

**AN ANALYSIS OF READING QUESTIONS IN “BAHASA INGGRIS,
STOP BULLYING NOW” TEXTBOOK BY USING REVISED BLOOM’S
TAXONOMY**

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree



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NPM. 1611040158

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Co-Advisor : Rohmatillah, M. Pd

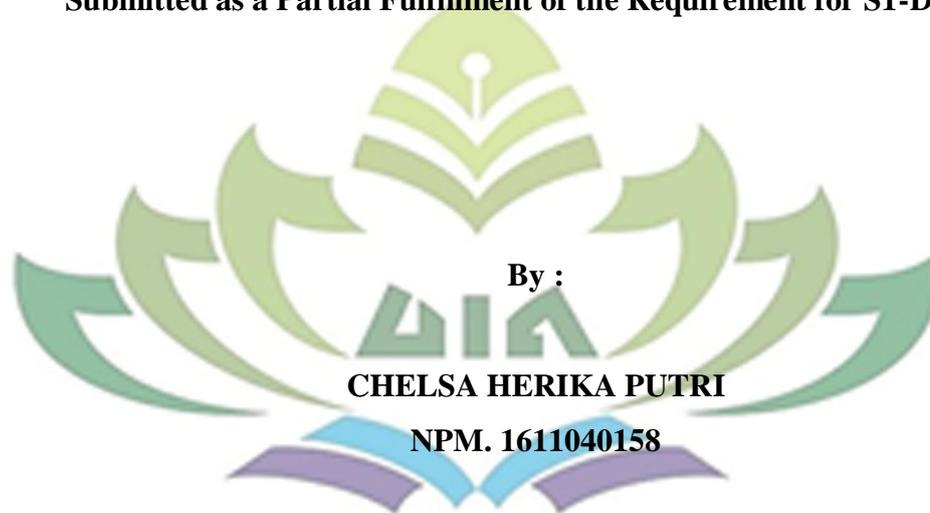
**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN LAMPUNG**

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ABSTRACT

AN ANALYSIS OF READING QUESTIONS IN “BAHASA INGGRIS, STOP BULLYING NOW” TEXTBOOK BY USING REVISED BLOOM’S TAXONOMY

By

Chelsa Herika Putri

The objective of this research were to analyze post-reading questions in terms category of cognitive dimension, to know the most dominant category of cognitive dimension and to know the level of order thinking skills were available in the post-reading questions of “Bahasa Inggris, Stop Bullying Now” textbook grade XI published by Ministry of Education and Culture of the Republic of Indonesia based on Revised Bloom’s Taxonomy.

This research was a qualitative research. The data were analyzed using data condensation, data display and conclusion drawing/verification. Resources of data that would be taken by the writer was reading question in “Bahasa Inggris, Stop Bullying Now” textbook for Senior High School grade XI published by Ministry of Education and Culture of the Republic of Indonesia. In collecting the data, the writer used documentation technique to obtain data and information in the textbook.

The result confirmed that first, from the 6 categories of cognitive process dimension, there were only four categories found in the “Bahasa Inggris, Stop Bullying Now” textbook (Remembering, Understanding, Analyzing and Evaluating).Second, within 20 post-reading questions that analyzed, the activities spread over 3 (15%) remembering, 8 (40%) understanding, 0 (0%) Applying, 8 (40%) analyzing, 1 (5%) evaluating, and 0 (0%) creating. Third, in the term of the level order thinking skill, the author of “Bahasa Inggris, Stop Bullying Now” textbook placed emphasis on the lower order thinking process of understanding and remembering. It could be seen from the entire cognitive dimension of reading questions in each unit.

Keywords: *Reading Questions, Textbook, Revised Bloom’s taxonomy*

DECLARATION

I hereby declare this thesis entitled “An Analysis of Reading Questions in “Bahasa Inggris, Stop Bullying Now” Textbook by Using Revised Bloom’s Taxonomy” is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in this thesis.

Bandar Lampung, May 31th, 2021

Declared by,

Chelsa Herika Putri
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ADMISSION

A thesis entitled: "AN ANALYSIS OF READING QUESTIONS IN
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MOTTO

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ ﴿١٥٣﴾

O you who believe, seek help through patience and prayer. Surely, Allah is with those who are patient. (Q.S Al-Baqarah: 153)¹

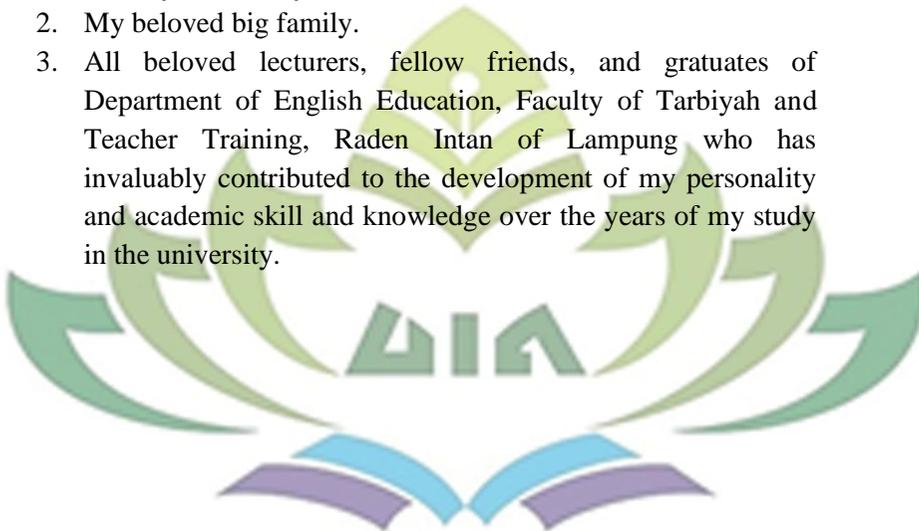


¹ Al-Misykat. Al-Qur'an Terjemahan Per Komponen Ayat. Bandung: Al-Mizan Publishing House, 2011. P. 24

DEDICATION

Praise and gratitude to Allah the Almighty for his abundant blessing to me, and from depth of my heart and great love, this thesis is dedicated to:

1. My beloved parents, Mr. Budi Setiawan and Mrs. Mistika who have provided me with unconditional loves and never ending supports, not only for completion of my study but also for the success of my life, I am thankful for having you by my side. Besides, I am also thankful for my biological father that I am glad with the fact that this divorce was only making me the way I am today.
2. My beloved big family.
3. All beloved lecturers, fellow friends, and graduates of Department of English Education, Faculty of Tarbiyah and Teacher Training, Raden Intan of Lampung who has invaluable contributed to the development of my personality and academic skill and knowledge over the years of my study in the university.



CURRICULUM VITAE

The researcher's name is Chelsa Herika Putri. She was born on September 28th 1998 in Cilegon. She was the only child of Mr. Suherman and Mrs. Mistika.

She graduated from Elementary School at SDN 1 Kalipare, Malang, East Java in 2010. Then, she continued her study at SMPN 1 Kaliapare, and graduated in 2013. Next, she was accepted to pursue her study at SMAN 1 Way Serdang, Mesuji, she took science program and graduated in 2016. In the same year, she was registered as college student and taking English Education as her major.

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ACKNOWLEDGEMENT

All praise is merely to Allah the Almighty, the lord of the world, the Most Beneficent, and the Most Merciful who has bestowed upon the researcher in completing this thesis. Then, peace and salutation may be upon the great messenger prophet Muhammad peace ve upon Him, who has brought us from the darkness to the lightness.

This thesis entitled “An Analysis of Reading Questions in “Bahasa Inggris, Stop Bullying Now” Textbook by Using Revised Bloom’s Taxonomy” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank to the following people for their ideas, time, guidance, support, encouragement, and assistance for this thesis accomplishment:

1. Prof. Dr. Hj. Nirva Diana, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staff, who had given the researcher opportunity to study until the end of this thesis composition.
2. Meisuri, M. Pd, the chairperson of the English Education study program of UIN Raden Intan Lampung.
3. Iwan Kurniawan, M. Pd, as Advisor for his guidance and help to finish this thesis.
4. Rohmatillah, M. Pd, as Co-Advisor, for the patience in giving guidance and support for completing this thesis.
5. All lectures of the English Education Department in UIN Raden Intan Lampung who taught the researcher since the first year of her study.
6. My beloved parents and big family who always give motivation and support inside out.
7. My dear best friend Dani Rahmansyah, Adinda Pertiwi, Diah Ayu Reza Permatasari, Ahmad Zikrullah, Muhammad Fadil, Ilham Surbhakti, M. Fadly Sandy, Inggil Sukmawati, Dian Narulita and all of my friends who always kindly help and give more motivation.

8. The researcher beloved organization, English Students Association (ESA) and Indonesian Moslem Student Movement (PMII)

9. My beloved friends in class PBI C 2016, who can not be mentioned individually here for the support system.

Finally, none or nothing is perfect and neither is a thesis. Any corrections, comments, and criticism for the betterment of this thesis are always open heartedly welcome.

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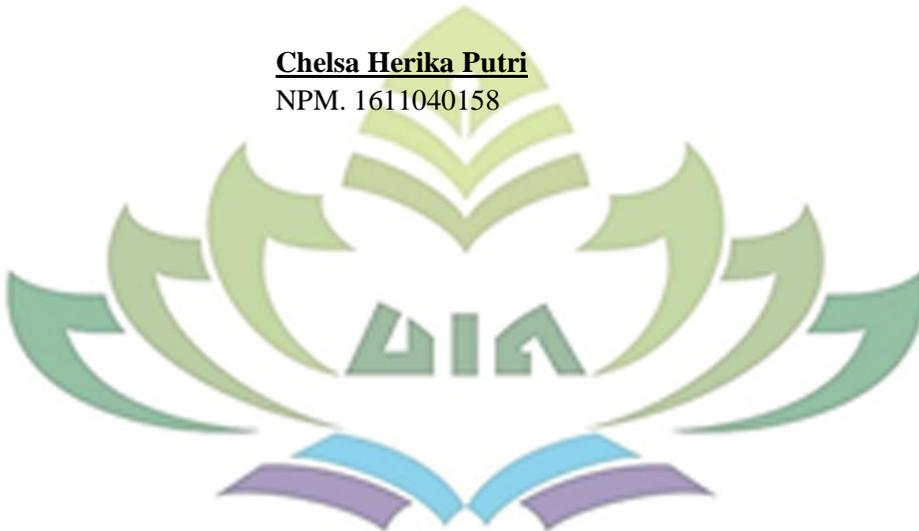


TABLE OF CONTENTS

COVER	i
ABSTRACT	iii
APPROVAL	iv
ADMISSION	v
DECLARATION	vi
MOTTO	vii
DEDICATION	viii
CURRICULUM VITAE	ix
ACKNOWLEDGEMENTS	x
TABLE OF CONTENTS	xii
LIST OF TABLE	xv
LIST OF FIGURE	xvi
LIST OF APPENDICES	xvii
CHAPTER I	INTRODUCTION
	A. Background of the Problem..... 1
	B. Identification of the Problem 5
	C. Limitation of the Problem 5
	D. Formulation of the Problem 5
	E. Objective of the Research 6
	F. Significance of the Research 6
	G. Scope of the Research 7
CHAPTER II	REVIEW OF LITERATURE
	A. Reading 9
	1. Definition of Reading..... 9
	2. Purpose of Reading 9
	4. Reading Comprehension 11
	5. Reading Questions 11
	B. Textbook 13
	1. Definition of Textbook..... 13
	2. Functions of the Textbook 14
	3. The Role of the Textbook in ELT 16
	4. Textbook Analysis 17
	5. The Important of Analyzing Textbook 18
	C. Bloom Taxonomy 19
	1. The Original Bloom’s Taxonomy..... 19

	2. The Revised Bloom's Taxonomy	22
	D. Cognitive Dimension of the Revised Bloom's Taxonomy.....	26
	E. Lower Order Thinking Skills	31
	F. Higher Order Thinking Skills.....	33
	G. Relevance of the Study.....	35
	H. Conceptual Framework	36
CHAPTER III	RESEARCH METHODOLOGY	
	A. Research Design.....	39
	B. Description of the Data	39
	C. Technique of Data Collection	41
	D. Research Instrument	42
	E. Data Analysis	42
	F. Trustworthiness of the Data	45
CHAPTER IV	FINDINGS AND DISCUSSION	
	A. Result of the Research.....	47
	1. Textbook Description.....	47
	2. Reading Question in Cognitive Process Dimension of the Textbook.....	47
	a. Data Condensation.....	47
	b. Data Display.....	49
	c. Conclusion Drawing and Verification.....	58
	B. Discussion	58
CHAPTER V	CONCLUSION AND SUGGESTION	
	A. Conclusion	61
	B. Suggestion	62
	REFERENCES	
	APPENDICES	

LIST OF TABLE

Table 2.1	Six Categories of Cognitive Domain Bloom's Taxonomy	25
Table 2.2	The Comparison of Original Taxonomy and Revised Taxonomy	27
Table 2.3	Cognitive Dimension of Revised Bloom's Taxonomy	31
Table 2.4	Structure of the Cognitive Process Dimension of the Revised Bloom's Taxonomy	31
Table 2.5	Sample Question and Instructional Verbs	32
Table 3.1	Unit and Topic in the "Bahasa Inggris, Stop Bullying Now"	44
Table 3.2	The Distribution of Reading Questions	45
Table 3.3	Data Analysis Table of Cognitive Dimension of Revised Bloom's Taxonomy	46
Table 3.4	A Table for Collecting Reading Activities from Each Unit in "Bahasa Inggris, Stop Bullying Now" Textbook	47
Table 3.5	A Table for Collecting Reading Questions from Each Unit in "Bahasa Inggris, Stop Bullying Now" Textbook	48
Table 3.6	Analysis of Activity	48
Table 3.7	The Percentage of Cognitive Domain Distribution in "Bahasa Inggris, Stop Bullying Now" Textbook	49
Table 4.1	Result in Collecting Reading Questions from Each Unit in the "Bahasa Inggris, Stop Bullying Now" Textbook	53
Table 4.2	Frequencies and Percentages of Cognitive Process Dimension in Reading Questions	54
Table 4.3	The Percentage of Cognitive Domain Distribution in "Bahasa Inggris, Stop Bullying Now" Textbook	65

LIST OF FIGURE

Figure 2.1 Changes of Original to Revised Bloom's Taxonomy. 29



LIST OF APPENDICES

Appendix	1	Researcher Documentation with the Teacher	79
Appendix	2	Basic Competences and Materials in Curriculum 2013 Applied on XI Graders of Senior High School	80
Appendix	3	A Guide for the Levels of Activities Based on Cognitive Domain of Revised Bloom's Taxonomy ...	85
Appendix	4	Reading Question from Each Unit in the "Bahasa Inggris, Stop Bullying Now" Textbook.....	88
Appendix	5	Reading Questions Analysis Result of "Bahasa Inggris, Stop Bullying Now" Textbook based on Cognitive Process Dimension Revised Bloom's Taxonomy	90
Appendix	6	Reading Questions Number 1 Pages 2	92
Appendix	7	Reading Question Number 2 Pages 2	93
Appendix	8	Reading Questions Number 3 Pages 19	94
Appendix	9	Reading Questions Number 7- 9 Pages 33	95
Appendix	10	Reading Questions Number 10-12 Pages 46	96
Appendix	11	Reading Questions Number 13 Pages 62.....	97
Appendix	12	Reading Questions Number 14-16 Pages 75	98
Appendix	13	Reading Questions Number 17-20 Pages 100	99

CHAPTER I INTRODUCTION

A. Background of the Problem

Textbooks played an important role in the educational system. As a part of the instructional system, they continued to take part in any educational context both inside and outside the classrooms. In the classroom contexts, textbooks helped a teacher to implement their instructional system effectively. Due to the fact that textbooks were inseparable in the implementation of an instructional system, English teachers relied heavily on them. Moreover, it was sometimes found that textbooks became the only instructional materials in the classroom. Ahour and Ahmadi claimed that textbooks were the main sources that conveyed the knowledge and information to the learners in an easy and organized way.¹ It meant that textbooks delivered knowledge and information that was organized for the learner.

One kind of textbook used by learners in the school was English textbook. At present, various types of English textbooks have been produced commercially from various publishers. Although many English textbooks were produced commercially in Bandar Lampung and the government has released the list of appropriate textbooks, textbook evaluation saw as an important thing to be conducted, the contents of the textbooks do not necessarily fit the criteria of good textbooks. According to Gak cited in Febrina journal, a good textbook should provide a useful resource for the teachers as a course designer and students as the one who was learning English.²

As we know that in English textbooks, it contained four language skills material, they were listening, speaking, reading, and writing. The four language skills were closely related to each

¹ Ghasem Tayyebi & Negin Karami, *The Efficiency of interchange VC. Top Notch English Textbooks in The EFL Context of Iran*, International Journal of Modern Management and Foresight Vo. 2 Issue 1, June 2015, p.59-64

² Febrina, Bustami Usman, Asnawi Muslem, "Analysis of Reading Comprehension Questions by Using Revised Bloom's Taxonomy on Higher Order Thinking Skill(HOTS)", English Education Journal, p.4

other. The ability to read text in English was important as a bridge to understand the textbook.³ It meant that reading skill was important to understand the textbook. Reading was decoding and understanding text for particular reader purposes. Readers decoded written text by translating the text to speech, and translating directly to meaning.⁴ Reading was the process of translating the text to make it meaningful for particular reader purposes. Therefore, effective English textbooks were needed to support students in understanding the content of the textbooks.

An effective English textbook must have reading passages that followed by exercises and questions. The questions should assist students in reading comprehension about what they read.⁵ The question that was given in the textbook must be following the level of students development so that the contents of the textbook could be easily understood by students. To find out the compatibility of the reading questions in the textbook with the level of student's development or not was by analyzing the compatibility of student's development level in the cognitive domain through reading questions in an English textbook. The cognitive domain in educational objectives make reference to Bloom's taxonomy.⁶

Bloom's taxonomy was a framework to categorize the educational goals that were published by Benjamin S. Bloom in 1956. Bloom's taxonomy divided the educational objective that could be measured to develop student ability to be three domains, they were cognitive, affective, and psychomotor. Cognitive domain dealt with intellectual aspects, such as knowledge and thinking abilities. The affective domain dealt with aspects of

³ Hijril Ismail, Juang Kurniawan Syahrurah, Basuki, *Improving the Students' Reading Skill through Translation Method*, Journal of English Education, p. 125

⁴ Cline, F., Johnstone, C., & King, T, *Focus group reactions to three definitions of reading (as originally developed in support of NARAP goal 1)*, Minneapolis, MN:National Accessible Reading Assessment Projects, 2006, p.2

⁵ Tangsakul, et. al., *Using Revised Bloom's Taxonomy to Analyze Reading Comprehension Questions in Team Up in English 1-3 and Grade 9 English O-NET Tests*, International Journal of research-Granthaalayah

⁶ Nana Pratiwi, *Analysis of English Workbook for SMPT/MTS by Using Revised Bloom Taxonomy* (Jakarta: UIN Jakarta, 2015), p. 2

feelings and emotions, such as interests, attitudes, appreciation, and way of adjustment. The psychomotor domain dealt with aspects of skill, such as handwriting.

In its development, Anderson and Krathwohl proposed a revision toward the taxonomy. The most notable change in the revised taxonomy was the move from one dimension to two dimensions. This was based on the consideration that instructions were usually formulated in terms of a verb-noun relationship. Statements of the objectives according to, typically consist of: (a) some subject matter contents (i.e. noun or noun phrase), and (b) a description of what is to be done with or to that content (i.e verb or verb phrase). The former described the cognitive process involved, while the latter described the *knowledge dimension*. The cognitive process comprised *Remember, Understand, Apply, Analyze, Evaluate, and Create*. Meanwhile, the knowledge dimension contained four categories: *Factual, Conceptual, Procedural, and Metacognitive*.⁷

There were two relevant researches in order to help researcher to write this research. First, research journal written by Yahya Matrouk Al Raqqad and Hanita Hanim Ismail entitled “Analyzing the Reading Questions of Ap12 Textbook According to Bloom’s Taxonomy”.⁸ The study aimed to analyze the lower and higher-order thinking skills of reading comprehension questions in the Action Pack 12 English Language textbook for grade twelve students in Jordan. The results of this study indicated that the questions prepared in AP12 were not suitable to involve more students in higher cognitive skills such as evaluating, analyzing, and creating. The difference between the previous research and this research was object of the research and taxonomy that was used, which was the object of the research was Action Pack 12 English Language textbook for grade twelve

⁷ Zuhrian Ivan Arvianto, *The Compatibility of Reading Exercise with Bloom’s Revised Taxonomy and 2013 Curriculum* (Semarang : Universitas Negeri Semarang), p.3

⁸ Yahya Matrouk Al Raqqad and Hanita Hanim Ismail, “Analyzing the Reading Questions of Ap12 Textbook according to Bloom’s Taxonomy”, *International Journal of education*, Vol: 3 Issues: 22 [December, 2018]

and taxonomy that used was Original Bloom's Taxonomy. The similarities between the previous research and this research analyzed reading questions as subject of the research.

The second research was written by Luluk Kholidatul Oktavia entitled *An Analysis of Reading Questions in English Textbook based on the Revised Bloom's Taxonomy*.⁹ The study aimed to analyze the cognitive process dimension in the post reading that was found in the textbook based on Revised Bloom's Taxonomy. The result of this study were from 54 post-reading questions form found in the textbook was dominated by WH-question with 30 questions as the frequency and 55.56% as percentage. 5 out of 6 categories were found of cognitive process dimension in post-reading question were remembering, understanding, analyzing, evaluating, and creating. The difference between the previous research and this research were textbook edition that used and object of the reserach, which was in Oktavia's paper used the first printed book in 2014 from Ministry of Education and Culture Republic of Indonesia and object of the reserach focused on monologue text of post-reading question. The similarities between the previous research and this research were to analyze the cognitive process dimension based on Revised Bloom's Taxonomy.

Based on the background above, the researcher focused on analyzing post-reading questions by using cognitive process dimension Revised Bloom's Taxonomy, in English textbooks for Senior High School. In this research, the researcher used a textbook entitled "Bahasa Inggris, Stop Bullying Now" from the publisher of the Ministry of Education and Culture of the Republic of Indonesia grade XI Senior High School to be analyzed because this book was published by the Ministry of Education and Culture of the Republic Indonesia, and used by several schools in Bandar Lampung, one of them was SMAN 15 Bandar Lampung. Therefore, the title of this research was An

⁹ Luluk Kholidatul Oktavia. *An Analysis of Reading Questions in English Textbook based on the Revised Bloom's Taxonomy*. (Malang: Universitas Brawijaya, 2017)

Analysis of Reading Questions in “Bahasa Inggris, Stop Bullying Now” Textbook by Using Revised Bloom’s Taxonomy.

B. Identification of the Problem

Based on the background of this study, the research problem were:

1. Many English textbooks especially in Bandar Lampung were produced commercially, however, the questions that were given in the textbook were not suitable for the cognitive dimension.
2. The content of the textbook should be appropriate with the cognitive dimension of Revised Bloom’s Taxonomy, so the purpose of the material to be conveyed in student textbooks can be conveyed properly according to the level of student needs.

C. Limitation of the Problem

The study focused on analyzing the post-reading questions in terms of cognitive dimension of the Revised Bloom’s Taxonomy in the English textbook entitled “Bahasa Inggris, Stop Bullying Now” for grade XI Senior High School published by Ministry of Education and Culture of the Republic Indonesia revised edition 2017.

D. Formulation of the Problem

Based on the limitation of the problem above, formulation in this study:

1. How many categories of cognitive dimension were found in the post-reading questions of “Bahasa Inggris, Stop Bullying Now” textbook grade XI published by Ministry of Education and Culture of the Republic of Indonesia based on Revised Bloom’s Taxonomy?
2. What was the most dominant category of cognitive dimension of the Revised Bloom’s Taxonomy in the post-reading questions of “Bahasa Inggris, Stop Bullying Now” textbook published by Ministry of Education and Culture of the Republic of Indonesia?

3. What was the level of order thinking skills were found in the post-reading questions of “Bahasa Inggris, Stop Bullying Now” textbook grade XI published by Ministry of Education and Culture of the Republic of Indonesia based on Revised Bloom’s Taxonomy?

E. Objective of the Research

Based on the formulation of the problem, the objective of the research were:

1. To analyze post-reading questions in terms category of cognitive dimension of the Revised Bloom’s Taxonomy in the “Bahasa Inggris, Stop Bullying Now” textbook published by Ministry of Education and Culture of the Republic of Indonesia.
2. To know the most dominant category of cognitive dimension of the Revised Bloom’s Taxonomy in the post-reading questions of “Bahasa Inggris, Stop Bullying Now” textbook published by Ministry of Education and Culture of the Republic of Indonesia.
3. To know the level of order thinking skills were available in the post-reading questions of “Bahasa Inggris, Stop Bullying Now” textbook grade XI published by Ministry of Education and Culture of the Republic of Indonesia based on Revised Bloom’s Taxonomy

F. Significance of the Research

The significance of the research was described in two parts. Those parts were theoretically and practically.

1. Theoretically, the results of this study were expected to later be able to provide useful and referential contributions to select the textbook in terms of the questions that were arranged from lower-order to higher-order cognitive thinking by using Revised Bloom’s Taxonomy as an analytical tool.
2. Practically, the results of this study could later be useful:
 - a. For the student, this research could improve students cognitive skills if the textbook provide suitable question.

- b. For the teacher, the result of the study could provide helpful information in selecting and evaluating good textbooks before deciding to use them in the classroom.
- c. For the school, the result of the study could provide helpful information in selecting before deciding to use it in the school.
- d. For other researchers, the research could give a general knowledge of how to evaluate textbooks or other forms of English instructional materials. The research also could be used as the foundation for the next research.

G. Scope of the Research

1. Subject of the Research

The subject of the research was the post-reading question of the English textbook entitled “Bahasa Inggris, Stop Bullying Now” for grade XI Senior High School, published by the Ministry of Education and Culture Republic of Indonesia revised edition 2017.

2. Object of the Research

The object of this research was the English textbook “Bahasa Inggris, Stop Bullying Now” for grade XI Senior High School, published by the Ministry of Education and Culture Republic of Indonesia revised edition 2017.

3. Time of the Research

The time of the research was in the academic year 2020-2021.

CHAPTER II REVIEW OF LITERATURE

A. Reading

1. Definition of Reading

Reading was one of language skills that should be developed. Reading was a part of our daily lives. It was performed both for pleasure and information.¹ Reading was important to be taught because by reading, a student could get a lot of information from any written text. Reading was also important for students in their daily activities such as reading the instruction, direction or advertisement.

According to Mikulecky, reading was a complex conscious and unconscious mental process in which the reader used a variety of strategies to reconstruct the meaning that the author was assumed to have intended, based on data from the text and from the reader's prior knowledge.² According to Al-Drees cited in Raqqad journal, stated by reading a lot, the readers could advance their English background knowledge and broaden vision, inspire their thought, bulid the values, train the creative performance and develop their intelligence.³ It means that reading was the cognitive process and visual activity that could develop readers intelligence.

According to Daiek, reading was an active process that depended on both an author's ability to convey meaning using words and your ability to create meaning for them.⁴ Reading was process that depended on the skill of author convey the meaning in a text by using the words and readers ability in understanding meaning of the text.

¹ Kaya, E. (2015). *The Role of Reading Skills on Reading Comprehension Ability of Turkish EFL Students*. Universitepark Buiten, 4(1-2), 37-51.

² Afif Konireza Putra, *The Use of Collaborative Strategic Reading (CSR) to Teach students Reading Comprehension of Narrative Text*, (Salatiga: State Institute for Islamic Studies Salatiga, 2017), p. 1

³ Raqqad, Y. M. A., & Ismail, H. H. (2018). *Analyzing the Reading Questions of API2 Textbook According to Bloom's Taxonomy*. International Journal of Education, Psychology and Counseling, 3 (22), 84-94.

⁴ Anter Nancy, *Critical Reading for College and Beyond*, (New York: Mc Graw Hill, 2004), p.5

From the definition above about reading, the researcher concluded that reading was one of language skills that was important to be taught because by reading a lot, the readers could develop their intelligence.

2. Purpose of Reading

Harvey in Samsul Alam argued that the purpose of reading was to inform something or challenges our knowledge on certain matters.⁵ A readers' purpose determined the way in which he treated a passage and which comprehension skills he used. If a reader wished to get a general idea of the context, he would pay less attention to the detail of the text and he might read in different ways than if he was studying a text in order to identify key information. Thus, it became inevitable to say that the reason he was reading a text would influence the way he reads it.

Grabe mentions the objectives of reading into several points:

- a. Reading to search information;
- b. Reading to skim quickly;
- c. Reading to learn (from text)
- d. Reading to write (or search information needed for writing);
- e. Reading to analyze the text, and
- f. Reading for general information.⁶

Based on the explanation above, the researcher concluded that there were a lot of purposes of reading that would influence the skill of the readers. It was not surprised if reading was one of the important skills in learning foreign language.

⁵ Rustan, *Using random Text Stretegy in Improving Reading Comprehension Ability to the Second Year Students at SMP 5 Majene*, (Makassar: Alauddin State Islamic University, 2010), p. 1

⁶ William Grabe, *Reading In A Second Language: Moving From Theory To Practise*, (New York: Cambridge University Press, 2009), p.7-10

3. Reading Comprehension

After understanding the definition of reading and the purposes of reading it was needed to know that reading has relation with comprehension. Reading and understanding could be called different types of processes, but they might be related to one another. The main purpose of reading was to understand the ideas in the material. Without comprehension, reading would be empty and meaningless. According to Snow, reading comprehension was the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁷ By doing those activities, students were expected to get the content of the reading materials and achieve their purpose and expectation.

On the other hand, reading comprehension was a multicomponent, highly complex process that involved many interactions between readers and what they brought to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).⁸ According to Wolley, reading comprehension was the process of making meaning from text. The goal was to gain an overall understanding of what was described in the text rather than to obtain meaning from isolated words or sentences.⁹ It meant that the reading comprehension was the process in which the reader tried to understand the text.

From some definitions about reading comprehension above, it could conclude that reading comprehension was process of simultaneously extracting and constructing meaning that multicomponent highly complex process that involved many interactions between readers and what they brought to the text.

⁷ Catherine E. Snow. *Reading for Understanding: Toward and R&D Program in Reading Comprehension*. Arlington: RAND Education, 2002. p. xiii

⁸ Janette K. Klingner, Sharon Vaughn, and Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press, 2007. p. 8

⁹ G. Wolley. *Reading Comprehension: Assisting Children with Learning Difficulties*. New York: Springer Science Business Media, 2011. p. 15

4. Reading Questions

Reading was an activity that has a purpose. Furthermore, the purpose should be broad enough to apply to entire reading selection.¹⁰ In the process of teaching reading, the teacher should have suitable steps of teaching reading. There should be a pre-reading step to prepare the reader before they read the whole material. The instructor should provide them with the pre-reading the learners did not have any background knowledge it would be the teachers' responsibility to provide the background knowledge to the learners in order that they could achieve the most comprehension from reading.¹¹

To assist in achieving greater understanding from reading, students needed a guide for the task that they would be asked to engage in after reading. Guidelines commonly used for students to assist in achieving greater understanding from reading and they would be asked to engage after reading were exercises or questions. Questions meant that the form of words had been made with a purpose to ask or make request for the idea in the related reading text. Questions could be put either before or after reading text. Questions that were put before reading text were commonly named pre-reading questions, and the question that was put after reading text commonly named as post-reading questions.

Pre-reading was the process of skimming a text to locate key ideas before carefully reading a text (or a chapter of a text) from start to finish, pre-reading also provides an overview that can increase reading speed and efficiency.¹² These experiences involved understanding the purposes for reading and building a knowledge base necessary for dealing with the content and the structure of the material, it means that pre-

¹⁰ Janette K. Klinger, Sharon Vaughn, and Alison Boardman. *Op. Cit.*, p. 104

¹¹ Akbar Azizifar, et al., *The Effect of Pre-reading Activities on the Reading Comprehension Performance of Ilami High School Students*. (Iran: Islamic Azad University, 2014), p.189

¹² Luluk Kholidatul Oktavia. *An Analysis of Reading Questions in English Textbook based on the Revised Bloom's Taxonomy*. (Malang: Universitas Brawijaya, 2017), p. 21

reading activities elicit prior knowledge, build background and focus attention.

Different with that type, post-reading question could be used as a reviewing and reinforcing information aids. Post-reading activities basically depended on the purpose of reading and the type of information extracted from the text.¹³ It means that post-reading exercises were the first to examine students understanding and lead students to deeper text analysis. Generally post-reading could take the form of these various activities like discussing the text, summarizing, making questions, answering questions, filling in forms and charts, writing reading logs, completing a text, listening to or reading other related materials and role playing.

Based on the definition above, it could be concluded that in reading activities students could practices more of the language that they have acquired. Because reading could learn an activity how to extract information from a text, it was important to create reading questions that helped students find understanding of the text. There were two kinds of activities in reading questions, pre-reading questions and post-reading questions. Pre-reading questions were placed before the reading text while post-reading questions were placed after the reading text. Pre-reading questions were useful for helping students in developing building schemes and tools for interest, then to complete post-reading questions, they were made to help students gain a deep understanding or understanding of the text.

B. Textbook

1. Definition of the Textbook

In Indonesia, the primary learning was textbook. A textbook was a book adopted for teaching and learning goals, mainly in schools and colleges, since a textbook is in the middle, as a link a tool between the English program and the teaching

¹³ *Ibid.*, p. 22

position.¹⁴ McGrath stated that a textbook was important because it set the direction, content, and to certain extent how the lesson is to be taught.¹⁵ It meant that textbook as a link a tool between the English program and the teaching position, it set the direction, content and to certain extent how the lesson to be taught.

In some references, coursebook or textbook was created material refers to the textbook and other specially developed instructional resource.¹⁶ Cunningsworth defined coursebooks were seen as a resource in achieving aims and objectives that have already been set in term of learning need.¹⁷ Coursebook or textbook was a created material in achieving aims and objectives of learning need.

From the definition above about textbook, the researcher concluded that textbook or coursebook was created material as a link a tool between the English program and the teaching position in achieving aims and objectives of learning need.

2. Functions of the Textbook

According to Thomson, the textbook has many functions as follows¹⁸:

a. Individualization of instruction

A textbook helped students to individualize instruction by enabling them to proceed at their own rate and to and to a limited extent, according to what they were interested in studying.

b. Organization of instruction

A textbook helped students to organize instruction by providing experiences, suggested activities, recommended

¹⁴ Raqqad, Y. M. A., & Ismail, H. H. *Op. Cit.*, p.86

¹⁵ McGrath, *Materials Evaluation and Design for Language Teaching*. (Edinburg: Edinburg University Press, 2002)

¹⁶ Jack C. Richards & Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*. (New York: Cambridge University Press, 2002)

¹⁷ Alan Cunningsworth, *Choosing Your Coursebook*, (Oxford: Macmillan Publishers Limited, 1995)

¹⁸ Heinle Thomson, *Designing Language Course: A Guide for Teachers*, (Canada: Kathleen Graves. 2000), p.175

reading and question. Written textbook gave unity to classroom interaction and were graded to introduce new concept or contents they build upon what has preceded.

c. Tutorial Contribution

A teacher often used the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.

d. Improvement of Teaching

Textbook was also regarded as a helpful utility which was used by teachers to improve their skills in teaching.

According to Greene and Petty in Tarigan, there were some functions of textbook:

- a. A textbook should reflect a modern perspective on the presentation of teaching materials.
- b. A textbook must provide the source material was well organized, varied, according to the needs of students, systematic, and rich of subject matter.
- c. The material of textbook should present a well organized and staged on expressional skills that brought major problems in communication.
- d. A textbook should present teaching methods and tools that meet certain criteria.
- e. A textbook must provide in-depth materials to help the students perform practical exercises and assignments.
- f. Beside as a source of book, book as well as a source or means of evaluation and remedial suitable in teaching and learning process.¹⁹

From the explanation above, the researcher concluded that there were a lot of functions of the textbook that would help teaching and learning activity. Not only help teachers in deliver material but textbook also help student in understanding the material.

¹⁹ Prof. Dr. Henry Guntur Tarigan & Dr. Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 1986), p. 17

3. The Role of the Textbook in ELT

Nowadays, textbook was as learning tool became important to use. There were some urgencies of textbook in teaching learning process, they were :

- a. A great deal of the material, although not specifically designed for this group, was very suitable for their needs.
- b. The textbooks made possible for the group to look ahead to what we were going to do or to look back at what we had done.
- c. The textbooks provided materials which were well-presented, which could be replaced by me or by someone else only at great cost in terms both of money and of my own time.
- d. The textbooks allowed to adapt and improvise while were teaching.²⁰

According to Cunningsworth, he summarized the role of materials, particularly course books in language teaching as follows ²¹:

- a. A resource for presentation materials (spoken and written)
- b. A resource of activities for learner practice and communicative interactions
- c. A references source for learners on grammar, vocabulary, pronunciation, and so forth
- d. A source of stimulation and ideas for classroom activities
- e. A syllabus where it reflected learning objectives that have already been determined
- f. A resource for self-directed learning or self-access work
- g. A support for less experienced teachers who have yet to gain in confidence.

²⁰ Robert O'Neil, *Why Use Textbooks? ELT Journal Volume J6/2 January 1982*. p. 105 Available on <https://eltj.oxfordjournal.org/content/36/2/104.abstract> 07/08/2020

²¹ Alan Cunningsworth, *Op. Cit.*, p.7

From the explanation above, the researcher concluded that textbooks have an important role in teaching English. Textbooks were used as a source in presenting the material. It was not surprised if textbooks were widely used in the teaching and learning process.

4. Textbook Analysis

Textbook analysis was the systematic analysis of the text materials including the structure, the focus, and special learning assists.²² Textbook analysis should be conducted in a comprehensive, situated perspective.²³ The textbook thereby became, to a certain extent, a well-defined and circumscribed expression of the formal curriculum, while also became a mold that shapes it in return. In virtue of this fact, analysis of textbooks required prior analysis of a range of government documents that provided educational guidelines.²⁴ From the explanation above, it could be said that textbook analysis was the way to analysis of the textbook systematically to gain educational guidelines.

Analysis of textbook could be divided into some steps:

- a. Describing the necessary preparations that needed to be attended to before commencing a textbook study – e.g. defining a textbook sample from which it was possible to make generalizations.
- b. Outlining various methods and techniques, both qualitative and quantitative, which might be used to analyze texts.
- c. Providing a list of generic categories upon which an analytical instrument might be constructed.

²² Burke, Jim, *The Textbook Analysis*, The University of Kansas, Available on http://www.specialconnections.ku.edu/?q=instruction/strategies_for_accessing_the_social_studies_curriculum/teacher_tools/textbook_analysis. (Accessed on Sunday, September 9th 2020: 11.07 PM)

²³ Johanne Lebrun, *et.al.*, *Past and Current Trends in the Analysis of Textbooks in a Quebec Context*, (Maldden: Blackwell Publishing, 2002), p.69

²⁴ *ibid.*, p. 72

- d. Discussing ‘additional considerations’ that should be taken into account.²⁵

It means that there were four steps to analyze the textbook that consisted of defining textbook sample, outlining various method and technique, providing a list of generic categories and adding considerations.

Based on explanation above, it could be stated that textbook analysis was the way to analysis of the textbook systematically by doing some steps.

5. The Important of Analyzing Textbook

Richards stated that textbook were essential component in most language programs.²⁶ It meant that textbook could be used commonly as a resource for teachers to teach and students to learn. Teachers often used a textbook as the main teaching materials in order to teach well. It also helped the students to understand the materials given by teachers. In some situations, it served basis of language input students and language practice that occur in the classroom. In other situations, it provided a clear framework which the teacher and the students knew where they were going and what was coming next. It also provided ready made texts and tasks with possible suitable students’ level, which save time for teacher. For that reason, it was not surprising that most of teachers used a textbook in their class.

There were many publishers tried to provide textbooks in order to support teachers and students in teaching and learning process. Not all textbooks published were suitable with the learners need and have good qualities. As Cunningsworth emphasized that no coursebook

²⁵ Jason Nicholls, Method in School Textbook Research, University of Oxford,. Available on <http://centres.exeter.ac.uk/historyresource/journal6/nichollsrev.pdf> (accessed on Monday, September 14th, 2020: 12:44 AM)

²⁶ J. C. Richards, Curriculum Development in Language Teaching, (Cambridge University Press, 2011)

designed for general market will be absolutely ideal for particular group of learners.²⁷ It meant that textbook analysis was really needed to evaluate the textbook which has been published. Textbooks analysis would give evaluation and the publisher could create better edition.

C. Bloom Taxonomy

1. The Original Bloom's Taxonomy

Bloom's taxonomy was a taxonomy that classified educational learning objectives and questions.²⁸ The Original Bloom's Taxonomy was found by Benjamin S. Bloom, an education psychologist who did many research and development in thinking behaviours in learning process. Bloom was born on dated February 21, 1913 in Lansford, Pennsylvania and earned doctorate in education from the University of Chicago in 1942. He was known as a consultant and international activists in education and managed to make major changes in the system education in India.

In the early 1950s, at the Conference of the American Psychologist Association, Bloom and Colleagues suggested that from the evaluation of learning outcomes that were mostly arranged at school, the most percentage of the question just allowed to memorize of lessons.²⁹ Bloom argued that memorizing or remembering was the lowest hierarchy in the thinking behaviors. Finally in 1956, Bloom, Englehart, Furst, Hill and Krathwoll, successfully introduced thinking skills framework concept Bloom's Taxonomy.

In framework of this concept, Bloom divided the purposes of education into three domains of intellectual behaviors.³⁰ They were cognitive, affective and psychomotor:

²⁷ Alan Cunningsworth, *Op. Cit.*, p.

²⁸ Lorin W Anderson, et. al., *A Taxonomy for Learning, Teaching and Assessing, A Revision of Bloom's Taxonomy*, (New York: Longman Publishing, 2001)

²⁹ Retno Utari, *Taxonomy Bloom: Apa dan Bagaimana Menggunakannya?* (Widyawara Pusdiklat KNPk), p. 2

³⁰ Peter W. Airasian and Michael K Russels, *Classroom Assessment*, (New York: MC-Graw Hill, 2008), p. 69

- (1) Cognitive domain dealt with the recall or recognition of knowledge and the development and the development of intellectual abilities and skills. This was the domain which was most central to the work of much current test development. It was the domain in which most of the work in curriculum development has taken place and where the clearest definitions of objectives were to be found phrased as descriptions of students behaviour.
- (2) Affective domain included objectives which described changes in interest, attitudes, and values, and the development of appreciations and adequate adjustment. Objectives in this domain were not stated very precisely; and, in fact, teachers do not appear to be very clear about the learning experiences which were appropriate to these objectives. It was difficult to describe the behaviors appropriate to these objectives since the internal or covert feelings and emotions were as significant for this domain as were the overt behavioral manifestations.
- (3) Psychomotor domain dealt with motorik skill area. The existence of this domain that so little done about it in secondary schools or college.³¹

The cognitive domain in the original taxonomy was divided into six categories. They were knowledge, comprehension, application, analysis, synthesis and evaluation.³²

³¹ Benjamin S Bloom, *Taxonomy of Educational Objectives*, (London: Longmans, 1956)

³² David Krathwohl, *Theory into Practice*, Vol. 41, No.4 autumn (2002), p. 214

Table 2.1
Six Categories of Cognitive Domain Bloom's Taxonomy

No.	Cognitive Dimension	Definition
1.	Knowledge	It was how to memorize and recall information. It involved the recall of specifics and universals, the recall of a pattern, structure, or setting. For measurement purposes, the recall situation involved little more than bringing to mind the appropriate material.
2.	Comprehension	It was how to interpret information in one's own words. It referred to a type of understanding or apprehension such as the individual knows what was being communicated and could make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implication. It represented the lowest level of understanding.
3.	Application	It was how to apply knowledge to new situations. It involved the use of abstraction in particular and concrete situation (to solve new or novel problems). The abstraction might be in the form of general ideas, rules of procedure, or generalized methods. The abstraction might also be technical principles, ideas, and theories, which must be remembered and applied.
4.	Analysis	It was how to breakdown knowledge into parts and show relationship among parts. It involved the breakdown of a communication into its constituent

		elements or part such that the relative hierarchy of ideas was made clear and/or the relation between the ideas expressed are made explicit. Such analyses were intended to clarify the communication, to indicate how the communication was organized, and the way in which was it managed to convey its effects, as well as its basis and arrangements.
5.	Synthesis	Synthesis was how to bring together parts of knowledge to form whole; build relationships for new situations. It involved the putting together of elements and parts so as to form a whole. This involved the process of working with pieces, parts, elements and so on, and arranging and combining them in such a way as to constitute a pattern or structure of clear before.
6.	Evaluation	Evaluation was hom to make judgements on basis criteria . it required judgements the value of material and methods for given purposes, quantitative and qualitative judgements about the extent to which materials and methods satisfy criteria, and the use of a standard of appraisal. The criteria many be those determined by student or given to him.

2. The Revised Bloom's Taxonomy

In 1990's, Bloom's Taxonomy had been revised by Lorin Anderson, one of Bloom's students. The result of the revised was published at 2001 by the name of Revised Bloom's

Taxonomy.³³ The difference between Original Bloom's Taxonomy and Revised Bloom's Taxonomy was in the Cognitive Domain. In Original Bloom's Taxonomy, the cognitive domain had only one dimension, whereas the revised taxonomy improved the original by adding a two-dimensional framework.

Table 2.2
The Comparison of Original Taxonomy and Revised Taxonomy

The Original Bloom's Taxonomy	The Revised Bloom's Taxonomy	
Structure of the Original Bloom's Taxonomy	Structure of the Knowledge Dimension	Structure of the Cognitive Dimension
1. Knowledge <ul style="list-style-type: none"> 1.1 Knowledge of specific 1.2 Knowledge of ways and means of dealing with specifics 1.3 Knowledge of universal and abstractions in a field 2. Comprehension 3. Application 4. Analysis 5. Synthesis 6. Evaluation	1. Factual knowledge 2. Procedural Knowledge 3. Conceptual Knowledge 4. Metacognitive Knowledge	1. Remember 2. Understand 3. Apply 4. Analyze 5. Evaluate 6. Create

³³ *Ibid.*, p.11

In the revised bloom's taxonomy, there are two-dimension framework such as knowledge dimension and cognitive dimension.

a. Knowledge Dimension

Knowledge dimension contained the type of of content learning targets referring to: a fact, a concept, a procedure, or a metacognition. It consisted of four categories, they included factual knowledge, conceptual procedural, procedural knowledge, and metacognitive knowledge.³⁴

1) Factual Knowledge

Factual knowledge was knowledge of discrete, isolated content elements "bits of information". It included knowledge of terminology and knowledge of specific details and elements.

2) Conceptual Knowledge

Conceptual knowledge was knowledge of "more complex, organized knowledge forms". It included knowledge of classifications and categories, principles and generalizations, and theories, models, and structures.

3) Procedural Knowledge

Procedural knowledge was "knowledge of how to do something". It included knowledge of skills and algorithms, techniques and methods, as well as knowledge of the criteria used to determine and/or justify "when to do what" within specific domains and disciplines.

4) Metacognitive Knowledge

Metacognitive knowledge was "knowledge about cognition in general as well as awareness of and knowledge about one's cognition". It encompassed strategic knowledge; knowledge about cognitive tasks, including contextual and

³⁴ Lorin W Anderson, et. al., *A Taxonomy for Learning, Teaching and Assessing, A Revision of Bloom's Taxonomy*, (New York: Longman Publishing,2001),p.5

The taxonomy was revised to show how the taxonomy intersects and acts upon different types and levels of knowledge therefore the knowledge dimension was added and in the process the aforementioned changes were also applied.

D. Cognitive Dimension of the Revised Bloom's Taxonomy

The taxonomy classified questions and learning goals in the cognitive process dimension. Two of the most important educational goals were to promote retention and to promote transfer (which, when it occurred, indicated meaningful learning). Retention was the ability to remember material at some later time in much the same way as it was presented during instruction. Transfer was the ability to use what was learned to solve new problems, to answer new questions, or to facilitate learning new subject matter.³⁶ In short, retention required that students remember what they have learned, whereas transfer required not only to remember but also to make sense of and be able to use what they have learned.

Revised Bloom's Taxonomy includes six categories of process, one most closely related to retention (Remember) and the other five categories related to transfer (Understand, Apply, Analyze, Evaluate and Create).

Table 2.3
Cognitive Dimension of Revised Bloom's Taxonomy

No	Cognitive Dimension	Definition
1.	Remembering	Recognizing or recalling knowledge from memory.
2.	Understanding	Determine the meaning of graphic messages, including oral, and written.
3.	Applying	Carrying out or using a procedure in particular situation.
4.	Analyzing	Breaking material into parts and determining how the parts relate

³⁶ *Ibid.*, p.63

		to one another.
5.	Evaluating	Making judgements based on criteria or standard.
6.	Creating	Putting elements together to form a coherent or functional whole, reorganizing elements into a new pattern, and synthesize parts into something new.

Table 2.4
Structure of the Cognitive Process Dimension of the Revised Bloom's Taxonomy³⁷

Structure of the Cognitive Process Dimension of the Revised Taxonomy	
1. Remember	<ul style="list-style-type: none"> 1.1 Recognizing 1.2 Recalling
2. Understand	<ul style="list-style-type: none"> 2.2 Interpreting 2.3 Exemplifying 2.4 Classifying 2.5 Summarizing 2.6 Inferring 2.7 Comparing 2.8 Explaining
3. Apply	<ul style="list-style-type: none"> 3.1 Executing 3.2 Implementing
4. Analyze	<ul style="list-style-type: none"> 4.1 Differentiating 4.2 Organizing 4.3 Attributing
5. Evaluate	<ul style="list-style-type: none"> 5.1 Checking

³⁷ *Ibid.*, p.67-68

5.2 Critiquing
6. Create
6.1 Generating
6.2 Planning
6.3 Producing

Table 2.5
Sample Question and Instructional Verbs
(Anderson and Krathwohl, 2001)³⁸

No	Cognitive Dimension	Verb	Sample Question
1.	Remembering	Choose Identify Label Locate Memorize Omit Recognize State Describe Define List Match Name Recite Select	Who? Where? Which one? What? How? What is the best one? Why? How much? When? What does it mean?
2.	Understanding	Classify Defend Demonstrate Explain Express Extend Give example Illustrate	State in your own words. Which were facts? What did this mean? was this the same as? Give an example Select the best definition. Condense this paragraph. What would happen if..?

³⁸ Bryan Noya, *Op. Cit.*, p. 14-15

		<p>Indicate Interpret Infer Match Paraphrase Select Show Summarize Distinguish Tell Translate</p>	<p>State in one word... Explain what was happening.. Explain what was meant was it valid that...? Which statement support...? What seems to be...?</p>
3.	Applying	<p>Apply Choose Generalize Organize Produce Select Show Solve Use Judge</p>	<p>Predict what would happen if... Choose the best statements that apply... Judge the effects What would result Tell what would happen Tell how, when, where, why Tell how much change there Would be Identify the result of</p>
	Analyzing	<p>Analyze Categorize Classify Compare Differentiate Distinguish Identify Infer Point out Select Survey</p>	<p>What motive was there? What conclusions? What did the author believe? What did the author assume? State point of view of.. What was the premise? What was the main idea? What literary form was used? What persuasive</p>

			<p>technique?</p> <p>The least essential statements were</p> <p>What was the relationship between?</p>
	Evaluating	<p>Appraise</p> <p>Judge</p> <p>Criticize</p> <p>Defend</p> <p>Compare</p>	<p>What fallacies, consistencies, inconsistencies appear?</p> <p>Which was more important, moral, better, logical, valid, appropriate?</p> <p>Find the errors.</p>
	Creative	<p>Choose</p> <p>Combine</p> <p>Compose</p> <p>Construct</p> <p>Create</p> <p>Design</p> <p>Develop</p> <p>Do</p> <p>Formulate</p> <p>Hypothesize</p> <p>Invent</p> <p>Make</p> <p>Make up</p> <p>Originate</p> <p>Organize</p> <p>Plan</p> <p>Produce</p> <p>Role play</p> <p>Tell</p>	<p>How would you test..?</p> <p>Propose an alternative.</p> <p>Solve the following.</p> <p>How else would you...?</p> <p>State a rule.</p> <p>Could you develop a proposal, which would...?</p> <p>Could you create new and unusual uses for...?</p> <p>Why didn't you devise your own way to...?</p> <p>Could you design a...to...?</p>

E. Lower Order Thinking Skills

Lower-level questions were remembering, understanding, and lower level application levels of taxonomy. Usually questions at the lower levels were appropriate for evaluating students preparation and comprehension, diagnosing students' strengths and weakness, and reviewing and/or summarizing content.

1. Remembering

Remembering process was the lowest level of cognitive process in education taxonomy. Remembering involved retrieving relevant knowledge from long-term memory.³⁹ The knowledge could be in form of factual knowledge, conceptual knowledge, procedural knowledge, metacognitive, or combination among of those knowledge. The learning condition could be different or same as the situation when the knowledge was taught. Remembering process was very important for meaningful learning and solving some problems that have similarities with the other problems. According to Anderson and Krathwohl, remembering process was divided into two categories. The categories were⁴⁰:

- a. Recognizing, involved retrieving relevant knowledge from long-term memory in order to compare it with presented information.
- b. Recalling, involved retrieving relevant knowledge from long term memory when given a prompt to do so.

2. Understanding

The process of understanding was included in a part of transfer. Understanding defined as constructing the meaning of instructional messages including oral, written, and graphics communication.⁴¹ Students reconstructed the meaning in learning messages into different form such as oral and graphics which were communicated from the learning

³⁹ *Ibid.*, p.66

⁴⁰ *Ibid.*, p.69

⁴¹ *Ibid.*, p.30

sources. Krathwohl divided this category into several following sub-categories⁴²:

- a. Interpreting, might involve converting words to words (e.g., paraphrasing), pictures to words, words to pictures, numbers to words, words to numbers, musical notes to tones, and the like.
- b. Exemplifying, involved identifying the defining features of the general concept or principle (e.g., an isosceles triangle must instance (e.g., being able to select which of there presented triangles is an isosceles triangle).
- c. Classifying, involved detecting relevant features or patterns that “fit” both the specific instance and the concept or principle.
- d. Summarizing, involved constructing a representation of the information, such as the meaning of a scene in a play, and abracting a summary from it, such as determininga theme or main points.
- e. Inferring, involved finding a pattern within a series of examples or instances.
- f. Comparing, involved detecting similarities and differences between two or more objects, events, ideas, problems, or situations, such as determining how a well-known event (e.g., a recent political scandal) was like a less familiar event (e.g., historical political scandal)
- g. Explaining, involved constructing a cause-and-effect model, including each major part in a system or each major event in the chain, and using the model to determine how a change in one part of the system or one “link” in the chain affects a change in another part.

3. Applying

Applying was the next higher level of cognitive domain after understanding. According Anderson and Krathwohl, applying meant carrying out or using a procedure in a given situation.⁴³

⁴²*Ibid.*, p.70-76

⁴³*Ibid.*, p.30

Problem was an assessment in which the procedure so solve the problems it was still unidentified by students so, they have to find the procedure to solve the problems. Anderson and Krathwohl separate this category into sub-categories⁴⁴:

- a. Executing, procedure to be applied in familiar assignment and usually associates with skills and algorithms which were contain some plural steps and must be executed by constant sequences
- b. Implementing, choosing a procedure to solve unfamiliar problems.

F. Higher Order Thinking Skills

Higher-level questions required complex application, analysis, evaluation, or creation skills. Questions at higher levels of the taxonomy were usually most appropriate for encouraging discussion, and stimulating students to seek information on their own.

1. Analyzing

The more specific cognitive process was analyzing. Analyzing was breaking material into its constituent parts and determining how the parts were related to one another as well as to an overall structure or purpose.⁴⁵ The process of analyzing involved skills to differentiate between the specific part an general concept. General concept must be comprehended before separating and relating the parts. There were 3 subcategories included into this category, they were⁴⁶:

- a. Differentiating, separating relevant or important part of a structure.
- b. Organizing, identifying the elements of situation or communication and recognize how the elements build a coherent structure.
- c. Attributing, establishing point of view, opinions, values or objectives behind the communication.

⁴⁴ *Ibid.*, p. 77-78

⁴⁵ *Ibid.*, p.30

⁴⁶ *Ibid.*, p.79-82

2. Evaluating

The fifth level in cognitive process was evaluating. According to Krathwohl, evaluating means making judgement based on criteria and/ or standards.⁴⁷ The standard could be qualitative or quantitative. Evaluating also cover⁴⁸:

- a. Checking, process of testing inconsistency or internal mistake in operation or product.
- b. Criticizing, evaluating product or process based on external criteria or standard.

3. Creating

The last category of cognitive domain was creating. This process was highest level among the other previous cognitive level. The process of creating usually requires high creativity and relating with the other five cognitive processes. Creating meant putting elements together to form a novel, coherent whole or to make an original product.⁴⁹ It could be also defined as making an original product. It meant recognizing some elements into a particular pattern or structure that never exists before and required creativities and in line with the previous learning experiences. Creating divided this part into 3 sub-categories⁵⁰:

- a. Generating, describing problems and making choice or hypothesis which fulfill particular criteria or standard.
- b. 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.
- c. Producing, executing plans which fulfill certain specification to solve the problems

⁴⁷ *Ibid.*, p.30

⁴⁸ *Ibid.*, p.83-84

⁴⁹ *Ibid.*, p. 30

⁵⁰ *Ibid.*, p.86-87

G. Relevance of the Study

Relating to this research, there were several studies that were relevant in this research. The researcher took some relevant research that have been researched.

1. Research journal written by Yahya Matrouk Al Raqqad and Hanita Hanim Ismail entitled “Analyzing the Reading Questions of Ap12 Textbook According to Bloom’s Taxonomy”.⁵¹ The study aimed to analyze the lower and higher-order thinking skills of reading comprehension questions in the Action Pack 12 English Language textbook for grade twelve students in Jordan. The results of this study indicated that the questions prepared in AP12 were not suitable for involving more students in higher cognitive skills such as evaluating, analyzing, and creating. The difference between the previous research and this research was object of the research and taxonomy that used, which was the object of the research was Action Pack 12 English Language textbook for grade twelve and taxonomy that used was Original Bloom’s Taxonomy. The similarities between the previous research and this research was analyze reading questions as subject of the research.
2. Research written by Luluk Kholidatul Oktavia entitled An Analysis of Reading Questions in English Textbook based on the Revised Bloom’s Taxonomy.⁵² The study aimed to analyzed the cognitive process dimension in the post reading of monologue text that was found in the textbook based on Revised Bloom’s Taxonomy. The result of this study was 5 out 6 categories were found of cognitive process dimension in post-reading question were remembering, understanding, analyzing, evaluating, and creating. The difference between the previous research and this research were textbook edition

⁵¹ Yahya Matrouk Al Raqqad and Hanita Hanim Ismail, “*Analyzing the Reading Questions of Ap12 Textbook according to Bloom’s Taxonomy*”, International Journal of education, Vol: 3 Issues: 22 [December, 2018]

⁵² Luluk Kholidatul Oktavia. *An Analysis of Reading Questions in English Textbook based on the Revised Bloom’s Taxonomy*. (Malang: Universitas Brawijaya, 2017)

that used and object of the reserach, which was in Oktavia's paper used the first printed book in 2014 from Ministry of Education and Culture Republic of Indonesia and object of the reserach focus on monologue text of post-reading question. The similarities between the previous research and this research was to analyze the cognitive process dimension based on Revised Bloom's Taxonomy.

In fact, this research was similar to previous research. However, to make this research be different from previous research, the researcher would focus on analysis what was the most dominant cognitive dimension of the Revised Bloom's Taxonomy in "Bahasa Inggris, Stop Bullying Now" textbook.

H. Conceptual Framework

As we know that many English textbooks were produced commercially and also the government has released the list of appropriate textbook, however textbook evaluation was seen as an important thing to be conducted, the contents of the textbooks do not necessarily fit the criteria of good textbooks. In the English textbooks, it contains four language skills material, they were listening, speaking, reading and writing. The four language skills were closely related to each other. However, reading skills were closely related to use in understanding the contents of the textbook that the writer want to convey to the reader. Therefore, an effective English textbooks were needed to support students in understanding content of the textbooks.

An effective English textbook must have reading passages followed by exercises and questions. The questions should assist students reading comprehension about what they read.⁵³ It meant that the questions given in the textbook must be in accordance with the level of students development so that the contents of the textbook could be easily understood by students. To find out the compatibility of the reading questions in the textbook with the level of student development or not was by analyzing the

⁵³ Tangsakul, et. al., *Using Revised Bloom's Taxonomy to Analyze Reading Comprehension Questions in Team Up in English 1-3 and Grade 9 English O-NET Tests*, International Journal of research-Granthaalayah

compatibility of student's development level in cognitive domain through reading questions in English textbook. Cognitive domain in educational objectives make reference to Bloom taxonomy.⁵⁴ This analysis would be carried out to determine whether the reading questions contained in the English textbook were in accordance with the cognitive domain in the Revised Bloom's Taxonomy. Because the list of reading questions in textbooks also affects the development of students' thinking abilities



⁵⁴ Nana Pratiwi, *Analysis of English Workbook for SMPT/MTS by Using Revised Bloom Taxonomy* (Jakarta: UIN Jakarta, 2015), p. 2

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