom Revised Taxonomy

The researcher takes some previous studies from some experts as references to conduct this study. The subjects of some previous studies were taken from the junior high school, senior high school and university textbook. The problem of the previous study is there are so many low level of questions and it seems to be an educational worldwide problem (Freahat and Smadi, 2014:1809). The researcher takes seven researches as the previous studies and they have the same problem as follows:

Ibrahim (1998) analyzed 6th-grade history book questions according to the cognitive domain in Bloom's taxonomy in Iraq. 87 questions were included as his sample. The result showed that the percentage of knowledge questions were 72%, questions of the comprehension level were 25.4%, evaluation questions were 2.2%, and the remaining levels such as application, analysis and synthesis got 0%.

Alul (2010) used Bloom's Taxonomy to evaluate the instructional questions in the Eighth Grade English Textbooks that was used in Palestine during the academic year 1999-2000. The researcher prepared an analysis sheet and used keywords in the classification of the questions. Then the researcher computed the number of questions per each cognitive level and calculated lower and higher level questions and tabulated the frequencies and percentages. The results of the study revealed that there was still a preponderance of lower level questions in the studied textbooks.

Ewies (2010) analyzed the English language Islamic education textbooks for the primary cycle in the United Arab Emirates. The questions in the textbooks were analyzed by using a tool which was employing Bloom's cognitive taxonomy. In regard of the distribution of the questions over the cognitive aspect, the study revealed that 36% of the questions were involved in higher-level thinking whereas 64% of the questions were involved in lower-level thinking.

In the same year, Riazi and Mosalanejad (2010) investigated the types of learning objectives which represented in Iranian senior high school and pre-university English textbooks using Bloom's taxonomy of learning objectives. Three high school textbooks and a pre-university textbook were included in the analysis.

In addition to the comprehension questions, the exercises and tasks of the textbooks codified and the frequencies and percentages of occurrence of different learning objectives calculated. The results of the study indicated that in all grades lower-order cognitive skills were more prevalent than higher order ones. Furthermore, the difference between the senior high school and the pre-university textbooks in terms of the levels of the taxonomy were significant as the pre-university textbook which used some degrees of higher-order learning objectives.

Furthermore, Igbaria (2013) examined the variety in the cognitive level which was represented by the WH-questions in "Horizons" textbook according to Bloom's Taxonomy. This book intended for junior high school level in Israel. The results showed that 244 questions were emphasized levels of cognition representing lower-order thinking skills, while only 137 questions were emphasized the three higher-order thinking skills. The study also found that the questions in the "Horizons" textbook placed a great deal of emphasis on comprehension, which is one of the lower order thinking skills.

In Jordan, Freahat and Smadi (2014) inspected three books, which are "Action Pack 11, Action Pack 12 and New Headway plus Pre-intermediate" which were examined by using Bloom's Taxonomy. For Action Pack 11, a percentage of 31% categorized as higher-level questions and 69% categorized as lower-level questions. In addition, the analysis of the comprehension questions in AP12 showed a concentration on lower-level thinking skills. The greatest percentage of questions were comprehension and application with the level of synthesis excluded and the level of evaluation appearing in the textbook only once. Moreover, the analysis revealed that New Headway plus Pre-intermediate included a greater proportion of lower-level cognitive questions than the other textbooks. A percentage of 88% was categorized as lower-level questions and only 12% was categorized as higher-level questions.

In Indonesia, Ayaturrochim (2014) analyzed the book entitled "English in Focus" for junior high school level, which was published in 2008. The researcher investigated of reading comprehension tasks in low level based on Bloom Revised Taxonomy. The results showed that there were 30 (98%) reading tasks used

remembering level of the cognitive domain and only one (2%) reading task used understanding level. The result was showing that dominant level of cognitive domain from Revised Bloom's Taxonomy was remembering level.

In this research, the researcher analyzed a textbook which was entitled 'Mandiri: English on Target for SMA/MA Grade X'. Instead of taking all of the reading comprehension questions, the researcher focused on chapter that had some narrative texts as the genre of the text. There are two reasons behind this statement. First, the researcher wanted to make a deep analysis about the selected topic. Second, it was taking a long time to analyze all of reading questions with giving the reason. Furthermore, the researcher considered that both of low-order and high-order level of questions are necessary to acquire the knowledge. Moreover, the researcher expected to see if reading comprehension questions in the cognitive domain of Bloom Revised Taxonomy were suitable or not to fulfill the target of standard competence in 2013 Curriculum.

2.3 The Definition of Reading Comprehension

Reading comprehension is a part of reading skills. It needs an interpretation to understand the detail information stated in the text. Reading comprehension is the skills, which the students must have in order to acquire the information when reading the text. According to Olson and Diller (1982:42), reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. Harris and Sipay (1980:179) state that reading comprehension is an ability to acquire knowledge and the information in the printed book support this statement. This means that reading comprehension is the construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. There is an assumption that thinking process inside of solving problem is intentional. It influences by the knowledge that someone has before (Hodges, 1995:7).

Questioning is one of the most regularly employed teaching strategies by teachers and in textbooks. Good questions lead to good understanding. Question

can utilize to make an educative experience through organizing knowledge (Underhill, 1991:1804). There is no doubt about the importance of questioning as an instructional method for teaching reading. Textbook questions can use for academic evaluation as well as the development of various skills. The cognitive level of questions develops the interaction between the students and the text. Therefore, the types of questions should take into consideration the different ability levels among students. Therefore, it is necessary to analyze the aspect of questions in textbooks in order to assess how these textbooks develop students' thinking.

Reading comprehension questions have been classified into six cognitive domains of Bloom Revised Taxonomy. A variety of classification systems have been used to determine the levels of questions asked by textbooks. In general, these categories have sorted questions on the two major categories: lower- level questions and higher-level questions. Lower level questions emphasize the recall of specific and universal methods, processes, structures, and settings. On the other hand, high-order thinking skill requires a higher knowledge and it is considered as an advance level. Moreover, they require students to engage on deeper thinking processes. It also had been the same with Bloom Taxonomy, which also categorized reading comprehension questions into two level such as lower-order thinking skill and higher-order thinking skill.

2.4 The Usage of Narrative Text in EFL Textbook

Narrative text can build an imaginative side of the readers. In this case, the reader and the listener of the story can be invited into the vision of reality and make them feel like the story is the part of their world (Kelly and Zak, 1999). The aim of narrative text is to entertain and give moral value for the readers. Narrative text contains language features such as the use of words to sequence the event, adverb and adjective to describe something and past action verb to focus on what character has experienced whether physically or mentally. The generic structure of narrative text consists of orientation, which is the opening of the story containing introduction of setting, characters and time of the story, complication which characters experienced problem and resolution which is the resolved problem that end happily

or not. Meanwhile, Barwick (1998:180) divided narratives into traditional fiction and modern fiction. Traditional fiction consists of folktales, fairy tales, fables, moral tales, myths and legends while modern fiction consists of modern fantasy and contemporary realistic fiction.

Using a narrative text in the textbook can bring some advantages. According to Willingham (2004), there are four main advantages of narrative texts as follows:
a) Everyone loves a good story, i.e., stories are universally enjoyed as oral or written discourse;
b) Stories are easier to comprehend thus read more quickly than non-narratives;
c) The structure of narratives -known as story grammar-- provides a more familiar organizational pattern for ideas which is more accessible than expository texts;
d) Active reading involves "on-line" processing and makes inferences and narrative texts evoke interesting ambiguities or unresolved details, which translate to more effective memory making.

In conclusion, a narrative text had three things that different from another genre of the text in the textbook. First, the narrative text helps the students to learn about the setting. Setting includes the place and time that is the difference among the events which occurs in the story. Second, the students can learn about the character in the story. It is divided into two such as protagonist and antagonist. The protagonist is a character that shows some good behavior and antagonist is on the otherwise. The students can learn about their behavior that is good to do and avoid bad behavior from the story in real life. Moreover, personality is important. There are four structures of narrative text and resolution relates to the personality. Resolution is a part of the story when the character resolves the problem. In this case, it can build the students personality to solve the problem by themselves if they have to the same problem like the story. Therefore, that is the reason why the researcher interests in conducting the research in narrative text.

CHAPTER III. RESEARCH METHODS

This chapter includes some methods, which applies in this study. It consists of research design, research subject, data collection method, and data analysis method.

2.1 Research Design

Case study was used as the research design in this study. According to Farquhar (2009), by circumscribing the area of a study to a small number of units, the case study researcher was able to look in depth at a topic of interest or phenomenon. In this case, only one chapter in the textbook which analyzed deeply by the researcher. Moreover, the qualitative method was used to explain the data in the form of description. Based on Punch (1998:4), qualitative research was an empirical research where the data were not in the form of numbers. In brief, this study did not use calculation and a mathematic way to describe the data.

3.2 Research Context

In this study, "Mandiri: English on Target for SMA/MA Grade X" textbook which published in 2016 selected by the researcher to make an implementation for 2013 Curriculum. This book had a copyright from Erlangga. The writer of this book named Sarwoko, M.Pd. Moreover, two editors were responsible to make some corrections such as Dwi Wahyu Priyanto and E. Tiyas Utami. It also had a proofreader named Ross McKay. Furthermore, it had one hundred and twenty pages and there were eight chapters, which became the book's content and each of them had different materials. Chapter 1 had many methods for students to introduce oneself. Besides, chapter 2 had some materials to say 'Congratulations' to each other. Chapter 3 made the students to have an intention to do something. Meanwhile, chapter 4 built the students to describe tourist attractions and historical buildings. Announcements were the way to announce news to the other person and it was a part of chapter 5. In addition, chapter 6 had focused on grammar such as simple past tense and present perfect tense. Historical recount became a part of chapter 7 in this textbook. The last chapter selected by the researcher for this study

and it was about the narrative text: legends. The subject of this study was reading comprehension questions which had some narrative texts and they were selected in the reading section. The reasons why this textbook selected by the researcher were as follows:

1.   The textbook was published by Erlangga which was known as the biggest publisher of a textbook in Indonesia.

2.   Nowadays, 2013 Curriculum was the current curriculum in Indonesia. It was used as the fountain of the country's education and this textbook was implementing this curriculum.

3.3 Data Collection Method

A research must have data to strengthen the outcome. There were so many ways to collect the data itself. In this study, a review of documents used by the researcher or we were familiar with the word 'documentation' nowadays. The documents itself were in the form of a textbook. In this case, this study focused on some documents which took from "Mandiri: English on Target for SMA/MA Grade X" textbook to analyze reading comprehension questions, especially in narrative texts.

3.4 Data Analysis Method

Document analysis was used as the data analysis method in this study. According to Bowen (2009), document analysis was an interpretation of the document by the researcher to create a perspective by analyzing the topic given. Furthermore, Bloom Revised Taxonomy was used as a benchmark to analyze the data. There were six steps to analyze the data. They were as follows:

1. Choosing the grade and textbook. In this study, the researcher chose a textbook which was used by Senior High School Students Grade X entitled "Mandiri: English on Target for SMA/MA Grade X".

2. Determining the unit of analysis. The researcher determined the last chapter of this textbook entitled 'narrative text: legends' as the data of analysis.

3. Collecting all of reading comprehension questions in the reading section from this chapter.

4. Preparing the research tool for analyzing the questions. The research tool itself were according to Bloom Revised Taxonomy guidelines (Appendix B).

5. Analyzing the questions according to the six domains in Bloom Revised taxonomy, categorizing those questions into LOTS and HOTS and giving the explanation.

6. Recording the data in tables. The data tabulated into several columns. The first column used to mention the sequence of number. Then, the second column used to mention reading comprehension questions. After that, the third column used to place the cognitive level of Bloom's Revised Taxonomy. Forth, the questions determined as the low-order thinking skill or high-order thinking skill in the next column. The last column used to explain why the question categorizes into one of those instruments in Bloom Revised Taxonomy. In brief, some reading questions determined carefully by the researcher to avoid some mistakes, which probably happened during the analysis process. The table used by the researcher as the example below:

No	Reading Comprehension Questions	Cognitive Domain of Bloom Revised Taxonomy	Low-Order Thinking Skill (LOTS) or High-Order Thinking Skill (HOTS)	Explanation

(The data attaches by using this table in appendix D)

(Those steps above was adapted from Igbaria, 2013)

CHAPTER V. CONCLUSION

This study evaluates the book entitled, 'Mandiri: English on Target for SMA/MA Grade X'. The questions collected, identified and analyzed by using document analysis with using Bloom Revised Taxonomy as a benchmark. According to the data analysis in Appendix C, it was found there are three cognitive domains in the reading questions based on Bloom Revised Taxonomy covering remember, understand and analysis level from thirty-five questions in this chapter of the textbook entitled 'Narrative Text: Legends'. Related to this chapter of the textbook, the author has a great tendency to provide a lot of low-order thinking skill in the level of remembering. As a proof, there are twenty-three questions which regard for remembering level in the thirty-five questions. Moreover, nine of them belongs for understanding level and three questions regard for analysis level. Those questions which belong to remember and understand level in total amount of thirty-two questions includes in LOTS while three questions from analysis level belong to HOTS. There are some descriptions behind those questions' grouping. For remembering level, those questions make the students recall their memory about the fact in the text. In understanding level, the students must translate the knowledge into a new context. Furthermore, the students must identify the characters behavior and the lesson from the questions of analysis level.

There is a suggestion for textbook author, teacher, the students and further researcher. For the textbook author, it is better for him to create some questions in the level of applying, evaluating and creating to make the cognitive domains of Bloom Revised Taxonomy in this chapter of the reading text become complete. For the English teacher, it is better to choose the textbook carefully. For the students, it is better if they can use the textbook by learning it independently. If in case the book is not sufficient to provide the students' need, they can find another book from the internet as a reference to study. For the other researchers, it is better if they can analyze the textbook by having inter rater to make the result of analysis become valid and reliable.

REFERENCES

Adli, N. and Mahmoudi, A. (2017). Reading Comprehension Questions in EFL Textbooks and Learners' Levels. *Theory and Practice in Language Studies, 7*(7), 590-595. DOI: http://dx.doi.org/10.17507/tpls.0707.14

Alul, F. (2010). *Analyzing English Textbook Questions for the Elementary English Grade in Palestine based on Bloom's Taxonomy of Educational Goals at its Cognitive Domain. Unpublished Master's Thesis*. An-Najah National University, Nablus:Palestine.

Ayaturrochim. (2014). "The Analysis of Reading Tasks in "English in Focus" Textbook Based on Cognitive Domain of Revised Bloom's Taxonomy". *Thesis*. Bachelor Degree of Bengkulu University

Barwick, J. (1998). *Targeting Text: Narrative, Poetry, Drama, Upper Level*. Singapore: Green Gunt Press

Bowen, G. A. (2009). Document Analysis as A Qualitative Research Method. *Qualitative Research Journal, 9*(2), 27-40. DOI:10.3316/QRJ0902027

Ewies, M. (2010). *An Analysis of Questions Recorded in the Islamic Education Textbooks for Basic Stage in the United Arab Emirates*. MA Thesis, Yarmouk University

Farquhar, J. (2009) 'Stakeholder branding in financial services', Proceedings of the 4th International Conference on Services Management, Oxford.

Freahat, N. M., and Smadi, O. M. (2014). Lower-order and Higher-order Reading Questions in Secondary and University Level EFL Textbooks in Jordan. *Theory and Practice in Language Studies, 4*(9), 1804-1813. DOI: 10.4304/tpls.4.9.1804-1813

Gholami, R., Noordin, N., & Rafik-Galea S. (2017). A Thorough Scrutiny of ELT Textbook Evaluations: A Review Inquiry. *International Journal of Education & Literacy Studies, 5*(3), 82-91. DOI: http://dx.doi.org/10.7575/aiac.ijels.v.5n.3p.82

Harris, A. J., and Sipay, E. R. (1980). *How to Increase Reading Ability*. New York: Longman

Hodges, R. E. (1995). The Literacy Dictionary: The Vocabulary of Reading and Writing. *Educational Resources Information Center, 1*-27. DOI: ISBN-0-87207-247-9

Ibrahim, F. (1998). *Curricula Foundations, Organizations, and Evaluation*. Cairo: Egypt Library.

Igbaria, Abdul K. (2013). A Content Analysis of the WH-Questions in the EFL Textbook of Horizons. *International Education Studies, 6*(7), 200-224. DOI: http://dx.doi.org/10.5539/ies.v6n7p200

Kelly, C. and Zak, M. (1999). Narrativity and Professional Communication: Folktales and Community Meaning. *Journal of Business and Technical Communication*, 13(3), 297-317.

Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory Into Practice, 41*(4), 212–218. DOI:10.1207/s15430421tip4104_2

Mizbani, M. and Chalak, A. (2017). Analyzing Listening and Speaking Activities of Iranian EFL Textbook Prospect 3 Through Bloom's Revised Taxonomy. *Advances in Language and Literary Studies, 8*(3), 38-43. DOI: http://dx.doi.org/10.7575/aiac.alls.v.8n.3p.38

Nasrollahi, M., Krishnasamy, P., & Noor, N. (2015). Process of Implementing Critical Reading Strategies in an Iranian EFL Classroom: An Action Research. *International Education Studies, 8*(1), 9-16. DOI: http://dx.doi.org/10.5539/ies.v8n1p9

Nugraheni, W.Y. and Faridi, A. (2016). The Role of Students and Teachers in English Classes Using the 2013 Curriculum. *Journal of Language and Literature XI/1*, 1-7. DOI: e-ISSN 2460-853X

Olson, J.P. & Diller, M.H. (1982). *Learning to Teach Reading in the Elementary School: Utilizing a Competency-Based Instructional System*. Virginia: Macmillan

Punch, K (1998). *Introduction to Social Research: Quantitative and Qualitative Approaches*. London: Sage

Riazi,, A., Mosalanejad, N. (2010). Evaluation of Learning Objectives in Iranian High-School and Pre-University English Textbooks using Bloom's Taxonomy. *The Electronic Journal for English as a Second Language,* 13. 4, 1-16.

Rumahlatu, D., Huliselan E. K., & Takaria, J. (2016). An Analysis of the Readiness and Implementation of 2013 Curriculum in The West Part of Seram District, Maluku Province, Indonesia. *INTERNATIONAL JOURNAL OF ENVIRONMENTAL & SCIENCE EDUCATION, 11*(12), 5662-5675. DOI: http://www.ijese.net/makale/731

Solihati, N. and Hikmat A. (2018). Critical Thinking Tasks Manifested in Indonesian Language Textbooks for Senior Secondary Students. *SAGE JOURNALS, 8*(3), 1-8. DOI: https://doi.org/10.1177/2158244018802164

Talebinejad, R. and Namdar, A. (2011). Discourse Markers in High School English Textbooks in Iran. *Theory and Practice in Language Studies, 1*(11), 1590-1602. DOI: 10.4304/tpls.1.11.1590-1602

Underhill, N. (1991). *Testing Spoken English. Testing: A handbook of Oral Testing Techniques*. Cambridge: Cambridge University Press

Willingham, D. T. (2004). The Privileged Status of Story. *American Educator*, 28(2), 43-45; 51-53.

APPENDIX A

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
Using Bloom Revised Taxonomy to Analyze Reading Comprehension Questions of Narrative Text in EFL Textbook	1. How do reading comprehension questions of the textbook entitled 'Mandiri: English on Target for SMA/MA Grade X' lead the students to think with the cognitive domain of Bloom Revised Taxonomy? 2. What cognitive domain of Bloom Revised Taxonomy dominates in the textbook?	Reading comprehension questions in the book entitled 'Mandiri: English on Target for SMA/MA Grade X'	The cognitive domain of Bloom Revised Taxonomy which applies in the textbook: a. Remembering b. Understanding c. Applying d. Analyzing e. Evaluating f. Creating *Anderson and Krathwohl (2001)*	Reading questions of book entitled, *Mandiri: English on Target for SMA/MA Grade X*	1. **Research Design:** A Case Study 2. **Research Context:** Reading questions of book entitled, *Mandiri: English on Target for SMA/MA Grade X* 3. **Research Procedure:** a. Identify reading comprehension questions b. Classify based on Bloom Revised Taxonomy c. Categorize into LOTS and HOTS d. Explain the data and create the reason e. Conclude and evaluate the textbook 4. **Data Collection Method:** Documentation 5. **Data Analysis Method:** Document Analysis

<div align="right">APPENDIX B</div>

A GUIDE FOR THE LEVELS OF ACTIVITIES BASED ON THE COGNITIVE DOMAIN IN BLOOM'S REVISED TAXONOMY

No	Cognitive Level of Bloom Revised Taxonomy	Definition and Skill Demonstrated	Question Ques:
1.	Remember	It is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Remember represents the lowest level of learning outcomes in the cognitive domain. The students are expected to do an observation and recall of information, remember of dates, events, places, remember of major ideas, and mastery of subject matter.	list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
2.	Understand	It is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one-step beyond the simple remembering of material, and represent the lowest level of understanding. The students are expected to understand the information, grasp meaning, translate knowledge into new context, interpret facts, compare, contrast order, group, infer causes, and predict consequences.	summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
3.	Apply	It refers to the ability to use learned material in new and concrete situations. This may apply of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under the understanding. The students are expected to use information, use methods, concepts, and theories in new situations, and solve problems using required skills or knowledge.	apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

4.	Analyze	It refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of parts, analyze of the relationship between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than understand and apply because they require an understanding of both the content and the structural form of the material. The students are expected to see some patterns, organization of parts, recognition of hidden meanings, and identification of components.	analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
5.	Evaluate	It is concerned with the ability to judge the value of material for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are higher than analyze, and conscious value judgments based on clearly defined criteria. The students expected to compare and discriminate between ideas, assess value of theories, presentations, make choices based on reasoned argument, verify value of evidence, and recognize subjectivity.	assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize
6.	Create	It refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication, a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area is the highest cognitive level in this taxonomy. It also has stress creative behaviors, with major emphasis on the formulation of new patterns or structure. The students are expected to use old ideas to create new ones, generalize from given facts, relate knowledge from several areas, predict and draw conclusions.	combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite

(Retrieved from: http://article.sciencepublishinggroup.com/pdf/10.11648.j.edu.20140302.11.pdf)

30

THE ANALYSIS OF THIRTY-FIVE QUESTIONS IN THE TEXTBOOK

The first story is about "A Poor Man with The Magic Table". It has seven paragraphs and it is intended for the questions number 1 to number 5.

No	Reading Comprehension Questions	Cognitive Domain of Bloom Revised Taxonomy	Low-Order Thinking Skill (LOTS) or High-Order Thinking Skill (HOTS)	Explanation
1.	What is the story about? a. A greedy innkeeper who overcharged his guest b. A carpenter who made tables with his magical power c. A very poor family who run a small inn d. A poor man with the magic table e. A king who had magical power **Answer key: D**	Remember	LOTS	This question leads the students to choose the answer which can tell the whole story in one sentence. It is categorized as low question because the story keeps telling the readers about a poor man who wanted to change his family life in the beginning up to the last story and it is easier for the students to guess what the story is.
2.	What can we infer about the innkeeper? a. He was the king's friend b. The magic table made him rich c. He was hardworking and honest d. He over-charged the poor man e. He frequently helped poor families **Answer key: B**	Analyze	HOTS	This question leads the students to explain about the innkeeper motive. It seems to be a high question because it makes the students to recognize that the innkeeper had a bad motive to substitute the table to make him rich when a poor man stayed in the inn.
3.	"I give you something that is more <u>precious</u> than money." (Paragraph 2). What does the underlined word mean? a. Marked c. Virtuous e. Ultimate b. Valuable d. Primary **Answer key: B**	Understand	LOTS	This question leads the students to translate the underlined word. It is categorized as low question because the students only need to find the similar meaning with the word 'precious'.
4.	Why did the innkeeper want to steal the table? a. He was sure that the table would make a profit for his inn b. He knew that the table was from his enemy c. He could not afford a new table d. He envied the poor man e. He hated the man **Answer key: A**	Remember	LOTS	This question leads the students to describe the innkeeper reason in one sentence. It is categorized as low question because the answer states in the text, especially in paragraph 3 line 5. From the sentence, "I can make a money with it" shows the innkeeper wanted to steal the table.
5.	What is true about the pincers? a. The innkeeper used them to fix the table b. The man hit the innkeeper with them c. The king did not need them again d. The man left them in the inn e. They had a magical power **Answer key: B**	Remember	LOTS	This question leads the students to describe the usage of the pincers in one sentence. It is categorized as low question because the answer states in the text, especially in paragraph 5 line 10. It seems that the pincers makes the innkeeper in trouble.

The following text is for questions 6 to 10.

A long time ago, there lived a lovely princess who owned the most beautiful rings in the world. The rings were decorated with the most precious stones, like diamonds pearls, rubies and sapphires. She also had rings which had no precious stones in them, but which were wonderfully decorated with fine and delicate carving.

She liked to spend her days in the open balcony of her room. She also used to wash her hands using a silver basin and a pitcher at the corner of the balcony. Every time she washed her hands, she removed her precious ring.

One day a rabbit came up to the balcony to play with the princess which she enjoyed very much. However, she was surprised when she lost her diamond ring after she washed her hands. She knew that the rabbit had stolen her ring, but she was very happy playing with the rabbit. The next day, the rabbit came again and played with the princess. That day, she lost her emerald ring. Every day the rabbit came and every day there was a ring missing. The princess had a large box full of rings, in the beginning, but one morning she opened the box and saw that it was entirely empty. That made the princess so sad and her father, the king, noticed this at last.

Accordingly, the king sent for all the storytellers in the whole kingdom. All the storytellers had to come to the palace, even if they were old and lame. No one could make the princess happy, until one day two old lame women came. They told a story about a hut in deep forest where a rabbit, which could change into a handsome prince, lived. Hearing the story, the pretty dark eyes of the princess sparkled. She asked the old women to take her to the hut.

Then the princess, the king and the old women went to the forest. They stopped in front of a house where the fire was burning before it and something which smelled good was boiling in the kettle. The princess stuck her finger in to try it.

Chapter 8 | Narrative texts: Legends   101

"Take it. It is yours," said a strange deep voice from the little house.

She ran to the door of the house and peeped through the keyhole. There was the white rabbit playing with a box full of rings set with precious stones. She also saw rings set with no precious stones at all, but carved delicately, with great skill.

"What wouldn't I give to see the owner of these rings!" said the rabbit as he pulled off his skin and changed into a handsome prince.

"Here's the owner of the rings!" cried the princess. "She is here at your very door!"

The door of the little thatched house in the deep forest swiftly opened and the prince received the princess in his arms.

"Your words have broken my enchantment!" he cried. "Now that at last the voice of the owner of these rings is heard at my door, I'll never have to put on my rabbit skin again."

Source: The Islands of Magic Legends, Folk and Fairy /Takes from The Azores (1922)

The second story is about "The Princess and The Curse Rabbit". It has seven paragraphs and it is intended for the questions number 6 to number 10.

6.	What is the story about? a. Storytellers and their fascinating stories b. A princess who lost her rings c. A generous princess d. An intelligent rabbit e. A prosperous king **Answer key: B**	Remember	LOTS	This question leads the students to choose the answer which can tell a whole of story in one sentence. It is categorized as low question because the story keeps mention about the princess that lost her rings one by one and it is easier for the students to guess what the story about.
7.	"The princess had a large of box full of rings, in the beginning, but one morning she opened the box and saw that <u>it</u> was …" (Paragraph 3). What does the underlined pronoun refer to? a. Emerald ring c. Rabbit e. Day b. Balcony d. Box **Answer key: A**	Understand	LOTS	This question leads the students to substitute the underlined word. It is categorized as low question because the students only need to find the real thing that the princess puts inside of the box and substitute the word 'it'. Paragraph 3 also mentions continuously that the princess saves all of her rings in the box.
8.	What can we infer about the old storytellers? a. They bred the rabbit b. It was hard for them to walk c. They also wanted to steal the rings d. They did not know to get to the palace e. They were the only storytellers who came to see the princess **Answer key: E**	Remember	LOTS	This question leads the students to explain about the storytellers' purpose. It is categorized as the low question because the students only need to find the answer in paragraph 3 line 3. Paragraph 3 emphasizes on the purpose of the storytellers obedience to the king and make the princess happy by seeing her in the palace.
9.	What made the princess so sad? a. She lost all her rings **Answer key: A** b. The king was so cruel c. She missed listening to stories d. The rabbit was lost in the jungle e. She missed the handsome prince	Remember	LOTS	This question leads the students to tell about the reason behind the princess sadness. It is categorized as the low question because the students only need to find the answer in paragraph 2 line 8. The paragraph 2 actually tends to tell the trouble that the princess had. It is said that she lost her rings one by one every day because of the rabbit.
10.	What was true about the rabbit? a. The rabbit liked to wear rings b. The rabbit was the storytellers' friend c. The rabbit was finally killed by the king d. The rabbit liked to clean itself in the basin e. The rabbit was actually a handsome prince **Answer key: E**	Remember	LOTS	This question leads the students to tell about the true statement of the rabbit. It is categorized as low question because the students only need to find the answer in the last paragraph and it is clear that the rabbit actually become a prince after the princess found him.

The third story is about "The Wise Advisor, Xu Fu". It has four paragraphs and it is intended for the questions number 11 to number 13.

11.	What was Xu Fu requested to the emperor? a. He wanted to live forever b. He wanted to save the people c. He wanted to find the magical grass d. He wanted to bring 3.000 boys and 3.000 girls e. He wanted to return 6.000 young boys and girls **Answer key: D**	Remember	LOTS	This question leads the students to tell about Xu Fu requests. It is categorized as the low question because the students only need to find the answer in paragraph 2 line 5 and 6.
12.	What happened to the emperor after 5 years? a. He died d. He was murdered b. He was alive e. He punished Xu Fu c. He was injured **Answer key: A**	Remember	LOTS	This question leads the students to tell the condition of the emperor. It is categorized as the low question because the students only need to find the answer in the last paragraph line 1.
13.	"The emperor <u>granted</u> the request immediately…" (Paragraph 2). What does the underlined word mean? a. Gave c. Agreed e. Refused b. Threw d. Offered **Answer key: A**	Understand	LOTS	This question leads the students to translate the meaning of the word. It is categorized as the low question because the students only need to find the similar meaning of the word 'granted'.

The following text is for questions 14 to 18.

Eupheme was the daughter of King Atlas and the granddaughter of the great god Jupiter. She was more beautiful than her fifteen sisters, though they were all lovely.

All the ten sons of Neptune admired her charms and sought to marry her, but she would wed none of them. There was, in truth, no one in all the world who was worthy of her. Eupheme herself knew this and preferred to remain a star in the constellation of the Hyades rather than wed an unworthy husband. Eupheme decided to come down to earth and go about doing good deeds. Accordingly, she came to the island called Seven Cities.

Now on the island of Seven Cities there lived a rich and venerable prince. He adopted Eupheme as his own daughter. She was called Princess Eupheme of the Island of Seven Cities.

As soon as she came to the island, all pain and misery vanished from it. Joy reigned. Banquets were held, songs were sung, dances were danced. It was as if every day were a feast day.

Time passed. Many changes came to the island, but Eupheme herself remained always young, always beautiful.

One day two priests from the outside world visited the island. They saw the magnificent palaces, the beautiful gardens. Two tame lions followed them about. They were as gentle as if they had been dogs.

"We are in the celestial regions," said one priest to the other.

"Let us stay here forever," said the other priest. "It is indeed the Paradise of which we have dreamed."

The two priests had come in a tiny launch from a large boat.

"We should return and tell our friends about this celestial region," they agreed. "Tomorrow we will all explore this wonderful country."

It was almost dark when the two priests reached their ship by the little launch. They reported all the things they had heard and seen in the new land.

The next morning, however, the island had entirely disappeared. The water stretched before their gaze with an unbroken rippling blue surface.

"What has become of our beautiful island," the good priests asked in amazement.

"We were anchored off the shore of one of the enchanted islands," was the opinion of everybody.

Eupheme, they say, has not yet disappeared entirely. She has changed her form. She is still found in the Azores in the plant called SOLANEA, the flower of Cosmo. She is still doing good deeds. Pain disappears when she comes, just as it did in the lost island. Cosmo, the patron of all good physicians, could never have gained his reputation without her good deeds.

Source: The Islands of Magic Legends, Folk and Fairy Tales from The Azores (1922)

The forth story is about "Eupheme and The Seven Cities Island". It has nine paragraphs and it is intended for the questions number 14 to number 18.

14.	What can we infer about King Atlas? a. He was a generous c. He was a wise king b. He was a physician d. He had 16 daughters e. He was the prince of the beautiful island **Answer key: D**	Remember	LOTS	This question leads the students to describe about King Atlas. It is categorized as low question because the answer is stated in paragraph 1 line 2 although it is not explicitly stated that the King Atlas had sixteen daughters.
15.	"Now in the Island of Seven Cities there lived a rich and <u>venerable</u> prince." (Paragraph 4). What does the underlined word mean? a. Wise c. Intelligent e. Handsome Respected d. Powerful **Answer key: B**	Understand	LOTS	This question leads the students to translate the meaning of the word. It is categorized as low question because the students need to find the similar meaning.
16.	"<u>They</u> were as gentle…" (Paragraph 6). What does the underlined pronoun refer to? a. Dogs b. Lions c. Priests d. Palaces e. Gardens **Answer key: B**	Understand	LOTS	This question leads the students to substitute the meaning of the word. It is categorized as low question because the students only need to substitute the word 'they'. The students can find the answer on the sentence before mentioning about 'two tame lions'.
17.	What is not true about Eupheme according to the passage? a. She was the daughter of King Atlas b. She was the granddaughter of Jupiter c. The beautiful island was named after her d. She was the princess of the Island of Seven Cities e. She was the adopted by the prince of the Island of Seven Cities **Answer key: C**	Remember	LOTS	This question leads the students to show the false statement of Eupheme. It is categorized as low question because the facts about Eupheme is stated in the text and the students only need to choose the option which is not suitable with those facts.
18.	Why did the priests want to stay in the island? a. They wanted to see Eupheme b. They wanted to see King Atlas c. They were instructed by the prince d. They would guard the island with their lions e. It resembled the paradise that they had dreamt of **Answer key: E**	Remember	LOTS	This question leads the students to tell the reason from the priests. It is categorized as low question because the answer is stated in the text in paragraph 6 line 5. One of the priest is also uttering it.

The following text is for questions 19 to 23.

A farmer once lived in a village. Day by day, he worked very hard, hoping for a great harvest. After many years, he got tired of farm work. Then he began to dream of an easier job. One day he left his village to find an easier job.

First, he met a man playing his violin. He was a musician. The farmer began to think that being a musician was easier than doing farm work. He bought a violin and he started learning to play the violin. He practised it all day long. After some time, he was desperate. Even though he had tried hard to play the violin, he failed to make sweet music. He hurt his finger instead. He thought being a musician was hard work and began to seek an easier job.

Then, he met a woman who was making cheese. He kept his eyes on what the woman did. He thought it was an easy job. So, he asked the woman if he could work with her to make cheese. After an hour working, he began to get hot and tired. He stopped to rest. But, the woman said, "Don't take a rest now. You will spoil the cheese. You can rest when the work is over." Then, the farmer thought that it was very hard work, even harder than farm work.

He, then, tried to find another job. He saw a man taking honey out of a beehive. The farmer liked eating honey. He thought it was an easy job. So, he asked to work for the man. The man agreed and the farmer started working with him. While the farmer tried to take honey out of the beehive, the bees attacked him and stung him on his face. He dropped the honey and ran away. The beekeeper laughed, "Hahaha, it was part of the job."

The farmer began to think. He said to himself, "Every kind of work has some bad things about it. Working on my farm isn't too bad after all." Soon the farmer was back on his farm. He worked harder than before and he sang as he worked.

adapted from *Middle English School*

The fifth story is about "The Farmer and His Trial Jobs". It has five paragraphs and it is intended for the questions number 19 to number 23.

19.	How many jobs did he try after leaving his farming job? a. Three c. Five e. Ten b. Four d. Six **Answer key: A**	Remember	LOTS	This question leads the students to tell the amount of jobs that the farmer tried. It is categorized as low question because the jobs that the farmer does are in the paragraph 2, 3, and 4 that is indicated 3 jobs after leaving his job.
20.	What is the story about? **Answer key: E** a. A lazy farmer b. A hardworking farmer c. A farmer who had many talents d. A farmer who was trying hard to get rich e. A farmer who was not satisfied with his job	Remember	LOTS	This question leads the students to tell the whole story in one sentence. It is categorized as low question because the story emphasizes the farmer efforts to do different jobs to find a suitable job.
21.	What is the main idea of the third paragraph? a. Making cheese was easy b. A farmer and a cheese maker c. The farmer tried to make a cheese d. The woman taught him to work hard e. The farmer was happy to be a cheese maker **Answer key: C**	Understand	LOTS	This question leads the students to describe the main idea of paragraph 3. It is categorized as low question because the students can find in paragraph three emphasize the story of the farmer that try to make a cheese.
22.	Why did the farmer not want to be a beekeeper? a. It was a hard job b. He did not like honey c. What the beekeeper did was boring d. He did not want to be attacked by bees e. Being a beekeeper is like being a farmer **Answer key: D**	Remember	LOTS	This question leads the students to tell the reason of the farmer that rejects the beekeeper as his job. It is categorized as low questions because it is stated in paragraph 4. The farmer learns that it hurts after being attacked by the bees.
23.	What moral value can we get from this story? a. Do not imitate others because it is not a good idea b. Finding a good job is very important c. Every job needs hard work d. No job gives us happiness e. Easy job give less money **Answer: C**	Analyze	HOTS	This question leads the students to explain the lesson which the readers get from this story. It is categorized as high question because the students need to recognize that in paragraph 2, 3, and 4, not all of jobs are easier to do and it all has some consequences.

The following text is for questions 24 to 29.

Once upon a time, there was a beautiful flower in the deep jungle. Every morning, it bloomed in glory and opened during the daytime. So people called it Morning Glory. It was like a little white trumpets.

Every day a yellow bird came near the Morning Glory. The Morning Glory always proudly asked the bird to stand still and enjoy their beauty. But, the bird refused because he had to find food for his son. He said, "My son is always waiting for me. He is in the nest at the peak of a tree and his wing is broken. So I have to find food for him and tell him about the world. I fly all over the world so I can tell him."

Every day, he told his son everything he saw while he was flying. The bird also told the Morning Glory that his son was happy to hear about the Morning Glory. If he had been able to bring his son to see the Morning Glory, his son would have been very happy.

The Morning Glory listened to the bird's story attentively. Then, the flower wanted to make the baby bird happy. The Morning Glory wanted to appear to the baby bird so that he could see the flower by himself. The Morning Glory had never moved before, but now she pulled herself along the ground, a little, then more, and then a little more. At last, the Morning Glory came to the tree and climbed to the top and found the nest. The baby bird saw it and was very happy to see its beauty. From that day, the Morning Glory has chimbed.

adapted from *Middle English School*

The sixth story is about "The Morning Glory and A Yellow Bird". It has four paragraphs and it is intended for the questions number 24 to number 29.

24.	What does the story mainly talk about? a. The legend, why Morning Glory grew up along the tree b. The legend how a baby bird knew about the world c. The legend, how the baby got its food e. A very kind bird d. The beautiful Morning Glory **Answer key: A**	Remember	LOTS	This question leads the students to tell a whole story in one sentence. It is categorized as low question because the story emphasizes the reason why the Morning Glory wants to give her best to show up for baby bird.
25.	What is Morning Glory? a. A flower c. A shady tree e. A yummy fruit b. A trumpet d. A bright light **Answer key: A**	Remember	LOTS	This question leads the students to tell about what Morning Glory actually is. It is categorized as low question because it is stated on the first paragraph line one that Morning Glory is a beautiful flower.
26.	How did the baby bird know about the Morning Glory? a. He saw it from his nest b. The bird told its baby about it c.The bird carried the flower into his nest **Answer key: B** d.The Morning Glory was carried by the wind e.The baby bird flew away from its nest and saw it from the sky	Remember	LOTS	This question leads the students to tell the way baby bird knows about Morning Glory. It is categorized as low question because it is stated on the third paragraph.
27.	According to the story, how did the baby bird see the Morning Glory? a. The baby bird was stolen by the Morning Glory b. The bird brought the Morning Glory to its baby c. The baby bird flew down to the ground and saw it d. The mother bird invited the Morning Glory to its nest e. The Morning Glory moved from its place and climbed the tree to find the baby bird **Answer key: E**	Remember	LOTS	This question leads the students to tell the method that Morning Glory use to make the baby bird see her. It is categorized as low question because the students only need to find the answer on paragraph 4 line 4 and choose the option that has the same answer with it.
28.	Why did the bird refuse to see the Morning Glory? a. The bird did not like the Morning Glory **Answer key: B** b. The bird had to give its baby bird some food c. The Morning Glory did not want to move around d. The bird was very busy flying around the forest e. The baby bird was afraid of the Morning Glory	Remember	LOTS	This question leads the students to tell the reason of the mother bird rejects the Morning Glory's request. It is categorized as low question because the students only need to find the answer on paragraph 2 line 3 and choose the option that has the same answer with it.
29.	"…so I can tell <u>him</u>" (Paragraph 2). What does "him" refer to? a. The Morning Glory d. The old bird b. The parent bird e. The bird c. The baby bird **Answer key: C**	Understand	LOTS	This question leads the students to substitute the underlined word. It is categorized as low question because the students only need to know 'him' that the mother bird talked about. It is stated on the first sentence in the second paragraph that she utters to Morning Glory and she mentions about 'his son'.

The following text is for questions 30 to 35.

A father lived in a village with his three sons. People said that the first two son were very clever but the the third lad was simple and a fool. One day, the father wanted to test all his three sons. He wanted to see who was the smartest son. He built a hut at the edge of his pasture. He said to his sons,"I am giving this small house to one of you. It will belong to the one who can fill it completely. Not even a corner is to be left empty."

Then the oldest son tried the quiz. He bought a horse and brought it into the hut. However, the horse only filled one corner of the house. Then the second son tried to fill the hut with a load of hay, but the hay only filled a half of the hut.

Then it was the third son's chance. He thought a lot about what to do. "Now I know the answer," he said. He bought a candle and rushed to the hut. Then he put the candle in the middle of the hut and lit it. What happened? The hut was full of light, every corner, nook and cranny. Now, the father knew that the youngest son, whom everyone thought was a fool, was the smartest. He, then, gave the hut to him.

The seventh story is about "The Smartest Son". It has three paragraphs and it is intended for the questions number 30 to number 35.

30.	What is the purpose of the text? **Answer key: A** a. To entertain the readers b. To show the wisdom of the father c. To describe the richness of the father d. To persuade the readers to buy a small hut e. To describe how smart the young son was	Remember	LOTS	This question leads the students to show the purpose of the text. It is categorized as low question because the students must think that the story itself is entertaining and it cannot be founded in their real life.
31.	Why did the father hold the contest? **Answer key: D** a. To show his wisdom b. To give one of his son a hut c. To keep the hay from his pasture d. To test which son was the smartest e. To motivate his children to work hard	Remember	LOTS	This question leads the students to tell the reason of holding the contest. It is categorized as low question because the students only need to find the answer on paragraph 1 line 3.
32.	What could fill the hut completely? a. Water c. Candle light e. The father and his three sons b. A house d. A bale of hay **Answer key: C**	Remember	LOTS	This question leads the students to tell about the thing that can fill the hut. It is categorized as low question because the students only need to find the answer on the last paragraph line 2.
33.	What can we learn from this story? **Answer key: B** a. Light is more important than meat and rice b. Do not believe in others' judgement c. A father should be wise d. We have to work hard e. Do what you can do	Analyze	LOTS	This question leads the students to explain the lesson that they get after reading the text. It seems to be a high question because the answer itself cannot be found in the text and the students must think that the judgement of the society have been wrong. The third son proves it through the contest that he can fill the hut completely rather than his two brothers who are reputed as the clever sons.
34.	"… but the third <u>lad</u> was a simple and a fool" (Paragraph 1). What is the synonym of the underlined word? a. Society b. Father **Answer key: E** c. Maid d. Man e. Boy	Understand	LOTS	This question leads the students to translate the underlined word. It categorizes as low question because the students only need to know what the meaning of 'lad' is. The students must see in the same sentence, the story provides the word 'son' which can be a clue to answer this question. Although there is not 'son' in the option but the students can choose the similar one of it and it is the word 'boy'.
35.	"… who can fill <u>it</u> completely" (Paragraph 1). The underlined pronoun refers to… a. The quiz d. His pasture b. The edge e. This small house c. A corner **Answer key: E**	Understand	LOTS	This question leads the students to substitute the underlined word. It is categorized as low question because the students only need to find about the word 'it'. The students must see the sentence before it that the father mentions about. It refers to the small house that the father will give as the prize of the contest.

APPENDIX D

THE TABLE OF CORE COMPETENCE AND STANDARD COMPETENCE IN 2013 CURRICULUM APPLIED ON THE STUDENTS GRADE X

Alokasi waktu: 2 jam/minggu

Kompetensi Inti

Kompetensi Inti merupakan terjemahan atau operasionalisasi SKL dalam bentuk kualitas yang harus dimiliki mereka yang telah menyelesaikan pendidikan pada satuan pendidikan tertentu atau jenjang pendidikan tertentu, gambaran mengenai kompetensi utama yang dikelompokkan ke dalam aspek sikap, pengetahuan, dan keterampilan (afektif, kognitif, dan psikomotor) yang harus dipelajari peserta didik untuk suatu jenjang sekolah, kelas dan mata pelajaran. Kompetensi Inti harus menggambarkan kualitas yang seimbang antara pencapaian hard skills dan soft skills. Kompetensi Inti berfungsi sebagai unsur pengorganisasi (organising element) kompetensi dasar. Sebagai unsur pengorganisasi, Kompetensi Inti merupakan pengikat untuk organisasi vertikal dan organisasi horizontal Kompetensi Dasar. Organisasi vertikal Kompetensi Dasar adalah keterkaitan antara konten Kompetensi Dasar satu kelas atau jenjang pendidikan ke kelas/jenjang di atasnya sehingga memenuhi prinsip belajar yaitu terjadi suatu akumulasi yang berkesinambungan antara konten yang dipelajari peserta didik. Organisasi horizontal adalah keterkaitan antara konten Kompetensi Dasar satu mata pelajaran dengan konten Kompetensi Dasar dari mata pelajaran yang berbeda dalam satu pertemuan mingguan dan kelas yang sama sehingga terjadi proses saling memperkuat. Kompetensi Inti dirancang dalam empat kelompok yang saling terkait, yaitu berkenaan dengan sikap keagamaan (kompetensi inti 1), sikap sosial (kompetensi inti 2), pengetahuan (kompetensi inti 3), dan penerapan pengetahuan (kompetensi inti 4). Keempat kelompok itu menjadi acuan dari Kompetensi Dasar dan harus dikembangkan dalam setiap peristiwa pembelajaran secara integratif. Kompetensi yang berkenaan dengan sikap keagamaan dan sosial dikembangkan secara tidak langsung (indirect teaching), yaitu pada waktu peserta didik belajar tentang pengetahuan (kompetensi kelompok 3) dan penerapan pengetahuan (kompetensi Inti kelompok 4).

Kompetensi Dasar

Kompetensi Dasar merupakan kompetensi setiap mata pelajaran untuk setiap kelas yang diturunkan dari Kompetensi Inti. Kompetensi Dasar adalah konten atau kompetensi yang terdiri atas sikap, pengetahuan, dan ketrampilan yang bersumber pada Kompetensi Inti yang harus dikuasai peserta didik. Kompetensi tersebut dikembangkan dengan memperhatikan karakteristik peserta didik, kemampuan awal, serta ciri dari suatu mata pelajaran. Mata pelajaran sebagai sumber dari konten untuk menguasai kompetensi bersifat terbuka dan tidak selalu diorganisasikan berdasarkan disiplin ilmu yang sangat berorientasi hanya pada filosofi esensialisme dan perenialisme. Mata pelajaran dapat dijadikan organisasi konten yang dikembangkan dari berbagai disiplin ilmu atau non disiplin ilmu yang diperbolehkan menurut filosofi rekonstruksi sosial, progresifisme atau pun humanisme. Karena filosofi yang dianut dalam kurikulum adalah eklektik seperti dikemukakan di bagian landasan filosofi, maka nama mata pelajaran dan isi mata pelajaran untuk kurikulum yang akan dikembangkan tidak perlu terikat pada kaedah filosofi esensialisme dan perenialisme.

Uraian tentang Kompetensi Inti dan Kompetensi Dasar untuk jenjang Sekolah Menengah Atas/Madrasah Aliyah dapat dilihat pada Tabel berikut.

KOMPETENSI INTI KELAS X	KOMPETENSI DASAR KELAS X
Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah	3.6 Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks naratif lisan dan tulis berbentuk cerita pendek sederhana
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan	4.8 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek, sederhana.