



**A CONTENT ANALYSIS OF READING COMPREHENSION  
QUESTIONS IN ENGLISH TEXTBOOK BASED ON THE  
REVISED VERSION OF BLOOM'S TAXONOMY**

**THESIS**

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JEMBER UNIVERSITY**

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Presented as One of the Requirements to Obtain the Degree of S1 of the English  
Language Education Study Program, Language and Arts Education Department, The  
Faculty of Education, Jember University.

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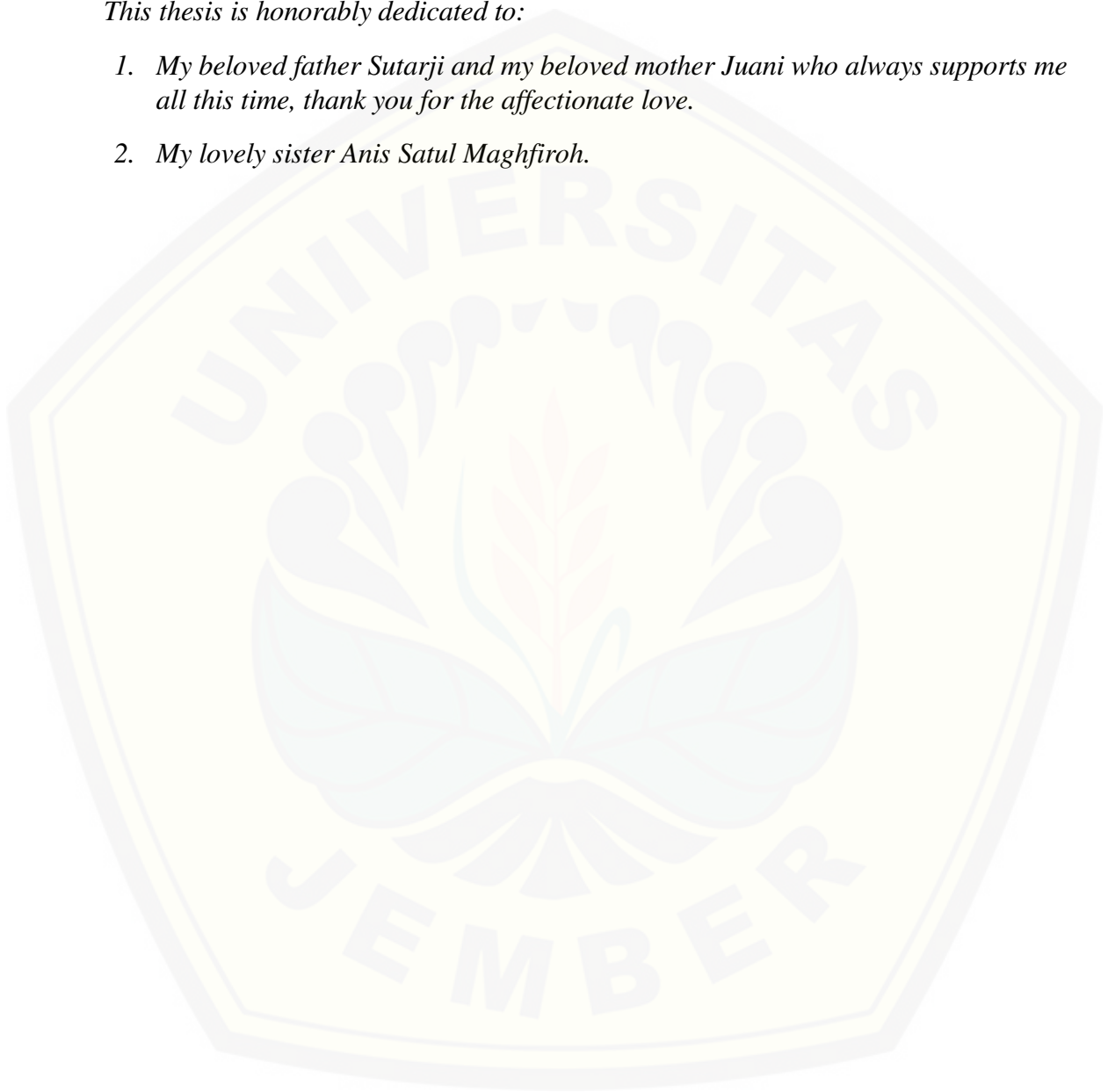
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DEDICATION

*This thesis is honorably dedicated to:*

- 1. My beloved father Sutarji and my beloved mother Juani who always supports me all this time, thank you for the affectionate love.*
- 2. My lovely sister Anis Satul Maghfiroh.*



**MOTTO**

*“Analysis is the critical starting point of strategic thinking.”*

-Kenichi Ohmae



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Kenichi Ohmae. Available at

*Source: <http://www.azquotes.com/quote/1070565/>*

**CONSULTANS' APPROVAL**

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**STATEMENT OF THESIS AUTHENTICITY**

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Finally, I hope that this thesis would be useful and beneficial for the readers. I admit that this thesis far from the word perfect and any constructive critics and suggestions are highly appreciated.

Jember, November 25<sup>th</sup> 2016

Agustiningsih Ika Wulandari

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## SUMMARY

**A Content Analysis of Reading Comprehension Questions in English Textbook Based on the Revised Version of Bloom's Taxonomy; Agustiningsih Ika; 120210401087; 2016; English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember.**

Textbook is one of teaching references used by teacher which provides activities; materials and tasks which help students to increase their higher level thinking. Therefore, tasks are also the essential tools to access students' understanding of the learning material. Talking about accessing students' learning, there are some studies that discuss about questions and objectives. Bloom's taxonomy is one of the studies used to discuss about questions and objectives. Original Bloom's taxonomy which was created in 1956 under leadership of educational psychologist Dr. Benjamin Bloom has been revised by Anderson and Krathwohl in 2001. Bloom's taxonomy has three domains; *cognitive*, *affective* and *psychomotor*. Cognitive domain involves knowledge and development of intellectual abilities and skill. There are six major categories in cognitive domain; *remember*, *understand*, *apply*, *analyze*, *evaluate* and *create*. It is classified into two levels thinking; lower thinking level (*remember*, *understand* and *apply*) and higher thinking level (*analyze*, *evaluate* and *create*). This study which had a purpose to analyze reading comprehension questions in English textbook "English Zone" published by Erlangga, implemented content analysis design to describe and analyze the reading comprehension questions in the textbook. This research also used coding system to code materials based on the six major categories of cognitive domains. Documentary method was applied to collect the data from the English textbook of "English Zone" published by Erlangga. Then, the data obtained were analyzed by using the percentage to know the variation of the reading comprehension based on six major categories of cognitive domain.

The result of the discussion showed two important things. First, reading comprehension questions in English textbook "English Zone" published by Erlangga

covered all new revision of Bloom's Taxonomy levels. They were *remember*, *understand*, *apply*, *analyze*, *evaluate*, and *create*. Second, the reading comprehension questions were dominated by low order; (*remember*, *understand*, and *appl*) with 99 questions or 59.62% and lower order thinking; (*analyze*, *evaluate*, and *create*) with 67 questions or 40.35%.

From this study, it can be concluded that English textbook "English Zone" published by Erlangga provides lower order thinking in reading comprehension questions aspect. It is suggested to the English teacher to construct and modify question items on reading comprehensions by including level of *analyze*, *evaluate*, and *create* while teaching in classroom that can encourage students to think critically and use high order thinking level. It is also suggested to the author and publisher to develop textbooks that foster high order thinking when writing the textbooks for senior high school students.

## CHAPTER 1. INTRODUCTION

Textbook becomes one of the important aspects in teaching learning process. This research is analyzed the reading comprehension questions in an English textbook. Bloom's taxonomy was used as the main guidance in analyzing the reading questions. This chapter presents some aspects dealing with the topic of the research. It covers background of the research, the problem of the research, the research question, the objective of the research and the significance of the research.

### 1.1 Background of the Research

Indonesia is a big country. It is the largest country in Asia with population of 245 million people (BBC news: 2016). Indonesian speaks *Bahasa Indonesia* and more than 300 local languages used. Although English is an internal official and foreign language of 23 nations; however, in Indonesia, English does not take an important role in daily communication and the average of Indonesian does not need English to live their daily life even though in globalization era we still need English as tool of communication. Harmer (2001:1) states:

“...English seems to be one of the main languages of international communication, and even people who are not speakers of English often know words such as bank, chocolate, computer, hamburger, hospital, hot dog, hotel, piano, radio, restaurant, taxi, telephone, television, university and Walkman. Many of these words have been borrowed by English from other language.”

Thinking about the importance of English as global language, the ministry of education released a decree Number 060/U/1993 date 25 February 1993 about the possibility of English as one of the subjects that should be taught from Elementary school at grade four. Then, students started to learn English in the middle of 1994. Since then, English has become one of the subjects in Indonesian curriculum.

Learning English at school has a close relationship with curriculum which is a set of plan containing of content of education plan and teaching material used as reference in teaching learning process. National Council of Educational Research (2006) states “Curriculum is, perhaps, best thought of as that set of planned activities

which are designed to implement a particular educational aim- set of such aims - in terms of the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered, together with statements of criteria for selection of content, and choices in methods, materials and evaluation.” It means that curriculum takes an important role in education system since every materials given to the students should be based on it. School Textbook is one of curriculum products. “School textbook pertains to an instructional sequence based on an organized curriculum” (Heyneman: 2016:37). It provides materials and tasks for students and takes an important role in teaching learning process.

Curriculum designers should take care of preparing good textbooks that fulfill the student's needs in all domains mainly the higher thinking skills. Indonesian teachers use textbook as a guidance for teaching reference. Unfortunately, some of English teachers in Indonesia do not have time to develop their own learning material for teaching English. Some of them consequently depend on the textbook which is usually recommended by the publishing company or because it is one of the books approved by the Ministry of Education. Sometimes, teachers keep using a book not because it is really helpful and interesting but because they do not want to prepare new materials every year so that they use the book till it becomes unapproved by the Ministry of Education. Other teachers use a book for a year or two and then decide to change it not because they believe it does not help their students improve their English, or because the texts and the questions do not really suit or develop the students' cognitive or proficiency level, as one might expect, but just because they feel it is boring. Some teachers do not have the competence and the experience to evaluate a book before using it.

Therefore, it is necessary to analyze the content of the textbook whether it is suitable with the curriculum or not and whether it provides questions of high levels of thinking based on Bloom's taxonomy revised. It has been mentioned before that a textbook provides activities such as; materials and tasks. The activities in textbook

should help students to increase their higher thinking level. Therefore, the tasks are also an essential tools to access students' understanding of the learning material.

Talking about accessing students' learning, there are some studies that discuss about questions and objectives. Bloom's taxonomy is one of the studies used to discuss about questions and objectives. It was created in 1956 under the leadership of educational psychologist Dr Benjamin Bloom in order to promote higher forms of thinking in education. There are three domains in Bloom's taxonomy; *cognitive*, *affective* and *psychomotor*. This research used cognitive domain as the main reference. Bloom (1956:7) states that the cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. In cognitive domain there are six major categories (knowledge, comprehension, application, analysis, synthesis, evaluation) which are classified into two levels; the lower order thinking skills and higher thinking skills. Cognitive domain of Bloom's taxonomy has been revised by Anderson, Krathwohl, et al., 2001 (Krathwohl: 2002:1). There are some differences in the six major categories from the original one. The differences are that in revised Bloom's taxonomy the three categories were renamed and the other two was interchanged.

The textbook analyzed in this research is "English Zone" published by Erlangga for grade X Students of senior high school. This textbook is based on Curriculum 2016 (KTSP). The reason of choosing this textbook is that this publisher is one of the biggest publishers in Indonesia. From several tasks provided in the textbook covering some skills, this research will only focus on reading task.

The findings of the research are important to support this research as references. First, the descriptive research conducted by Assaly and Igbaria (2014) entitled "*A Content Analysis of the Reading and Listening Activities in the EFL Textbook of Master Class*". It analyzed reading and listening activities in a textbook from ministry of education using cognitive domain of Bloom's taxonomy. The result showed that *the textbook* has higher level thinking activities and challenge students to



work above and beyond their cognitive level both in reading and listening activities. The other research is “*An Analysis of the Tenth Grade English Language Textbooks Questions in Jordan Based on the Revised Edition of Bloom's Taxonomy*” conducted by Abdelrahman (2014) which analyzed the types and levels of questions available in the textbook. The result showed that the emphasis was on the lower level questions more than on the higher level questions

Both researches analyzed questions in textbook using the cognitive domain of Bloom’s taxonomy and the revised of Bloom’s taxonomy. This research analyzed the reading comprehension questions in English textbook “English Zone” published by Erlangga. Bloom’s cognitive domain revised by David Krathwohl was used as the main guidance. The purpose of the study is to prove whether this textbook provides variation of reading questions in textbook based on cognitive domain revised by David Krathwohl.

### **1.2 The Research Question**

Problem investigated in this study can be stated as follows:

“To what extent are the cognitive levels of the reading comprehension question in textbook English Zone” published by Erlangga based on revised version of Bloom’s taxonomy?”

### **1.3 The Objective of the Research**

This study has the following objective:

“To know the cognitive levels of the reading comprehension questions in textbook “English Zone” published by Erlangga based on revised version of Bloom’s Taxonomy.

### **1.4 The Significance of the Research**

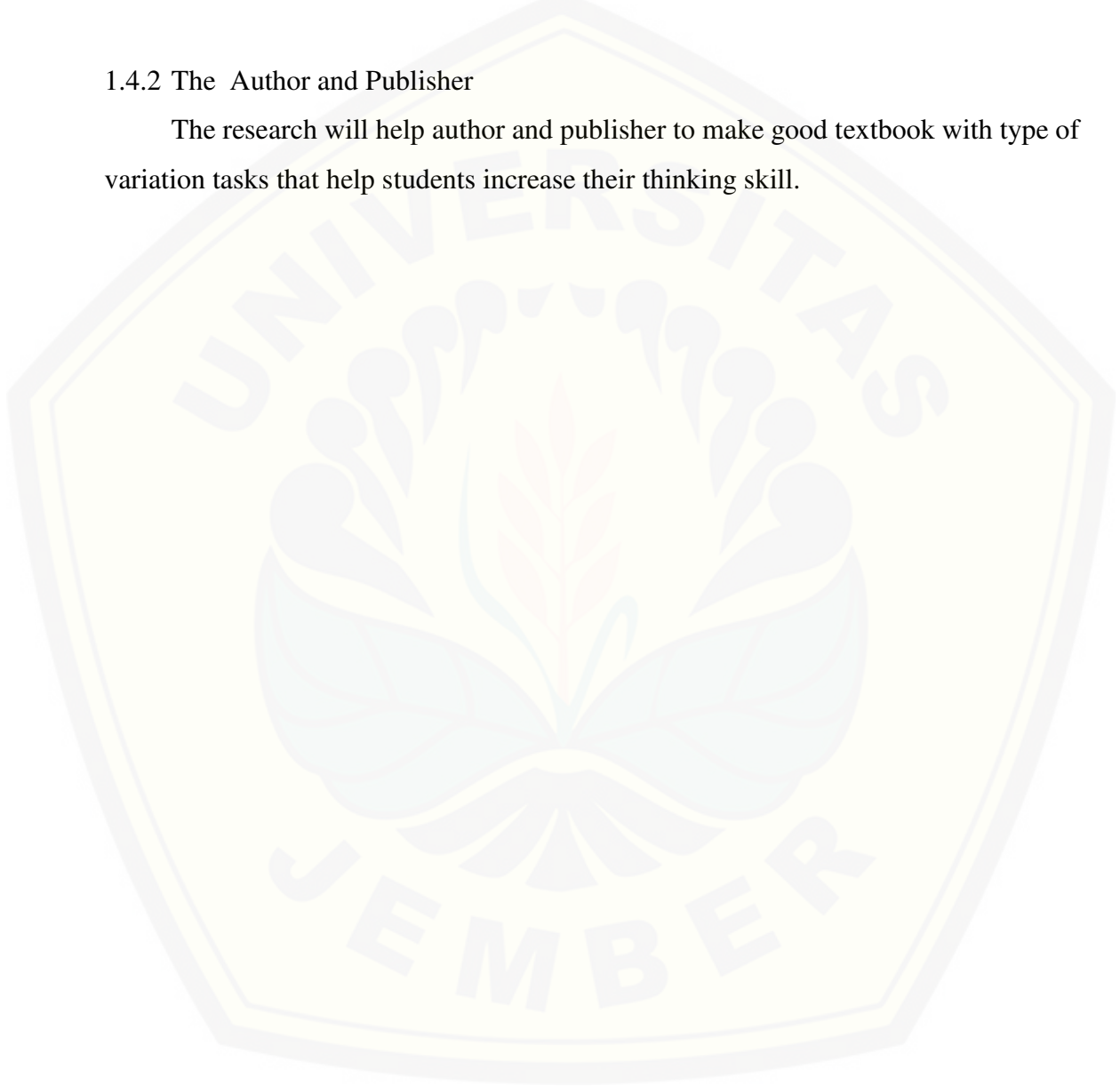
The result of this research are expected to be beneficial and give significances to the following people:

#### 1.4.1 The English Teacher

The research will be useful to help an English teacher to choose good textbook in various levels of cognitive process for developing students' thinking skill.

#### 1.4.2 The Author and Publisher

The research will help author and publisher to make good textbook with type of variation tasks that help students increase their thinking skill.



## CHAPTER 2. THE REVIEW OF RELATED LITERATURE

This chapter reviews some theories underpinning the topic of the research. They are: Textbook, different types of textbook, bloom's taxonomy revised, reading, kind of testing reading and previous research on analyzing English textbook.

### 2.1 Textbook

Textbook is teaching material, which takes important role in teaching learning process in the classroom. Richard (2001:1) claims that textbooks are a key component in most language program. That is why the majority of teacher in country, which learn English as a foreign language, use it as a guidance in teaching. "Textbooks provide the basis for the content of a lesson, the balance of skill taught and the kind of language practice the students take part in" (Richard: 2001:1). Textbook provides materials, tasks, and activities for students to communicate with teacher and other students who will help them in their study.

#### 2.1.1 Different Types of Textbook

There are so many textbooks used for language learning and its variations, so it will be difficult to generalize them. Grant (1990: 13) suggests to put them in two categories; traditional textbook and communicative textbook. Here are the difference between traditional textbook and communicative textbook.

##### a. Traditional Textbook

Traditional textbook is textbook that is designed to make students learn only on patterns of language. Grant (1990:13) claims that "traditional textbook tries to get students to learn the language as a system consisting of phonetics, grammar and vocabulary. Once they have learned the system, it is hoped that they can use the language for their purpose in some fit ways. Grant (1990:13) makes some points of characteristic of traditional textbook. First, it focuses more on grammar materials rather than on communicative activities. It means that textbook provides more grammar materials and tasks rather than communicative activities such as practice

dialog. Second, the activities on the textbook are more focused on reading and writing activities rather than listening and speaking activities. It means that the textbook provides more materials and tasks on reading rather than listening and speaking. Third, accuracy is an important aspect because it has been mentioned before that this textbook focuses on grammar as we have to answer grammar's questions accurately. The last one, this textbook becomes the teachers' favorite as it seems easy to use. Therefore, it can be concluded that traditional textbook is a kind of textbook which focuses on grammar, reading and writing activities and less focuses on listening and speaking activities.

Many teachers all over the world use traditional textbook. They are easy to use and students are working diligently with them. Unfortunately, it has bad impact on students. Once they finished the textbook they cannot communicate in the language.

**b. Communicative Textbook**

Communicative textbook is a textbook which provides communicative activities that can make students communicate in language. In the end, when students finished their studies they will be able to use the language. Communicative textbook has some characteristics. First, it focuses on communicative aspects, where the activities involve interaction between teacher-students and students-students. Second, it provides interesting materials for the students such as reading materials with pictures. Third, the material provided in the textbook is balanced between four language skills and English components, so that both accuracy and fluency are important. The last is that this textbook can encourage students to work in pairs and group as it is mentioned before that this textbook focus on communicative aspects. It can be concluded that communicative textbook is a kind of textbook which provides communicative activities with interested material and can encourage students to communicate using English.

Communicative exercises used in classroom are activities that will help students use language in their outside classroom. When students are doing well in

classroom it will become the reflection of their daily life in using the language (Grant 1990:14).

## 2.2 A Revision of Bloom's Taxonomy by Anderson and Krathwohl.

In 1956 Benjamin S. Bloom and the member of American Physiology Association Conference (Engelhart, Furst, Hill and Krathwohl) published a book entitled, *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain*. They recognize that there are three different levels of thinking behaviors. Namely cognitive, affective and psychomotor. The cognitive domain has six levels; knowledge, comprehension, application, analysis, synthesis and evaluation. The affective domain was less attention because it less paid intuitive than cognitive domain. The last domain, that is psychometric, Bloom and his team did not complete this study. (Bloom: 1956: 5-7)

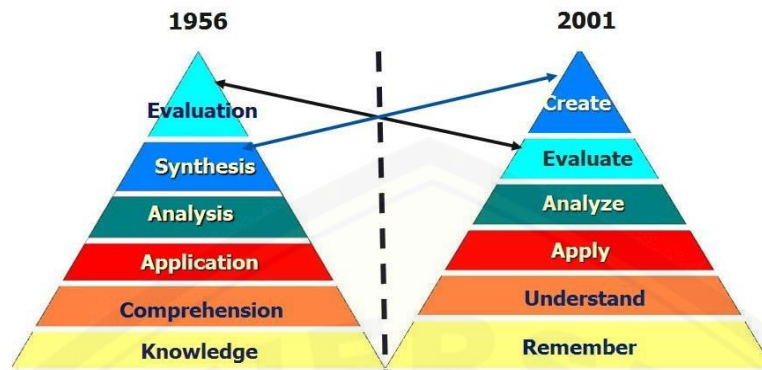
In 2001 Bloom's students, Anderson and Krathwohl proposed a revised version of the cognitive domain (Krathwohl; 2002:12). The major difference between these two versions is that the cognitive domain the original Bloom only has one dimension. The categories were *knowledge, comprehension, application, analysis, synthesis, and evaluation*. On the other hand, the revised version has two dimension; *knowledge dimension* (factual, conceptual, procedural, and metacognitive) and six *cognitive process dimension* (Remember, Understand, Apply, Analyze, Evaluate, And Creating). We can see the difference in the table below.

<b><i>Bloom's Taxonomy 1956</i></b>	<b><i>Anderson and Krathwohl's Taxonomy 2001</i></b>
<p data-bbox="313 1486 714 1554"><b><i>Table 1 Structure of the Original Taxonomy</i></b></p> <p data-bbox="313 1564 787 1854"> <b><i>1.0 Knowledge</i></b>            <b><i>1.10 Knowledge of specifics</i></b>            <b><i>1.20 Knowledge of ways and means of dealing with specifics</i></b>            <b><i>1.30 Knowledge of universals and abstractions in a field</i></b>  <b><i>2.0 Comprehension</i></b>  <b><i>3.0 Application</i></b>  <b><i>4.0 Analysis</i></b> </p>	<p data-bbox="868 1486 1372 1554"><b><i>Table 2 Structure of the Knowledge Dimension of the Revised Taxonomy</i></b></p> <p data-bbox="868 1564 1339 1690"> <b><i>A. Factual Knowledge</i></b> – The basic elements that students must know to be acquainted with a discipline or solve problems in it.  <b><i>B. Conceptual Knowledge</i></b> – The interrelationships among the basic elements within a larger structure that enable them to function together. </p>

<p><b>5.0 Synthesis</b> <b>6.0 Evaluation</b></p>	<p><b>C. Procedural Knowledge</b> – How to do something; methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.</p> <p><b>D. Metacognitive Knowledge</b> – Knowledge of cognition in general as well as awareness and knowledge of one’s own cognition.</p>
<p><b>Table 3 Structure of the Cognitive Process Dimension of the Revised Taxonomy</b></p>	
<p><b>1.0 Remember.</b> <b>2.0 Understand.</b> <b>3.0 Apply.</b> <b>4.0 Analyze</b> <b>5.0 Evaluate.</b> <b>6.0 Create.</b></p>	

*Krathwohl (2002: 213-215)*

In original Bloom’s taxonomy, the knowledge category only breaks into three main categories but in the new revision there is a new category called metacognitive category so it becomes four categories in new knowledge dimension. In the revised version there are different names of six major categories, three categories were renamed and the other two was interchanged (see the diagram below). The function of the categories are quite the same between the original and the revised one. The cognitive process dimensions are believed to classify from simple to complex, as “remember” is less complex than “understand”, which is less complex than “apply” and so on. The revised one provides a clearer framework for test designers to know what test and how to test it. This research focused on six major categories of cognitive domain and used it as checklist for reading comprehension questions in English Textbook.



<http://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/>

The six major categories are classified into two levels thinking; lower thinking levels and higher thinking level (Assaly and Igbaria: 2014:28). The lower level includes: *remember*, *understand*, and *apply*. The higher level includes: *analyze*, *evaluate*, and *create*. The outline of the categories is explained below:

1. Remember

“Remember” is one of the categories that refers to the ability of knowing the previous learned material and recalling relevant knowledge from long-term memory. The “remember” domain represents the lowest level learning outcomes in the cognitive domain. This domain can be accessed by using multiple choice test, ask students to recount facts, and ask definition. Example: Who wrote this letter?

2. Understand

“Understand” is one of the categories that determines the real meaning of instructional message including oral, written and graphic communication. This domain may involve the use of self- regulation behavior which is best example by repeating the problem using students’ own words, modifying the information to something more meaningful. Example: What is the main idea of the second paragraph?

3. Apply

“Apply” is one of the categories that refers to ability of using the material learned using a procedure in a given situation. This may involve applying things such as rules, methods, concepts, principles, laws, and theories. Example: can you illustrate how this principle works?

4. Analyze

“Analyze” is one of the categories which refers to ability to break problem area in the subject and identify various component in order to be more focused on each component. It may involve making conclusion from data and information which provides factual information. Example: What is so interesting about the writer's hometown?

5. Evaluate

“Evaluate” is one of the categories which refers to ability of making judgment. It is based on criteria and standard. The criteria often used are quality, effectiveness, efficiency, and consistency. The standard may be either quantitative (i.e., is this a sufficient amount?) or qualitative (i.e., is this good enough?). This domain may involve the ability to judge the value of material include statement, report, etc. for specific purpose. Example: Can we use any cheese to make the pizza?

6. Create

The domain categorizes elements of all other categories. In this domain, the students are expected to integrate all elements (remembering, understanding, applying, analyzing, evaluating) in order to form functional whole; that is, reorganizing elements into a new pattern or structure. This may involve creativity. Example: rewrite the story based on the text above with different character and setting.



All of these six cognitive domains was used as a coding to code the reading comprehension questions in English Textbook “*English Zone*” published by Erlangga.

### **2.3 Reading**

Reading is one of the four English skills. It is an activity of getting information. Agnes (2000: 1992) claims, “Reading is to interpret or understand (a printed passage) as having particular meaning, the form of a specified word sentence or passage in particular edition of a literary works”. In order to get the knowledge and information, readers should understand the meaning of what they have read. Kennedy (1981:5) states, “Reading is the ability of an individual that recognizes a visual form to associate the form with the sound and/or meaning acquired in the past, understand, and interpret its meaning”. Based on the explanation, it can be concluded that reading is individual ability in understanding and finding the message.

According to Woolley (2011:15) reading comprehension as the process of making meaning from text aims at understanding what is described in the text rather than obtaining meaning from isolated words or sentences. From the definition above, we can say that understanding the whole text is important. Reading comprehension is the most common measurement of reading performance and answering question is the most common way in assessing the comprehension.

### **2.4 Kind of Reading Comprehension Test.**

Reading comprehension test is very important to measure students’ understanding. Heaton (1990:105) states that “Many test materials are still limited to short reading extracts on which general “comprehension” questions are based. Reading comprehension test material is very closely related to type of practice material used by teacher to develop reading skill.” Reading comprehension test is a test used to test students’ ability to understand the content of the material given by teacher.

Here are several ways of testing reading comprehension question based on Heaton (1990:105):

a. Matching test

Matching test originally concerns with word and sentence recognition. It tests students' ability to differentiate visually between words which are spelt in similar ways (Heaton 1990:107). There are two types of matching tests that are going to be explained:

1. Words Matching

The students need to underline the word which is the same as the word on the left.

For examples:

Top	<u>top</u> /stop/tap/pot/ton
Clothes	cloth/clothing/cloths/clots/ <u>clothes</u>
Has gone	is gone/was won/ <u>has gone</u> /his game/had gone

*Heaton (1990: 107)*

2. Sentence matching

The students need to recognize the sentence which consists of same words as quickly as possible. They read a sentence, followed by some four similar sentences but only one is exactly the same as the previous one.

For example:

1. Tom is not going to your school
  - A. Tom is not going to your pool
  - B. Tom is going to your school
  - C. Tom is not coming to your school
  - D. Tom is not going to your school

*Heaton (1990: 108)*

### b. True/False Reading Test

True/false test is the most commonly used for reading comprehension test because it is easily and quickly arranged. It consists of some statements about the text and students have to analyze whether the statement is true or false. It can encourage students to guess since they have 50 per cent chance of choosing correct answer for question.

For examples:

1. The sun rises in the west T  F
2. Penguin cannot fly, but Eagle can  T F

*Heaton (1990: 114)*

### c. Multiple Choice items

Multiple choice items are usually found in reading comprehension test and asks the students to choose the best answer related to the text. One question usually has four or five optional answers, only one answer is true. There are two categories of multiple choice items; multiple choice item for short text and multiple choice items for longer text.

For example (multiple choice item for short text):

1. Arman is not as tall as Sally but he is a little taller than Ricky.
  - a. Sally is taller than Arman and Ricky.
  - b. Arman is not as tall as Ricky
  - c. Sally is taller than Arman but not as tall as Ricky.
  - d. Ricky is taller than Arman and Sally

*Heaton (1990: 116)*

### d. Cloze procedure

Cloze test is similar in appearance to completion items with blank filling test. The deletion words are selected subjectively, depending on exactly what aspect is intended to test for. This test requires the ability to understand context and vocabulary in order to identify the correct word in the deleted passage. Here is the example of cloze procedure:

Once upon a time, a farmer had three sons. The farmer was rich and had many fields, but his sons were lazy. When the farmer was dying, he called his three sons to him. "I have left you 1..... which will make you 2...." he told them. "But 3....must dig in all 4.... fields to find the 5..... Where the is 6.....".

After the old man 7..... his three lazy sons 8.... out into the fields 9..... began to dig. "I'll 10.....the first to find 11....place where the treasure 12....buried", cried the eldest 13..... "That's the field where 14 ....father put the treasure", 15.....another son. The three 16..... dug all the fields 17..... several years, but they 18.....no treasure. However, many 19..... grew in the fields because the sons had dug. 20..... vegetables made them very rich.

*Heaton (1990: 131)*

Answer:

- |     |          |            |
|-----|----------|------------|
| 1.  | Treasure | 11. The    |
| 2.  | Rich     | 12. Was    |
| 3.  | You      | 13. One    |
| 4.  | Our      | 14. Our    |
| 5.  | Treasure | 15. Said   |
| 6.  | Buried   | 16. Sons   |
| 7.  | Died     | 17. For    |
| 8.  | Went     | 18. Found  |
| 9.  | They     | 19. Plants |
| 10. | Dig      | 20. The    |

e. Open-ended.

Open-ended items refer to questions which need completely subjective response from students. The response needed may be in the form of a word to one or two sentences. In open-ended item, there are also questions which need answer in the form of sentence.

For example:

Question: Why do you think Jokowi has been chosen as the president of Indonesia?

Answer: Because he wins the election.

## 2.5 Previous Research

Some studies have analyzed reading task using Bloom's taxonomy. The research of Rahmawati and Prayogo (2012) "*An Analysis of Reading Questions in English Textbook Entitled "Interlanguage: English for Senior High School Students Xi" Based on RBT*" describes kinds of reading question forms appear in that particular English describing the RBT categories of the reading questions and the frequency of each category of RBT found in the textbook. This previous research is almost the same as this research. The differences are the focus on the problem analyzed, the object of the research and the textbook. Another one is a research conducted by Muchlis (2015) "*An Analysis of Thinking Order of Reading Comprehension Questions in English Textbook for Young Foresters of Forestry Vocational School of Samarinda*". This research investigated thinking order of reading comprehension questions based on Bloom taxonomy in English textbook used by Forestry Vocational School of Samarinda. The similarity of this research and the current research is in analyzing reading comprehension questions but the difference is that this research used the old version of Bloom's taxonomy and the textbook.

## CHAPTER 3. RESEARCH METHODS

This chapter presents the methods applied in this research. It covers the discussion of the research design, research subject, data collection method and data analysis method.

### 3.1 Research Design

This design of the research is content analysis. According to Chelimsky (1989), “Content analysis is a set of procedures for collecting and organizing information in a standardized format that allow analysts to make inferences about the characteristic and meaning of written and other recorded material.” Furthermore, Nawawi (1995:90) states that content analysis is used to describe the content of books or some books. Marshall and Rossman (2006) state “The raw material for content analysis may be any form of communication, usually written materials (textbooks, novels, newspapers, e-mail messages); other forms of communication— music, pictures, or political speeches—may also be included.” So, it can be concluded that content analysis is a research technique that can be used to analyze a message in certain materials in the form of written or recorded.

By using content analysis, the purpose of this research is to analyze an English textbook, especially on the variation of reading comprehension questions based on cognitive knowledge of Blooms revised taxonomy in English textbook “English Zone” published by Erlangga for senior high school students year X.

The procedures in content analysis as stated by Chelimsky (1989:8) are:

1. Decide to use content analysis
2. Determine what material should be included in content analysis
3. Select units of analysis
4. Develop coding categories
5. Code the material
6. Analyze and interpret the result

By adapting the procedures above, the researcher used the following procedures:

1. Decide using content analysis to analyze the Textbook.
2. Determining the materials. In this case, English Textbook “English Zone” published by Erlangga for senior high school students year X written by Eka Mulya Astuti.
3. Choosing to analyze all the reading comprehension questions based on cognitive process of Bloom revised taxonomy and collected them into a column.
4. Code the materials. This research used six coding categories based on cognitive process of bloom taxonomy; *remember*, *understand*, *apply*, *analyze*, *evaluate* and *create*. All these six codes show the variation of reading comprehension questions in cognitive ways.
5. Analyzing the collected data by using coding categories and drawing a conclusion.

The difference between the procedures in content analysis by Chelimsky and the one that has been adapted is that the original one has six procedures and the new procedure has five categories. The researcher chose to skip step four because the researcher did not develop coding categories themselves but used coding categories provided by other researchers.

### **3.2 Research Subject**

The subject of this research is reading comprehension questions of English textbook “English Zone” published by Erlangga for senior high school students year X. The reasons of choosing this textbook because; (1) It has been released, it is published from famous publisher which stand over 10 years, trusted and used by many schools in Indonesia. (2) This textbook is based on the 2006 Curriculum.

### 3.3 Data Collection Method

Data collection method is a way to collect data in order to gain an understanding of the phenomena under study. According to Ary, Jacob, and Razavieh (2002:430-435), there are five kinds of data collection methods that can be used for researchers: *observation, field notes, interviews, focus groups* and *documentation*.

In this research, documentation was used to collect data. Arikunto (2000:236) says that documentation is used to investigate written document such as notes, transcripts, books, magazines, newspapers, etc. This research used one document; English textbook “English Zone” published by Erlangga for grade X students of senior high school. By using this textbook the researcher wanted to find the variation of reading comprehension questions based on the cognitive level of Bloom- revised taxonomy.

There are two steps used to collect the data:

1. Reading.
2. Collecting the data by applying classification column.

#### 3.3.1 Reading

Reading is the first step of collecting the data. In this steps, the researcher read the reading comprehension questions found in English textbook “English Zone” published by Erlangga for senior high school student’s year X.

#### 3.3.2 Collecting data by applying classification column

The second step of collecting the data is collecting data by classifying the questions in a column. The researcher listed all reading comprehension questions presented in the textbook.

No	Unit	Lesson	Questions



### **3.4 Data Analysis Method**

The data collected was analyzed by using coding system which was defined as marking the segments of data with symbols, descriptive words, or category names. “The data can consist of interview transcripts, participant observation field notes, journals, documents, literature, artifacts, photographs, video, websites, e-mail correspondence, and so on” (Saldana: 2009:3). The criteria of the code was based on guidance of six levels of cognitive process of Bloom’s taxonomy revised.

The first step of analyzing the data is reading the English Textbook “English Zone” published by Erlangga for senior high school student’s year X. The second step is identifying the reading questions in the textbook. The third step is code the questions in the textbook by using coding system and it is based on six levels of cognitive domain. The fourth step is analyzed the data by using percentage. The last step is describe the result.

### **3.5 Definition of Key Terms**

#### **3.5.1 Content Analysis**

Content analysis is a research technique that can be used to analyze message in certain materials in the form of written or recorded.

#### **3.5.2 Bloom’s Taxonomy**

Bloom’s Taxonomy is a classification system developed by educational psychologist Benyamin Bloom in 1956 to recognize intellectual skill and behavior important to learning.

## CHAPTER 5. CONCLUSIONS AND SUGGESTIONS.

This chapter presents the conclusion and suggestions of the research. The conclusion are derived from the result of the research in the previous chapter and the suggestions are addressed to English teachers, author and publisher. The conclusion and the suggestions are presented as follows:

### 5.1 Conclusion

Based on the discussion of data analysis in the previous chapter, the conclusion can be drawn that reading comprehension questions in English textbook “English Zone” published by Erlangga covered all new revision of Bloom’s Taxonomy levels. They were *remember*, *understand*, *apply*, *analyze*, *evaluate*, and *create*. The reading comprehension questions were dominated by low order thinking level. The result shows that *remember* received the biggest proportion. 56 question or 33.73% are knowledge questions, 42 questions are *evaluate* questions. It means this level covers 25.30% all of questions. Then, *understand* level is covered in 38 questions or 22.89% of all questions. *Analyze* level which is part of high order thinking level is found in 24 questions or 14.45% of all questions. 5 questions or 3% are in *apply* questions, and the last, *create* level which is considered as the most complex level is found in 1 question only or 0.60% of all questions.

### 5.2 Suggestions

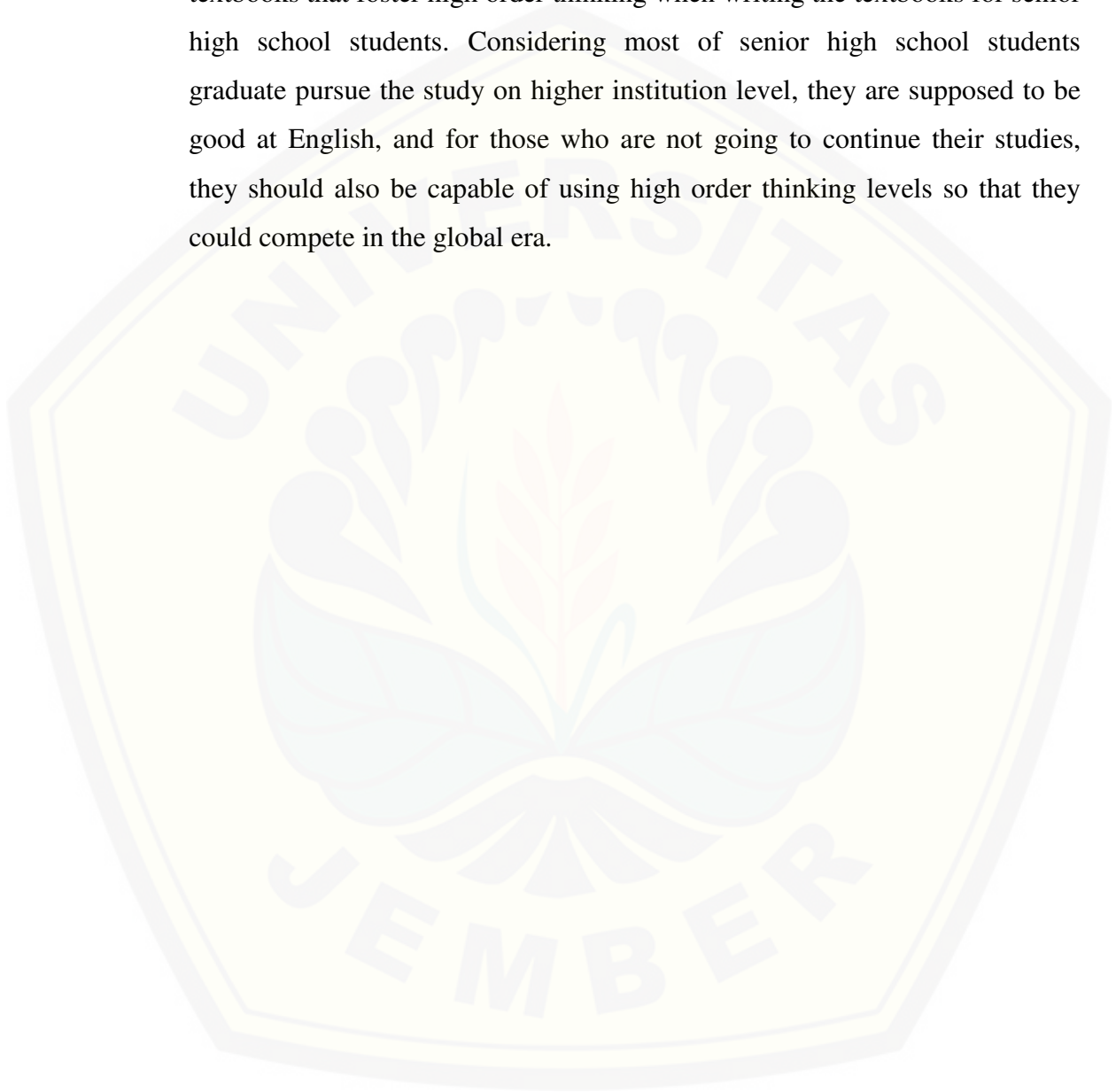
Related to the topic which has been discussed in this study, the researcher would like to present some suggestions:

#### 5.2.1 The English Teacher

Teacher should choose textbook that covers all new version of Bloom’s taxonomy cognitive process levels. Teacher can also construct and modify question items on reading comprehensions by including level of *analyze*, *evaluate*, and *create* while teaching in classroom that can encourage students to think critically and use high order thinking level.

### 5.2.2 The Author and Publisher

The Author and Publisher of English Textbook must develop textbooks that foster high order thinking when writing the textbooks for senior high school students. Considering most of senior high school students graduate pursue the study on higher institution level, they are supposed to be good at English, and for those who are not going to continue their studies, they should also be capable of using high order thinking levels so that they could compete in the global era.



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## RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCE	RESEARCH METHOD
A Content Analysis of Reading Comprehension Questions in English Textbook Based on the Revised Version of Bloom's Taxonomy.	a. To what extent are the cognitive levels of the reading comprehension question in textbook English Zone" published by Erlangga based on revised version of Bloom's taxonomy?"	Reading comprehension questions in English textbook "English Zone" published by Erlangga	Cognitive levels of reading comprehensions questions	1. The English textbook "English Zone" published by Erlangga.	<p>Research Design: Content Analysis</p> <p>Research Subject: The reading comprehension question of the English Textbook "English Zone" for senior high school students year X published by Erlangga.</p> <p>Data Collection Method:</p> <p>Documentation</p> <ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Collecting the data by applying classification column.</li> </ol> <p>Data Analysis Method:</p> <ol style="list-style-type: none"> <li>1. Coding System.</li> <li>2. Present data using percentage</li> </ol>

### A Guide for the Levels of Activities Based on the Cognitive Domain in Revision of Bloom's Taxonomy

NO	Cognitive domain category	Definition and skill demonstrated
1	Remembering	<p>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. Remembering represents the lowest level of learning outcomes in the cognitive domain.</p> <p>In this case, the students are supposed to be able to do observation and recall of information, knowledge of dates, events, places, knowledge of major ideas and mastery of subject matter.</p> <p>Question Cues: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.</p>
2	Understanding	<p>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.</p> <p>In this case, the students are recommended to do understanding information , grasp meaning , translate knowledge into new context , interpret facts, compare, contrast order, group, infer causes, predict consequences</p> <p>Question Cues: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend</p>
3	Applying	<p>It refers to the ability to use the learned material in new and concrete situations. This may include the application 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 comprehension.</p>

		<p>In this case, the students are recommended to use information, use methods, concepts, theories in new situations, solve problems using required skills or knowledge.</p> <p>Questions Cues: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover</p>
4	Analyzing	<p>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, analysis of the relationship between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.</p> <p>In this case, the students are recommended to see patterns, organization of parts, recognition of hidden meanings and identification of components</p> <p>Question Cues: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer</p>
5	Evaluating	<p>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 highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgments based on clearly defined criteria.</p> <p>In this case, the students are recommended to the compare and discriminate between ideas, assess value of theories, presentations, make choices based on reasoned argument , verify value of evidence, recognize subjectivity</p> <p>Question Cues assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize</p>
6	Creating	<p>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</p>



		<p>abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structure.</p> <p>In this case, the students are recommended to use old ideas to create new ones, generalize from given facts , relate knowledge from several areas, predict and draw conclusions</p> <p>Question Cues: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite</p>
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*<http://www.sciencepublishinggroup.com/journal/paperinfo.aspx?journalid=196&doi=10.11648/j.edu.20140302.11>*



**A Table for Collecting Reading Questions from Each Learning Unit in the Textbook English Zone.**

NO	UNIT	Lesson	QUESTIONS
1	1	1	Who wrote this letter?
2			Who is the addressee?
3			How did the sender open the letter?
4			What does the first paragraph tell us about?
5			What is the main idea of the second paragraph?
6			What is so interesting about the writer's hometown?
7			How does the sender close the letter?
8			Susan's pen pal may not understand the measurements in this letter. For example, how could you express one mile using the metric system? Write some other changes that Susan should make to her letter before she sends it to Indonesia.
9		Lesson 2	Who is the addressee of the invitation? Who is the sender?
10			What is the event described in the invitation?
11			What is the purpose of the invitation?
12			How should the addressee respond to the invitation?
13			What is the importance of giving the website address?
14			SMUN 12 Palangkaraya is a member of NEA
15			<i>The Indonesian Education Week</i> has been celebrated 24 times.
16			At thousand schools nationwide will hold <i>Parents Day</i> on April 20, 2010.
17			The word <i>you</i> in paragraph 1 refers to the parents
18			NEA's vision is "Great School: A Basic Right and Our Responsibility".
19			The word <i>they</i> in " <i>they can grow and achieve in the 21<sup>st</sup> century</i> " refers to all Indonesian people
20			The parents are invited to participate in <i>Parents Day</i> activities
21			The words <i>yours</i> in the last paragraph means <i>your confirmation</i> .
22	2	Lesson 1	Why did Cantika decide to walk to school yesterday?
23			What happened when she was halfway from school?
24			Why did she have to run around the soccer field?
25			What did she ask Rudi to do?
26			How did she feel when the committee announced that the band festival was cancelled?

27		What went wrong when she took a jitney home?
28		Did she finally find any luck at home?
29		Can you summarize what happened in a chronological order?
30		What incident is recorded in the text?
31		Is the incident based on real facts?
32		Can you mention some uses of the third person pronouns in the text?
33		Are there any details of time and place? Can you mention them?
34		Do you find any use of the Passive Voice? Can you underline them?
35		Do you find any personal feeling written in the text?
36		Therefore, what is your conclusion: is it a factual recount or not?
37	3	Lesson 1
38		Why are there three different ingredients to make the pizza?
39		Can we use any cheese to make the pizza?
40		What would be the color of the sauce? Why do you think so?
41		Why do we have to slice the beef, pepperoni, and sweet red and green papers?
42		What is the first step in making the pizza?
43		What should we do with the sauce?
44		Why do we have to divide the dough in half?
45		How long should we bake the pizza?
46		When do we sprinkle the toppings?
47		How do we know if the pizza is done?
48		What is the goal of the text?
49		Which part of the text shows the materials needed?
50		How many steps are there to achieve the goal?
51		Are there any specific words or phrase to show the sequence of the steps?
52		Pay attention to the verbs. What is so special about them?
53		Where do you usually find this kind of text?
54		Who would probably need to read the text?
55		The high resolution camera is designed to make nature pictures better A digitally non-zoomed picture has a more unfavorable result.

56		The main camera can only lock the focus in landscape scenes.
57		Pressing the capture key halfway down causes the red focus indicator to appear.
58		"Go to free memory" functions only when you have backed up images.
59		What should you do to active the main camera?
60		How do we lock the focus of an object?
61		What should you do to make lighting or color adjustment?
62		What is the goal of the text?
63		Are there any steps to achieve each sub-goal?
64		Is there any specific sentence structure used in the text?
65		Where do you usually find this kind of text?
66		Who would probably need to read the text?
67		What is the genre of the text?
68	4	Lesson 1
69		Do you think that Hercules was taller than Gatotkaca?
70		Hercules came from a country farther away than Gatotkaca's
71		I think Gatotkaca is as strong as Hercules
72		Who is the most famous Greek god?
73		The Pandawa family become more and more powerful by the birth of Gatotkaca.
74		Who was Gatotkaca?
75		What worried Gatotkaca's father?
76		What happened during the search of the weapon to cut the umbilical cord?
77		What made the baby stronger and stronger?
78		How could Gatotkaca fly?
79		Who was Hercules?
80		Why did the king want to get rid of Hercules?
81		What did the king do in this story?
82		Was Hercules able to carry out the task?
83		Was Atlas glad with what Hercules had done?
84		When the story happened:
		Where the story happened:

85		The characters in the story:
86		The problem that appeared:
87		The events that followed:
88		Further problem/complications:
89		The ending of the story:
90		The moral of the story:
91		Do you think Gatotkaca was more powerful than Hercules? Why or why not?
92		Do you think Gatotkaca and Hercules were real people?
93		What is the moral value of the story on pages 87 and 88?
94		Do people today still read or tell such stories?
95		What do you call this kind of story?
96	Lesson 2	Who was Nyai Lara Kidul actually?
97		How did she turn to be who she is believed now?
98		Do you think she is an imaginary or true figure?
99		Dewi Kadita realized that she _____ when she woke up that morning.
100		Dewi Kadita's mother believed that _____ had deformed her daughter's bodies.
101		Why did the king get rid of them that night?
102		What was their destination?
103		<u>Out of the blue</u> a big wave pulled her mother's body into the ocean. The underlined phrase can be best replaced by _____
104		What did Dewi Kadita do at the peak of despair?
105		What did not happen when she opened her eyes?
106		Why did she want to go to Parangtritis beach?
107		Nyai Lara Kidul made the following promises to Panembahan Senapati, except that _____
108	What do most Javanese people still believe?	
109	Lesson 3	What was the result of Tybalt's death?
110		What was Juliet's reaction after hearing about Tybalt's death?
111		How did Juliet try to solve the arranged-marriage problem?
112		What would be Juliet's trick?
113		When did Juliet drink the drug? Did it work?

114			How did Romeo hear about Juliet's death?
115			What factor triggered Juliet to end her life?
116			What would be the result of Romeo's and Juliet's death to the two families? Make up your own ending.
117	5	Lesson 1	When doctor No walked, he always took long steps.
118			He wore kimono and shoes
119			He was fat and short
120			Mr. Bond was much taller than Doctor No
121			His head was in perfect round shape
122			He has short hair.
123			Lesson 2
124		What does it offer?	
125		In what kind of hotel will the participants stay?	
126		Why is the tour package named 'Ney Year Holiday Package'?	
127		In what condition should the reader call 021 70377070 instead of 021 7036060?	
128		It is an advertisement about holiday experience in Bali	
129		Bali Tours is a company based in Jakarta.	
130		The tour offered will last for four days.	
131		The word 'our' in the text refers to Bali tours.	
132	There will be three resorts to visit on the coach-bus trip.		
133	The Gala Dinner costs Rp. 2, 000,000.		
134	The tour includes a visit to another island.		
135	The two telephone numbers serve different purpose.		
136	A number of fans decor the front part of the house.		
137	The gate has Evils-like figures and musical notes on it.		
138	There are more tables than sofas in the living room.		
139	Two peacock stained glass panels separate the living room and music room.		
140	The word focal in paragraph two can be replaced by the word central.		
141	The button underneath the table is used to call the kitchen staff.		
142	The doors to the right and left at the top of the stairs lead us to the same floor.		

143		A wall and door were installed for a private space on the second floor.
144		The bedroom, the bath and the TV room in the basement are connected.
145		The basement area is apparently a recreation area.
146		Is there any introduction to the description about Elvis's house? Which part is it?
147		What is included in the details?
148		How does the writer move over from one description of a room to another?
149		How would the reader react to the description?
150		Is there any conclusion to the description?
151	6	Lesson 2
152		What happened in 1910?
153		What did Menteng use to be?
154		What is Menteng now?
155		Who lives in the area?
156		Why did people in the area celebrate the two-day festival?
157		What did the former vice president Jusuf Kalla suggest?
158		Who provided the photo?
159		Who wrote the article?
160		Who are the readers? How do you know?
161		What is the function of the related photos?
162		What page is it?
163		Is Menteng - a century old and city's sweetheart the only news that can be accessed?
164		What should we do if we want to read the world news?
165		What can we access in the "What's On box?"
166		What would appear if we click the word participate in the Indonesian Outlook in 2001?
		Analyze the news item Menteng a century old and city's sweetheart: a. What is the newsworthy event? B. What is the background event? C. Are there any sources? Mention them

A Table of Data Analysis in Reading Questions from Each Learning Unit in the Textbook “English Zone”.

NO	QUESTIONS	COGNITIVE LEVEL	EXPLANATION
<i>Questions number 1 – 8 come from “Pen – pal letter”.</i>			
1	Who wrote this letter?	Remember	This question refers to remember because it asks the students to recall the information from the text.
2	Who is the addressee?	Remember	This question refers to remember because it asks the students to recall the information from the text.
3	How does the sender open the letter?	Understand	This question refers to understand because it asks students to understand information from text.
4	What does the first paragraph tell about?	Understand	This question refers to understand because it asks students to summarize and describe information from text.
5	What is the main idea of the second paragraph?	Understand	This question refers to understand because it asks students to grasp information from text.
6	What is so interesting about the writer's hometown?	Analyze	This question refers to analyze because it asks students to analyze and identify the information from the text.
7	How does the sender close the letter?	Remember	This question refers to remember because it asks the students to recall the information from the text.
8	Susan's pen pal may not understand the measurements in this letter. For example, how could you express one mile using the metric system? Write some other changes that Susan should make to her letter before she sends it to Indonesia.	Apply	This questions refers to apply because it asks students to use the information in new situation and solve the problem using required knowledge from the text.
<i>Questions number 9 – 21 come from “Invitation Letter”.</i>			
9	Who is the addressee of the invitation? Who is the sender?	Remember	This question refers to remember because it asks the students to recall and tell the information from the text.
10	What is the event described in the invitation?	Understand	This question refers to understand because it asks students to understand and describe information from the text.
11	What is the purpose of the invitation?	Understand	This question refers to understand because it asks students to interpret information from the text.
12	How should the addressee respond to the invitation?	Evaluate	This question refers to evaluate because it asks students to decide, judge and explain the information from the



			text.
13	What is the importance of giving the website address?	Analyze	This question refers to analyze because it asks students to analyze and identify the information from the text.
14	SMUN 12 Palangkaraya is a member of NEA	Evaluate	This question refers to evaluate because it asks students to judge and explain the information from the text.
15	<i>The Indonesian Education Week</i> has been celebrated 24 times.	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from the text.
16	At a thousand schools nationwide will hold <i>Parents Day</i> on April 20, 2010.	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from the text.
17	The word <i>you</i> in paragraph 1 refers to the parents	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from the text.
18	NEA's vision is "Great School: A Basic Right and Our Responsibility".	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from the text.
19	The word they in " <i>they can grow and achieve in the 21<sup>st</sup> century</i> " refers to all Indonesian people	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from the text.
20	The parents are invited to participate in <i>Parents Day</i> activities	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from the text.
21	The words <i>yours</i> in the last paragraph means <i>your confirmation</i> .	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from the text.
<i>Questions number 22 – 29 come from text "Cantika's Dairy".</i>			
22	Why did Cantika decide to walk to school yesterday?	Remember	This question refers to remember because it asks the students to recall the information from the text.
23	What happened when she was halfway from school?	Understand	This question refers to understand because it asks students to understand and describe information from the text.
24	Why did she have to run around the soccer field?	Remember	This question refers to remember because it asks the students to describe the information from the text.
25	What did she ask Rudi to do?	Remember	This question refers to remember because it asks the students to recall the information from the text.
26	How did she feel when the committee announced that the band festival was cancelled?	Analyze	This question refers to analyze because it asks students to analyze, identify and explain the information from the text.
27	What went wrong when she took a Jitney home?	Understand	This question refers to understand because it asks

			students to understand and predict information from text.
28	Did she finally find any luck at home?	Understand	This question refers to understand because it asks students to understand and grasp information from text.
29	Can you summarize what happened in a chronological order?	Understand	This question refers to understand because it asks students to understand and summarize information from text.
<i>Questions number 30 – 36 come from text “The Woman Who Caused the Invitation of Band – Air”.</i>			
30	What incident is recorded in the text?	Remember	This question refers to remember because it asks the students to show the information from the text.
31	Is the incident based on real facts?	Remember	This question refers to remember because it asks the students to recall the information from the text.
32	Can you mention some uses of the third person pronouns in the text?	Apply	This question refers to apply because it asks students to solve it using required knowledge.
33	Are there any details of time and place? Can you mentioned them?	Evaluate	This question refers to evaluate because it asks students to decide, explain and conclude the information from text.
34	Do you find any use of the Passive Voice? Can you underline them?	Analyze	This question refers to analyze because it asks students to analyze and identification the information from the text.
35	Do you find any personal feeling written in the text?	Analyze	This question refers to analyze because it asks students to analyze, identification and explain the information from the text.
36	Therefore, what is your conclusion: is it a factual recount or not?	Evaluate	This question refers to evaluate because it asks students to decide and explain the information from text.
<i>Questions number 37 – 53 come from text “Pizza Supreme”.</i>			
37	Why are there three different ingredients to make the pizza?	Understand	This question refers to understand because it asks students to understand and predict information from text.
38	Can we use any cheese to make the pizza?	Apply	This question refers to apply because it asks students to solve problem using required knowledge.
39	What would be the color of the sauce? Why do you think so?	Analyze	This question refers to analyze because it asks students to analyze identification and explain the information from the text.

40	Why do we have to slice the beef, pepperoni, and sewer red and green papers?	Analyze	This question refers to analyze because it asks students to analyze and see the patterns and explain the information from the text.
41	What is the first step in making the pizza?	Remember	This question refers to remember because it asks the students to recall and tell the information from the text.
42	What should we do with the sauce?	Understand	This question refers to understand because it asks students to understand and predict information from text.
43	Why do we have to divide the dough in half?	Analyze	This question refers to analyze because it asks students to analyze, identify and divide the information from the text.
44	How long should we bake the pizza	Analyze	This question refers to analyze because it asks students to analyze and identify the information from the text.
45	When do we sprinkle the toppings?	Evaluate	This question refers to evaluate because it asks students to decide and explain the information from text.
46	How do we know if the pizza is done?	Evaluate	This question refers to evaluate because it asks students to decide, judge and explain the information from text.
47	What is the goal of the text?	Understand	This question refers to understand because it asks students to understand and describe information from text.
48	Which part of the text shows the materials needed?	Analyze	This question refers to analyze because it asks students to analyze, identify and select the information from the text.
49	How many steps are there to achieve the goal?	Analyze	This question refers to analyze because it asks students to analyze and identify information and seeing the patterns from the text.
50	Are there any specific words or phrase to show the sequence of the steps?	Analyze	This question refers to analyze because it asks students to analyze and identify and classify the information from the text.
51	Pay attention to the verbs. What is so special about them?	Evaluate	This question refers to evaluate because it asks students to decide, measure and explain the information from text.
52	Where do you usually find this kind of text?	Remember	This question refers to remember because it asks the students to use the knowledge of major ideas.
53	Who would probably need to read the text?	Remember	This question refers to remember because it asks the

			students to use the knowledge of major ideas.
<i>Questions number 54 – 67 come from “Manual” text.</i>			
54	The high resolution camera is designed to make nature pictures batter	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from text.
55	A digitally non-zoomed picture has a more unfavorable result.	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from text.
56	The main camera can only lock the focus in landscape scenes.	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from text.
57	Pressing the capture key halfway down cause the red focus indicator to appear.	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from text.
58	"Go to free memory" function only when you have backed up images.	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from text.
59	What should you do to activate the main camera?	Remember	This question refers to remember because it asks the students to tell and describe the information from the text.
60	How do we lock the focus of an object?	Remember	This question refers to remember because it asks the students to tell the information from the text.
61	What should you do to make lighting or color adjustment?	Remember	This question refers to remember because it asks the students to describe the information from the text.
62	What is the goal of the text?	Understand	This question refers to understand because it asks students to understand and describe information from text.
63	Are there any steps to achieve each sub-goal?	Apply	This question refers to apply because it asks the students to show the information from text
64	Is there any specific sentence structure used in the text?	Analyze	This question refers to analyze because it asks students to analyze information and identification patterns from the text.
65	Where do you usually find this kind of text?	Remember	This question refers to remember because it asks the students to remember Knowledge of major idea
66	Who would probably need to read the text?	Remember	This question refers to remember because it asks the students to Knowledge of major idea
67	What is the genre of the text?	Remember	This question refers to remember because it asks the students to identify the information from text.

*Questions numbers 68 – 95 come from text “Gatokaca”, “Hercules”.*

68	Do you think that Hercules was taller than Gatokaca?	Analyze	This question refers to analyze because it asks students to analyze, identify and compare the information from the text.
69	Hercules came from a country farther away that Gatokaca's	Analyze	This question refers to analyze because it asks students to analyze, identify and compare the information from the text.
70	I think Gatokaca is as strong as Hercules	Evaluate	This question refers to evaluate because it asks students to decide and compare the information from text.
71	Who is the most famous Greek god?	Remember	This question refers to remember because it asks the students to recall the information from the text.
72	The Pandawa family become more and more powerful by the birth of Gatokaca.	Analyze	This question refers to analyze because it asks students to analyze and identify the information from the text.
73	Who was Gatokaca?	Remember	This question refers to remember because it asks the students to recall the information from the text.
74	What worried Gatokaca's father?	Remember	This question refers to remember because it asks the students to tell the information from the text.
75	What happened during the search of the weapon to cut the umbilical cord?	Understand	This question refers to understand because it asks students to understand and interpret information from text.
76	What made the baby stronger and stronger?	Analyze	This question refers to analyze because it asks students to analyze, identify and compare the information from the text.
77	How could Gatokaca fly?	Evaluate	
78	Who was Hercules?	Remember	This question refers to remember because it asks the students to recall the information from the text.
79	Why did the king want to get rid of Hercules?	Remember	This question refers to remember because it asks the students to identify and describe the information from the text.
80	What did the king do in this story?	Remember	This question refers to remember because it asks the students to describe the information from the text.
81	Was Hercules able to carry out the task?	Analyze	This questions refers to analyze because it asks students to analyze and identification the information from the text.

82	Was Atlas glad with what Hercules had done?	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from text.
83	When the story happened:	Remember	This question refers to remember because it asks the students to describe the information from the text.
84	Where the story happened:	Remember	This question refers to remember because it asks the students to use the knowledge of place.
85	The characters in the story:	Understand	This question refers to understand because it asks students to understand, grasp and describe information from text.
86	The problem that appeared:	Understand	This question refers to understand because it asks students to understand, grasp and describe information from text.
87	The events that followed:	Understand	This question refers to understand because it asks students to understand, predict and describe information from text.
88	Further problem/complications:	Analyze	This question refers to analyze because it asks students to analyze identify, classify and explain the information from the text.
89	The ending of the story:	Evaluate	This question refers to evaluate because it asks students to conclude the information from text.
90	The moral of the story:	Understand	This question refers to understand because it asks students to understand and grasp information from text.
91	Do you think Gatotkaca was more powerful than Hercules? Why or why not?	Evaluate	This question refers to evaluate because it asks students to decide, judge and explain the information from text.
92	Do you think Gatotkaca and Hercules were real people?	Evaluate	This question refers to evaluate because it asks students to decide, judge and explain the information from text.
93	What is the moral value of the story on pages 87 and 88?	Understand	This question refers to understand because it asks students to understand and grasp information from text.
94	Do people today still read or tell such stories?	Evaluate	This question refers to evaluate because it asks students to explain the information from text.
95	What do you call this kind of story?	Understand	This question refers to understand because it asks the students to understand information from text.
<i>Questions number 96 – 108 come from text “Nyai Lara Kidul”.</i>			
96	Who was Nyai Roro Kidul actually?	Remember	This question refers to remember because it asks students to recall information from text.

97	How did she turn to be who she is believed now?	Understand	This question refers to understand because it asks students to understand, grasp and describe the information from text.
98	Do you think she is an imaginary or true figure?	Remember	This question refers to remember because it asks the students to identify the information from the text.
99	Dewi Kadita realized that she _____ when she woke up that morning.	Remember	This question refers to remember because it asks the students to recall the information from the text.
100	Dewi Kadita's mother believed that _____ had deformed her daughter's bodies.	Remember	This question refers to remember because it asks the students to recall the information from the text.
101	Why did the king get rid of them that night?	Remember	This question refers to remember because it asks the students to tell the information from the text.
102	What was their destination?	Remember	This question refers to remember because it asks the students to describe the information from the text.
103	<i>Out of the blue a big wave pulled her mother's body into the ocean.</i> The underlined phrase can be best replaced by _____	Remember	This question refers to remember because it asks the students to tell the information from the text.
104	What did Dewi Kadita do at the peak of despair?	Understand	This question refers to understand because it asks students to understand and grasp information from text.
105	What did not happen when she opened her eyes?	Remember	This question refers to remember because it asks the students to tell and show the information from the text.
106	Why did she want to go to Parangtritis beach?	Remember	This question refers to remember because it asks the students to tell and describe the information from the text.
107	Nyai Roro Kidul made the following promises to Panembahan Senapati, except that _____	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from text.
108	What do most Javanese people still believe?	Evaluate	This question refers to evaluate because it asks students to decide, judge and conclude the information from text.
<i>Questions number 109 – 116 come from text "Romeo and Juliet".</i>			
109	What was the result of Tybalt's death?	Remember	This question refers to remember because it asks the students to describe the information from the text.
110	What was Juliet's reaction after hearing about Tybalt's death?	Understand	This question refers to understand because it asks students to understand and describe information from text.
111	How did Juliet try to solve the arranged-marriage problem?	Analyze	This question refers to analyze because it asks students to analyze identify and explain the information from the text.

112	What would be Juliet's trick?	Evaluate	This question refers to evaluate because it asks students to decide and explain the information from the text.
113	When did Juliet drink the drug? Did it work?	Remember	This question refers to remember because it asks the students to show and describe the information from the text.
114	How did Romeo hear about Juliet's death?	Understand	This question refers to understand because it asks students to understand and describe information from text.
115	What factor triggered Juliet to end her life?	Understand	This question refers to understand because it asks students to understand, grasp and describe information from text.
116	What would be the result of Romeo's and Juliet's death to the two families? Make up your own ending.	Create	This question refers to create because it asks students to use and modify the old ideas to create new ones.
<i>Questions number 117 – 122 come from text “Doctor No”.</i>			
117	When doctor No walks he always took long steps	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from text.
118	He wore kimono and shoes	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from text.
119	He was fat and short	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from text.
120	Mr Bond was much taller than Doctor No	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from text.
121	His had was in perfect round shape	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from text.
122	He has short hair.	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from text.
<i>Question number 123 – 135 come from text “Bali Tours”.</i>			
123	What kind of text is this?	Remember	This question refers to remember because it ask the students to use the knowledge of major ideas.
124	What does it offer?	Remember	This question refers to remember because it asks the students to tell the information from the text.
125	In what kind of hotel will the participants stay?	Remember	This question refers to remember because it asks students to recall and tell the information from text.
126	Why is the tour package named 'New Year Holiday Package'?	Understand	This question refers to understand because it asks students to understand and grasp information from text.



127	In what condition should the reader call 021 70377070 instead of 021 7036060?	Understand	This question refers to understand because it asks students to understand, grasp and describe information from text.
128	It is an advertisement about holiday experience in Bali	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from text.
129	Bali Tours is a company based in Jakarta.	Analyze	This question refers to analyze because it asks students to analyze and identify the information from the text.
130	The tour offered will last for four days.	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from text.
131	The word 'our' in the text refers to Bali tours.	Understand	This question refers to understand because it asks students to understand and predict information from text.
132	There will be three resort to visit on the coach-bus trip.	Analyze	This question refers to analyze because it asks students to analyze and identify the information from the text.
133	The Gala Dinner costs Rp2, 000,000.	Understand	This question refers to understand because it asks students to understand information from text.
134	The tour includes a visit to another island.	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from text.
135	The two telephone numbers serve different purpose.	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from text.
<i>Questions number 136 – 150 come from text “Official Guidebook of Elvis’s Graceland”.</i>			
136	A number of fans decor the front part of the house.	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from text.
137	The gate has Evils-like figures and musical notes on it.	Analyze	This question refers to analyze because it asks students to analyze and identify the information from the text.
138	There are more tables than sofas in the living room.	Understand	This question refers to understand because it asks students to understand information from text.
139	Two peacock stained glass panels separate the living room and music room.	Understand	This question refers to understand because it asks students to understand information from text.
140	The word focal in paragraph two can be replaced by the word central.	Remember	This question refers to remember because it asks the students to recall the information from the text.
141	The button underneath the table is used to call the kitchen staff.	Understand	This question refers to understand because it asks students to understand information from text.
142	The doors to the right and left at the top of the stairs lead us to the same floor.	Understand	This question refers to understand because it asks students to understand information from text.

143	A wall and door were installed for a private space on the second floor.	Understand	This question refers to understand because it asks students to understand information from text.
144	The bedroom, the bath and the TV room in the basement are connected.	Evaluate	This question refers to evaluate because it asks students to decide and judge the information from text.
145	The basement area is apparently a recreation area.	Understand	This question refers to understand because it asks students to understand information from text.
146	Is there any introduction to the description about Elvis's house? Which part is it?	Remember	This question refers to remember because it asks the students to recall, tell and describe the information from the text.
147	What is included in the details?	Remember	This question refers to remember because it asks the students to recall, list and show the information from the text.
148	How does the writer over from one description of a room to another?	Apply	This question refers to apply because it asks students to illustrate using required knowledge.
149	How would the reader react to the description?	Evaluate	This question refers to evaluate because it asks students to judge and explain the information from text.
150	Is there any conclusion to the description?	Remember	This question refers to remember because it asks the students to recall and describe the information from the text.
<i>Questions number 151 – 166 come from text “Menteng – A Century Old and City’s Sweetheart”</i>			
151	What happened in 1910?	Remember	This question refers to remember because it asks the students to recall, tell and describe the information from the text.
152	What did Menteng use to be?	Remember	This question refers to remember because it asks the students to describe the information from the text.
153	What is Menteng now?	Understand	This question refers to understand because it asks students to understand information from the text.
154	Who lives in the area?	Remember	This question refers to remember because it asks students to recall information from the text.
155	Why did people in the area celebrate the two-day festival?	Understand	This question refers to understand because it asks students to understand, grasp and describe information from the text.
156	What did the former vice president Jusuf Kalla suggest?	Remember	This question refers to remember because it asks the students to recall, tell and describe the information from

			the text.
157	Who provided the photo?	Remember	This question refers to remember because it asks the students to recall and tell the information from the text.
158	Who wrote the article?	Remember	This question refers to remember because it asks the students to recall and show the information from the text.
159	Who are the readers? How do you know?	Remember	This question refers to remember because it asks the students to use the knowledge of major ideas.
160	What is the function of the related photos?	Understand	This question refers to understand because it asks students to understand and describe information from the text.
161	What page is it?	Remember	This question refers to remember because it asks the students to recall and show the information from the text.
162	Is Menteng - a century old and city's sweetheart the only news that can be accessed?	Understand	This question refers to understand because it asks students to understand, grasp and describe information from text.
163	What should we do if we want to read the world news?	Remember	This question refers to remember because it asks the students to use the knowledge major ideas.
164	What can we access in the "What's On box"?	Remember	This question refers to remember because it asks the students to use the knowledge major ideas.
165	What would appear if we click the word participate in the Indonesian Outlook in 2001?	Remember	This question refers to remember because it asks the students to use the mastery of subject matters.
166	Analyze the news item Menteng a century old and city's sweetheart: A. What is the newsworthy event? B. What is the background event? C. Are there any sources? Mention them	Analyze	This questions refers to analyze because it asks students to analyze, identification and explain the information from the text.