



THE READING TASK QUALITY IN A TEXTBOOK ENTITLED *BAHASA INGGRIS* FOR GRADE X OF SENIOR HIGH SCHOOL BASED ON THE COGNITIVE ANALYSIS OF REVISED BLOOM'S TAXONOMY

THESIS

By

**Saifan Shodiq
NIM 131210401039**

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
JEMBER UNIVERSITY
2018**



THE READING TASK QUALITY IN A TEXTBOOK ENTITLED *BAHASA INGGRIS* FOR GRADE X OF SENIOR HIGH SCHOOL BASED ON THE COGNITIVE ANALYSIS OF REVISED BLOOM'S TAXONOMY

THESIS

Presented as one of the requirements to obtain the degree of S1 of the English Education Study Program, Language and Art Education Department, Teacher Training and Education Faculty
Jember University

By

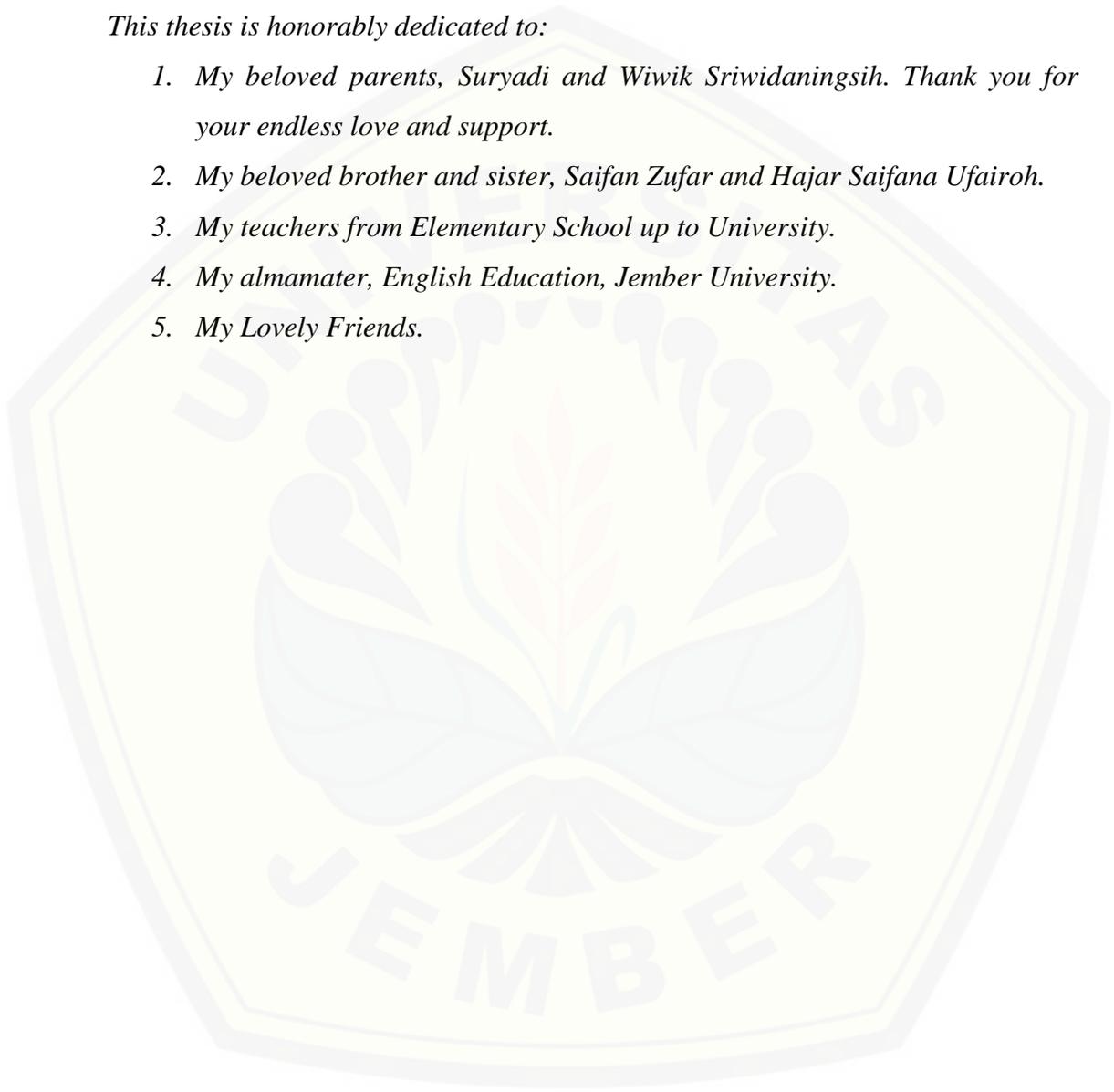
**Saifan Shodiq
NIM 131210401039**

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
JEMBER UNIVERSITY
2018**

DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved parents, Suryadi and Wiwik Sriwidaningsih. Thank you for your endless love and support.*
- 2. My beloved brother and sister, Saifan Zufar and Hajar Saifana Ufairah.*
- 3. My teachers from Elementary School up to University.*
- 4. My almamater, English Education, Jember University.*
- 5. My Lovely Friends.*



MOTTO

“Difficulties make us stronger”



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author himself. 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 approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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

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

Jember, 5 July 2018

The Writer

Saifan Shodiq

CONSULTANTS' APPROVAL

THE READING TASK QUALITY IN A TEXTBOOK ENTITLED *BAHASA INGGRIS* FOR GRADE X OF SENIOR HIGH SCHOOL BASED ON THE COGNITIVE ANALYSIS OF REVISED BLOOM'S TAXONOMY

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, The University of Jember

Name : Saifan Shodiq
Identification Number : 130210401039
Level : 2013
Place, Date of Birth : Jakarta, September 11th, 1995
Department : Language and Art Education
Program : English Education

Approved by:

Consultant I

Consultant II

Dr. Aan Erlyana Fardhani, M.Pd.
NIP. 19650309 198802 2 001

Dr. Budi Setyono, M.A.
NIP. 19630717 199002 1 001

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and accepted by the Examination Committee of the Faculty of Teacher Training and Education, Jember University.

Day :

Date :

Place : Teacher Training and Education Faculty, Jember University

Examination Committee

The Chairperson

The Secretary

Drs. Sugeng Ariyanto, M.A.
NIP. 19590412 198702 1 001

Dr. Budi Setyono, M.A.
NIP. 19630717 199002 1 001

Member I

Member II

Dr. Aan Erlyana Fardhani, M.Pd.
NIP. 19650309 198802 2 001

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

Acknowledged by
Faculty of Teacher Training and Education
The Dean

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

AKNOWLEDGEMENT

First and foremost, I would like to thank to Allah SWT who grants me blessing and mercy so that I am able to finish this undergraduate thesis entitled “The Reading Task Quality in a Textbook Entitled *Bahasa Inggris* for Grade X of Senior High School Based on the Cognitive Analysis of Revised Bloom’s Taxonomy”.

Related to this thesis writing and finishing, I would like to express my great appreciation and sincerest gratitude to the following people:

1. The dean of the Faculty of Teacher Training and Education
2. The chairperson of Language and Arts Department
3. The chairperson of English Education Program
4. My consultants, Dr. Aan Erlyana Fardhani, M.Pd. and Dr. Budi Setyono, M.A., thank you for guiding me and giving valuable advice in finishing this thesis.
5. The examiners, Drs. Sugeng Ariyanto, M.A., and Drs. I Putu Sukmaantara, M.Ed., who have given me suggestion to the completion of this thesis.
6. My academic supervisor, Eka Wahjuningsih, S.Pd. M.Pd.

Finally I hope this thesis will become a useful contribution for the sake of English textbook analysis, especially task analysis. Any criticism and suggestion would be appreciated.

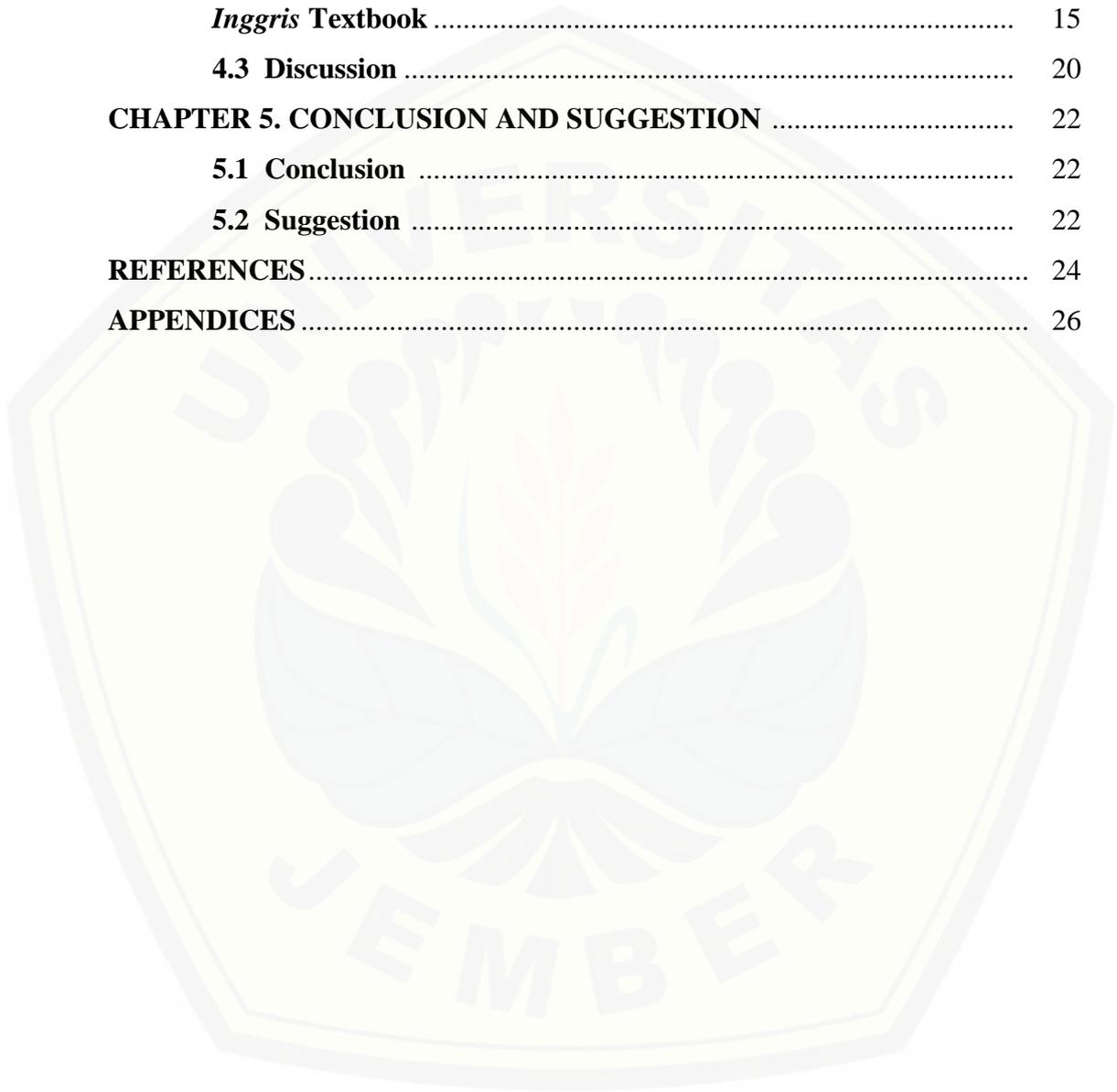
The Writer,

Saifan Shodiq

TABLE OF CONTENT

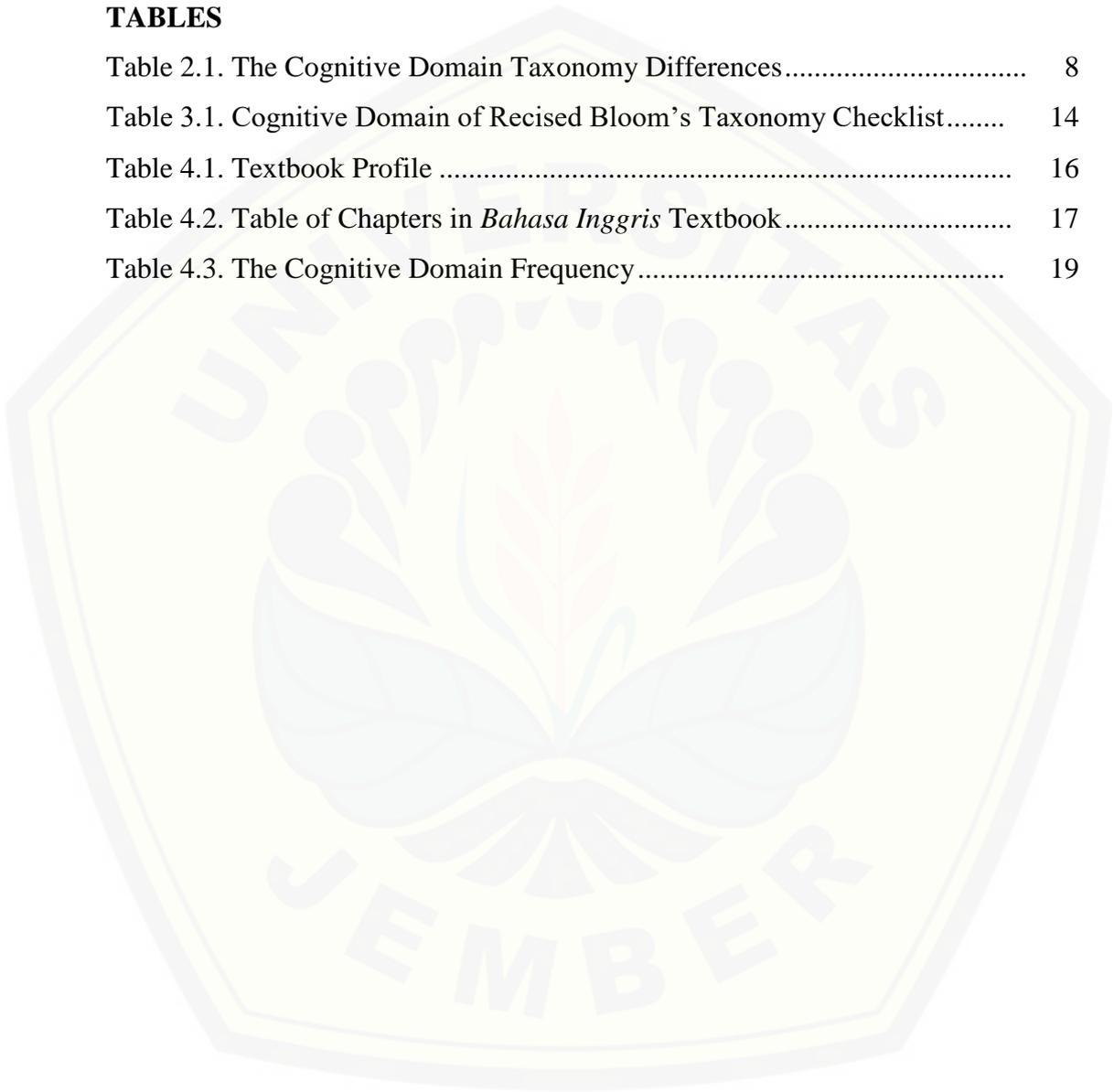
| | Page |
|---|------|
| TITLE | i |
| DEDICATION | ii |
| MOTTO | iii |
| STATEMENT OF THESIS AUTHENTICITY | iv |
| CONSULTANTS' APPROVAL | v |
| APPROVAL OF THE EXAMINATION COMMITTEE | vi |
| ACKNOWLEDGEMENT | vii |
| TABLE OF CONTENTS | viii |
| LIST OF TABLES | x |
| LIST OF APPENDICES | xi |
| SUMMARY | xii |
| CHAPTER 1. INTRODUCTION | 1 |
| 1.1 Research Background | 1 |
| 1.2 Research Problem | 3 |
| 1.3 Research Objective | 3 |
| 1.4 Research Contribution | 3 |
| CHAPTER 2. REVIEW OF RELATED LITERATURE | 4 |
| 2.1 The Important Roles of Textbook in ELT | 4 |
| 2.2 Target of Reading Skill in 2013 English Curriculum | 5 |
| 2.3 Categorizing Reading Tasks Based on Revised Bloom's Taxonomy | 6 |
| 2.4 Previous Studies on Reading Task Analysis in ELT | 9 |
| CHAPTER 3. THE STUDY | 11 |
| 3.1 Research Method | 11 |
| 3.2 Research Data | 11 |
| 3.3 Research Procedure | 11 |
| 3.4 Data Collection Method | 12 |

| | |
|--|-----------|
| 3.3 Data Analysis Method | 12 |
| CHAPTER 4. RESEARCH RESULT AND DISCUSSION..... | 13 |
| 4.1 Textbook Profile..... | 13 |
| 4.2 The Cognitive Analysis Result of Reading Tasks in <i>Bahasa Inggris</i> Textbook | 15 |
| 4.3 Discussion | 20 |
| CHAPTER 5. CONCLUSION AND SUGGESTION | 22 |
| 5.1 Conclusion | 22 |
| 5.2 Suggestion | 22 |
| REFERENCES..... | 24 |
| APPENDICES..... | 26 |



LIST OF TABLES

| | Page |
|--|------|
| TABLES | |
| Table 2.1. The Cognitive Domain Taxonomy Differences..... | 8 |
| Table 3.1. Cognitive Domain of Recised Bloom’s Taxonomy Checklist..... | 14 |
| Table 4.1. Textbook Profile | 16 |
| Table 4.2. Table of Chapters in <i>Bahasa Inggris</i> Textbook..... | 17 |
| Table 4.3. The Cognitive Domain Frequency | 19 |



LIST OF APPENDICES

- Appendix A Research Matrix
- Appendix B The Example of Reading Task on Cognitive Level of Revised Bloom's Taxonomy
- Appendix C Revised Bloom's Taxonomy Action Verbs
- Appendix D Reading Task Analysis Result of "Bahasa Inggris" Textbook based on Cognitive Domain of Revised Bloom's Taxonomy
- Appendix E Data Analysis Table of Reading Task Analysis on "Bahasa Inggris" Textbook based on Cognitive Domain of Revised Bloom's Taxonomy
- Appendix F Table of Basic Competences, Materials, and Activities in Curriculum 2013 Applied on X Graders of Senior High School

SUMMARY

THE READING TASK QUALITY IN A TEXTBOOK ENTITLED *BAHASA INGGRIS FOR GRADE X OF SENIOR HIGH SCHOOL BASED ON THE COGNITIVE ANALYSIS OF REVISED BLOOM'S TAXONOMY*; Saifan Shodiq; 130210401039; 2018; Pages 107; English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Textbook is one of source materials used by teachers in teaching and learning process and it is divided into 2 kinds namely students' book and teachers' book. In order to make the materials in a textbook well received by the students, the teachers have to consider about the quality of the textbook. They can measure the textbook's quality by analyzing the content using a certain criteria. There are some theories usually used in analyzing textbooks quality, one of them is Bloom's Taxonomy.

Bloom's taxonomy was created by Benjamin Bloom in 1956 and revised by his students, Anderson and Krathwol in 2001. Revised Bloom's Taxonomy has three domains; cognitive, affective, and psychomotor. Cognitive domain involves knowledge and development of intellectual abilities and skill. There are six levels in cognitive domain which are "Remembering", "Understanding", "Applying", "Analyzing", "Evaluating", and "Creating". The six levels are classified into two thinking levels; Lower Order Thinking Skills containing Understanding, Remembering, and Applying and Higher Order Thinking Skill comprising Analyzing, Evaluating, and Creating. Besides, the content of the textbook can also be measured by using the learning target stated in the curriculum documented clearly on the syllabus. The learning target of curriculum 2013 only consists of "Remembering", "Understanding", "Applying", and "Analyzing" levels.

This research was document analysis in which the researcher used reading tasks of a textbook entitled "Bahasa Inggris" published by Ministry of Education and Culture (Kemendikbud) as the research data. Then, the data were classified by

using cognitive domains of Revised Bloom's Taxonomy. After classifying the data, the researcher calculated the percentage of all domains and ranked them. Finally, the researcher related the result of the analysis with the learning target of curriculum 2013.

Besed on the analysis result, there are some points found. The first point is all cognitive domains were applied in the reading tasks. The second point is the reading tasks of the textbook were dominated by Lower Order Thinking Skill (LOTS) categories which consisted of "Remembering", "Understanding", and "Applying" levels. The number of those categories occupied about 80% of the whole reading tasks. The last point is the reading tasks of the textbook have followed the learning target of curriculum 2013. It was proved by about 90% of the reading tasks belong to "Remembering", "Understanding", "Applying", and "Analyzing" levels. Those levels are implicitly stated in the syllabus of the curriculum.

From this research, it can be concluded that the reading tasks of the textbook provides more Lower Order Thinking Skill (LOTS) levels. However, it has been appropriate for the learning target of curriculum 2013 because most of the tasks have fulfilled the criteria stated implicitly in the syllabus. It is suggested to the teachers to introduce a term of Higher Order Thinking Skill (HOTS) as the students' enrichment and it can also use to increase students' critical thinking ability.

CHAPTER I INTRODUCTION

This introductory chapter gives readers information about the research topic and issue being investigated, the importance of investigating the issue, the position of this research in relation to the related previous studies (research gap), the research questions (foci), research objectives, and the research contributions.

1.1. Research Background

In the context of English language teaching (ELT), textbook has become one of the important components supporting teaching and learning process. Textbook serves as one of the learning resources that are frequently used as the main materials in the classroom. As an instructional material, textbook contains materials having been selected and organized following the contents of curriculum materials and significantly contributes to the teaching and learning process (Yulianti, 2011). Thus, textbooks will help teachers in preparing materials in line with the learning target of the curriculum.

To know more about the learning materials in an ELT textbook used nationally in Indonesia, the present study examined the reading tasks in the textbook entitled “Bahasa Inggris” for grade X of senior high school published by Ministry of Education and Culture (Kemendikbud). This textbook is written following the 2013 curriculum which has been revised in 2016. The researcher chose this textbook because, it is written based on 2016 revision. It means that, it was the newest version of textbook which had been published by the government.

In this research, the researcher examined the reading tasks in “Bahasa Inggris” textbook for two reasons. The first reason was, in 2013 curriculum, the teaching and learning process was centered to students (Student Center). In other word, students must have a good reading skill to understand what the content of the textbook means. The second reason was, reading tasks usually have various kinds of activity used in every chapter.

Empirically, many previous studies conducted in different countries have investigated the contents of ELT textbooks applying different methods of analysis. By applying content analysis, Assaly and Igbaria (2014) analyzed reading and listening activities in the EFL textbook for X grade students. In addition, reading comprehension questions in other EFL textbooks had also been investigated by Ulum (2016) and Lan and Chern (2010) by applying Bloom's Taxonomy and Its revision. The findings revealed that the reading tasks of those textbooks contain more low levels of cognitive domain.

In Indonesia, Anggraeni (2013) conducted a research about the analysis of reading questions in English Textbook for senior high schools grade X using revised Bloom's Taxonomy. This study found that the questions in the low levels of thinking (remembering, understanding, and applying) were dominant, while the questions in the high levels of thinking (analyzing, evaluating, and creating) were limited. In line with this, Ayaturrochim (2014) also conducted a research about the analysis of reading tasks in "English in Focus" textbook based on cognitive domain of revised Bloom's Taxonomy. The result showed that there were 30 (98%) reading tasks used remembering level of the cognitive domain and only 1 (2%) reading task used understanding level. From the two research studies, it was found that the findings of the two studies had similarity in terms of the number of low-level reading tasks in the comprehension questions.

With regard to the importance of reading tasks to be analyzed as well as the findings of previous studies, the present study investigated the components of cognitive domain which are applied in the reading tasks of a textbook entitled "Bahasa Inggris" for grade X of senior high school published by Ministry of Education and Culture (Kemendikbud). The present study was similar to the previous ones in terms the issue to be analyzed (i.e. reading tasks quality), while the differences lies in the number of tasks used. Actually, the previous researchers only used samples of the tasks to be analyzed while in this research, the researcher used the whole reading tasks in the textbook.

The theoretical framework used in analyzing the reading text in the textbook was the cognitive domain of revised Bloom's taxonomy categorized into lower-

order levels of thinking (remembering, understanding, and applying) and higher-order levels of thinking (analyzing, evaluating, and creating). The reason in choosing Revised Bloom's Taxonomy as the tool of this research because, it contains educational objectives that have been used in many countries. It becomes a reference in designing the educational system of the countries.

1.2. Research Problem

This reading tasks analysis was focused on answering two research questions in the following:

1. What are the types of cognitive domain found in the reading tasks of "Bahasa Inggris" textbook for grade X of senior high school published by Ministry of Education and Culture (Kemendikbud)?
2. Does the textbook follow the learning target of 2013 curriculum?

1.3. Research Objectives

Regarding the research questions, the purposes of this research were formulated in the following:

1. To find out the types of cognitive domain which are implemented in the reading tasks of "Bahasa Inggris" textbook for grade X of senior high school published by Ministry of Education and Culture (Kemendikbud).
2. To know whether the textbook follow the learning target of 2013 curriculum or not.

1.4. Research Contribution

The findings of the study are expected to give empirical and theoretical contributions. Empirically, the findings of the present study can be used as a reference for the future researchers to conduct further studies on textbook analysis. Practically, the findings of this study can give information for the English teachers regarding the quality of reading tasks in the textbook based on the revised Bloom's taxonomy and make necessary adjustments when they will use them in teaching reading skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some literature review about the use of revised Bloom's Taxonomy in analysing the reading tasks of a textbook. There are two major points discussed namely: Theoretical framework dealing with the research as well as the conceptual framework, each part is divided again into several points. All the topics are highlighted in turns in the following section.

2.1. The Important Roles of Textbook in ELT

Textbooks play an important role in English learning and teaching classroom. Those can be the main material in the classroom. The use of textbooks can help both teachers and students in gaining more knowledge and information. Brown (2007) stated that textbook is common form of material support for language instruction. It means that, textbook is very needed in language teaching and learning as a supporting material. Furthermore, teachers must be able to choose appropriate textbooks for the students that contain materials as what students need. According to Byrd (2001), almost all teachers, depend on textbook as required tool, because they provide content and activities that shape what happen in the classroom. As a result, teachers must select textbooks which are appropriate with the learning goals.

Many textbook series are designed with similar components or sections. This common design or "lay out" can help teachers compare and contrast content and instructional methods used in different textbooks. According to Weddel (2009), a typical student textbook may contain seven major components. Those are introduction, scope and sequence, units, tape script, answer keys, grammar, appendices, and index. The components are often found in most textbooks series. Even though, there are certainly textbooks with additional components and features. The components are usually included by publishers because textbook

consumers (teachers and students) find them helpful in designing effective, level-appropriate curriculum and course design.

The use of textbooks in teaching has both advantages and disadvantages, depending on how they are used and what the contexts for their use are. What one teacher considers an advantage in a textbook, another teacher may consider a disadvantage (Graves, 2000). So, the advantages and the disadvantages of a textbook depend on how the teachers feel when they use the textbook in teaching and learning process. According to Basturkmen (2010), one of the advantages of using textbook is, It provides a set of visuals, activities, readings, etc., and saves the teacher time in finding or developing such materials.

Textbooks also have limitations, which can lead to teachers' and learners' dissatisfaction with the course. According to Basturkmen (2010), one of the disadvantages of using textbook is the content may not be at the right level. There may not be the right mix of activities (too much of X, too little of Y), there may be too much focus on one or more aspects of language and not enough focus on others, or it may not include everything teachers want to include.

Graves (2000) suggests that, in order to minimize difficulties when selecting textbooks, teachers should use the textbook as a resource for students, but not the only resource. In addition, teachers must not only use a textbook as a guide, but also be free to modify, evaluate, develop, change, eliminate, and add to the material in the textbook. Moreover, teachers can supplement the textbook with lots of outside readings.

2.2. Target of Reading Skill in 2013 English curriculum

Reading skill is one of four language skills in English. According to Linse (2005), reading is a set of skill that involves making sense and deriving meaning from the printed Words. Reading skills are useful for learners to comprehend information from a source and transfer the information as detail as they read. Reading material is not only in form of text, but also in form of pictures or symbols that have a meaning.

In 2013 curriculum, the students are wished to achieve the core and the basic competences. The basic competences are more detail than those in the previous curriculum which is KTSP. It means that there is a significant increase in the target of the students. The implementation of the competences can be seen in the materials provided in a textbook. Reading has various kinds of material that have to be mastered by students. For the X graders, the reading materials are short functional texts (Recount, narrative, and descriptive), and some interactional texts that represent any kind of speech act.

2.3. Categorizing Reading Tasks based on Revised Bloom's Taxonomy

Bloom is known for his popular finding called "Taxonomy of Educational Objectives". Krathwol (2002) says that at the time Bloom introduced the term taxonomy as education term which is many potential users did not understand what it meant. However, as readers saw its potential, the framework became widely known and cited, eventually being translated into twenty-two languages.

The revision of Bloom's Taxonomy had been published in 2001 by Anderson and Krathwol. According to Krathwol (2002), the categories are still the same as the original one, but, there are some important changes. The categories were renamed and changed from noun form in to verb form. For examples, "knowledge" is changed to "remembering" and "comprehension" is changed to "understanding". He believes that verb form is more appropriate in the way they are used in objectives. Besides, the revision also interchanged the last two categories. The following is the difference between the original taxonomy and the revised one.

Table 2.1: The Cognitive Domain Taxonomy Differences

| Original Taxonomy | Level | Revised Taxonomy |
|-------------------|-------|------------------|
| Evaluation | 6 | Creating |
| Synthesis | 5 | Evaluating |
| Analysis | 4 | Analyzing |
| Application | 3 | Applying |
| Comprehension | 2 | Understanding |
| Knowledge | 1 | Remembering |

(Adopted from Pamungkas, 2017)

From the table above, the differences can be seen. The renamed terms from noun form to verb form, and the interchanged last two categories. The original taxonomy put *Evaluation* after *Synthesis* while the revised one put *Evaluating* before *Creating*.

In categorizing the reading tasks of “Bahasa Inggris” textbook, there are several things that have to be focussed. One of them is, understanding what each cognitive domain means. In other word, the researcher must know the indicators of each cognitive domain. The following are the explanation of the cognitive domain and the example of the task:

“Remembering” as defined by Anderson and Krathwol (2001) is an activity that involves retrieving relevant knowledge from memory. Remembering process is divided into two categories. The categories are: (1) Recognizing, Retrieving the information which are needed from long term memory and then comparing with the new information; (2) Recalling, adopting information which is needed from long term memory as required by assessment. The example of reading task on “Remembering” is attached on Appendix B.

“Understanding” as defined by Anderson and Krathwol (2001) is an objective where students are able to understand meaning from instructional messages in variety forms like oral, written, or graphic communication. This category is divided into several following sub-categories: (1) Interpreting, Interpreting is changing the information from one form to another such as paraphrasing, or

changing words into pictures or inverse of it; (2) Exemplifying, giving examples about a concept or principle from the sources to make it more detail and easy to understand; (3) Classifying, Categorizing an example into general classification of concept or principle; (4) Summarizing, Representing the whole information to the more specific without eliminating the basic information; (5) Inferring, Determining a pattern in some samples and also involving the process of comparing the whole samples to get specific pattern as conclusion from the information about samples; (6) Comparing, Involving similarities or differences between two or more objects or information; (7) Explaining, Making models of causal relationship into a system and could be generated from theory or the result of research or experience. The example of reading task on “Understanding” is attached on Appendix B.

“Applying” as defined by Anderson and Krathwol (2001) is an objective in which students are able to use proper procedure to solve a problem. This category is divided into some sub-categories; (1) Executing, Procedure to be applied in familiar assignment and usually associates with skills and algorithms which are contain some plural steps and must be executed by constant sequences; (2) Implementing, choosing a procedure to solve unfamiliar problems. The example of reading task on “Applying” is attached on Appendix B.

“Analyzing” as defined by Anderson and Krathwol (2001) is an objective where students are able to break the materials into its smaller parts. There are 3 subcategories included into this category, they are; (1) Differentiating, separating relevant or important parts of a structure; (2) Organizing, Identifying the elements of situation or communication and recognize how the elements build a coherent structure; (3) Attributing, Establishing point of view, opinions, values, or objectives behind the communication. The example of reading task on “Analyzing” is attached on Appendix B.

“Evaluating” as defined by Anderson and Krathwol (2001) is an objective where students are able to make judgment based on certain criteria or standards. They may determine their own criteria or let others determine it. The standard or criteria is either quantitative or qualitative. Evaluating also cover; (1) Checking,

Process of testing inconsistency or internal mistake in operation or product; (2) Criticizing, evaluating product or process based on external criteria or standard. The example of reading task on “Evaluating” is attached on Appendix B.

“Creating” as defined by Anderson and Krathwol (2001) is an objective where students are able to put elements together to form new pattern or structure creatively. Students are expected to produce unique product from their creative thinking. Even though the process is creative but, it is limited with specific situation of learning. This category is divided into 3 sub-categories; (1) Generating, describing problems and making choice or hypothesis which fulfil particular criteria or standard; (2) Planning, practicing several steps to create real solution of problems or arranging systematic and suitable problem-solving method based on criteria of the problems itself; (3) Producing, executing plans which fulfil certain specification to solve problems. The example of reading task on “Creating” is attached on Appendix B.

2.4. Previous Studies on Reading Task Analysis in ELT Textbook

The research on learning taxonomy is addressed as a reference for English Teachers. They have to be able to choose the most appropriate teaching and learning materials which contain a balanced order of thinking as stated details in Bloom’s cognitive domain. Based on the previous research about Revised Bloom’s Taxonomy, the cognitive domain of reading tasks was not balanced because the reading tasks only use lower order thinking levels rather than the higher ones. Ayaturochim (2014) conducted a research whose aim was to find out the dominant component of cognitive domain of Revised Bloom’s Taxonomy in reading task of “English in Focus” textbook for junior high school students. The result shows that there were 30 (98%) reading tasks used remembering level of the cognitive domain and only 1 (2%) reading task used understanding level. It means that, all of the tasks belong to LOTS level. From the result it’s found that, LOTS level tasks were dominant because the textbook was for junior high school students. In addition, the percentage is appropriate with the the learning target because, in that level, students doesn’t need critical thinking ability. Besides,

Anggraeni (2013) conducted a research about The Analysis of Reading Questions Based on Revised Bloom's Taxonomy in English Textbooks for Senior High Schools Grade X. This study found that the questions in the low levels of thinking (remembering, understanding, and applying) were dominant, while the questions in the high levels of thinking (analysing, evaluating, and creating) were limited. The first textbook had 148 questions or 98.7% questions in the low levels of thinking, and two questions or 1.3% questions in the high levels of thinking, while the second textbook had 123 questions or 74.1% questions in the low levels of thinking, and 43 questions or 25.9% questions in the high levels of thinking. This result is different from Ayaturrochim's research result because, the necessity of HOTS is different. Senior high school students need more HOTS than the junior ones. In other hand, the researcher found a similarity that the number of LOTS level tasks and questions are dominating. It can't be said the textbooks are not good enough, because, in designing a textbook, the author will match it with the learning target of the curriculum.

CHAPTER III

THE STUDY

This chapter deals with presents the research methodology. It covers research design, research subject, research procedure, research instrument, data collection method, and data analysis method.

3.1. Research Method

This study used document analysis as its main method. According to Merriam(2009), document analysis includes different procedures for analyzing and interpreting data from the examination of documents and records. The term document refers to written texts and other forms such as visual images and films. The documents analyzed in this study were reading tasks in English textbook “Bahasa Inggris” designed for X graders in Indonesia.

3.2. Research Data

The data of the study were reading tasks in “Bahasa Inggris” Textbook published by Ministry of Education and Culture (Kemendikbud). The textbook is for the First graders of senior high school written by Utami Widiati, Zuliati Rohmah, and Furaidah. It is written based on 2013 curriculum which is new revision (2016). The reading tasks used as the research data were the whole reading tasks in the textbook. The researcher thought that if only the sample of reading tasks which was analyzed, the result would not be as detail as the whole reading tasks analysis.

3.3. Research Procedure

Research procedure refers to some steps used in conducting a research. In this research, the research procedure was as follows:

- a) Reading “Bahasa Inggris” textbook.
- b) Selecting all reading tasks in the textbook.

- c) Classifying the reading tasks into the cognitive domain of Revised Bloom's Taxonomy.
- d) Analyzing the reading tasks which have been classified.
- e) Displaying the analysis result.
- f) Drawing a conclusion.

3.4. Data Collection Method

The study applied documentation method to collect the data, i.e. by selecting reading tasks purposefully in the textbook. Checklist was used as the instrument to collect data. There were 2 kinds of checklist which were checklist for question and activities. Each checklist consist of 5 columns (i.e. No, Unit, Sub Heading, Reading task (questions/activities, and Cognitive domain). The reading task column contains the item of reading tasks while cognitive domain column consists of cognitive domain of Revised Bloom's Taxonomy consisting of remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6). The researcher marked (v) in cognitive domain column after analyzing the reading task item.

Table 3.1. Cognitive Domain of Revised Bloom's Taxonomy Checklist

| No | Chapter | Reading Task (Questions/Activities) | Cognitive Domain | | | | | |
|----|---------|--|------------------|----|----|----|----|----|
| | | | C1 | C2 | C3 | C4 | C5 | C6 |
| | | | | | | | | |
| | | | | | | | | |

3.4. Data Analysis Method

After collecting the data which was the reading tasks, the data was analyzed based on the cognitive domain of the Revised Bloom's Taxonomy. The purpose of analyzing data is to identify the number of reading tasks in each category of the revised Bloom's taxonomy. The number of reading tasks categorized as LOTS and HOTS were described and compared. Then, they were discussed based on the target of reading competencies stated in 2013 curriculum and the proportions of reading tasks in each category of the revised Bloom's taxonomy.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and the suggestion. Each item will be presented in the following section.

5.1. Conclusion

Based on the result of the analysis and the discussion in the previous chapter, it was found that the reading tasks of “Bahasa Inggris” textbook contains all cognitive domain of Revised Bloom’s Taxonomy. There is a big difference in percentage of HOTS and LOTS task. The majority of the reading tasks contains LOTS which are “Remembering”, “Understanding”, and “Applying” level. Whereas, the percentage of HOTS reading tasks consisting of “Analyzing”, “Evaluating”, and “Creating” level is only 20%. Besides, the reading tasks of the textbook has followed the learning target of the curriculum because, the majority of them contains “Remembering”, “Understanding”, “Applying”, and “Analyzing” levels.

From the two statements, the researcher can conclude that the reading task is not good enough dealing with the level of thinking because the majority of the tasks belong to LOTS level. Nevertheless, it has a good quality dealing with the learning target of 2013 curriculum because, it is appropriate with the syllabus of the curriculum.

5.2. Suggestion

The researcher gives some suggestions to the following people.

1. The Government

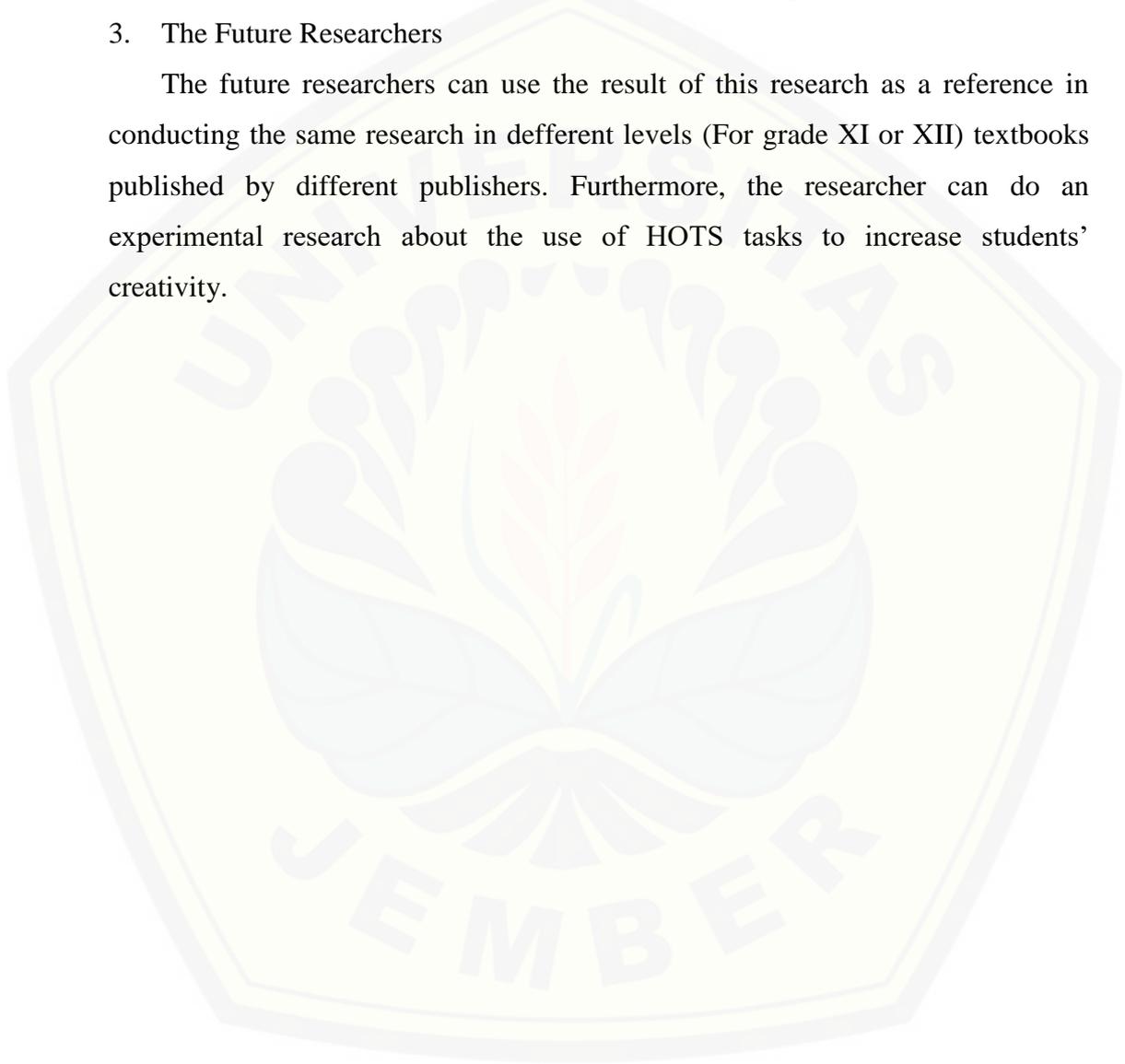
Based on the result, the government which is Kemendikbud is suggested to control textbooks published by all private publishers whether those textbooks have been appropriate with the curriculum or not.

2. The English Teachers

The English teachers can use this textbook as a source of material in the classroom because it has followed the learning target of the curriculum. Besides, the teachers can introduce the term of HOTS (Higher order Thinking Skill) as students' enrichment to increase students' critical thinking.

3. The Future Researchers

The future researchers can use the result of this research as a reference in conducting the same research in different levels (For grade XI or XII) textbooks published by different publishers. Furthermore, the researcher can do an experimental research about the use of HOTS tasks to increase students' creativity.



REFERENCES

- Anderson, L., Krathwohl, R. D. (2001). *Taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.
- Anggraeni, A. (2013). *The Analysis of Reading Questions Based on Revised Bloom's Taxonomy in English Textbooks for Senior High Schools Grade X*. (Thesis). Malang: State University of Malang.
- Assaly, I., Igharia, K. A. (2014). A content analysis of the reading and listening activities in the EFL textbook of master class. *Education Journal*, 3(2): 24-38. doi: 10.11648/j.edu.20140302.11
- Ayaturochim. (2014). *The Analysis of Reading Tasks in "English In Focus" Textbook Based on Cognitive Domain of Revised Bloom's Taxonomy*. (Thesis). Bengkulu: Universitas Bengkulu.
- Basturkmen, H. (2010). *Developing courses in English for specific purposes*. New York: Palgrave Macmillan.
- Brown, H. D. (2007). *Principles of language learning and teaching*. New York, NY: Pearson Education.
- Byrd, P. (2001). Textbooks: Evaluation for selection and analysis for implementation. In M. Celce-Murcia (Ed.). *Teaching English as a second or foreign language* (pp. 415-427). Boston: Heinle, Cengage Learning.
- Graves, K. (2000). *Designing language courses: A guide for teachers*. Boston: Heinle & Heinle Publishers.
- Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An Overview. *Theory into Practice*, 41(4), 212-218, http://www.unco.edu/cetl/sir/staff/stating_outcome/documents/krathwohl.pdf [Accessed April 6, 2017].
- Lan, W., Chern, C. (2010). Using revised Bloom's taxonomy to analyze reading comprehension questions on the SAET and the DRET. *Contemporary educational research quarterly*, 3, 165-206.
- Linse, C. T. (2005). *Practical English language teaching: Young learners*. New York: McGraw Hill.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco.

Pamuangkas, P. A. B. (2017). A Cognitive Domain Level Analysis of Junior High School English National Exam Script of 2015/2016 Academic Year. Thesis. Jember: Universitas Jember.

Ulum, Ö. G. (2016). A Descriptive Content Analysis of the Extent of Bloom's Taxonomy in the Reading Comprehension Questions of the Course Book Q: Skills for Success 4 Reading and Writing. *The Qualitative Report*, 21(9), 1674-1683. <http://nsuworks.nova.edu/tqr/vol21/iss9/7> [Accessed April 6, 2017].

Weddel K. S. (2009). How to choose a good ESL textbook. *Northen colorado professional development center*.
<http://www.cde.state.co.us/sites/default/files/documents/cdeadult/download/ncpdrc/howtochoosegoodesltextbook.pdf> [Accessed Agustus 16, 2017].

Wijayanti, I. (2015). *Be smart in English for grade X of senior high schools*. Solo: Tiga Serangkai.

----- (2015). *Be smart in English for grade XI of senior high schools*. Solo: Tiga Serangkai.

Yulianti, R. (2011). Content Analysis on the English E-book "Developing English Competencies for Senior High School (SMA/MA) Grade X". Thesis. Malang: University of Malang.

Research Matrix

| TITLE | PROBLEMS | VARIABLE | INDICATORS | DATA RESOURCES | RESEARCH METHODS |
|--|--|--|---|---|--|
| <p>The Reading Task Quality in a Textbook Entitled “Bahasa Inggris” for Grade X of Senior High School Based on The Cognitive Analysis of Revised Bloom’s Taxonomy</p> | <p>1. What are the types of cognitive domain found in the reading tasks of “Bahasa Inggris” textbook for grade X of senior high school published by Ministry of Education and Culture (Kemendikbud)?</p> <p>2. Does the textbook follow the learning</p> | <p>1. Reading task of a textbook for grade X of senior high school.</p> <p>2. Reading Task analysis by using Cognitive Domain of Revised Bloom’s Taxonomy.</p> | <p>Cognitive domain of Revised Bloom’s Taxonomy</p> <p>a) Remembering b) Understanding c) Applying d) Analyzing e) Evaluating f) Creating</p> <p>(Anderson, Krathwol, 2001)</p> | <p>Reading Task of “Bahasa Inggris” textbook for grade X of senior high school published by Ministry of Education and Culture (Kemendikbud)</p> | <p>1. Research Design: Document analysis</p> <p>2. Research Data: Reading tasks in “Bahasa Inggris” Textbook published by Ministry of Education and Culture (Kemendikbud).</p> <p>3. Research Procedure</p> <p>a. Reading “Bahasa Inggris” textbook for grade X of senior high school.</p> <p>b. Selecting all reading tasks in the textbook.</p> |

| | | | | | |
|--|---------------------------|--|--|--|--|
| | target of Curriculum 2013 | | | | <p>c. Classifying the reading tasks into the cognitive domain of Revised Bloom's Taxonomy.</p> <p>d. Analyzing the reading tasks which have been classified.</p> <p>e. Displaying the analysis result.</p> <p>f. Drawing a conclusion.</p> <p>4. Data Collection</p> <p>Methods:</p> <p>Documentation</p> <p>5. Data Analysis Method:</p> <p>Cognitive Domain of Revised Bloom's Taxonomy</p> |
|--|---------------------------|--|--|--|--|

APPENDIX B

The Example of Reading Task on Cognitive Level of Revised Bloom's Taxonomy

1. Remembering

Answer the questions based on the invitation below.

The Class of Eighteen hundred and Seventy-eight of Sweet Valley High School
requests the honor of your presence at its Graduation
Saturday morning. Twelve of September Ten o'clock

Main Auditorium
Sweet Valley High School
Sweet Valley, California

1. What is the invitation about?
2. To whom does the invitation refer to?
3. When will the event be held?
- 4. Who hold the event?**

(Source: Be Smart In English for Grade X Textbook, 2015)

The question is "Who hold the event?". It belongs to "Remembering" because the students have to recall previous information of the text.

2. Understanding

Read the following text below.

On Wednesday, my students and i went to Jogjakarta. We Stayed at Dirgahayu Hotel which was not far from Marioboro. On Thursday, we visited the temples in Prambanan. There were three big temples, like Brahmana, Syiwa, and Wisnu temples. They were really amazing. We visited only Brahma and Syiwa temples because Wisnu temple was being renovated. On Friday morning, we went to JogjaKraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then, we continued our journey to Borobudur. We arrived there at 4 p.m. At 5 p.m., we heard announcement that Borobudur gate would be closed. In the evening, we left for Jakarta by Wisata bus.

1. **What does the text tell you about?**
2. What tense is used in the text above?
3. What is used by the writer to link the sentence in each event?

(Source: Be Smart In English for Grade X Textbook, 2015)

The question is “What does the text tell you about?”. It belongs to “Understanding” because the students have to determine what the text tells about by interpreting all information in the text.

3. Applying

Task 14 Compare the story of "Jantur and Menur" with the story below, then identify its generic structure.

| Story | Generic Structure |
|---|-------------------|
| <p>Lutung Kasarung</p> <p>Prabu Tapa Agung was an old king. He had two daughters, Purbararang and Purbasari. Prabu Tapa Agung planned to retire as a king. He wanted Purbasari to replace him as the leader of the kingdom.</p> | |
| <p>Hearing his father's plan, Purbararang was angry. "You cannot ask her to be the queen, Father. I'm older than she is. It's supposed to be me, not her!" said Purbararang. But, the king still chose Purbasari to be the next queen. Purbararang then set a bad plan with her fiance, Indrajaya. Together they went to a witch and asked her to put a spell on Purbasari. Later, Purbasari had bad skin. There were black dots all over her body. "You are not as beautiful as I am. You cannot be the queen. Instead, you have to leave this palace and stay in a jungle," said Purbararang. Purbasari was very sad. Now she had to stay in the jungle. Every day, she spent her time playing with some animals there.</p> | |
| <p>There was one monkey that always tried to cheer her up. It was not just an ordinary monkey, he had magical power. And he also could talk with humans. The monkey's name was Lutung Kasarung. He was actually a god. His name was Sanghyang Gurumina.</p> | |
| <p>Lutung Kasarung planned to help Purbasari. He made a small lake and asked her to take a bath there. Amazingly, her bad skin was cured. Now she got her beautiful skin back. After that, she asked Lutung Kasarung to accompany her to go back to the palace.</p> | |

(Source: Be Smart In English for Grade X Textbook, 2015)

The task is about comparing one story and another. It belongs to "Applying" because the students have to apply a procedure that have learned before to solve the problem.

4. Analyzing

Read the announcement, then, answer the questions.

MEDIANET *(Technology and Media Workshop)*

| | | |
|---|--|---|
| <p>Presenters</p> <p>Mr. Darwin Stuart Promoting trough streaming video</p> <p>Michael Davis Audio Engineering</p> <p>Delane Lightbourne Establishing an online presence trough E-commerce</p> <p>Damien Forsythe Affective Internet Marketing</p> <p>Delane Johnson Packaging & Distribution</p> <p>Lavard Parks Setting up your Resource Center</p> <p>Marcus Singleton Using technology in the new work environment</p> <p>Charles Kemp How to start media ministry</p> | <p>“Embracing change trough technology”</p> <p>\$175 per person</p> <p>Includes continental breakfast, buffet lunch and participant’s manual.</p> <p>To register please call 242-341-5960 or 424-7075 charles@dghbahamas.com Registration deadline is September 6th, 2010. You can make all cheques payable to The Down Home Group.</p> |   <p>Booths \$150</p> |
|---|--|---|

1. What is the text about?
2. What is the purpose of the text?
3. **Where can you find this announcement?**
4. What is the announcement for?
5. How many experts will presents their theory in the seminar?
6. Who is the writer of this announcement?
7. What should the participants do if they want to register?
8. When will the registration be closed?
9. What does the word “deadline” in the announcement mean?
10. How much is the seminar registration’s fee?

(Source: Be Smart In English for Grade X Textbook, 2015)

The question is “Where can you find this announcement?”. It belongs to “Analyzing” because the stuents have to give their point of view about something behind the text.

5. Evaluating

Read the dialogue and answer the questions which follow.

Rara: Did you see the program in RCTI last night?

Lucy: What's program did you watch?

Rara: It was "How Dare". It showed the man who ran on a fire.

Lucy: Oh, it's out of logic i think.

Rara: So you don't believe that one can do something like that?

Lucy: Me? No, i don't believe that. A man who runs on a fire? Ouw, it must be hot and hurt. What about you?

Rara: I believe it. They can do anything if they practice it before i think.

Lucy: Up to you!

1. What program did Dona see last night?
2. What was the program about?
- 3. Do you believe that?**
4. Do you have special experience that somenone does something strange?
5. What did Rara say to express that she believes man can do strange thing?
6. What did Lucy say to express that she doesn't believe man can do strange thing?
7. Find out expressions showing believing and unbelieving?

(Source: Be Smart In English for Grade X Textbook, 2015)

The question is "Do you believe that?". It belongs to "Evaluating" because the students have to make judgement about the text whether they believe it or not.

6. Creating

Read the text carefully then answer the following questions.

There are many people, nowadays, who are suffering from insomnia. It is the medical term used if people who are having a hard time falling asleep and staying asleep at night. People who experience this usually went to rest but their mind doesn't allow them to. How to fall asleep fast? This is the most common question of those people who are having sleeping problem.

People who suffer from insomnia may think of their not so good experience or they fill their mind with excitement on what will happen for the next day or any of present life problem. There are some points to consider in solving the problems:

First, take a note of your environment. Is it clean already? Scattered unnecessary things around you will make us harden to find a good sleeping position. Temperature and lighting of the bedroom play a good role in putting anyone to sleep. A cool and dim room helps to soothe your mind. Too much light will make us more awake.

Second, empty your mind. Do not think so hard. You had the whole day thinking and doing things in your life. You still have the next day for that. Now, it is time for you to rest and sleep

Third, turn off your TV or your gadgets. You are most likely would like to see what's on the television or if your cellular phone has a new message. Instead, reading a book, a boring book, will do make you feel sleepy.

Fourth, avoid eating heavy meals 2/3 hours before bedtimes. This will just force your body to work. And fifth, if these advices still do not work, then consult it to a medical professional.

1. What is the text about?
2. What do you call the first paragraph is?
3. What is the main idea of the first paragraph?
4. How many tips are given by the writer to sleep faster? (describe them briefly)
5. According to the writer, what are the common things that makes people hard to sleep?
6. What is the writer's argument on the temperature and light of the bedroom?
7. Why should we empty our mind
8. **Can you find any other reasons of avoiding having meals before bedtime instead of mentioned by the writer above?**
9. What is the last suggestion from the writer if those steps don't work well?
10. Do you think that insomnia is a serious problem? Why?

(Source: Be Smart In English for Grade XI Textbook, 2015)

The question is “Can you find any other reasons of avoiding having meals before bedtime instead of mentioned by the writer above?”. It belongs to “Creating” because the students have to create another reason which had not been mentioned in the text.



APPENDIX C

Revised Bloom's Taxonomy Action Verbs

| Cognitive Domain | Definition | Action Verbs |
|------------------|--|--|
| Remembering | Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. | Choose, define, find, how, label, list, match, name, omit, recall, relate, select, show, spell, tell, what, when, where, which, who, why. |
| Understanding | Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas. | Classify, compare, contrast, demonstrate, explain, extend, illustrate, infer, interpret, outline, relate, rephrase, show, summarize, translate. |
| Applying | Solve problems to new situations by applying acquired knowledge, facts, techniques, and rules in a different way. | Apply, build, choose, construct, develop, experiment with, identify, interview, make use of, model, organize, plan, select, solve, utilize. |
| Analyzing | Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalization | Analyze, assume, categorize, classify, compare, conclusion, contrast, discover, dissect, distinguish, divide, examine, function, inference, inspect, list, motive, relationships, simplify, survey, take part in, test for, theme. |

| | | |
|------------|---|--|
| | | |
| Evaluating | Present and defend opinions by making judgements about information, validity of ideas, or quality of work based on a set of criteria. | Agree, appraise, assess, award, choose, compare, conclude, criteria, criticize, decide, deduct, defend, determine, disprove, estimate, evaluate, explain, importance, influence, interpret, judge, justify, mark, measure, opinion, perceive, prioritize, prove, rate, recommend, rule on, select, support, value. |
| Creating | Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. | Adapt, build, change, choose, combine, compile, compose, construct, create, delete, design, develop, discuss, elaborate, estimate, formulate, happen, imagine, improve, invent, make up, maximize, minimize, modify, original, originate, plan, predict, propose, solution, solve, suppose, test, theory. |

Adopted from Anderson and Krathwol (2001)

APPENDIX D

Reading Task Analysis Result of “Bahasa Inggris” Textbook based on Cognitive Domain of Revised Bloom’s Taxonomy

| No | Chapter | Reading Task (Questions or Activities) | Cognitive Domain | | | | | |
|-----|---------|--|------------------|----|----|----|----|----|
| | | | C1 | C2 | C3 | C4 | C5 | C6 |
| 1-9 | 1 | After reading the text, in the chart below, identify the main idea of each paragraph, and then write the most important details in your own words. | | | | ✓ | | |
| 10 | | How does Hannah contact Alia? Is there anybody introducing Hannah to Alia? | ✓ | | | | | |
| 11 | | Does Hannah want to be Alia’s friend? | ✓ | | | | | |
| 12 | | Where does Hannah study? | ✓ | | | | | |
| 13 | | Tell me about Hanna’s family! | ✓ | | | | | |
| 14 | | What are Hanna’s hobbies? | ✓ | | | | | |
| 15 | | Does she like animals? What animals does she have? | ✓ | | | | | |
| 16 | | What profession would she like to have after graduating from her school? | ✓ | | | | | |

| | | | | | | | | |
|----|---|---|---|--|--|--|--|--|
| 17 | | Have you ever written an email to a pen pal? When? | ✓ | | | | | |
| 18 | | Does Saidah want to be Alia's friend? | ✓ | | | | | |
| 19 | | Where is she from? | ✓ | | | | | |
| 20 | | Where does Saidah study? | ✓ | | | | | |
| 21 | | Tell me about Saidah's family! | ✓ | | | | | |
| 22 | | What are Saidah's hobbies? | ✓ | | | | | |
| 23 | | Does she have favorite singers? If yes, who are they? | ✓ | | | | | |
| 24 | | Does she like reading books? Which authors does she like? | ✓ | | | | | |
| 25 | | What profession would she like to have later? | ✓ | | | | | |
| 26 | | Is she interested in visiting Indonesia? How does she know Indonesia? | ✓ | | | | | |
| 27 | | Have you ever written a letter to get a pen pal? When? | ✓ | | | | | |
| 28 | 2 | Why do all of those people congratulate Alif? | ✓ | | | | | |
| 29 | | What expressions do they use to congratulate Alif? | ✓ | | | | | |
| 30 | | How does Alif respond to their congratulating expressions? | ✓ | | | | | |
| 31 | | What is the social purpose of congratulating people? | ✓ | | | | | |

| | | | | | | | | |
|-------|---|--|---|---|---|--|--|--|
| 32 | | When do we congratulate people? | ✓ | | | | | |
| 33 | | What are the expressions commonly used to congratulate people? | ✓ | | | | | |
| 34 | | What good news about Dita does Ditto know? | ✓ | | | | | |
| 35 | | What does Ditto say to Dita related to the news? | ✓ | | | | | |
| 36 | | What do the expressions mean? | | ✓ | | | | |
| 37 | | What is Ditto's purpose of saying that to Dita? | | ✓ | | | | |
| 38 | | How does Dita respond to what Ditto says? | ✓ | | | | | |
| 39 | | When do you think you will say "congratulations" to other people? | ✓ | | | | | |
| 40-47 | | Complete the following table with the expressions of congratulations and the responses you find in the preceding dialogue. | | | ✓ | | | |
| 48 | 3 | What are Bayu, Riri, and Santi discussing? | ✓ | | | | | |
| 49 | | Who already have the plan for the weekend? | ✓ | | | | | |
| 50 | | What are their plans? | ✓ | | | | | |
| 51 | | Who doesn't have the plan? What does s/he finally decide to do on weekend? | ✓ | | | | | |
| 52 | | What are the sentences typed in bold express? | | ✓ | | | | |

| | | | | | | | | |
|----|---|---|---|---|--|---|---|--|
| 53 | | When do people use those expressions? | ✓ | | | | | |
| 54 | 4 | Based on the text, can you guess what ecotourism is? Give some examples of other ecotourism destinations. | | ✓ | | | | |
| 55 | | As one of ecotourism destinations, what does Tanjung Puting National Park offer to tourists? | ✓ | | | | | |
| 56 | | How is the park different from the parks in cities? | ✓ | | | | | |
| 57 | | How is camp Leakey related to Tanjung Puting National Park? | ✓ | | | | | |
| 58 | | What does the word <i>ex-captive</i> tell you about the orangutans in Camp Leakey, which is a rehabilitation site for orangutans? | | ✓ | | | | |
| 59 | | How can people reach Camp Leakey? | ✓ | | | | | |
| 60 | | What is special about the means of transportation to Camp Leakey? | ✓ | | | | | |
| 61 | | What can tourists enjoy during the trip to Camp Leakey? | ✓ | | | | | |
| 62 | | What do you think is the most interesting scene in Tanjung Puting National Park? | | | | | ✓ | |
| 63 | | How important is the research by Dr. Birute Galdikas? | | | | | ✓ | |
| 64 | | What is the author's purpose in writing this text? | | | | ✓ | | |
| 65 | | How is each paragraph related to each other? | | | | ✓ | | |
| 66 | | What is the most dominant tense used in this text? | | | | ✓ | | |

| | | | | | | | | | |
|-------|--|--|---|---|--|--|--|---|---|
| 67 | | Tourists probably bring food and snacks in paper or plastic packages when they visit Tanjung Puting National Park. What should they do with the wastes? If you were also a tourist, what would you do? | | | | | | | ✓ |
| 68-73 | | Rearrange the place of the main ideas in the right column to match it with the purpose of each paragraph. | | | | | | | ✓ |
| 74 | | What is Taj Mahal actually? | ✓ | | | | | | |
| 75 | | What impression do you get when you read the word majestically? | | ✓ | | | | | |
| 76 | | Why did the king construct Taj Mahal? | ✓ | | | | | | |
| 77 | | What does the phrase “the crown of the palace” imply? | | ✓ | | | | | |
| 78 | | Read the third line of paragraph two. What impression did you get after reading the description? | | ✓ | | | | | |
| 79 | | How are the materials and architectural design of Taj Mahal? | ✓ | | | | | | |
| 80 | | What do all the materials and the architecture indicate? | ✓ | | | | | | |
| 81 | | Where was the queen actually buried? | ✓ | | | | | | |
| 82 | | When do you think is the best time to see Taj Mahal? Why do you think so? | | | | | | ✓ | |
| 83 | | What do you think about the inclusion of Taj Mahal as one of the Seven Wonders of the World? | | | | | | ✓ | |

| | | | | | | | | |
|-------|---|---|---|---|--|---|--|--|
| 84 | | What is the writer's purpose in writing the essay? | | | | ✓ | | |
| 85 | | How does the writer organize his idea? | | | | ✓ | | |
| 86 | | What reaction from readers does the writer expect? | | ✓ | | | | |
| 87 | | Read text 1 again. Find out the similarities between text 1 (Tanjung Puting National Park) and text 2 (Taj Mahal) | | | | ✓ | | |
| 88-90 | | After reading text 2 (Taj Mahal), identify the main idea of the paragraphs. Pay attention to how the ideas in the text are organized. | | | | ✓ | | |
| 91-92 | | Using the following Venn diagram, try to find the similarities and differences between text 1 and text 2. In what way are they similar or different? Write the similarity in the shared area (B) and the differences in the separate areas (A) or (C) | | | | ✓ | | |
| 93 | 5 | Where is Niagara Falls located? | ✓ | | | | | |
| 94 | | Mention the three waterfalls that form the Niagara Falls. | ✓ | | | | | |
| 95 | | What can people enjoy in the Cave of the Winds? | ✓ | | | | | |
| 96 | | Can people ride on the Maid of the Mist Boat Tour in January? | ✓ | | | | | |
| 97 | | Where can people watch a film of the thundering falls with completely different background? | ✓ | | | | | |
| 98 | | Can the tourists enjoy the film in their own language? | ✓ | | | | | |

| | | | | | | | | |
|-----------------|---|---|---|---|--|---|---|---|
| 99 | | What is kept in Niagara Science Museum? | ✓ | | | | | |
| 100 | | What is shown in Niagara's wax museum of History? | ✓ | | | | | |
| 101 | | Where can people see the story of how electricity was made? | ✓ | | | | | |
| 102 | | Is it possible for people to have Rainbow Air Helicopter Tours at night? | | ✓ | | | | |
| 103 | | If you had an opportunity to visit Niagara Falls, which attraction would you visit first? Why? | | | | | ✓ | |
| 104 | | Can you find a place of similar beauty to Niagara Falls in your area? Tell your classmates about the place. | | | | | | ✓ |
| 105 | | Read again text 1 (Tanjung Puting National Park) and text 2 (Taj Mahal) in chapter 4. Compare those texts with the text about Niagara Falls. Find the similarities among those three texts. | | | | ✓ | | |
| 106 - 110 | 6 | After reading the text, in the chart below, identify the main idea of each paragraphs, and then write the most important details in your own words. | | | | ✓ | | |
| 111 | | Who wrote the announcement? | ✓ | | | | | |
| 112 | | When was the announcement released? | ✓ | | | | | |
| 113 | | Who is the announcement for? | ✓ | | | | | |
| 114 | | What is the announcement about? | | ✓ | | | | |

| | | | | | | | | |
|-----------------|---|--|---|---|---|--|--|--|
| 115 | | When and where will actually the concert be held? | ✓ | | | | | |
| 116 | | What has the Faith & D Entertainment Management submitted to Cjes Entertainment? | ✓ | | | | | |
| 117 | | Has there been an announcement regarding ticket sale? Why do you think so? | | ✓ | | | | |
| 118 | | What did Faith & D Entertainment write in the last paragraph? | ✓ | | | | | |
| 119 | | Who wrote the announcement? | ✓ | | | | | |
| 120 | | Who is the announcement for? | ✓ | | | | | |
| 121 | | What is the announcement about? | | ✓ | | | | |
| 122 | | How long does the term last? | | ✓ | | | | |
| 123 | | How does the registration occur? What does that mean? | | ✓ | | | | |
| 124 | | What will the school do to the other applicants when all the students' spots are full? | ✓ | | | | | |
| 125 | | What do the participants receive? | ✓ | | | | | |
| 126 - 133 | | Supply the dialogue with the correct expressions based on the conversation above. | | | ✓ | | | |
| 134 | 8 | How did the writer feel when she knew that Afgan was coming to town? | ✓ | | | | | |

| | | | | | | | | |
|-----|---|---|---|--|--|--|---|---|
| 135 | | Did the writer want to see the concert? | ✓ | | | | | |
| 136 | | When and where was the meet-and-greet event? | ✓ | | | | | |
| 137 | | What is Afganism? | ✓ | | | | | |
| 138 | | What did Afgan do when showed up in the lobby? | ✓ | | | | | |
| 139 | | How did the fans react when Afgan sang his hit single? | ✓ | | | | | |
| 140 | | How did the writer feel when she finally got the turn to get Afgan's signature? | ✓ | | | | | |
| 141 | | Did she feel nervous? | ✓ | | | | | |
| 142 | | What is the writer's opinion about the meet-and-greet event? | ✓ | | | | | |
| 143 | | Why do you think people like Afgan? | | | | | ✓ | |
| 144 | | Is there something in the text that is not relevant to your life? Why? | | | | | ✓ | |
| 145 | | Have you heard or read a text about similar event? | ✓ | | | | | |
| 146 | 9 | As you know on every 10 November we all celebrate Heroes Days. Why do you think the Heroes took that special date to commemorate our heroes' sacrifice? Discuss with your partners and come to a conclusion why the date has become special. After that, read through the passage and check whether your conclusion is the same as the reason stated in the text. | | | | | | ✓ |

| | | | | | | | |
|-----|--|---|---|--|---|---|--|
| 147 | What is the passage about? | | ✓ | | | | |
| 148 | When did the battle take place? | ✓ | | | | | |
| 149 | Where did it happen? | ✓ | | | | | |
| 150 | What caused the battle? Draw a diagram that shows chronologically the events that led to the battle. | | ✓ | | | | |
| 151 | What do you think about the Indonesian military power compared to that of the British army at that time? | | | | | ✓ | |
| 152 | What made the Indonesians dare to face the British army military aggression? | | ✓ | | | | |
| 153 | Did the Indonesian lose or win the battle? Why do you think so? | | ✓ | | | | |
| 154 | How did the battle influence the national revolution at that time? | ✓ | | | | | |
| 155 | Who was the prominent figure in the battle? What did he do? | ✓ | | | | | |
| 156 | Indonesia had gone through many battles. Why do you think the date of the Battle of Surabaya is used as a momentum to commemorate our hero's contribution? | | | | ✓ | | |
| 157 | Describe in one word the Indonesians who defended their city at that time? | | ✓ | | | | |
| 158 | Do you think that the information in the text is clear? | | | | | ✓ | |
| 159 | Have you read other texts that tell about similar events? What are | ✓ | | | | | |

| | | | | | | | | |
|-----|----|---|---|---|---|--|--|--|
| | | they? | | | | | | |
| 160 | 10 | Fill in the blanks with information about B.J. Habibie mentioned in the reading text. | | | ✓ | | | |
| 161 | | When did Habibie's father die? | ✓ | | | | | |
| 162 | | Why did Habibie move to Germany? | ✓ | | | | | |
| 163 | | When did Habibie receive a degree in engineering in Germany? | ✓ | | | | | |
| 164 | | Why did Habibie remain in Germany after getting a degree? | ✓ | | | | | |
| 165 | | What happened to Habibie in 1962? | ✓ | | | | | |
| 166 | | Had Habibie met Ainun before meeting her in 1962? | ✓ | | | | | |
| 167 | | Where did the new couple settle in after getting married in May 1962? | ✓ | | | | | |
| 168 | | What was Habibie's role in Talbot? | ✓ | | | | | |
| 169 | | What theory was developed by Habibie? | ✓ | | | | | |
| 170 | | What was Habibie's first position when he returned to Indonesia? | ✓ | | | | | |
| 171 | | When was Habibie appointed CEO of IPTN? | ✓ | | | | | |
| 172 | | What had happened before Habibie was sworn in as a president? | ✓ | | | | | |
| 173 | | Complete the the following chart to find out the structure of the | | ✓ | | | | |
| - | | | | | | | | |

| | | | | | | | | |
|-----|----|---|---|---|---|--|--|--|
| 178 | | biographical recount of B.J. Habibie. | | | | | | |
| 179 | 11 | Fill in the blanks with information about Cut Nyak Dhien mentioned in the reading text. | | | ✓ | | | |
| 180 | | When was Cut Nyak Dhien awarded the tittle of Indonesian National Hero? | ✓ | | | | | |
| 181 | | Tell your classmates about Cut Nyak Dhien's parents! | ✓ | | | | | |
| 182 | | What education did she receive when she was young? | ✓ | | | | | |
| 183 | | Who was Teuku Cik Ibrahim Lamnga? | ✓ | | | | | |
| 184 | | When did Ache war start? | ✓ | | | | | |
| 185 | | What happened in Aceh in 1874? | ✓ | | | | | |
| 186 | | Why did Cut Nyak Dhien swear to destroy the Dutch? | ✓ | | | | | |
| 187 | | What was the effect of Cut Nyak Dhien's marriage to Teuku Umar on the Ache armies? | | ✓ | | | | |
| 188 | | Why did Teuku Umar surrender to the Dutch in 1893? | ✓ | | | | | |
| 189 | | How was Teuku Umar Killed? | ✓ | | | | | |
| 190 | | According to the text, how should an Achenese woman respond to the death of her family member in a war? | ✓ | | | | | |
| 191 | | What did Cut Nyak Dhien suffer from when she was old? | ✓ | | | | | |

| | | | | | | | | |
|-----------------|----|---|---|---|---|--|--|---|
| 192 | | What was done by Cut Gambang after Cut Nyak Dhien was captured? | ✓ | | | | | |
| 193 | | When Cut Nyak Dhien was brought to Banda Aceh, was her near-sightedness getting better? | ✓ | | | | | |
| 194 | | Why did the Dutch put her into exile in Sumedang? | ✓ | | | | | |
| 195 | | Had you lived close to Cut Nyak Dhien, what would you have done to support her efforts in fighting against the Dutch colonialization? | | | | | | ✓ |
| 196 - 201 | | Complete the following chart to find out the text structure of the biographical recount of Cut Nyak Dhien. | | ✓ | | | | |
| 202 | 12 | Create as many questions as you can based on the story. Use question words such as who, when, where, why, how. Then exchange your questions with a classmate sitting next to you. | | | | | | ✓ |
| 203 - 204 | | Complete the following chart to find out the structure of the story about Issumboshi. | | | ✓ | | | |
| 205 | 13 | Why did Malin Kundang and his mother have to live hard? | ✓ | | | | | |
| 206 | | Give an example that Malin Kundang was a healthy, diligent, and strong boy! | | ✓ | | | | |
| 207 | | How did the merchant allow Malin Kundang to join him to sail? | ✓ | | | | | |
| 208 | | What happened many years after Malin Kundang join the sail? | ✓ | | | | | |

| | | | | | | | |
|-----|---|---|---|--|---|--|--|
| 209 | How did the local people react when they saw Malin Kundang landing on the coast? | ✓ | | | | | |
| 210 | What did Malin Kundang's mother do when she heard that Malin Kundang landed on the coast? | ✓ | | | | | |
| 211 | What made Malin Kundang's mother sad and angry? | ✓ | | | | | |
| 212 | What did she do when Malin Kundang denied that she was his mother? | ✓ | | | | | |
| 213 | How did the curse happen? | ✓ | | | | | |
| 214 | What is the moral value of the story? | | | | ✓ | | |
| 215 | When and where did the story happen? | ✓ | | | | | |
| 216 | Who were involved in the story? | ✓ | | | | | |
| 217 | What event started the plot of the story? | ✓ | | | | | |
| 218 | What happened next? | ✓ | | | | | |
| 219 | What makes the problem in the story get more complicated? | | ✓ | | | | |
| 220 | What is the climax of the story? | | ✓ | | | | |
| 221 | Was there any resolution of the story? | | ✓ | | | | |
| 222 | Was there any conclusion or message of the story? | | ✓ | | | | |

| | | | | | | | | |
|-----------------|----|--|---|---|---|--|---|---|
| 223 - 227 | | Write the result of your discussion in the table below. Use the information that you can find in the text “Malin Kundang”. | | ✓ | | | | |
| 228 - 237 | 14 | Read the story and fill in the blanks with the following words: tremble, lying, jealous, bow, long, fine, invisible, rope, gentle, rags. | | | ✓ | | | |
| 238 | | Who is Strong Wind? | ✓ | | | | | |
| 239 | | What was Strong Wind’s special capability? | ✓ | | | | | |
| 240 | | How would Strong Wind’s sister know that the girls were lying? | ✓ | | | | | |
| 241 | | Who burned the chief’s youngest daughter? | ✓ | | | | | |
| 242 | | Who could see Strong Wind and how could she do that? | ✓ | | | | | |
| 243 | | How did the chief’s youngest daughter regain her old face? | ✓ | | | | | |
| 244 | | What did Strong Wind change into an aspen tree? | ✓ | | | | | |
| 245 | | Did Strong Wind know that the chief’s elder daughter were rude to their youngest sister? Justify your answer. | | | | | ✓ | |
| 246 | | Why did Strong Wind decide to have the chief’s youngest daughter as his wife? | ✓ | | | | | |
| 247 | | If you were in the story, which role would you play? Why? | | | | | | ✓ |

Number of Items found from each Cognitive Domain

| | |
|---------------|-------|
| Remembering | = 124 |
| Understanding | = 43 |
| Applying | = 30 |
| Analyzing | = 28 |
| Evaluating | = 10 |
| Creating | = 12 |

Percentage of Each Cognitive Domain found

| | |
|---------------|---|
| Remembering | = $\frac{124}{247} \times 100\% = 50.2\%$ |
| Understanding | = $\frac{43}{247} \times 100\% = 17.4\%$ |
| Applying | = $\frac{30}{247} \times 100\% = 12.2\%$ |
| Analyzing | = $\frac{28}{247} \times 100\% = 11.4\%$ |
| Evaluating | = $\frac{10}{247} \times 100\% = 4\%$ |
| Creating | = $\frac{12}{247} \times 100\% = 4.8\%$ |

APPENDIX E

Data Analysis Table of Reading Task Analysis on “Bahasa Inggris” Textbook based on Cognitive Domain of Revised Bloom’s Taxonomy

| No | Chapter | Reading Task (Questions or Activities) | Cognitive Level | Explanation |
|-----|---------|--|-----------------|---|
| 1-9 | 1 | After reading the text, in the chart below, identify the main idea of each paragraph, and then write the most important details in your own words. | Analyzing | This activity asks the students to identify the components or parts of information they get from the text. The students need to identify the main idea and write the most important details by using their own words. |
| 10 | | How does Hannah contact Alia? Is there anybody introducing Hannah to Alia? | Remembering | This question asks the students to recall information from the text. The students need to tell the process of the introduction. Besides, the question contains “How” which belongs to “Remembering” level. |
| 11 | | Does Hannah want to be Alia’s friend? | Remembering | This question asks the students to recall |

| | | | | |
|----|--|--|-------------|---|
| | | | | information from the text. Besides, the question is yes/no question. |
| 12 | | Where does Hannah study? | Remembering | This question asks the students to recall information from the text. The students need to know a specific information in the text. |
| 13 | | Tell me about Hanna's family! | Remembering | This question asks the students to recall information from the text. The students need to tell about Hanna's family. The answer can be clearly got from the text. |
| 14 | | What are Hanna's hobbies? | Remembering | This question asks the students to recall information from the text. The students need to mention Hanna's hobbies. |
| 15 | | Does she like animals? What animals does she have? | Remembering | This question asks the students to recall information from the text. The students need to show whether she like animals or not. |
| 16 | | What profession would she like to have after graduating from her school? | Remembering | This question asks the students to recall information from the text. The students |

| | | | | |
|----|--|---|-------------|---|
| | | | | need to find a specific information about profession she want to be. |
| 17 | | Have you ever written an email to a pen pal? When? | Remembering | This question asks the students to recall information from the text. The students need to remember about writing an E-mail to a pen pal. It belongs to yes/no question. |
| 18 | | Does Saidah want to be Alia's friend? | Remembering | This question asks the students to recall information from the text. The students need to identify whether Saidah wants to be Alia's friend or not. |
| 19 | | Where is she from? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information about place in the text. |
| 20 | | Where does Saidah study? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information about place in the text. |
| 21 | | Tell me about Saidah's family! | Remembering | This question asks the students to recall |

| | | | | |
|----|--|---|-------------|--|
| | | | | information from the text. The students need to tell about Saidah's family. |
| 22 | | What are Saidah's hobbies? | Remembering | This question asks the students to recall information from the text. The students need to mention Saidah's hobbies. |
| 23 | | Does she have favorite singers? If yes, who are they? | Remembering | This question asks the students to recall information from the text. The students need to identify whether she has favorite singers or not. |
| 24 | | Does she like reading books? Which authors does she like? | Remembering | This question asks the students to recall information from the text. Besides, it belongs to yes/no question. |
| 25 | | What profession would she like to have later? | Remembering | This question asks the students to recall information from the text. The students need to show a certain information about profession she wants to be. |
| 26 | | Is she interested in visiting Indonesia? How does she know Indonesia? | Remembering | This question asks the students to recall information from the text. The students need to identify the way Saidah knows |

| | | | | |
|----|---|--|-------------|---|
| | | | | Indonesia. |
| 27 | | Have you ever written a letter to get a pen pal? When? | Remembering | This question asks the students to recall information from the text. The students need to remember whether they have ever written a letter to get a pen pal or not. |
| 28 | 2 | Why do all of those people congratulate Alif? | Remembering | This question asks the students to recall information from the text. The students need to identify the reason why all people congratulate Alif. |
| 29 | | What expressions do they use to congratulate Alif? | Remembering | This question asks the students to recall information from the text. The students need to show the expressions that people use to congratulate Alif. |
| 30 | | How does Alif respond to their congratulating expressions? | Remembering | This question asks the students to recall information from the text. The students need to tell the way Alif respond to their congratulating expression. |
| 31 | | What is the social purpose of congratulating | Remembering | This question asks the students to recall |

| | | | | |
|----|--|--|-------------|--|
| | | people? | | information from the text. The students need to remember the material about expression of congratulation and tell its social purpose. |
| 32 | | When do we congratulate people? | Remembering | This question asks the students to recall information from the text. The students need to remember the material about expression of congratulation and show when they have to use the expression. |
| 33 | | What are the expressions commonly used to congratulate people? | Remembering | This question asks the students to recall information from the text. The students need to remember the material about expression of congratulation and mention the most commonly used expressions. |
| 34 | | What good news about Dita does Ditto know? | Remembering | This question asks the students to recall information from the text. The students need to tell about good news about Dita which is known by Ditto. |
| 35 | | What does Ditto say to Dita related to the news? | Remembering | This question asks the students to recall |

| | | | | |
|----|--|---|---------------|---|
| | | | | information from the text. The students need to find a statement that Ditto says to Dita. |
| 36 | | What do the expressions mean? | Understanding | This question asks the students to interpret information from the text. The students need to know exactly the meaning of the expression by comparing them with the situation. |
| 37 | | What is Ditto's purpose of saying that to Dita? | Understanding | This question asks the students to interpret information from the text. The students need to know the purpose of his saying to Dita. |
| 38 | | How does Dita respond to what Ditto says? | Remembering | This question asks the students to recall information from the text. The students need to show Dita's respons about Ditto's saying. |
| 39 | | When do you think you will say "congratulations" to other people? | Remembering | This question asks the students to recall information from the text. The students need to remember the material about |

| | | | | |
|-------|---|--|-------------|--|
| | | | | expression of congratulation and show when they have to use the expression. |
| 40-47 | | Complete the following table with the expressions of congratulations and the responses you find in the preceding dialogue. | Applying | This activity asks the students to apply a certain procedure to solve the problem. The students need to classify both the expressions and the responses of congratulation in the text. |
| 48 | 3 | What are Bayu, Riri, and Santi discussing? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information about what they are discussing about. |
| 49 | | Who already have the plan for the weekend? | Remembering | This question asks the students to recall information from the text. The students need to mention the name of person who already has a plan for the weekend. |
| 50 | | What are their plans? | Remembering | This question asks the students to recall information from the text. The students need to mention a specific information about their plans. |

| | | | | |
|----|---|---|---------------|--|
| 51 | | Who doesn't have the plan? What does s/he finally decide to do on weekend? | Remembering | This question asks the students to recall information from the text. The students need to mention the name of person who doesn't have a plan on weekend. |
| 52 | | What are the sentences typed in bold express? | Understanding | This question asks the students to interpret information from the text. The students need to identify the meaning of the sentences and the relation to the use of the them. |
| 53 | | When do people use those expressions? | Remembering | This question asks the students to recall information from the text. The students need to remember the material about the expression and show when they have to use it. |
| 54 | 4 | Based on the text, can you guess what ecotourism is? Give some examples of other ecotourism destinations. | Understanding | This question asks the students to interpret information from the text. The students need to predict the meaning of a certain information and also exemplify about the places. |

| | | | | |
|----|--|---|---------------|---|
| 55 | | As one of ecotourism destinations, what does Tanjung Puting National Park offer to tourists? | Remembering | This question asks the students to recall information from the text. The students need to find a certain information related to what the National Park offers to tourists. |
| 56 | | How is the park different from the parks in cities? | Remembering | This question asks the students to recall information from the text. The students need to find a fact about what makes the park different with other parks in the cities. |
| 57 | | How is camp Leakey related to Tanjung Puting National Park? | Remembering | This question asks the students to recall information from the text. The students need to find a fact about what makes Camp Leakey related to Tanjung Puting National Park. |
| 58 | | What does the word <i>ex-captive</i> tell you about the orangutans in Camp Leakey, which is a rehabilitation site for orangutans? | Understanding | This question asks the students to get the meaning of information from the text. The students need to interpret the word <i>ex-captive</i> by translating it and comparing it to the information from the text. |
| 59 | | How can people reach Camp Leakey? | Remembering | This question asks the students to recall |

| | | | | |
|----|--|--|-------------|--|
| | | | | information from the text. The students need to tell the way how people reach Camp Leakey. |
| 60 | | What is special about the means of transportation to Camp Leakey? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information about a means of transportation used to reach Camp Leakey. |
| 61 | | What can tourists enjoy during the trip to Camp Leakey? | Remembering | This question asks the students to recall information from the text. The students need to tell about what tourists can enjoy during the trip to Camp Leakey. |
| 62 | | What do you think is the most interesting scene in Tanjung Puting National Park? | Evaluating | This question asks the students to compare some information from the text and then make a judgement. The students need to give their judgement about the most interesting scene in Tanjung Puting National Park. |
| 63 | | How important is the research by Dr. Birute | Evaluating | This question asks the students to compare |

| | | | | |
|----|--|---|-----------|---|
| | | Galdikas? | | some information from the text and then make a judgement. The students need to give their judgement about how important the research done by Dr. Birute Galdikas. |
| 64 | | What is the author's purpose in writing this text? | Analyzing | This question asks the students to break down material into its component parts. The students need to explain the author's purpose in writing the text. |
| 65 | | How is each paragraph related to each other? | Analyzing | This question asks the students to break down material into its component parts. The students need to analyze how each paragraph is related to each other. |
| 66 | | What is the most dominant tense used in this text? | Analyzing | This question asks the students to break down material into its component parts. The students need to analyze the most dominant tense used in the text. |
| 67 | | Tourists probably bring food and snacks in paper or plastic packages when they visit Tanjung Puting National Park. What should they do with | Creating | This question asks the students to create a new ideas by using the old ones. The students need to create their own activity |

| | | | | |
|-------|--|---|---------------|--|
| | | the wastes? If you were also a tourist, what would you do? | | whether they visit Tanjung Puting National Park as tourists. |
| 68-73 | | Rearrange the place of the main ideas in the right column to match it with the purpose of each paragraph. | Creating | This activity asks This question asks the students to create a new ideas by using the old ones. The students need to rearrange jumbled information and make it in order. |
| 74 | | What is Taj Mahal actually? | Remembering | This question asks the students to recall information from the text. The students need to find a certain information about what Taj Mahal is. |
| 75 | | What impression do you get when you read the word majestically? | Understanding | This question asks the students to interpret information from the text. The students need to describe what impression they get when they read a word <i>majestically</i> . |
| 76 | | Why did the king construct Taj Mahal? | Remembering | This question asks the students to recall information from the text. The students need to find the reason why the king constructed Taj Mahal. |
| 77 | | What does the phrase “the crown of the palace” | Understanding | This question asks the students to |

| | | | | |
|----|--|--|---------------|--|
| | | imply? | | interpret information from the text. The students need to interpret the phrase “the crown of the palace” meaning. |
| 78 | | Read the third line of paragraph two. What impression did you get after reading the description? | Understanding | This question asks the students to interpret information from the text. The students need to interpret what impression they get from the text. |
| 79 | | How are the materials and architectural design of Taj Mahal? | Remembering | This question asks the students to recall information from the text. The students need to tell about the design of Taj Mahal. |
| 80 | | What do all the materials and the architecture indicate? | Remembering | This question asks the students to recall information from the text. The students need to identify what all materials and the architecture indicate. |
| 81 | | Where was the queen actually buried? | Remembering | This question asks the students to recall information from the text. The students need to find a certain information about the place where the queen was buried. |
| 82 | | When do you think is the best time to see Taj | Evaluating | This question asks the students to compare |

| | | | | |
|----|--|--|---------------|---|
| | | Mahal? Why do you think so? | | some information from the text and then make a judgement. The students need to decide when the best time to see Taj mahal is and give their opinion about it. |
| 83 | | What do you think about the inclusion of Taj Mahal as one of the Seven Wonders of the World? | Evaluating | This question asks the students to compare some information from the text and then make a judgement. The students need to give their judgement about the inclusion of Taj Mahal as one of the Seven Wonders of the World. |
| 84 | | What is the writer's purpose in writing the essay? | Analyzing | This question asks the students to break down material into its component parts. The students need to explain the author's purpose in writing the essay. |
| 85 | | How does the writer organize his idea? | Analyzing | This question asks the students to break down material into its component parts. The students need to explain how the writer organizes his idea. |
| 86 | | What reaction from readers does the writer | Understanding | This question asks the students to predict |

| | | | | |
|-------|---|---|-------------|--|
| | | expect? | | information behind the text. The students need to understand the information so that, they can know the writer's expectation. |
| 87 | | Read text 1 again. Find out the similarities between text 1 (Tanjung Puting National Park) and text 2 (Taj Mahal) | Analyzing | This question asks the students to break down material into its component parts. The students need to analyze the similarity between those texts. |
| 88-90 | | After reading text 2 (Taj Mahal), identify the main idea of the paragraphs. Pay attention to how the ideas in the text are organized. | Analyzing | This question asks the students to break down material into its component parts. The students need to analyze the main idea of each paragraph and connect them to how the ideas in the text are organized. |
| 91-92 | | Using the following Venn diagram, try to find the similarities and differences between text 1 and text 2. In what way are they similar or different? Write the similarity in the shared area (B) and the differences in the separate areas (A) or (C) | Analyzing | This question asks the students to break down material into its component parts. The students need to select the differences and the similarities of those texts. |
| 93 | 5 | Where is Niagara Falls located? | Remembering | This question asks the students to recall information from the text. The students |

| | | | | |
|----|--|---|-------------|--|
| | | | | need to find a specific information related to the place where Niagara Falls is located. |
| 94 | | Mention the three waterfalls that form the Niagara Falls. | Remembering | This question asks the students to recall information from the text. The students need to mention the three waterfalls from the Niagara Falls. |
| 95 | | What can people enjoy in the Cave of the Winds? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information about thing which can be enjoyed by people when they are in the Cave of the Winds. |
| 96 | | Can people ride on the Maid of the Mist Boat Tour in January? | Remembering | This question asks the students to recall information from the text. The students need to identify whether people can raid on the mId of the Mist Boat Tour in January or not. |
| 97 | | Where can people watch a film of the thundering falls with completely different background? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information about |

| | | | | |
|-----|--|---|-------------|---|
| | | | | the place where people can watch a film of the thundering falls. |
| 98 | | Can the tourists enjoy the film in their own language? | Remembering | This question asks the students to recall information from the text. The students need to identify whether people can enjoy the film in their own language or not. |
| 99 | | What is kept in Niagara Science Museum? | Remembering | This question asks the students to recall information from the text. The students need to describe things kept in Niagara Science Museum. |
| 100 | | What is shown in Niagara's wax museum of History? | Remembering | This question asks the students to recall information from the text. The students need to identify things shown in Niagara's wax museum of History. |
| 101 | | Where can people see the story of how electricity was made? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information about where people can see the story of how electricity was made. |

| | | | | |
|-----|--|---|---------------|---|
| 102 | | Is it possible for people to have Rainbow Air Helicopter Tours at night? | Understanding | This question asks the students to compare it with the information from the text. The students need to relate the situation in the question with the situation in the text. |
| 103 | | If you had an opportunity to visit Niagara Falls, which attraction would you visit first? Why? | Evaluating | This question asks the students to compare some information from the text and then make a judgement. The students need to decide what attraction they are going to go first in Niagara Falls and give some reasons dealing with the choice. |
| 104 | | Can you find a place of similar beauty to Niagara Falls in your area? Tell your classmates about the place. | Creating | This question asks the students to create a new ideas by using the old ones. The students need to compose a text dealing with a place similar beauty to Niagara Falls in their area. |
| 105 | | Read again text 1 (Tanjung Puting National Park) and text 2 (Taj Mahal) in chapter 4. Compare those texts with the text about Niagara Falls. Find the similarities among those three texts. | Analyzing | This question asks the students to break down material into its component parts. The students need to compare those texts and find the similarities. |

| | | | | |
|---------|---|---|---------------|---|
| 106-110 | 6 | After reading the text, in the chart below, identify the main idea of each paragraphs, and then write the most important details in your own words. | Analyzing | This question asks the students to break down material into its component parts. The students need to identify the main idea of each paragraph by analyzing the whole text. |
| 111 | | Who wrote the announcement? | Remembering | This question asks the students to recall information from the text. The students need to identify the writer of the announcement. |
| 112 | | When was the announcement released? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information about when the announcement was released. |
| 113 | | Who is the announcement for? | Remembering | This question asks the students to recall information from the text. The students need to identify for who the announcement is. |
| 114 | | What is the announcement about? | Understanding | This questions asks the students to interpret information from the text. The students |

| | | | | |
|-----|--|--|---------------|---|
| | | | | need to explain what the announcement is about after reading the text. |
| 115 | | When and where will actually the concert be held? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information related to the time and the place the concert will be held. |
| 116 | | What has the Faith & D Entertainment Management submitted to Cjes Entertainment? | Remembering | This question asks the students to recall information from the text. The students need to tell the thing that Faith & D Entertainment Management submitted to Cjes Entertainment. |
| 117 | | Has there been an announcement regarding ticket sale? Why do you think so? | Understanding | This question asks the students to interpret information from the text. The students need to give their reason of their answer. |
| 118 | | What did Faith & D Entertainment write in the last paragraph? | Remembering | This question asks the students to recall information from the text. The students need to tell what Faith & D Entertainment wrote in the last paragraph. |

| | | | | |
|-----|--|---|---------------|--|
| 119 | | Who wrote the announcement? | Remembering | This question asks the students to recall information from the text. The students need to identify the person who wrote the announcement. |
| 120 | | Who is the announcement for? | Remembering | This question asks the students to recall information from the text. The students need to identify for who the announcement is. |
| 121 | | What is the announcement about? | Understanding | This question asks the students to interpret information from the text. The students need to interpret what the announcement is about. |
| 122 | | How long does the term last? | Understanding | This question asks the students to interpret information from the text. The students need to explain how long the term last. |
| 123 | | How does the registration occur? What does that mean? | Understanding | This question asks the students to interpret information from the text. The students need to explain about the registration and also describe the meaning of it. |

| | | | | |
|---------|---|--|-------------|--|
| 124 | | What will the school do to the other applicants when all the students' spots are full? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information about rules of the application. |
| 125 | | What do the participants receive? | Remembering | This question asks the students to recall information from the text. The students need to find the thing that the participants receive. |
| 126-133 | | Supply the dialogue with the correct expressions based on the conversation above. | Applying | This activity asks the students to apply a certain procedure to solve the problem. The students need to complete the dialogue by applying the expressions from the conversation above. |
| 134 | 8 | How did the writer feel when she knew that Afgan was coming to town? | Remembering | This question asks the students to recall information from the text. The students need to explain the feeling of the writer when she knew Afgan was coming to town. |
| 135 | | Did the writer want to see the concert? | Remembering | This question asks the students to recall |

| | | | | |
|-----|--|--|-------------|---|
| | | | | information from the text. The students need to identify whether the writer wants to see the concert or not. |
| 136 | | When and where was the meet-and-greet event? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information related to the time and the place event will be held. |
| 137 | | What is Afganism? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information in the text related to the meaning of Afganism. |
| 138 | | What did Afgan do when showed up in the lobby? | Remembering | This question asks the students to recall information from the text. The students need to tell about what Afgan did when showed up in the lobby. |
| 139 | | How did the fans react when Afgan sang his hit single? | Remembering | This question asks the students to recall information from the text. The students need to explain about the reaction of Afgan's fans when he sang his hit single. |

| | | | | |
|-----|--|---|-------------|--|
| 140 | | How did the writer feel when she finally got the turn to get Afgan's signature? | Remembering | This question asks the students to recall information from the text. The students need to explain what the writer felt when she got Afgan's signature. |
| 141 | | Did she feel nervous? | Remembering | This question asks the students to recall information from the text. The students need to identify whether she felt nervous or not. |
| 142 | | What is the writer's opinion about the meet-and-greet event? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information about writer's opinion the event. |
| 143 | | Why do you think people like Afgan? | Evaluating | This question asks the students to compare some information from the text and then make a judgement. The students need to make their opinion related to why people like Afgan. |
| 144 | | Is there something in the text that is not relevant to your life? Why? | Evaluating | This question asks the students to compare some information from the text and then |

| | | | | |
|-----|---|---|---------------|--|
| | | | | make a judgement. The students need to make a judgement whether or not there is something in the text which is not relevant. |
| 145 | | Have you heard or read a text about similar event? | Remembering | This question asks the students to recall information from the text. The students need to remember about similar event which they have heard or read. |
| 146 | 9 | As you know on every 10 November we all celebrate Heroes Days. Why do you think the Heroes took that special date to commemorate our heroes' sacrifice? Discuss with your partners and come to a conclusion why the date has become special. After that, read through the passage and check whether your conclusion is the same as the reason stated in the text. | Creating | This question asks the students to create a new ideas by using the old ones. The students need to create some reasons in taking the date of 10 November as a Heroes Day. |
| 147 | | What is the passage about? | Understanding | This question asks the students to interpret information from the text. The students need to interpret the content of the passage. |

| | | | | |
|-----|--|--|---------------|--|
| 148 | | When did the battle take place? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information related to when the battle took place. |
| 149 | | Where did it happen? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information related to the place of the battle. |
| 150 | | What caused the battle? Draw a diagram that shows chronologically the events that led to the battle. | Understanding | This question asks the students to interpret information from the text. the students need to describe the cause of the battle by drawing a diagram. |
| 151 | | What do you think about the Indonesian military power compared to that of the British army at that time? | Evaluating | This question asks the students to compare some information from the text and then make a judgement. The students need to give their explanation about the different power between Indonesian army and British army. |
| 152 | | What made the Indonesians dare to face the | Understanding | This question asks the students to interpret |

| | | | | |
|-----|--|--|---------------|---|
| | | British army military aggression? | | information from the text. The students need to explain the reason why Indonesians dare to face the British army military aggression. |
| 153 | | Did the Indonesian lose or win the battle? Why do you think so? | Understanding | This question asks the students to interpret information from the text. The students need to interpret the result of the battle by comparing the facts on the text. |
| 154 | | How did the battle influence the national revolution at that time? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information related to how the battle influenced the national revolution. |
| 155 | | Who was the prominent figure in the battle? What did he do? | Remembering | This question asks the students to recall information from the text. The students need to mention the name of a person who is the prominent figure in the battle. They also need to mention what things the hero had done in that time. |

| | | | | |
|-----|--|--|---------------|--|
| 156 | | Indonesia had gone through many battles. Why do you think the date of the Battle of Surabaya is used as a momentum to commemorate our hero's contribution? | Analyzing | This question asks the students to break down material into its component parts. The students need to analyze the reasons of making the date as a momentum to commemorate our hero's contribution. |
| 157 | | Describe in one word the Indonesians who defended their city at that time? | Understanding | This question asks the students to interpret information from the text. The students need to look for a word which interprets the Indonesian struggle in defending their city. |
| 158 | | Do you think that the information in the text is clear? | Evaluating | This question asks the students to compare some information from the text and then make a judgement. The students need to give their judgement whether the text is clear or not. |
| 159 | | Have you read other texts that tell about similar events? What are they? | Remembering | This question asks the students to recall information from the text. The students need to remember texts which tell about similar events. |

| | | | | |
|-----|----|---|-------------|--|
| 160 | 10 | Fill in the blanks with information about B.J. Habibie mentioned in the reading text. | Applying | This activity asks the students to apply a certain procedure to solve the problem. The students need to apply the information from the text to fill in the blanks. |
| 161 | | When did Habibie's father die? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information about when Habibie's father died. |
| 162 | | Why did Habibie move to Germany? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information from the text related to the reasons why Habibie moved to Germany. |
| 163 | | When did Habibie receive a degree in engineering in Germany? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information about when Habibie received a degree in engineering in Germany. |
| 164 | | Why did Habibie remain in Germany after getting | Remembering | This question asks the students to recall |

| | | | | |
|-----|--|---|-------------|--|
| | | a degree? | | information from the text. The students need to find the reasons why Habibie remained in Germany after getting a degree. |
| 165 | | What happened to Habibie in 1962? | Remembering | This question asks the students to recall information from the text. The students need to remember what actually happened to Habibie in 1962. |
| 166 | | Had Habibie met Ainun before meeting her in 1962? | Remembering | This question asks the students to recall information from the text. The students need to find information about the meeting between Habibie and Ainun. |
| 167 | | Where did the new couple settle in after getting married in May 1962? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information about where the new couple settled in after getting married in May 1962. |
| 168 | | What was Habibie's role in Talbot? | Remembering | This question asks the students to recall information from the text. The students |

| | | | | |
|-----|--|--|-------------|--|
| | | | | need to find a specific information about the role of Habibie in Talbot. |
| 169 | | What theory was developed by Habibie? | Remembering | This question asks the students to recall information from the text. The students need to find the name of theory developed by Habibie. |
| 170 | | What was Habibie's first position when he returned to Indonesia? | Remembering | This question asks the students to recall information from the text. The students need to find information about Habibie's position when he returned to Indonesia. |
| 171 | | When was Habibie appointed CEO of IPTN? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information about when Habibie was appointed as CEO of IPTN? |
| 172 | | What had happened before Habibie was sworn in as a president? | Remembering | This question asks the students to recall information from the text. The students need to identify what happened before Habibie was sworn in as a president. |

| | | | | |
|---------|----|---|---------------|--|
| 173-178 | | Complete the the following chart to find out the structure of the biographical recount of B.J. Habibie. | Understanding | This question asks the students to interpret information from the text. The students need to relate the activity with the information they got from the text. |
| 179 | 11 | Fill in the blanks with information about Cut Nyak Dhien mentioned in the reading text. | Applying | This activity asks the students to apply a certain procedure to solve the problem. The students need to fill in the blanks by using the information about Cut Nyak Dhien mentioned in the text. |
| 180 | | When was Cut Nyak Dhien awarded the title of Indonesian National Hero? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information about when Cut Nyak Dhien was awarded the title of Indonesian National Hero. |
| 181 | | Tell your classmates about Cut Nyak Dhien's parents! | Remembering | This question asks the students to recall information from the text. The students need to tell about Cut Nyak Dhien's parents. |
| 182 | | What education did she receive when she was | Remembering | This question asks the students to recall |

| | | | | |
|-----|--|--|-------------|--|
| | | young? | | information from the text. The students need to find a specific information about what education she received when she was young. |
| 183 | | Who was Teuku Cik Ibrahim Lamnga? | Remembering | This question asks the students to recall information from the text. The students need to mention the role of Teuku Cik Ibrahim Lamnga? |
| 184 | | When did Aceh war start? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information about when Aceh war start. |
| 185 | | What happened in Aceh in 1874? | Remembering | This question asks the students to recall information from the text. The students need to find information related to what happened in Aceh in 1874. |
| 186 | | Why did Cut Nyak Dhien swear to destroy the Dutch? | Remembering | This question asks the students to recall information from the text. The students need to find the reasons why Cut Nyak |

| | | | | |
|-----|--|---|---------------|--|
| | | | | Dhien swore to destroy the Dutch. |
| 187 | | What was the effect of Cut Nyak Dhien's marriage to Teuku Umar on the Aceh armies? | Understanding | This question asks the students to interpret information from the text. The students need to interpret the effect of Cut Nyak Dhien's marriage to Teuku Umar on the Aceh armies. |
| 188 | | Why did Teuku Umar surrender to the Dutch in 1893? | Remembering | This question asks the students to recall information from the text. The students need to find the reasons why Teuku Umar surrendered to the Dutch in 1893. |
| 189 | | How was Teuku Umar Killed? | Remembering | This question asks the students to recall information from the text. The students need to describe the way Teuku Umar was killed. |
| 190 | | According to the text, how should an Achenese woman respond to the death of her family member in a war? | Remembering | This question asks the students to recall information from the text. The students need to find the respond of Achenese woman to the death of her family member in a war. |

| | | | |
|-----|---|-------------|---|
| 191 | What did Cut Nyak Dhien suffer from when she was old? | Remembering | This question asks the students to recall information from the text. The students need to find what Cut Nyak Dhien suffered from when she was old. |
| 192 | What was done by Cut Gambang after Cut Nyak Dhien was captured? | Remembering | This question asks the students to recall information from the text. The students need to tell about what Cut Gambang did after Cut Nyak Dhien was captured. |
| 193 | When Cut Nyak Dhien was brought to Banda Aceh, was her near-sightedness getting better? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information about when Cut Nyak Dhien was brought to Banda Aceh whether her near-sightedness was getting better or not. |
| 194 | Why did the Dutch put her into exile in Sumedang? | Remembering | This question asks the students to recall information from the text. The student need to find the reasons why the Dutch put her into exile in Sumedang. |
| 195 | Had you lived close to Cut Nyak Dhien, what | Creating | This question asks the students to create a |

| | | | | |
|---------|----|---|---------------|---|
| | | would you have done to support her efforts in fighting against the Dutch colonialization? | | new ideas by using the old ones. The students need to compose by their own word about what they are going to do to support Cut Nyak Dhien in fighting against the Dutch colonialization. |
| 196-201 | | Complete the following chart to find out the text structure of the biographical recount of Cut Nyak Dhien. | Understanding | This question asks the students to interpret information from the text. The students need to complete the chart by relating it with the information from the text. |
| 202 | 12 | Create as many questions as you can based on the story. Use question words such as who, when, where, why, how. Then exchange your questions with a classmate sitting next to you. | Creating | This question asks the students to create a new ideas by using the old ones. The students need to create questions as much as they can. |
| 203-204 | | Complete the following chart to find out the structure of the story about Issumboshi. | Applying | This activity asks the students to apply a certain procedure to solve the problem. The students need to choose the most appropriate question word which is appropriate with the content of the story. |
| 205 | 13 | Why did Malin Kundang and his mother have to | Remembering | This question asks the students to recall |

| | | | | |
|-----|--|--|---------------|--|
| | | live hard? | | information from the text. The students need to find the reasons why Malin Kundang and his mother have to live hard. |
| 206 | | Give an example that Malin Kundang was a healthy, diligent, and strong boy! | Understanding | This question asks the students to interpret information from the text. The students need to give an example about the characteristics of Malin Kundang. |
| 207 | | How did the merchant allow Malin Kundang to join him to sail? | Remembering | This question asks the students to recall information from the text. The students need to find what makes the merchant allowed Malin Kundang to join him to sail. |
| 208 | | What happened many years after Malin Kundang join the sail? | Remembering | This question asks the students to recall information from the text. The students need to tell about what happend in many years after Malin Kundang join the sail. |
| 209 | | How did the local people react when they saw Malin Kundang landing on the coast? | Remembering | This question asks the students to recall information from the text. The students need to find the reaction of local people when they saw malin Kundang landing on |

| | | | | |
|-----|--|---|-------------|---|
| | | | | the coast. |
| 210 | | What did Malin Kundang's mother do when she heard that Malin Kundang landed on the coast? | Remembering | This question asks the students to recall information from the text. The students need to tell about what Malin Kundang's mother did when she heard that Malin Kundang landed on the coast. |
| 211 | | What made Malin Kundang's mother sad and angry? | Remembering | This question asks the students to recall information from the text. The students need to find the things that make Malin Kundang's mother sad and angry. |
| 212 | | What did she do when Malin Kundang denied that she was his mother? | Remembering | This question asks the students to recall information from the text. The students need to find a specific thing related to what she did when Malin Kundang denied that she was his mother. |
| 213 | | How did the curse happen? | Remembering | This question asks the students to recall information from the text. The students need to know the way how the curse happened. |
| 214 | | What is the moral value of the story? | Analyzing | This question asks the students to break |

| | | | | |
|-----|--|---|-------------|--|
| | | | | <p>down material into its component parts.</p> <p>The students need to analyze and conclude the moral value of the story.</p> |
| 215 | | When and where did the story happen? | Remembering | <p>This question asks the students to recall information from the text. The students need to find thhe information related to when and where the story happen.</p> |
| 216 | | Who were involved in the story? | Remembering | <p>This question asks the students to recall information from the text. The students need to mention some persons involved in the story.</p> |
| 217 | | What event started the plot of the story? | Remembering | <p>This question asks the students to recall information from the text. The students need to find the information about event starting the plot of the story.</p> |
| 218 | | What happened next? | Remembering | <p>This question asks the students to recall information from the text. The students need to mention what happend next in the story.</p> |

| | | | | |
|-------------|--|--|---------------|---|
| 219 | | What makes the problem in the story get more complicated? | Understanding | This question asks the students to interpret information from the text. The students need to interpret about the reasons why the problem in the story get more complicated. |
| 220 | | What is the climax of the story? | Understanding | This question asks the students to interpret information from the text. The students need to explain the climax of the story by knowing the geric structure of the story. |
| 221 | | Was there any resolution of the story? | Understanding | This question asks the students to interpret information from the text. The students need to identify whether there was any resolution of the story or not. |
| 222 | | Was there any conclusion or message of the story? | Understanding | This question asks the students to interpret information from the text. The students need to identify whether there was any conclusion or message of the story or not. |
| 223- 227 | | Write the result of your discussion in the table below. Use the information that you can find in the text “Malin Kundang”. | Understanding | This question asks the students to interpret information from the text. The students need to summarize the text based on the |

| | | | | |
|-------------|----|--|-------------|---|
| | | | | generic structure. |
| 228 -237 | 14 | Read the story and fill in the blanks with the following words: tremble, lying, jealous, bow, long, fine, invisible, rope, gentle, rags. | Applying | This activity asks the students to apply a certain procedure to solve the problem. The students need to fill in the blanks by using those words provided. |
| 238 | | Who is Strong Wind? | Remembering | This question asks the students to recall information from the text. The students need to find the information related to Strong Wind. |
| 239 | | What was Strong Wind's special capability? | Remembering | This question asks the students to recall information from the text. The students need to find the information related to Strong Wind's special ability. |
| 240 | | How would Strong Wind's sister know that the girls were lying? | Remembering | This question asks the students to recall information from the text. The students need to identify the way Strong Wind's sister knew that the girls were lying. |
| 241 | | Who burned the chief's youngest daughter? | Remembering | This question asks the students to recall information from the text. The students |

| | | | | |
|-----|--|---|-------------|---|
| | | | | need to find a specific information related to who burned the chief's youngest daughter. |
| 242 | | Who could see Strong Wind and how could she do that? | Remembering | This question asks the students to recall information from the text. The students need to find the information about how she could see Strong Wind. |
| 243 | | How did the chief's youngest daughter regain her old face? | Remembering | This question asks the students to recall information from the text. The students need to find a specific information related to the way the chief's youngest daughter regained her old face. |
| 244 | | What did Strong Wind change into an aspen tree? | Remembering | This question asks the students to recall information from the text. The students need to find the things that change Strong Wind to aspen tree. |
| 245 | | Did Strong Wind know that the chief's elder daughter were rude to their youngest sister? Justify your answer. | Evaluating | This question asks the students to compare some information from the text and then make a judgement. The students need to |

| | | | | |
|-----|--|---|-------------|---|
| | | | | justify whether Strong Wind know that the chief's elder daughter were rude to their youngest sister or not. |
| 246 | | Why did Strong Wind decide to have the chief's youngest daughter as his wife? | Remembering | This question asks the students to recall information from the text. The students need to find the reasons why Strong Wind decide to have the chief's youngest daughter as his wife. |
| 247 | | If you were in the story, which role would you play? Why? | Creating | This question asks the students to create a new ideas by using the old ones. The students need to choose which role they would play and the reasons in choosing it as well. The students are also asked to give their explanation why they choose the role. |

APPENDIX F

Table of Basic Competences, Materials, and Activities in Curriculum 2013 Applied on X Graders of Senior High School

Kelas: X

Alokasi waktu : 2 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran |
|---|---|---|
| 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri | <ul style="list-style-type: none"> • Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks | <ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan- |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran |
|--|---|--|
| <p>dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>pronoun: subjective, objective, possessive</i>)</p> <p>4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his, dsb.</i> - Kata tanya <i>Who? Which? How? Dst.</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p> | <p>ungkapan penting dan perbedaan antara beberapa cara yang ada</p> <ul style="list-style-type: none"> - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran |
|---|---|--|
| <p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI | <ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran |
|--|--|--|
| <p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <ul style="list-style-type: none"> • Fungsi Sosial Menyatakan rencana, menyarankan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI | <ul style="list-style-type: none"> - Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual (gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar. |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran |
|---|--|---|
| <p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks <i>deskriptif</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i>, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> | <ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite</i>, <i>very</i>, <i>extremely</i>, <i>dst.</i> - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, | <ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran |
|--|--|--|
| | <p><i>my, their</i>, dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p> | <p>membacanya</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar. |
| <p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>4.5 Teks pemberitahuan (<i>announcement</i>)</p> <p>4.5 1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (<i>announcement</i>)</p> | <ul style="list-style-type: none"> • Fungsi Sosial <p>Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah</p> <ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Istilah khusus terkait dengan jenis pemberituannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) | <ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran |
|--|---|---|
| <p>4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> | <ul style="list-style-type: none"> - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia <i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik. | <p>(<i>announcement</i>) untuk kelas atau teman</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar. |
| <p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu</p> | <ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) | <ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran |
|--|--|--|
| <p>terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense vs present perfect tense</i>)</p> <p>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interrogative dalam <i>simple past tense, present perfect tense</i>. - Adverbial dengan <i>since, ago, now</i>; klausa dan adverbial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI | <p>persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut</p> <ul style="list-style-type: none"> - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar |
| <p>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p> | <ul style="list-style-type: none"> • Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • Struktur Teks | <ul style="list-style-type: none"> - Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan tekanan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran |
|---|---|---|
| <p>4.7 Teks <i>recount</i> – peristiwa bersejarah</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> | <p>Dapat mencakup:</p> <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb. - Adverbia dan frasa preposisional penunjuk waktu <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p> | <p>teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks</p> <ul style="list-style-type: none"> - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar. |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran |
|--|--|--|
| <p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p> | <ul style="list-style-type: none"> • Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense, past continuous</i>, dan lainnya yang relevan - Kosakata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan | <ul style="list-style-type: none"> - Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar. |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran |
|---|--|---|
| | <ul style="list-style-type: none"> • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI | |
| 3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK | <ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif <ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI | <ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya |
| Source: Ministry of Education and Culture (2016) | | |