



**AN ANALYSIS OF READING QUESTIONS IN ELT TEXTBOOK BASED
ON REVISED BLOOM'S TAXONOMY OF LEARNING DOMAIN**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
THE LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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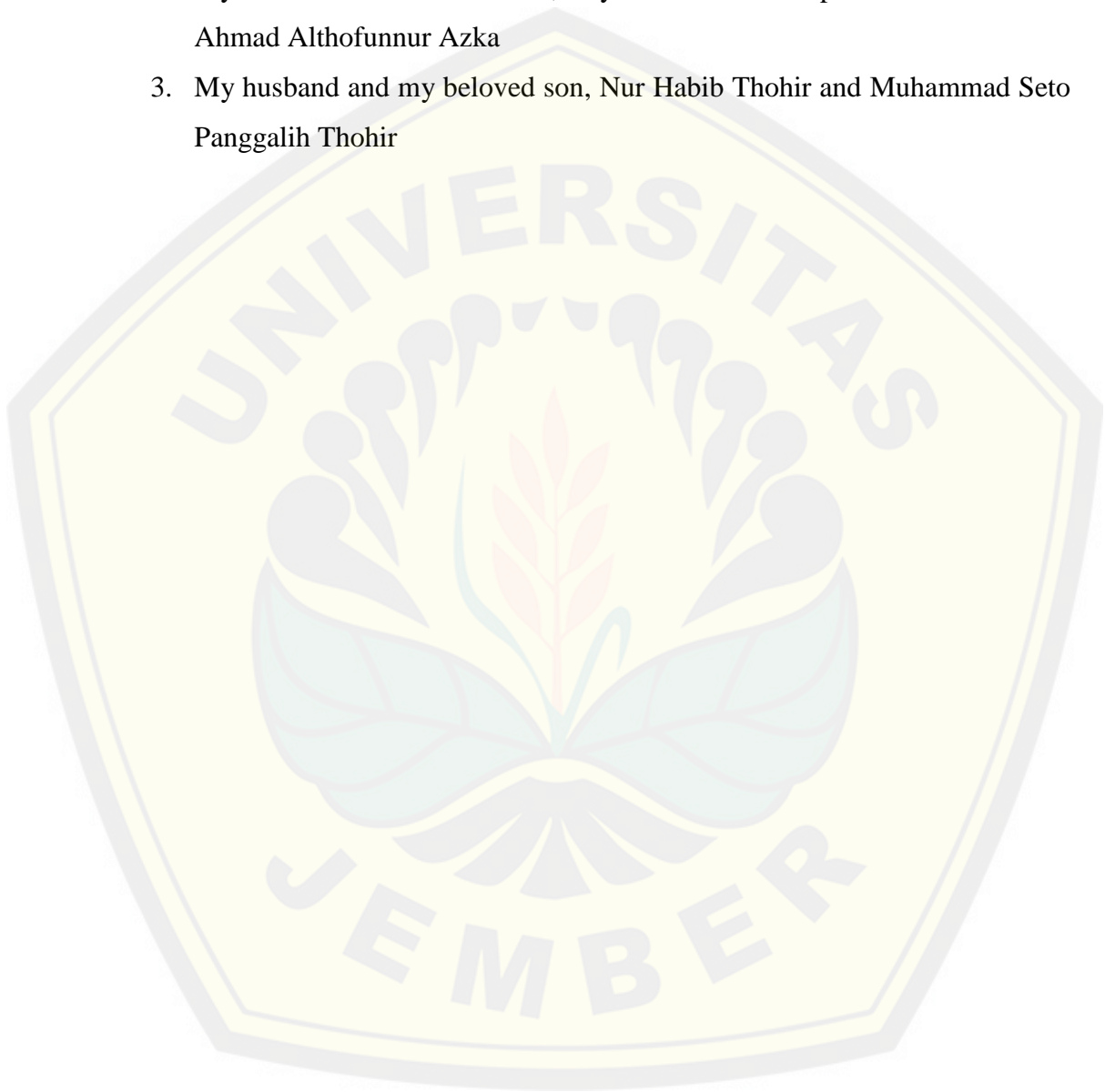
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DEDICATION

The thesis is dedicated to:

1. My beloved parents, Raden Abdul Azis Syamy and Dairin Wiyantuti
2. My beloved sister and brother, Rayunda Nuraini Puspita Dewi and Raden Ahmad Althofunnur Azka
3. My husband and my beloved son, Nur Habib Thohir and Muhammad Seto Panggalih Thohir



STATEMENT OF THESIS AUTHENTICITY

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

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

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Jember, 5th August 2019

The writer,

Rayunda Nurdini Maharani

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CONSULTANTS' APPROVAL

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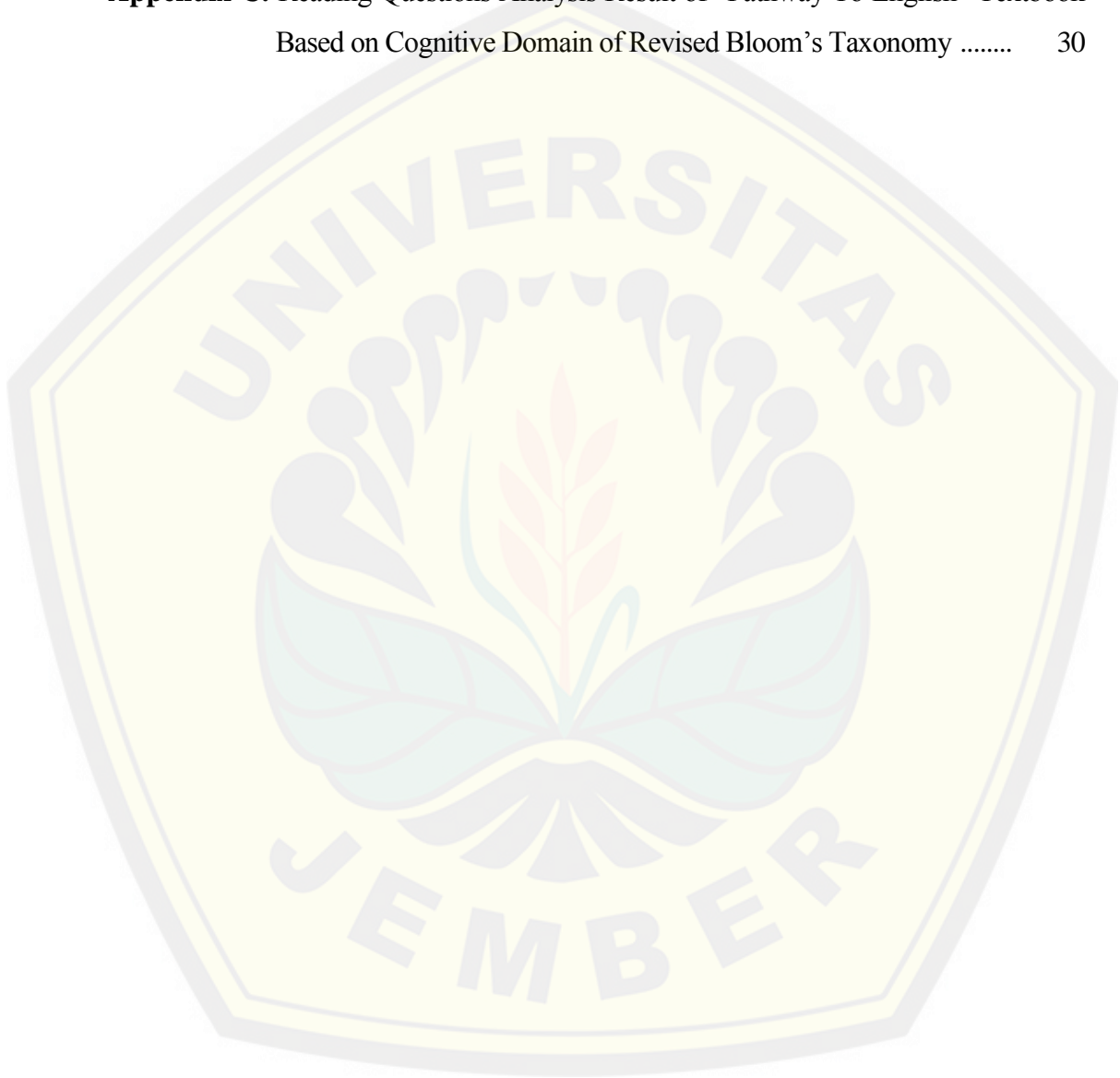
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SUMMARY

An Analysis of Reading Questions in ELT Textbook Based on Revised Bloom's Taxonomy of Learning Domain; Rayunda Nurdini Maharani; 150210401006; 2019; 50 pages; English Language Education Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This present study was aimed to evaluate the thinking levels of reading questions in ELT textbook based on Revised Bloom's Taxonomy. The researcher used the theory of Revised Bloom's Taxonomy as a guideline to analyze the data. There were six categories of cognitive learning domain based on Revised Bloom's Taxonomy which are *remember*, *understand*, *apply*, *analyze*, *evaluate*, and *create*. The data of this study was obtained from reading questions in ELT textbook entitled "Pathway to English" for SMA/MA grade X published by Erlangga. The researcher selected all reading questions (124 questions) in this textbook to be analyzed and coded by using coding categories of cognitive domain based on Revised Bloom's Taxonomy. Then, the data obtained were calculated by using the percentage to know the ranking percentage of each categories of cognitive domain based on Revised Bloom's Taxonomy in this textbook. Moreover, the qualitative method used to explain the data in the form of description.

The result showed that the reading questions in this textbook have included all categories of cognitive domain of Revised Bloom's Taxonomy. The lower level of cognitive domain based on Revised Bloom's Taxonomy were more dominant than the higher level one. In this case, *remember level* has the highest percentage with 44.3% from 54 questions out of 122 questions in this textbook among other levels of cognitive domain. In addition, *understand level* was in the second level of the most dominant cognitive domain with 34.4% from 42 questions out of 122 questions. Meanwhile, the reading questions which were categorized as high-level thinking skill seldom appeared in this textbook. In sum, the variation of cognitive learning domain found in the reading question was still unbalanced and needed more addition on the high order thinking domain.

CHAPTER 1. INTRODUCTION

This chapter includes some aspects dealing with topic of the research. It covers research background, research problem, research objective, and research contribution.

1.1 Research Background

According to Raypehema and Khoshnood (2015), English textbook has become one of the most crucial elements in teaching and learning process. It is one of the main instructional materials commonly used in English teaching and learning process. As instructional materials, textbook contains materials which have been selected and organized based on the curriculum used and remarkably contributes to the teaching and learning process (Yulianti in Wulandari, 2016). English textbook provides materials and tasks that can be one of the supports for students' high order thinking skill. There are 4 skills and 3 language components that contain in a textbook: reading skill, writing skill, listening skill, and speaking skill. Besides, it also contains 3 language components consisting of vocabulary, pronunciation, and grammar. This study only focused on reading questions in ELT textbook in stimulating high order thinking skills.

Generally, teaching and learning reading comprehension is occupied with task. Igbaria (2013) stated that questions are extremely important for checking students' understanding of the learning material and can be used to measure students' proficiency. Questions are helpful in developing students' thinking skill. The use of well-designed comprehension questions can be used to reinforce students' understanding toward a text (Day and Park, 2005). It can help students comprehend the text better. Besides, through comprehension questions, students can construct meaning and begin to think critically and intelligently. In order to have well-comprehension, students should think critically and use different level of thinking through answering comprehension questions (Muchlis, 2015).

In many cases, English teachers used textbook as their teaching reference. As a result, teachers must be able to choose appropriate textbook in order to meet the

students learning needs. That is the reason why analyzing textbook content is important skill for teachers as it is mentioned by Freahat and Smadi (2014) that it is important to evaluate the textbook and make it suitable with the level of the learners. The evaluation of the textbook content can be based on the curriculum used and whether it provides questions of high levels of thinking based on cognitive domain from revised Bloom's taxonomy.

Previously, there are several studies which have been conducted related to cognitive domain based on Bloom's (1956) taxonomy and revised Bloom's (2001) taxonomy in various countries, focusing on reading comprehension questions in language test and ELT textbook (Lan and Chern, 2010; Igharia, 2013; Abdelrahman, 2014; Freahat and Smadi, 2014; Assaly and Smadi, 2015; Raypehema and Khoshnood, 2015; Mizbani and Chalak, 2017; Tangsakul et. al, 2017). Those studies were carried out in Taiwan, Israel, Jordan, Iran and Thailand. In terms of the tools analysis, four of them applied Bloom's taxonomy and the others applied revised Bloom's taxonomy. The findings showed that most of the reading comprehension questions in language test and some English textbooks were mostly in lower order thinking of cognitive domain.

Based on the previous studies, it proves that reading questions analysis in ELT textbook has become one of the trending topics discussed in the past ten years. It is important to analyzed the reading questions as well as the findings of the previous studies. Hence, this study was attempted to fill the gap by analysing the reading questions in ELT textbook entitled "Pathway to English" for SMA/MA grade X. The cognitive domain used in this study was based on revised Bloom's taxonomy. There are six categories of cognitive domain based on revised Bloom's taxonomy which are remembering, understanding, applying (lower-order levels of thinking), analysing, evaluating, and creating (higher-order levels of thinking). The focus of the analysis was formulated in the following research question.

1.2 Research Problem

This research focused on answering one research question, i.e. “What cognitive domain of Revised Bloom’s Taxonomy are found in reading questions in ELT textbook entitled “Pathway to English” for SMA/MA grade X published by Erlangga?”

1.3 Research Objective

Referring to the research question, this study aimed to analyze reading questions in ELT textbook entitled “Pathway to English” for SMA/MA grade X published by Erlangga based on cognitive domain of revised Bloom’s taxonomy

1.4 Research Contribution

The finding of this study is expected to give consideration for English teachers and the future researchers empirically and practically.

1.4.1 Empirical Contribution

The finding of this study can be used as a reference for future researchers to conduct a research on the same topic to know the cognitive domain of reading questions in different ELT textbooks published by different publishers in Indonesia.

1.4.2 Practical Contribution

The finding of this study is expected to be beneficial for the teachers as their references to choose a good textbook in various levels of cognitive process for developing students’ thinking skill, which is hopefully useful for both the teacher and the students.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter reviews some points related to the research topic. The points consist of Revised Bloom's Taxonomy of Learning Domain, Textbook in ELT, The Role of Questions in Textbook, Kinds of Reading Comprehension Test and Previous Studies Review.

2.1 Revised Bloom's Taxonomy of Learning Domain

The theoretical framework of this study is Revised Bloom's Taxonomy. This taxonomy has been used in many studies to evaluate the contents of various textbooks (Mizbani and Chalak, 2017). Bloom's Taxonomy provides framework to classify the learning objectives (Krathwohl, 2002). It includes several levels of Knowledge consisting of Comprehension, Application, Analysis, Synthesis, and Evaluation. Then, Anderson and Krathwohl (2001) changed the original framework. They revised the original framework in order to make it more relevant for 21st century students and teachers. The categories were renamed and changed from noun form into verb form. For examples, "knowledge" is changed to "remembering" and "comprehension" is change to "understanding". Besides, the last two categories are also changed. The original taxonomy put "evaluation" after "synthesis" while the revised one put "evaluating" before "creating". The following figure demonstrates the levels of the taxonomy, both original and revised version.

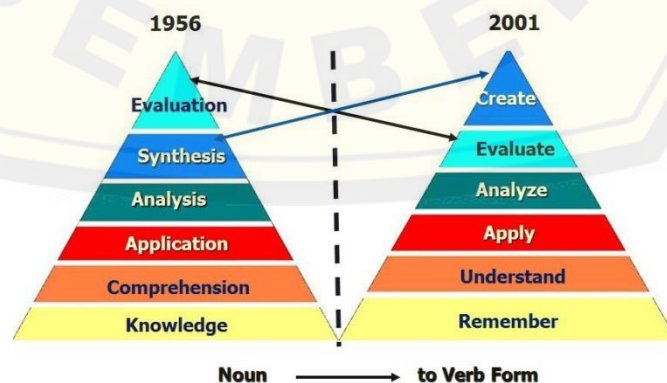


Figure 1. Bloom's taxonomy vs. Revised Bloom's taxonomy

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

Anderson and Krathwohl (2001, pp.67-68) state that the cognitive processes of the revised Bloom's taxonomy are ordered from simple remembering to higher-order critical thinking and creative thinking processes. Furthermore, the cognitive processes are classified into two levels (Assaly and Igbaria, 2014). The levels are lower thinking level and higher thinking level. According to Anderson and Krathwohl (2001), the lower thinking level includes: *remember*, *understand*, and *apply*. Meanwhile, the higher thinking level includes: *analyze*, *evaluate*, and *create*. The categories are explained further below:

1. Remember

Remember is defined as the process of remembering lesson that has been learned before. In this process, students will recall a wide range of material, starting from specific facts until complete theories. It is categorized as the lowest level cognitive domain of revised Bloom's taxonomy.

2. Understand

Understand is defined as the ability to catch the point of the lesson delivered. This process can be known by converting material from one form to another (words to numbers), by interpreting material (explaining or summarizing), or by estimating future trends (predicting consequences or effects). In other words, by understanding, students are able to modify the information according to their own perspective. The level of this category is higher than remembering.

3. Apply

Apply is defined as the ability in making use of the learned material into new and concrete situations. This includes the application of rules, methods, concepts, principles, laws, and theories. It is categorized as the highest level of low-order thinking skill.

4. Analyze

Analyze is defined as the ability to break down material into its small components so that its organizational structure can be understood. This includes the identification of parts, the analysis of the relationship between parts, and recognition of the organizational principles involved. It is the lowest category in high-order thinking skill.

5. Evaluate

Evaluate is the ability to judge and criticize the value of material for a given purpose. The judgements are based on certain criteria. It requires students' to express their opinion to make a decision by assessing the problem. The position of this category is higher than analysing.

6. Create

Create is defined as the ability to create something new from the materials that have been learned. It requires creativity in constructing the product. This category is the highest level of revised Bloom's taxonomy, which lead the students to think critically and creatively.

These six categories of cognitive domain used as a coding to code the reading comprehension questions in ELT textbook entitled "Pathway to English" for Grade X published by Erlangga.

2.2 Textbook in ELT

Textbook is one of the teaching materials which has an important role in teaching and learning process. It is an important part of most language program (Richard, 2001). Hence, many English teachers use this textbook for teaching guidance as it is useful for providing structure and syllabus for educational program, maintaining quality as the materials used already tested before, and for helping to standardize instruction because all students will receive similar content (Richard, 2001). In other words, textbook can facilitate students to follow the learning process because the students are able to know the course plan. So, the presence of textbook is necessary to support teaching and learning process.

Furthermore, the use of textbooks as a teaching material has both advantages and disadvantages. What one teacher considers an advantage in a textbook, another teacher may consider it as a disadvantage (Graves, 2000). A textbook provides a set of visuals, activities, and reading passage which ease the teachers' task in preparing media for teaching and learning process. It helps teacher in finding or developing such materials (Basturkmen, 2010).

In contrast, textbook also has limitation. Somehow, it can lead to teachers' and learners' dissatisfaction toward the teaching and learning process. Basturkmen (2010) stated that one of the disadvantages of using textbook is the content may not be at the right level. The other disadvantages are there may not be adequate variation of activities, the content might be centred to one aspects of language and not enough focus on others, or it may miss several elements that should be learned.

In order to minimize the difficulties in selecting textbooks, teachers should also use different teaching resources (Graves, 2000). Besides, teachers should be active in adapting the textbook content. In connection with reading activity, teachers can complement the reading passage provided in the textbook with reading passage from different resources.

2.3 The Role of Question in Textbook

Questions in a textbook have a significant role as one of the basic components that contained in the textbook. According to Aslan (2011), questions are parts of a textbook which openly interact with the student, and are directly provided for students. The thinking activity in ELT begins with the questions. Commonly, different forms of questions or tests are used to evaluate the students' achievement and higher order thinking skills among students (Ghanem, Rosila, and Nizam, 2013). Moreover, only qualified and effective questions that can motivate students to think critically.

In addition, Jo and Bednarz (2011) state that stimulating the students' thinking skills and problem solving skills, whether these questions are verbally asked by teachers in the classroom or presented in textbooks is one of the important educational purposes of questions in textbook. Many educational effects are acquired from questions in textbook, and these effects depend on how often these questions are used by individual teachers and in what way they are used. According to Jo & Bednarz (in Ghanem, Rosila, and Nizam, 2013), there are some roles of questions in textbook such as; 1) improve students' understanding of content, 2) assist students in identifying critical information in the textbook, 3) help students to

build strategies in processing given information, and 4) stimulate students' problem solving skills.

2.4 Kinds of Reading Comprehension Test

Reading comprehension test is very important to measure students' understanding. Heaton (1990) state that many test materials are still limited to short reading extracts on which general 'comprehension' questions are based. Reading comprehension test material is very closely related to type of practice material used by teacher to develop reading skill. According to Heaton (1990), there are several ways of testing reading comprehension questions such as:

a. Matching test

Matching test originally concerns with word and sentence recognition. This test examines students' ability in differentiating words which have similar spelling (Heaton, 1990). There are two types of matching tests that are going to be explained:

1. Words Matching

Students are required to underline the same word as the word written on the left.

For examples:

now bow/not/how/now/mow

ever never/over/ever/fewer/even

Heaton (1990: 107)

2. Sentence Matching

Students should recognise as quickly as possible sentences which consist of the same words in the same order. They are asked to read a sentence, followed by four similar sentences. Only one choice is exactly the same as the first sentence.

For example:

1. The thief can hide in the jungle

a. The thief can die in the jungle

b. The thieves can hide in the jungle

- c. The thieves can be hidden in the jungle
- d. The thief can hide in the jungle

Heaton (1990: 108)

b. True/False Reading Test

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

For examples:

- | | | |
|---|---|---|
| 1. When ice melts, it turns into water. | T | F |
| 2. Fish can't fly, but birds can. | T | F |

Heaton (1990: 114)

c. Multiple Choice items

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

For example (multiple choice item for short text):

- 1. John is not as tall as Sally but he's a little taller than Rick.
 - a. Sally is taller than John and Rick.
 - b. John is not as tall as Rick.
 - c. Sally is taller than John but not as tall as Rick.
 - d. Rick is taller than John and Sally.

Heaton (1990: 116)

d. Completion items

Completion items is testing students' ability to recall rather than recognizing. Usually, completion items require the students to supply a word or a short phrase. There are two types of completion items for testing reading comprehension. The first type is consisting of blanks for completion in the items following the text.

Meanwhile, the second type is consisting blanks in the text itself. Here is the example of completion items type 2:

When we slide something along the floor, it will cause (1)..... If something is very (2)....., there will be a lot of friction between it and the ground. However, friction is (3)..... when something rolls instead of (4)..... The invention of the (5)..... was really an attempt to reduce friction. (*Heaton, 1990:127*)

e. Open-ended

Open-ended items refer to questions in which it needs a completely subjective response from the students. The response needed may be in the form of a word or sentences.

For example (one-word answer):

1. Give the name of the town where the writer had a bad accident.

Heaton (1990: 133)

2.5 Previous Studies Review

To analyze reading comprehension questions, most of the researcher used Bloom's (1956) taxonomy, revised Bloom's (2001) taxonomy or Anderson and Krathwohls' (2001) taxonomy as the tool of their analysis. Many researchers were interested in the levels of reading comprehension questions in language test and English textbooks and conducted the research in various ways (Tangsakul et. al, 2017).

Lan & Chern (2010) conducted a research using Bloom's taxonomy 2001 to analyze reading comprehension questions on the SAET (Scholastic Achievement English Test) and the DRET (Department Required English Test) in Taiwan. This study examined the cognitive process levels and knowledge types on English reading comprehension tests of college entrance examinations from year 2002 to 2006. The data was obtained from reading passages and comprehension questions in SAET and DRET year 2002 to 2006. The total reading passage used was 36 and 140 for comprehension items which were consisting of 77 items in the SAETs

and 63 items in DRETs. The result showed that items on ‘remember’. and ‘understand’ which belong to lower cognitive levels were dominant in both tests.

Furthermore, Igbaria (2013) conducted a similar research in which it examines the variety in the cognitive level represented in WH questions in the six units of the 9th grade English textbook *Horizons* based on Bloom’s taxonomy. The results showed that 244 questions in the book emphasized on lower order thinking skill. In contrast, only 137 questions emphasized on the three higher-order thinking skills. The study also found out that the questions provided in the “Horizons” textbook placed major emphasis on comprehension, which is one of the lower order thinking skills.

Another study conducted by Abdelrahman (2014). The study analyzed the types and levels of questions for ten graders English language textbooks which are used in Jordan during the 2012 to 2013. The purpose is to determine the questions distribution over six levels cognitive domain of Bloom's Taxonomy 2001. The sample consisted of 655 questions from the textbooks. The results showed that most of the questions were within the first two levels; Remembering and Understanding (55.11%), 16.18% for Applying and less for the other levels 28.71%. The results also revealed that the difference were in favour of the low level questions as the percentage was 51.9%.

Meanwhile, Freahat and Smadi (2014) conducted a research in order to find the thinking levels of the reading comprehension questions in several textbooks which are *Action Pack 11*, *Action Pack 12*, and *New Headway Plus Pre-Intermediate* based on cognitive domain of Bloom’s taxonomy. The results showed that the reading parts of two high school EFL textbooks (*Action Pack 11*, *Action Pack 12*) and one introductory university EFL textbook (*New Headway Plus Pre-Intermediate*) had major emphasis on questions that involved the lower-level thinking processes.

Assaly and Smadi (2015) also evaluated the cognitive levels of the questions following the reading texts of *Master Class* textbook based on Bloom’s taxonomy. The result revealed that about 40% of the questions highlighted higher-

level thinking skills that were in line with the requirements of the revised curriculum.

In a research from the codification of 439 tasks and exercises of Iranian Junior High School English textbooks (Prospect 1, Prospect 2 and Right Path to English) conducted by Rahpeyma and Khoshnood (2015), it was known that the most frequent learning objectives in the content of Junior High School English textbooks in Iran were lower order learning levels of Bloom's Revised Taxonomy. The levels were consisted of Remembering the Factual Knowledge, Applying the Conceptual Knowledge, and Applying the Factual Knowledge.

Mizbani and Chalak (2017) analyzed reading and writing activities of Iranian EFL Textbook Prospect 3 based on revised Bloom's taxonomy. The finding showed that reading and writing activities in the book were mostly categorized in the lower levels based on learning objectives of the cognitive domain.

At last, Tangsakul et al (2017) analyzed and compared the levels of reading comprehension questions in reading parts of Team Up in English 1-3 and Grade 9 English O-NET tests academic year 2013-2016. The findings showed that the levels of reading comprehension questions found in Team Up in English 1-3 and Grade 9 English O-NET tests academic year 2013-2016 were similar and were in low levels of reading comprehension questions based on revised Bloom's taxonomy.

In short, reading comprehension questions analysis in ELT textbooks is one of the trending topics discussed in the past ten years in a number of international journals of education. However, reading comprehension questions analysis conducted in senior high school textbooks in Indonesia is still underexplored. Therefore, in order to fill the gap from the previous studies, this study analyzed reading comprehension questions in ELT Textbook entitled "Pathway to English" for SMA/MA grade X based on revised Bloom's taxonomy.

CHAPTER 3. RESEARCH METHOD

This chapter explained the method that used to analyze reading questions in ELT textbook. The first point discusses about the research design, the second point deals with research context, the third point discusses about the tool of analysis, and the last point deals with procedures and data analysis.

3.1 Research Design

A content analysis is chosen as the appropriate research design to analyze reading questions in ELT textbook used in senior high school in Indonesia. According to Chelimsky (1989), "Content analysis is a set of procedures for collecting and organizing information in a standardized format that allow analysts to make inferences about the characteristic and meaning of written and other recorded material." Furthermore, "content analysis may be seen as a method where the content of the message forms the basis for drawing inferences and conclusions about the content" (Nachmias and Nachmias, 1976). Weber (1985) added that content analysis defined as a research methodology that utilizes a set of procedures to make valid inferences from text. The written material that analyzed in this study were reading questions in ELT textbook used in senior high school in Indonesia published by Erlangga.

3.2 Research Context

This study was conducted in Indonesian context where English is used as a Foreign Language. The data for this study was obtained from the reading questions in English textbook for Grade X of senior high school published by Erlangga. The textbook entitled "Pathway to English" written by Indonesian writers. The reason for choosing this textbook is because: (1) it is written based on 2013 Curriculum, (2) it contains several kinds of reading comprehension questions, (3) it is written by Indonesian authors who understand the Indonesian ELT context, (4) it is used in many schools in Indonesia.

The textbook contains 10 chapters and 203 pages. The materials in this textbook (consisting of tasks, texts, and images) are selected to facilitate the development of students' competencies in using and understanding English through the mastery of different types of texts. In each chapter, it involves the four language skills (listening, speaking, reading, and writing practice) and language components (vocabulary, pronunciation, and grammar). The reading comprehension questions that used in this study were the whole reading comprehension questions in this textbook.

3.3 The Tool of Analysis

The theory of revised Bloom's taxonomy proposed by Anderson and Krathwohl (2001) used as the tool to analyse the reading comprehension questions. The revised Bloom's taxonomy is used because it contains educational objectives that have been applied in many countries. According to Bloom (1956, p.7), "the cognitive domains include goals related to the recall and recognition of knowledge and development of intellectual abilities and skills". Moreover, this study also find out the level of thinking order based on reading comprehension questions provided in the textbook.

Related to the revised Bloom's taxonomy, Krathwohl (2002) stated that the revision is a hierarchy in the sense that the six major categories of the cognitive process dimension are different in terms of their complexity. For examples, *remember* is less complex than *understand*, which is less complex than *apply*, etc. The six categories of cognitive domains used to analyzed the textbook.

3.4 Procedures and Data Analysis

To analyze the reading questions in this textbook, there were several steps that adopted from Chelimsky (1989) as follows:

1. Decide to use content analysis
2. Determine what material should be included in content analysis. In this case, the researcher used English textbook entitled "Pathway to English" for SMA/MA grade X published by Erlangga.
3. Select units of analysis. The researcher selected all the reading questions in this textbook and collected them into a column.

4. Develop coding categories. The researcher use the coding categories of cognitive domain based on Revised Bloom's Taxonomy.
5. Code the material. The researcher codes each of reading question into one category of cognitive domain based on Revised Bloom's Taxonomy.
6. Analyze and interpret the result. In this case, the interpretation revealed the implication of the analysis.

In order to make the researcher easier to code the reading questions in this textbook, the data tabulated into a column. The column consists of which chapter and text the question is, the question to be analyzed, the six categories of cognitive level based on Revised Bloom's Taxonomy, and the explanation about why the question categorized into one of the cognitive domain of revised Bloom's taxonomy. In short, to avoid some mistakes which probably happen during the analysis process, the researcher determined carefully some reading comprehension questions. The researcher used the table as the example below:

Table 3.1 Cognitive Domain of Revised Bloom's Taxonomy Checklist

No	Page	Chapter	Text	Questions	Cognitive Level						Explanation	
					1	2	3	4	5	6		
1.	25	1	1	How old is Tom?	√							This question asks about the age of Tom. It leads the students to recall the specific information from the text about the age of Tom. It is categorized as low question because the answer is stated in the first paragraph in the second sentence in the second line.

CHAPTER 5. CONCLUSION

Based on the result of the analysis, it was found that this textbook had covered all cognitive domain based on Revised Bloom's Taxonomy which are *remember* (54 questions), *understand* (42 questions), *apply* (3 questions), *analyze* (11 questions), *evaluate* (10 questions), and *create* (2 questions). In this case, *remember level* has the highest percentage in this textbook among other levels of cognitive domain with 44.3%, while *create level* has the lowest percentage with 1.6%. In other words, the reading questions which were categorized as high-level thinking skill seldom appeared in this textbook. In sum, the variation of cognitive learning domain found in the reading question was still unbalanced and needed more addition on the high order thinking domain.

Concerning the facts found during the analysis, there were some suggestions for the textbook authors, English teachers, and future researchers. For the authors, it is better for creating questions of high-order thinking domain in the textbook as these questions can facilitate the students' critical thinking. Dealing with the reading activity, teacher should also use other teaching resources to adapt some reading passages and reading exercises, and then combine it with the reading activities provided in the textbook. Teachers can produce questions dealing with high-order thinking skill in order to enlarge the students' critical thinking. For the future researchers, the finding of this study can be used as a reference in conducting similar research, especially by using inter-rater in analysing the questions to make a fairer analysis.

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APPENDIX A

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Methods
An Analysis of Reading Questions in ELT Textbook Based on Revised Bloom's Taxonomy of Learning Domain	1. What cognitive domain of Revised Bloom's Taxonomy are found in reading questions in ELT textbook entitled "Pathway to English" for SMA/MA grade X published by Erlangga?	Reading questions in ELT textbook entitled "Pathway to English" for SMA/MA grade X published by Erlangga?	Cognitive domain of reading questions based on Revised Bloom's Taxonomy	ELT textbook entitled "Pathway to English" for SMA/MA grade X published by Erlangga	<p>1. Research Design</p> <ul style="list-style-type: none"> - Content Analysis <p>2. The Tool of Analysis</p> <ul style="list-style-type: none"> - Cognitive Domain of Revised Bloom's Taxonomy <p>3. The Textbook as the Unit of Analysis</p> <ul style="list-style-type: none"> - ELT Textbook entitled "Pathway to English" for SMA/MA grade X published by Erlangga (focusing on reading questions) <p>4. Procedures and Data Analysis</p> <ul style="list-style-type: none"> - Decide to use content analysis - Determine what material should be included in content analysis - Select units of analysis - Develop coding categories - Code the material - Analyze and interpret the result

APPENDIX B

Revised Bloom's Taxonomy Action Verbs

Cognitive Domain	Definition	Action Verbs
Remember	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
Understand	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
Apply	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
Analyze	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	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,
Evaluate	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, influence, interpret, judge, justify, mark, measure, perceive, prioritize, prove, rate, recommend, rule on, select, support, value
Create	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, formulated, happen, imagine, improve, invent, make up, maximize, minimize, modify, originate, plan, predict, propose, solve, suppose, test, theory

(Adopted from: Anderson, L. W. & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing. Abridge Edition. Boston, MA: Allyn Bacon)

APPENDIX C

Reading Questions Analysis Result of “Pathway To English” Textbook Based on Cognitive Domain of Revised Bloom’s Taxonomy

No.	Page	Chapter	Text	Questions	Cognitive Level						Explanation
					1	2	3	4	5	6	
<i>Questions number 1 - 8 come from the letter</i>											
1.	25	1	1	How old is Tom?	√						<p>This question asks about the age of Tom. It leads the students to recall the specific information from the text about the age of Tom. It is categorized as low question because the answer is stated in the first paragraph in the second sentence in the second line.</p> <p>Answer: 16</p>
2.				Where does Tom actually come from?	√						<p>The question asks about Tom’s hometown. This question asks the students to recall the specific information from the text. It is categorized as low level question because the students can find the answer in the first paragraph in the fourth sentence in the fifth line.</p> <p>Answer: Gothenburg.</p>
3.				Where does Alexander study?	√						<p>The question requires student to remember specific information about the place where Alexander studies. The answer can be found in the first paragraph in the sixth sentence in the seventh line. This question is considered as low level question.</p> <p>Answer: Stockholm University</p>

4.				What does Tom's mother do?	√						<p>This question requires students to remember the specific information from the text about Tom's mother's work. The answer can be found in the last sentence of the first paragraph in the 9th-10th line. This question is categorized as low level question.</p> <p>Answer: She used to work as a computer analyst, but now teaches at the KTH Royal Institute of Technology</p>
5.				Who are Tom's favourite musicians?	√						<p>This question is categorized as remember because the information for this question is written explicitly in the third paragraph in the second sentence in line 24. So, students can directly answer the question. The students only need to recall the information that has been stated in the text about Tom's favourite musicians.</p> <p>Answer: Bruno Mars and Ellie Goulding</p>
6.				Why did Tom's father move to Stockholm?	√						<p>This question is categorized as remember. The reason why Tom's father moves to Stockholm is explained in paragraph 1 in line 4-5. In other words, the students should only recall this information from the text.</p> <p>Answer: my father was relocated for his job.</p>
7.				Why does Tom want to be a computer scientist?		√					<p>This question leads the students to give the reason why Tom wants to be a computer scientist. The answer of this question is not explicitly stated in the text. The students need to understand the text before answering this question. It is categorized as low level question.</p>
8.				In which paragraph can you find these main ideas? - Tom's family		√					<p>This question consists of four items. In this question, the students need to understand the main</p>

				<ul style="list-style-type: none"> - Tom's first computer - Tom's hobbies - Tom's dream 						idea of each paragraph contained in the text. This question is categorized as low level question.
<i>Questions number 9 - 16 come from the letter</i>										
9.	41	2	1	Who wrote the letter?		√				This question asks the students about who wrote the letter. The answer is not explicitly stated in the text. So, the students need to understand the text to answer this question. It is categorized as low level question.
10.				Who is the letter likely for?		√				This question asks the students about who the receiver of the letter was. The answer is not explicitly stated in the text. So, the students need to understand the text to answer this question. It is categorized as low level question.
11.				What is the purpose of writing the letter?		√				This question asks the students about the writer's purpose in writing the letter. The students need to interpret the information from the text. It is categorized as low level question.
12.				Use clues in sentences to guess the meaning of the words in bold. <ul style="list-style-type: none"> - Par. 2 - Par. 3 - Par. 3 - Par. 4 						-
13.				Give the following details about the writer. <ul style="list-style-type: none"> - Marital status - Age - Hobby 		√				This question requires the students to understand about the information contained in the text because it asks the students to explain the following detail about the writer. This question is categorized as low level question.
14.				What does the writer mean by this? "You have given me two decades of happiness and joy, but I don't think I have expressed my appreciation to you. That's why I chose to write this letter, the first in so many		√				This question leads the students to understand the information contained in the text. It asks the students to infer the writer's statement. This question is categorized as low level question.

				years.” (Paragraph 1)								
15.				What kind of a person do you think the writer is?					√			This question leads the students to give a judgement about the writer of the letter. So, it is categorized as high level question.
16.				What kind of a person do you think the receiver is?					√			This question leads the students to give a judgement about the receiver of the letter. So, it is categorized as high level question.
<i>Questions number 17 – 18 come from congratulation cards</i>												
17.	57	3	1	What are the functions of the cards?					√			This question asks the students about the function of the cards. It requires the students to understand about the functions of the cards which are congratulation cards. It is categorized as low level question.
18.				The three cards share similar structures. Mention them.						√		This question requires the students to mention the similar structures from the cards. The students need to analyze the structures from those three cards. It is categorized as high level question.
<i>Questions number 19 – 23 come from the congratulations letter</i>												
19.	58		2	What is the letter about?					√			This question asks the students to understand about the information in the text because the students need to tell about the content of the letter. This question is categorized as low level question.
20.				To whom is the letter addressed?					√			This question asks the students to recall the information from the text. The students need to mention to whom the letter is addressed. The answer explicitly stated in the text. This question is categorized as low level question. Answer: Linda Campbell
21.				Who wrote the letter?					√			This question asks the students to recall the information from the text. The students need to mention who wrote the letter. The answer

											explicitly stated in the text. This question is categorized as low level question. Answer: Claire Smith
22.				Why did she write the letter?	√						This question asks the students to recall the information from the text. The students need to tell about the reason why did she write the letter. The answer is explicitly stated in the text especially in the first paragraph of the letter. This question is categorized as low level question. Answer: to sincerely congratulate Linda on her recent graduation.
23.				Where did Linda graduate from?	√						This question asks the students to recall the information from the text. The students need to mention the place where Linda graduates from. The answer is explicitly stated in the text especially in the first paragraph of the letter. This question is categorized as low level question. Answer: Mountain State University.
<i>Questions number 24 – 37 comes from business letter</i>											
24.	72-73	4	1	What is the letter about?		√					This question requires the students to tell about the content of the letter. So the students need to understand the content of the text. It is categorized as low level question.
25.				What is the relationship between Andi Manuhutu and Mr Wirakusuma?		√					This question leads the students to tell about the relationship between Andi manuhutu and Mr Wirakusuma. The students need to understand the information in the text. It is categorized as low level question.
26.				Why does Andi Manuhutu send a letter to Mr Wirakusuma?		√					This question asks the students to give the reason why does Andi Manuhutu send a letter to Mr

											Wirakusuma. The students need to understand the information in the text. It is categorized as low level question.
27.				What does Andi Manuhutu expect by sending the letter?	√						This question asks the students to recall information from the text. The students need to tell what Andi Manuhuti expects by sending the letter. The students can find the answer in the text. It is categorized as low level question. Answer: He expects to see Mr. Wirakusuma next year.
28.				Why do you think Andi Manuhutu has Mr Wirakusuma reserve a room for him?		√					This question asks the students to give the reason why Andi Manuhutu has Mr Wirakusuma reserves a room for him. The students need to understand the information in the text. It is categorized as low level question.
Decide whether the statements are true or false (9 items)											
29.				Dude Manuhutu is going to be a speaker in the 2017 conference.	√						The statement is stated in the text. The students only need to recall the information from the text.
30.				Andi Manuhutu, the managing director of NX company, answered the letter sent by Mr Wirakusuma	√						The statement is stated in the text. The students only need to recall the information from the text.
31.				Andi Manuhutu and Dude Manuhutu are working for Internet Consultant office.	√						The statement is stated in the text. The students only need to recall the information from the text.
32.				The copy of the letter is sent to NX modems Product Manager	√						The statement is stated in the text. The students only need to recall the information from the text.
33.				While answering the letter sent by Mr Wirakusuma, Dude Manuhutu also encloses a preliminary proposal.	√						The statement is stated in the text. The students only need to recall the information from the text.
34.				During the conference, Mr Andy Manuhutu is going to stay in the Mutiara Hotel.		√					The statement requires the students to understand about the information in the text.
35.				Mr Wirakusuma is going to book a hotel for the speaker of the conference.		√					The statement requires the students to understand about the information in the text.

36.				The letter was written two days after receiving an invitation to be a speaker at the Internet 2017 Conference	√						The statement is stated in the text. The students only need to recall the information from the text.
37.				From the closure of the letter we may conclude that the writer does not know Mr Kusuma very well.		√					The statement requires the students to understand about the information in the text.
<i>Questions number 38 – 44 comes from descriptive text</i>											
38.	84	5	1	What is the text about?		√					This question requires the students to tell about the content of the text. The students need to understand the information in the text. It is categorized as low level question.
39.				What does the writer try to describe?		√					This question leads the students to recall the information from the text. It is categorized as low level question. Answer: The writer tries to describe about Purna Bhakti Pertiwi Museum
40.				The first paragraph tells the readers about _____		√					This question asks the students to tell the readers about the content of the first paragraph. So, the students need to understand the content of the first paragraph. It is categorized as low level question.
41.				The characteristics of Purna Bhakti Pertiwi Museum can be found in paragraph _____		√					This question leads the students to tell in which paragraph the characteristics of Purna Bhakti Pertiwi Museum can be found. The students need to understand the content of the text. It is categorized as low level question.
42.				The main idea of the third paragraph is _____		√					This question asks the students to tell the main idea of the third paragraph. The students need to understand and summarize the content of the third paragraph. It is categorized as low level question.
43.				After reading the text, what do you think of the Purna Bhakti Pertiwi museum?						√	This question requires the students to give a judgement about the text. The students need to give their opinion about Purna Bhakti Pertiwi Museum. It is categorized as high level question.

44.				Find a descriptive text in bahasa Indonesia. Compare the text with the previous text. Do they share the same text organization?				√			This question leads the students to find a descriptive text in bahasa Indonesia and compare the text with the previous text. It is categorized as high level question because the students need to compare and identify the text organization.	
<i>Questions number 45 – 52 come from descriptive text</i>												
	105		2	Complete the following list with the information found in the text. (8 items)								
45.				Location : _____				√			This question requires the students to recall the information from the text. The students can find the answer in the first sentence of the first paragraph. Answer: on the northern coast of Java island.	
46.				Size : _____				√			This question requires the students to recall the information from the text. The students can find the answer in the fourth sentence of the first paragraph. Answer: 200 square km	
47.				Climate and seasons : _____				√			This question requires the students to recall the information from the text. The students can find the answer in the last sentence of the first paragraph. Answer: a tropical climate, wet and dry seasons	
48.				Sub-districts : _____				√			This question requires the students to recall the information from the text. The students can find the answer in the fifth sentence of the first paragraph. Answer: 16 sub-districts	
49.				Population : _____				√			This question requires the students to recall the	

<i>Questions number 62 – 65 come from announcement text</i>										
62.	117	6	1	What is the text about?		√				This question leads the students to tell about the content of the text. The students need to understand the information contained in the text. The text is about announcement of Batik-Making Seminar and Workshop. It is categorized as low level question.
63.				What is the purpose of the text?		√				This question requires the students to tell about the purpose of the text. The students need to understand the content of the text. It is categorized as low level question.
64.				What should the participant do if he/she wants to join this activity?		√				This question leads the students to recall the information from the text. The students need to tell what the participant should do if he/she wants to join the activity. The answer stated in the text. Answer: The participants can contact Wirajati at jati-contact@yahoo.com or call at 0812297 1234
65.				How much should one pay for the seminar and workshop?						-
<i>Questions number 66 – 69 come from announcement text</i>										
	117		2	Fill in the table with the information from the text.(4 items)						
66.				Topic : _____		√				This question asks the students to tell the topic of the text. The students need to understand the information contained in the text. The topic is about the mathematics lessons which cancelled. It is categorized as low level question.
67.				Reason : _____		√				This question asks the students to recall the information from the text. The students need to give the reason why the mathematics lessons are cancelled. The answer is explicitly stated in the text. It is categorized as low level question.

75.	133 - 134	7	1	Who wrote the letter?	√							This question requires the students to recall the information from the text about who wrote the letter. The answer was stated in the text. It is categorized as low level question. Answer: Melanie
76.				Who is the letter likely to be for?	√							This question asks the students to recall the information from the text about who the receiver of the letter. The answer was explicitly stated in the text. It is categorized as low level question. Answer: Pipit
77.				What is the writer's purpose of writing the letter?		√						This question leads the students to tell about the writer's purpose of writing this letter. The students need to understand the content of the letter to answer this question. It is categorized as low level question.
78.				Use the clues in the sentences to guess the meaning of the words in bold. - stunning - worth		√						This question requires the students to guess the meaning of the words in bold. The students need to understand the context to know the meaning of the words in bold. It is categorized as low level question.
79.				Give the following details about - North Sumatra - Lake Toba - Kuala Namu Airport - Samosir Island		√						This question asks the students to give the following details about some places provided in the text. The students need to understand the specific information about places that stated in the text. It is categorized as low level question.
80.				What does the writer mean when he wrote 'It was very tiring but the view of the lake was just gorgeous'?		√						This question leads the students to understand the information contained in the text because it asks the students to imply the writer's statement from the text. It is categorized as low level question.
81.				What kind of a person do you think the writer is?						√		This question leads the students to give a judgement about the writer in the text. So, it is categorized as high level question.

82.				What kind of a person do you think the recipient is?					√		This question leads the students to give a judgement about the recipient in the text. So, it is categorized as high level question.
<i>Question number 83 come from historical recount text entitled "Peace Treaty, Pact, and MoU"</i>											
83.	147	8	1	Find several international peace treaties, pacts, and MoUs in world history.					√		This question asks the students to find several international peace treaties, pacts, and MoUs in world history. The students need to apply the information from the text to find the answer.
<i>Questions number 84 – 90 come from historical recount text entitled "The Moon Landing"</i>											
84	149 - 151		2	Match the words in bold with their meanings. One has been done for you. (5 items)					√		This question leads the students to match the words in bold with their meanings. The students need to understand the context that use in the text to know the meaning of the words in bold.
85				Match the conjunctions in bold with their purposes in the text. (3 items)					√		This question leads the students to match the conjunction in bold with their purposes. The students need to understand the context that use in the text to know the purpose of the words in bold.
86				Fill in the bubble with Armstrong's four feelings or thoughts when he stepped on the moon. (4 items)					√		This question requires the students to fill in the bubble with Armstrong's four feelings or thoughts when he stepped on the moon. The students need to analyze the content of the text.
87				What do the following numbers refer to? (5 items)					√		This question asks the students to recall the specific information about number that stated in the text. The students need to complete the information about the number provided in the text.
88				What do the underlined pronouns refer to? (6 items)					√		This question requires the students to relate the underline pronouns with the information provided in the text. The students need to understand the context of the information in the text.
89				What do you think of the following? - The historical event of the Moon Landing					√		This question leads the students to give their opinion about the following items. It is

				- Neil Armstrong and Edwin Aldrin - The space race between the US and the Soviets							categorized as high level question.
90				Label the pictures with the appropriate words from the text. (4 items)	√						This question requires the students to recall the information from the text. The students need to label the pictures with the appropriate words from the text.
<i>Questions number 91 – 94 come from the text entitled “The Invention of Penicilin” and “The Invention of the Telephone”</i>											
91.	152 - 153		3	Fill the table with the correct information from the text. (2 items)	√						This question leads the students to recall the information from the text. The students need to fill the table with the correct information from the text
92.				Complete the timeline for each invention. (2 items)		√					This question asks the students to complete the timeline for each invention based on the text. The students need to understand the information in the text.
93.				Find the main idea of each paragraph. (2 items)		√					This question requires the students to find the main idea of each paragraph. The students need to understand the content of the text.
94.				Based on the two texts we read, we can conclude that an inventor has the following attitudes. (Two have been done for you as an example. Find 3 more attitudes and provide evidence). (3 items)				√			This question asks the students to conclude that an inventor has some attitudes based on the text. The students need to analyze the attitudes of the inventor in the text.
<i>Questions number 95 – 104 come from the story entitled “The Legend of Si Pahit Lidah”</i>											
95.	172- 173	9	1	What made Serunting a mighty man?	√						This question asks the students to recall the specific information from the text. The students can find the answer in the text especially in the first paragraph in the second sentence. Answer: He was very powerful because he was the son of a powerful giant and a princess.
96.				What was the quarrel between Serunting and Arya Tebing about?	√						This question leads the students to tell about something that become quarrel between Serunting

101.				What do the underlined words refer to? (5 items)		√					This question requires the students to relate the underline pronouns with the information provided in the text. The students need to understand the context of the information in the text.
102.				Where would you put these expressions in the text? (6 items)				√			This question asks the students analyze where the right place to put these expression in the text. The students need to understand the context of each expression in order to make it suitable.
103.				Which moral lesson is NOT appropriate for this story?					√		This question leads the students to choose which moral lesson is NOT appropriate for this story. The students need to conclude the moral value that can be learned from the story.
104.				What do you think of the end of the story?					√		This question asks the students' opinion about what they think of the end of the story. The students need to give their opinion about it.
<i>Questions number 105 – 118 come from the story entitled “The Green Knight”</i>											
105.	173-177		2	<p>Guess which of the following characters are good characters in a story entitled The Green Knight.</p> <ol style="list-style-type: none"> 1. The dying queen 2. The king 3. The princess 4. The stepmother 5. The green knight 6. The herdsman 					√		This question leads the students to guess the good characters in a story entitled The Green Knight. The students need to evaluate the attitudes of each character based on the text. This question is categorized as high level question.
106.				Discuss with your friends where and when the following story might take place.						√	This question asks the students to tell about where and where the story might take place. The students need to discuss to find the answer.
107.				What did the king promise the queen?		√					This question leads the students to tell about the kings' promise to the queen. The students need to understand text because the answer is not explicitly stated in the text.
108.				Who took care of the princess after the queen passed away?		√					This question leads the students to tell about the people who take care of the princess after the

											queen passed away. The students need to understand text.
109.				How was the princess's stepmother's behaviour towards the princess?	√						<p>This question asks the students to recall the information from the text. The students need to tell about the princess's stepmother's behaviour towards the princess. The answer can be found in the second paragraph in the first sentence.</p> <p>Answer: She always mistreated the princess.</p>
110.				How did the king send the princess's regards to the Green Knight?	√						<p>This question asks the students to recall the information from the text. The students need to tell How the king sent the princess's regards to the Green Knight. The answer is explained in the second paragraph.</p> <p>Answer: On the way home, he passed a forest where he met a herdsman and his many cattle. He asked a herdsman whose cattle they were and the herdsman told him that they were the Green Knight's. Then he continued walking and saw the amazing castle where the Green Knight lived. Then, he sent his daughter's regards to the Green Knight.</p>
111.				Had the princess and the Green Knight known each other very well?	√						<p>This question asks the students to recall the information from the text. The students need to tell whether the princess and the Green Knight known each other very well or not. The answer can be found in the second paragraph in the ninth sentence.</p> <p>Answer: No, they had not known each other very well.</p>
112.				Why did the Green Knight visit the princess secretly?		√					This question requires the students to tell the reason why did the Green Knight visit the

				<ul style="list-style-type: none"> - The King - The Queen - The Green Knight 							about the characteristics of each character stated in the text.
118.				Complete the following text by filling the blank spaces without looking the story of the Green Knight. (15 items)	√						<p>This question asks the students to recall the information from the text. The students need to complete the blank space with the information from the story of the Green Knight.</p> <p>Answer: asked, widow, badly, summer palace, regards, forest, gift, to receive and read, flew, dream, maid, stables, cure, not recognise</p>
<i>Questions number 119 – 124 come from narrative text</i>											
119.			3	When did the peasant and his wife meet the pigmy boy?	√						<p>This question asks the students to recall the information from the text. The students need to tell when the peasant and his wife meet the pigmy boy. The answer is stated in the text especially in the second paragraph in the third sentence in the 5th line.</p> <p>Answer: After they had left their village.</p>
120.				When did the wagon get so heavy?	√						<p>This question asks the students to recall the information from the text. The students need to tell when the wagon gets so heavy. The answer can be found in the first sentence of third paragraph in the 9th line.</p> <p>Answer: As soon as he had got into the wagon.</p>
121.				What happened on their way to the forest?	√						<p>This question asks the students to recall the information from the text. The students need to tell what happened on their way to the forest. The answer is explained in the third sentence of the second paragraph in the 5th-6th line.</p>

											Answer: They met a pigmy boy.
122.				When did the boy want to stop?	√						<p>This question asks the students to recall the information from the text. The students need to tell when the boy want to stop. The answer can be found in the third sentence of the third paragraph in the 11th line.</p> <p>Answer: When they had reached the middle of the forest.</p>
123.				What happened to the boy then?	√						<p>This question asks the students to recall the information from the text. The students need to tell about what happened to the boy then. The answer is stated in the last sentence of the third paragraph in the 13th line.</p> <p>Answer: The boy had disappeared.</p>
124.				Fill the table with the suitable sentence based on the generic features. (4 items)					√		<p>This question leads the students to complete the table based on the suitable generic features. The students need to analyze the sentence in the text.</p>