AN ANALYSIS OF READING EXERCISES IN *BAHASA INGGRIS* TEXTBOOK FOR THE ELEVENTH GRADE OF SENIOR HIGH SCHOOL

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

By

Ade Nurul Fadillah

NPM. 1711040177

TARBIYAH AND TEACHING TRAINING FACULTY
RADEN INTAN STATE ISLAMIC
UNIVERSITY LAMPUNG
1444 H / 2023 M

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Program Study : English Education

Supervisor : Nurul Puspita, M.Pd

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RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG

1444 H / 2023 M

ABSTRACT

This research discussed about Reading Exercises in *Bahasa Inggris* Textbook for the Eleventh Grade of Senior High School published by The Indonesian Ministry of Education. The objective of this research to find out the kinds of cognitive domain Bloom's Taxonomy in reading exercises of *Bahasa Inggris* Textbook for the Eleventh Grade of Senior High School.

This research was descriptive qualitative content analysis because the data were was gathered from documents which is the reading exercises that contained in *Bahasa Inggris* Textbook. In this research the data collection technique was documentation. There were some steps in collecting the data such as read the textbook, list and collect the considered data, and lastly provide the table to put all the considered data from the textbook. In data analysis, this research used Miles and Huberman"s procedures namely data reduction, data display and conclusions drawing.

The results of this research showed that the proportion of each level in *Bahasa Inggris* Textbook was unbalance. The highest percentage belonged to the analyzing level was 30.30% the remembering level was 19.69 %, the understandig level 18.18 %, the applying level 16.66%, and the lowest percentage belong to evaluating level were 15.15%. The distribution of lower order thinking which consisted of remembering, understanding and applying consist of 36 tests (54.54%). The distribution of higher order thinking skill which consisted of analyzing and evaluating consist 30 tests (45.45%)

Keywoard: Textbook, Higher Order Thinking Skill, Reading Exercises.

DECLARATION

I am a student with the following identity:

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Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other wrters' opinion or research findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, December 5th 2022
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Student's Name	**: Ade Nurul Fadillah**
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ADMISSION

A thesis entitled **AN ANALYSIS OF READING EXERCISES IN *BAHASA INGGRIS* TEXTBOOK FOR THE ELEVENTH GRADE OF SENIOR HIGH SCHOOL, by: Ade Nurul Fadillah, NPM: 1711040177,** Study Program: English Education, was tested and defended in the examination held on: Wednesday, September 14th 2022.

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MOTTO

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِي خَلَقَ ۝١ خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ ۝٢ ٱقۡرَأۡ وَرَبُّكَ

ٱلۡأَكۡرَمُ ۝٣ ٱلَّذِي عَلَّمَ بِٱلۡقَلَمِ ۝٤ عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ ۝٥

"Recite within the name of thy Lord who created everything. He created man from a clot of blood. Recite, for thy Lord is Most Beneficent, who has instructed by the pen, instructed man that that he knew not."
(QS. Al-Alaq:1-5)

DEDICATION

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

1. My beloved parents, my beloved mother (Endang Widyastuti), my beloved father (Akmad Rizal) who always give motivation, support, and pray for me. Thanks for everything. May Allah always bless you all with happiness in the world and hereafter.

2. My beloved sisters (Latifah Ida Kurniati and Widya Nurhasanah), thanks for being such a supportive and good sisters.

3. My beloved almamater and lecturers of UIN Raden Intan Lampung, thanks for having contribution for my self-development.

CURRICULUM VITAE

The researcher name is Ade Nurul Fadillah. She was born in Bandar Lampung on February 9th 2000. She is the middle child of Mr. Akmad Rizal and Mrs. Endang Widyastuti. She has two sisters, their name are Latifah Ida Kurniati and Widya Nurhasanah.

She began her study at Primary School of SD Al – Azhar 1 Bandar Lampung. She continued her study at Junior High School of MTsN 1 Tanjung Karang. For Senior High School, she studied at MAN 1 Bandar Lampung and graduated in 2017. After graduated from Senior High School, she took English Education major to continue her study at UIN Raden Intan Lampung. In 2020, she has implemented Praktik Pengalaman Lapangan (PPL) at MA Al – Hikmah Bandar Lampung. Since November 4th 2020, she became a private course teacher until now.

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Finally, the researcher was fully aware that there are still a lot of weakness in this thesis are always open-heartedly welcome and the writer hopes that this thesis will be useful for the readers.

Bandar Lampung, July, 20th 2022
The Writer,

Ade Nurul Fadillah
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TABLE OF CONTENT

Page

COVER ..... **i**
ABSTRAK ..... **iii**
DECLARATION ..... **iv**
APPROVAL ..... **v**
ADMISSION ..... **vi**
MOTTO ..... **vii**
DEDICATION ..... **viii**
CURRICULUM VITAE ..... **ix**
ACKNOWLEDGEMENT ..... **x**
TABLE OF CONTENTS ..... **xii**
LIST OF TABLES ..... **xiv**
LIST OF APPENDIX ..... **xv**
LIST OF FIGURES ..... **xvi**

CHAPTER I INTRODUCTION **1**
A. Title Confirmation 1
B. Background of The Problem 2
C. Focus and Sub Focus of The Research 9
D. Formulation of the Problem 10
E. Objective of the Research 10
F. Significance of the Research 10
G. Relevant Research 10
H. Research Method 14
I. Systematic of Discussion 25

CHAPTER II LITERATURE REVIEW **27**
A. Reading 27
1. Definition of Reading 27
2. The Types of Reading 29
3. The Aim of Reading 29
4. The Aspect of Reading 31
5. Reading Exercises 35
6. The Types of Reading Exercises..... 37

B. Textbook 41
1. Definition of textbook 41
2. The Use of Textbook 42
3. Textbook Analysis 43
C. Higher Order Thinking Skill 47
1. The General Concept of Higher Order Thinking skill 47
2. The Advantages of Higher Order Thinking Skill 49
D. Bloom Taxonomy 50
1. General conept of Bloom Taxonomy 50
2. Higher order Thinking in bloom Taxonomy 51

CHAPTER III DESCRIPTION OF RESEARCH OBJECT 55
A. General Description of the object 55
B. Presentation of Facts and Data of Research Object 55

CHAPTER IV RESEARCH ANALYSIS 59
A. Analysis of Data Research 59
B. Discussion 90

CHAPTER V CONCLUSION AND SUGGESTION 95
A. Conclusion 95
B. Sugesstion 96
REFERENCES 97
APPENDIX 105

LIST OF TABLE

TABLE **Page**

1. Instrument of Distribution of Reading Exercises 18
2. Instrument Cognitive Domain of Reading Exercises in *"Bahasa Inggris*..... 19
3. The Reading Exercises List of Remembering Level in "*Bahasa Inggris"* Textbook..... 20
4. The Types of Cognitive Processes Identified in Bloom's Taxonomy..... 52
5. The Difference between Original Taxonomy and Revised Taxonomy..... 53
6. Instrument Distribution of Reading Exercises 59
7. Instrument Cognitive Domain of Reading Exercises in *"Bahasa Inggris*..... 60
8. The Reading Exercises List of Remembering Level in *"Bahasa Inggris"* Textbook..... 72
9. The Reading Exercises List of Understanding Level in *"Bahasa Inggris"* Textbook..... 76
10. The Reading Exercises List of Applying Level in *"Bahasa Inggris"* Textbook..... 78
11. The Reading Exercises List of Analyzing Level in "*Bahasa Inggris"*Textbook..... 82
12. The Reading Exercises List of Evaluating Level in *Bahasa Inggris"* Textbook..... 87

LIST OF APPENDIX

Appendix **Page**

1. Validation Sheet 107

2. Table of The Distribution of Reading Exercises 109

3. Table of Cognitive Domain of Bloom's Taxonomy.....110

4. Table of Each Level of Bloom's Taxonomy 111

5. Cognitive Domain of Bloom's Taxonomy Analysis Guide 112

6. The Cover of the Textbook 116

7. The Example of Reading Exercises in The Textbook 117

8. The Result's Table of The Distribution of Reading Exercises....119

9. The Result's Table of Cognitive Domain Found in
The Reading Exercises 120

10. The Result's Table of Each Level of Bloom's Taxonomy 132

LIST OF FIGURES

Figures **Page**

1. Figure 4.1 Diagram Proportion of Cognitive Domain of Bloom's Taxonomy 90

CHAPTER I
INTRODUCTION

A. Title Confirmation

The purpose of Title Confirmation is to avoid various understanding of the stated title. The author feels the need to emphasize the meaning of the title stated, "An Analysis of Reading Exercises in *Bahasa Inggris* Textbook for the Eleventh Grade of Senior High School".

One of the important aspects of the teaching-learning process is the textbook. As an Indonesian people who learn English as a foreign language, reading skills become the most difficult skill to learn. Harmer stated that even reading skill is difficult for people who use English as their mother language because of the many complex skills in reading skill. [1]

An analysis is a process of breaking a complex topic or substance into smaller parts to gain a better understanding of it.

Reading is a crucial talent that everybody ought to have. It is essential for extracting info from the visual word and comprehending the text's that means.[2] It implies that we will acknowledge ourselves by reading visual info if we've got smart reading skills. It is necessary to know seeing and eye movement to know the reading method.

Exercise could be a short activity or piece of labor that you just do, as an example at school, that is meant to assist you to learn a selected talent.[3]

Bahasa Inggris is an English textbook for XI grade of SMA/MA/SMK/MAK that can help students enhance their skills. Students are encouraged to bravely seek out a wide range of

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[1] Jeremy Harmer, The Practice of English Language Teaching, Fourth Edition, (Edinburgh: Longman,2007), p.191

[2] Patel, M.F, Jain, Prooveen M. English Language Teaching. (Jaipur: Sunrise 1998).p.20

[3] *Exercise Definition,* retrieved from https://www.collinsdictionary.com/dictionary/english/exercise on 11 March 2021

various learning resources by using the methods used in the 2013 curriculum.

Textbooks are the most commonly used teaching tool in the classroom.[4] The textbook is another resource that has a significant impact on what is planned, taught, and learned in the classroom. In many classes, the textbook determines teaching plan more than any other single resource.[5]

According to the above definition, the title "An Analysis of Reading Exercises in *Bahasa Inggris* Textbook for the Eleventh Grade" means that the process of decomposing complex topics into smaller parts or analyzing the reading exercises in *Bahasa Inggris* Textbook to gain the better understanding of the HOTS and LOTS questions composition in the reading exercises and their relevance to the 2013 curriculum.

B. Background of the Problem

Reading is a response behavior.[6] It has appropriate meaning for printed or written oral symbols. It means that reading is the result of the interaction between graphic symbols representing the language and the reader's language skills, cognitive skills, and word knowledge. As a skill, reading is one of the most important skills among many skills. Examples from all over the world as the most important foreign language. Harmer said that reading is a mode of language, reading text provide opportunities for language learning, for example; vocabulary, grammar, punctuation marks, and methods of constructing sentences and paragraphs.[7] Reading skill is one aspect of skill. This is urgent for learning a language because it indirectly improves vocabulary skills and speaking

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[4] Arthea J S Reed, Verna E. Bergemann, and Mary W. Olson, In the Classroom: An Introduction to Education, (Boston: McGraw-hill, 1998), p.256

[5] Peter W. Airasian and Michael K. Russell, Classroom Assessment: Concepts and Applications, 6th Edition, (Boston: McGraw-Hill, 2008), 6 p. 63

[6] Harrison, J. Albert, and Smith, R. Edwards, How to Increase Reading Ability. (Brooklyn : Longman,1980),p.54

[7] Jeremy Harmer, How to teach English (Edinburgh: Addison Wesley Longman, 1998), p. 188

skills.[8] Moreover, reading skill is incredibly tough for Indonesian students who use English as their foreign language. Reading skill is additionally tough for the students who use English as their mother language indeed.[9]

According to PISA's assessment, Indonesia ranks 64th out of 70 countries in the world for students literacy, mathematics and science abilities.[10] This fact is in line with the problem that teachers face in the classroom, which is that students struggling to master the reading skills. However, in the newest result of PISA's assessment in 2018, the rank go down to 74th out of 79 country in the reading ability category with the average score 371. PISA is an analysis survey of the world's education systems that measures the performance of the students. This assessment is conducted every 3 years and is split into 3 details, literacy, mathematics, and science. The results in 2018 measured the skills of 600,000 15-year-olds from seventy-nine countries. According to the knowledge revealed by the OECD from the 2009-2015 survey amount, the Republic of Indonesia systematically ranks within the bottom ten of the 3 competence classes, Indonesia's score is often below the typical.

The most reason that the Republic of Indonesia always gets low ratings is the education curriculum that is enforced. In 2000, once the PISA still followed by forty-one countries, The Republic of Indonesia was stratified thirty-nine for reading and mathematics skills, whereas science skills were at thirty-eight. In 2003, our students' reading ability had up to twenty-nine, whereas mathemathics and science remained at the highest. At 38. So far, the examination questions in the Republic of Indonesia have a level of the issue below the PISA, which is already supported by HOTS. This is frequently a result of the

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[8] Anderson, N. J, "Metacognitive Reading Strategy Awareness of ESL and EFL Learners. The Catesol Journal", 16.1, (2004): p.1127

[9] Jeremy Harmer, The Practice of English Language Teaching, Fourth Edition, (Edinburgh: Longman,2007), p.191

[10] Organization for Economic Co-Operation and Development, "PISA 2015 Results (Volume I): Excellence and Equity in Education", (2016): http://dx.doi.org/10.1787/9789264266490-en

created countries of the OECD that have enforced Bloom's taxonomy system in their education system. Meanwhile, the curriculum in The Republic of Indonesia does not apply this technique in any respect, aside from the national communication.

One among the foremost factors in learning English, particularly reading skills is that they have to accommodate Higher Order Thinking Skills (HOTS) at each step.[11] The process of reading the text is additionally thought of the need of the HOTS ability to perceive, analyze, evaluate, and conclude the information that obtained.[12] Weimer in 2012 argues that HOTS may be expedited through reading activities.[13] Many connected studies conjointly found that activities that provoke students to assume critically will improve students' reading skills.[14] Therefore, it is correct that teaching English, particularly for reading skills, should apply HOTS in each step. From the explanation above, it means reading is one of skill that important to be learn by students in the school and it is engaged their higher-order thinking skills.

Reading involves higher-order thinking skills and it is way more complicated than simply cryptography-specific words. Higher-order thinking ability consists of the 3 high ends of Bloom's taxonomy, they are: analyze, evaluate, and create. Bloom's taxonomy continues to be thought-about a useful teaching tool these days. Teaching and training students to have higher-order thinking ability is significant among the reading ability as a result of among the reading activity the students need to answer the reading queries the smallest amount bit levels of thinking. Further, the higher-order

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[11] Girgin, U. "Evaluation of Turkish Hearing Impaired Students' Reading Comprehension With The Miscue Analysis Inventory". *International journal of special education*, Vol.21 (2006): p.68-84.

[12] Aloqaili, A. S."The Relationship Between Reading Comprehension And Critical Thinking: A Theoretical Study. *Journal of King Saud University*, Vol.24, (2012): p. 35-41

[13] Wimer, M. "Five Characteristics of Learner-Centered Teaching". (2012): p.32

[14] McKown, B. A. & Barnett, C. L. "Improving Reading Comprehension Through Higher-Order Thinking Skills". (Master Tesis. Saint Xavier : University of Chicago, 2007) p.12

thinking skill is expounded to the scientific approaches within the 2013 curriculum; observant, questioning, associating, experimenting, and human action, as a result of those approaches also are associated with the problem solving and critical thinking ability that belongs to the higher-order thinking skill. To enable the students to master the reading skill, English teachers ought to offer exercises during the teaching and learning process.

In the teaching and learning process, there are some media that can help teacher to deliver the material and give the exercises. One of them is Textbook. Although the learning process is implemented online, some schools still use textbooks as media and learning sources. Textbook helps teachers as a medium and sources of learning. Textbooks can be called published materials specifically designed to help language learners improve their language and communication skills. In ESL learning, textbooks are the most important part, because they can be used in certain situations and help students think carefully. The teacher as the facilitator of educational activity should be careful in selecting the appropriate textbook.[15]

Selecting the appropriate textbooks is not a simple matter. Because as a foreign language it needs much consideration in selecting the compatible textbook which will use by the teacher and because it will affect the learning process and learning outcome. The Indonesian Ministry of Education has arranged for English materials/textbooks from elementary school to all levels of education High school can be used directly in the teaching process. *Bahasa Inggris* textbook for the Eleventh Grade of Senior High School is one of the examples of The Indonesian Ministry of Education's published book. Students can acquire some advantages by reading and doing the exercises in the textbook. In English subject, a textbook is employed to serve students' want regarding

[15] Bloom, B.S. (Ed.), Engelhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook 1: Cognitive Domain, First Edition (Edinburgh: David McKay 1986), p.167

language ability. The student should have capability associated with the four following skills; listening, speaking, reading, and writing. The connection of these abilities is very close as a result of they can not be essentially separated from one another. This study will concentrate on reading, especially in reading exercises.

The reading exercises that are suggested are not solely appropriate with the curriculum that is mentioned, but also suitable with the levels of the questions. Mike states that "Some very good books have relatively few graphics; others make extensive use of illustrations, graphs, charts, and maps."[16] That means the teacher needs to analyze the textbook first, and choose the appropriate ones for teaching. One of the ways to analyze it is by using content analysis. Content analysis as an original to communication analysis and is probably one of all the foremost necessary analysis techniques in science.[17]

As we all know, the recent curriculum determined by the ministry is the 2013 curriculum. The 2013 curriculum includes the ability of attitude, knowledge, and skills integrated. Therefore, the model of this curriculum is additionally modified from teacher-centered to student-centered. As already mentioned before, *Bahasa Inggris* textbook for the Eleventh Grade of Senior High School that published by The Indonesian Ministry of Education is one example of the textbook. The textbook has 8 chapters and 170 pages. This study targeted reading exercises in Bahasa Inggris textbook. As a result of the necessity of reading and textbook of English as a manual for teaching the language, the teacher should read to the reading exercise within the textbook they utilized in the classroom.

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[16] Mike, Bruner. *Efficient and Effective Coursebook*, retrieved from http://www.phschool.com/eteach/socialstudies/200105/essay.html, on 17 January 2021

[17] Krippendorff, K. "Content Analysis, an Introduction to Its Methodology". *Thousand Oaks, CA: Sage Publications*,(2004): p.56

One of the school that used this textbook is SMAN 5 Bandar Lampung, According to Miss Suesi Erfina or Miss Esi as the English Teacher there, the reason of using this textbook is because this is published by the Indonesian Ministry of Education, which is already customized with the basic competence in the syllabus of 2013 curriculum. However, there are still some lacks or deficiency in this book, that was the unapproriate materials that doesn't match with the syllabus of k13, that is why this is not the only book that used by Miss Esi as the reference or source of material in teaching English .

There are several previous studies related to the research, the first study was conducted by Siti Mutia Nurfalah (11160140000044), "Analyzing Higher Order Thinking Skills of Reading Questions in an English Textbook" (A Content Analysis of Bahasa Inggris Kelas XII Published by Ministry of Education and Culture). The objective of this study was to obtain distribution of Higher-Order Thinking Skills (HOTS) reading questions in an English textbook. This study was based on revised Bloom's taxonomy, cognitive dimension and knowledge dimension. This study used a content analysis method. Collected data in this study were from open-ended reading questions in Bahasa Inggris Kelas XII, an English textbook provided by the Ministry of Education and Culture in 2018. Collected open-ended reading questions were analyzed by using cognitive dimension analysis guide and knowledge dimension analysis guide. The findings of this study showed that only 19 of 88 reading questions in this book belong to higher-level cognitive dimension. Meanwhile, only 26 of 88 reading questions belong to higher-level knowledge dimension. In cognitive aspect, most HOTS questions belong to level Analyze. On the other hand, in knowledge dimension, most HOTS questions belong to conceptual knowledge. Therefore, HOTS reading questions in this book require students to relate one part to another such as differentiating, organizing and attributing. Meanwhile, in answering HOTS reading questions in this textbook, students most likely to gain knowledge of concept/theories. On the other hand, majority of reading questions in this textbook belong to lower-level

thinking skills in level Understand (cognitive dimension) and factual knowledge. Hence, it can be concluded that this textbook emphasizes on lower-level thinking skills.

The second study is written by Faradina 'Ilma (133411037), Education and Teaching Training Faculty Walisongo State Islamic University Semarang 2018. Higher Order Thinking Skill Questions in Reading Exercises (An Analysis of Reading Exercises in Bright Course Book for the Seventh Grade of Junior High School of 2013 Curriculum, Published by Erlangga in The Year of 2016). This research is conducted based on the important of reading skill of higher order thinking skill. The objective of this research is to get empirical evidence of the distribution of the higher order thinking skill based on the revised edition of Bloom's Taxonomy in the question of reading exercises and analysis of reading exercises in "BRIGHT" in term of type of reading exercises, aim of exercises, presence of examples and relevancy with 2013 curriculum. The results of the distribution of higher order thinking only obtains 8 out of 33 questions are in "analyze" level. The result of reading exercises shows that all the type of reading exercises are covered in BRIGHT and the most dominant exercises are short-answer questions. In term of presence the example, aim of exercises and relevancy with 2013 curriculum has been explained clearly in each tables of the reading exercises.

Considering the statements above, the researcher decided to analyze the content of *Bahasa Inggris* textbook, focused on the reading exercises, to obtain distribution of higher-order questions based on the revised edition of Bloom's Taxonomy in reading questions of *Bahasa Inggris* textbook. There are two reasons why the writer chooses the book; First, *Bahasa Inggris* textbook is one of the books that is still used in some school as the teaching and learning media and sources in this pandemic and online school era while some schools used others media. Secondly, this textbook is suitable with the current curriculum. Lastly, the writer used this book to know the kinds of cognitive levels and knowledge levels of Bloom Taxonomy and its every percentage in the reading exercises based on the Eleventh Grader of Senior High School.

C. Focus and Sub-focus of the Research

To be sure, some teachers rely heavily on the use of textbooks. This means that some teachers' ability and motivation to create teaching materials are very low. Therefore, some teachers have no choice but to bring textbooks into the classroom. However, some teachers may not accidentally choose textbooks. They must be evaluated and revised to suit the latest curriculum. They should also be upgraded in terms of design, content, language, illustrations, etc. One of the textbooks which is used by English teachers in Bandar Lampung is *Bahasa Inggris textbook* for the eleventh grade of senior high school written by Makhrukh Bashir, M.Ed. It is published by the Ministry of Education and Culture in 2017 as the newest edition of this book. This study evaluated the mentioned textbook to find out how are the composition of the higher-order thinking skill and lower-order thinking skill in reading exercises.

The study is restricted to investigate the reading comprehension questions in the Bahasa Inggris textbook for Eleventh Grade in senior high school. The author solely focused on the open-ended questions of the reading tasks. Open-ended questions enable students to create their answers. Therefore, it encourages students' thinking ability. Open-ended reading queries that were analyzed are questions preceded by WH-question words (What, Where, When, Why, Which, Whose, Who, Whom, and How) in Bahasa Inggris textbook for Eleventh Grade in senior high school. The author solely analyzed open-ended questions based on reading comprehension texts. Those questions were analyzed based on the lower-order thinking level, and higher-order thinking level based on the revised version of Bloom's Taxonomy cognitive dimension: remember, understand, apply, analyze, evaluate, and create.

D. Formulation of the Problem

1. What kinds of cognitive domain of Bloom Taxonomy in the reading exercises of *Bahasa Inggris* Textbook for the Eleventh Grade of Senior High School

E. Objective of the Research

1. To find out the kinds of cognitive domain Bloom's Taxonomy in reading exercises of *Bahasa Inggris* Textbook for the Eleventh Grade of Senior High School.

F. Significance of the Research

This research is expected to provide benefits to:

1. Students, this research is expected to add knowledge to the students about the cognitive domain of Bloom's Taxonomy
2. The Teachers, this research can be useful for the teacher as one of consideration in choosing textbook material
3. The Readers, this research is expected to add the knowledge and the understanding about how to analyze the reading exercises in the English textbook, and
4. Other Researchers, this research is expected to be the consideration to do another similar research and its development

G. Relevant Research

There are some relevant studies about analysis of reading exercises that will be used to be a representative and reference to maintaining up this research. The first research was conducted by Ibtihal Assaly, and Abdul Kareem Igbaria in 2014 based on their title "A content analysis of the reading and listening activities in the EFL textbook of master class". Based on the analysis, the researcher found that this study dealt with the analysis of the textbook Master Class for tenth grade students studying English at the five unit level. Content analysis was performed to determine to what extent the activities in the reading and listening units emphasize high and low-level thinking. The study attempted to answer the following questions: 1. To what extent are the cognitive levels of the activities in the Mastering Reading and Mastering

Listening sections of the textbook Master Class varied? 2. To what extent do the activities in the two sections of reading and listening of the Master Class textbook lead students towards levels that demand higher thinking such as analysis, synthesis, and evaluation?

Content analysis was conducted for the Mastering Reading and Mastering Listening sections of each unit. The activities that were defined as units for analysis were WH-questions, Yes/No questions, Multiple Choice questions, Complete the sentence, and statement and request questions. The activities were collected, listed, and analyzed according to Bloom's Taxonomy: low order thinking skills: knowledge, comprehension, and application, and high order thinking skills: analysis, synthesis, and evaluation. Moreover, the researchers calculated the percentage and frequencies in which each level of cognition appeared for each separate unit and all six units combined. The results indicated that the research tools used by the two researchers were valid and reliable.

The results showed that 114 activities emphasized levels of cognition representing lower-order thinking skills, while only 59 activities emphasized the three higher-order thinking skills. The activities in the Master Class textbook place a great deal of emphasis upon comprehension, which is one of the lower-order thinking skills. Additional studies are recommended in the area of content analysis of English instruction textbooks intended for various age levels in the Arab Sector. Such studies would shed light upon the role of textbooks in developing cognitive skills among Arab students.[18] The similarity between this research with writer's research is in analyzing the composition of the higher-order thinking skill in reading activities. The differences are on the textbook used, this research used the Master Class textbook for the

[18] Ibtihal Assaly, Abdul Kareem Igbaria. "A Content Analysis of the Reading and Listening Activities in the EFL Textbook of Master Class". *Education Journal*. Vol. 3, No. 2, (2014), p. 24-38. http:/doi:10.11648/j.edu.20140302.11

10th graders, and also this research analyzed the listening section too.

The second is conducted by Zuhrian Ivan Arvianto, and Abdurrahman Faridi in 2014 based on her title The Compatibility of Reading Exercises with Bloom's Revised Taxonmy and 2013 Curriculum (A Case of English Textbook Entitled Bahasa Inggris for Grade XI Published by Department of National Education 2014)". This study identifies the cognitive processes and knowledge dimension of the Revised Bloom Taxonomy involved in the reading exercises; determining how the Lower Order Thinking Skills and Higher Order Thinking Skills are realized through the reading exercises, and determining how the reading exercises in the textbook are compatible with 2013 curriculum. The English textbook being analyzed is "*Bahasa Inggris*" for grade XI published by the Department of National Education 2014.

The results concluded that (1) There are only three cognitive processes found: Remember, Understand and Evaluate, which indicate that the reading exercises are not in hierarchical order. (2) There are two knowledge dimensions found: factual knowledge and meta cognitive knowledge imply that the knowledge dimension offered is not varied. (3) The reading materials promote Lower Order Thinking Skills than Higher Order Thinking Skills. (4) The reading exercises in the textbook are less compatible with the 2013 curriculum. Each chapter presents only one reading text and it lacks information on the generic structure and the linguistics features of the related text. A textbook should not only be compatible with the current curriculum but also have a characteristic of cognitive development and critical thinking..[19] The similarity of this research with the writer's research is the book, it was book that published by The Indonesian Ministry of Education. The differences are in the grade level of the book, this research

[19] Zuhrian Ivan Arvianto and Abdurrahman Faridi, "The Compability of Reading Exercises With Bloom's Revised Taxonomy".*English Education Journal* (2016), p.43

analyzed the 9th grader textbook, the writer analyzed the 7th grader textbook.

Thirdly, a research journal conducted by Anita Sitompul, Kammer Tuahman Sipayung, and Jubil Sihit in 2019 based on their title “The Analysis of Reading Exercises in English Textbook Entitled Pathway to English for The Senior High School Grade X”. This study is aimed to analyze the types of reading exercises on the English textbook used by the first-year students of SMA Swasta Methodist 7 Medan. The objective of the study is to find out the types of reading exercises on English textbooks used by the first-year students of SMA Swasta Methodist 7 Medan. The design of the study is descriptive qualitative research. The data of this research are multiple-choice, matching tests, true or false reading, completion items, short or long answer questions. The result of this research in Pathway to English textbook is multiple choice is 2 or 4.4 % exercise, matching is 16 or 35 % exercise, true or false is 3 or 6.7 % exercise, completion item is 10 or 22 % and short or long answer question is 14 or 31 %. It means that the dominant type of reading exercise is employed Pathway To English textbook is matching. The similarity between this research with writer’s research is on analyzing the skill, which is reading. The differences between this research with writer’s research are the grade, textbook, and the aim of the research. Their research has analyzed the types of reading exercises in the Pathway to English textbook for the 10th grade.

Fourth is conducted by Linda Rahmawati in 2018 based on her title "A Content Analysis of The English Textbook "Primary English As A Second Language". In this analysis, the research worker is employed descriptive qualitative technique. This study is aimed to investigate the connection between the materials in students' textbook “Primary English as a second language” from Khadijah faculty with the factors of an honest English textbook planned by the consultants. Supported by the analysis the research worker found that English people Textbook "Primary English as A Second Language" is consummated the factors of an honest textbook supported the EFL Textbook analysis conferred during a

variety of table calculations of every chapter. The differences of this research with the writer's research are the aim of this research and the textbook used. This research aimed to determine the suitability of the materials in the Primary English as a Second Language textbook.

Last is a research journal conducted by Vivin Sunarko in 2019 based on his title "A Content Analysis of "Joyful" English Textbook for Primary Frade II". In this analysis, the research worker used a qualitative approach. The strategy used was the content analysis method. In grouping the information, the technique utilized by the researchers was documentation. The information was analyzed exploitation document list and proportion formula. Supported by the analysis investigator found that the "Joyful" English Textbook is consummated the textbook content sensibleness necessities laid out in the 2013 program with a proportion of 79,1% that is taken into account possible. The differences of this research with the writer's research are the textbook used and the aim of the research. The textbook used in this research is Joyful English for 2 graders, and this research analyzed the content of the textbook using BSNP theory.

H. Research Method

1. Research Design

Research design is the strategy or the method of how the research worker gets valid information, analyzes them, and at last returns to the answers of the analysis issues.[20] The design used in this research is descriptive qualitative research. Qualitative research is an analysis that has the purpose to understand phenomena concerning what's happened to the analysis subject, for example, behavior, perception, motivation, act, holistically, in descriptive ways that in styles of words and languages, in natural and specific context use varied natural methodology. Qualitative research give priority to analyzing data. The data during this study was analyzed

[20] Arikunto, Suharsimi.. Prosedur Penelitian : Suatu Pendekatan Praktik. (Jakarta: PT. Rineka Cipta 2013). p.90

within the form of description and identification or analysis of the test. According to Walliman, Data in qualitative research is descriptive because it was gathered from documents, audio-video recordings, transcripts, words, and photographs.[21]

In this research, the researcher performed a descriptive qualitative content analysis as the research design. Content analysis is one of many types of analyzing data in qualitative research. Bhaskaran stated that content analysis is a research method used in social science. It is a scientific investigation into the substance of a message.[22] During this analysis, the researcher analyzed reading exercises within the *Bahasa Inggris* Textbook for the Eleventh Grade of Senior High School. The researcher selected the descriptive qualitative style as a result of the researcher's wish to analyze the reading exercise in the textbook.

The researcher used the observation technique during this study. The observation technique was observing and creating a note through systematic development that will be investigated.[23] By this qualitative research, the writer focuses on analyzing the kind of cognitive domain of Bloom Taxonomy in the reading exercises of *Bahasa Inggris* textbook for Eleventh Grade of Senior High School.

2. Research Subject

The research subject is individuals participating in the research. Sometimes, research subjects are referred to as human subjects, research participants, or research

[21] Walliman, N. Your research project. *(*London: Sage publication ltd.2001),p.456

[22] Bhaskaran, V and D.K, Lal Das. Research Methods for Social Work. (New Delhi: Rawat Publications, 2018) ,p.32

[23] Hadi, S. Metodologi Research, Volume I & II. (Yogyakarta: Andi Offset.1989) ,p.45

volunteers.[24] The subject of this study is the textbook of the Ministry of Education and Culture of Indonesia, "*Bahasa Inggris*" for Eleventh Grade. In this survey, the data are open-ended question in the reading exercises from all chapters of the textbook. The number of chapters in "*Bahasa Inggris*" textbook of the Ministry of Education and Culture of Indonesia is 8 chapters. The data sources that make up this textbook will be analyzed based on Bloom's Taxonomy theory to find out the composition of higher-order thinking skills in the reading exercises. To complete research-related information, researchers look to other resources in books, magazines, the Internet, and previous research.

3. Data and Source Data

Data is information about the phenomenon to be recorded,[25] Data resource is the main body from which data can be found. The data of this research is the reading exercises from the textbook. The Source of the primary data in this research is an English textbook used by eleventh grade of Senior High School "*Bahasa Inggris*".

This book consisted of 8 chapters:

Chapter I	: Offers & Suggestions
Chapter II	: Opinion & Thoughts
Chapter III	: Party Time
Chapter IV	: National Disaster An Exposition
Chapter V	: Letter Writing
Chapter VI	: Cause & Effect
Chapter VII	: Meaning Through Music
Chapter VIII	: Explain This!
Enrichment	

There are 70 reading exercises in *"Bahasa Inggris"* that considered as the data of this research, which are the open-

[24] Andrew Mcrae, "When is informed consent required in cluster randomized trials in health research?, Trials, https://doi.org/10.1186/1745-6215-12-202 Vol. 12, (2011), p.1-12,

[25] Klaus Krippendorf, Content analysis (An Introduction to Its Methodology (London: sage publications, 1981), p83.

ended question of the reading exercises. The questions found in the Chapter 4, Chapter 8, and Enrichment. The data during this study is planned to be collected by distinguishing the contents of the textbook. The exercises chosen were planned to be analyzed with the factors planned by Bloom's Taxonomy theory that revised by Anderson and Krathwol in 2001. The researcher collected data by reading, understanding, analyzing, and grouping the data from books.

4. Research Instrument

The research instrument is employed in assembling data to form the analysis easier, better, and more systematic. Arikunto declared that research instrument is that the tool which is employed by the researcher to collect the information of a study precisely.[26] The instrument of observation was table and checklist. A checklist is a list of information variables which will be collected.[27] In this research the researcher will use a checklist that adopted from Lorin W. Anderson and David R. Krathwohl's book, A Taxonomy for Learning, Teaching, and Assessing: A revision of Bloom's Taxonomy for Educational Objectives in 2001. This checklist is will be represent by using table. The instrument are mentioned in this research to collect the data. Thus, it will make clear the information of cognitive domain of bloom taxonomy found on reading texts that appears in this textbook. The instrument can be shown as follows:

The first table is used to collect the data which considered as the data of this research which are open-ended question of reading tasks based on Hedgcock and Ferri theory in 2009 about type of reading exercises. The first column is "Chapter". It is used to distinguish each chapter in the textbook. The second column is "Theme". It is used to display the title of

[26] Arikunto, SuharsimiProsedur Penelitian : Suatu Pendekatan Praktik. (Jakarta: PT. Rineka Cipta.2013),p.231

[27] Ibid 20

each chapter in the textbook. The third column is “The Exercises in Every Chapter”. It is used to show amount of exercises in each chapter of the textbook. The fourth column is “The Reading Exercises”. It is used to display the amount of reading exercises in each chapter of the textbook. And the last is “Open-ended question”, it is used to show the reading exercises that considered as the data.

Table 1.1
Instrument Distribution of Reading Exercises

Chapter	Theme	The Exercises in Every Chapter	The Reading Exercises	Open-ended Question
1	Offers & Suggestions	10	5	3
2	Opinion & Thoughts	5	4	2
	Total	15	9	5

The second table is a checklist to classify the six levels cognitive domain of Bloom’s Taxonomy in the reading exercises by Anderson and Krathwol in 2001. The first column is “Ch”. It is used to distinguish each chapter in the textbook. The second coloumn is “No”. It is used to show number of reading exercises in each chapter of the textbook. The last column is “Cognitive Domain”. It is used to distinguish the reading exercises in the textbook based on their level from C1 untill C6. C1 is for Remebering, C2 is for Understanding, C3 is for Applying, C4 is for Analyzing, C5 is for Evaluating, and C6 is for Creating.

Table 1.2
Instrument Cognitive Domain of Reading Exercises in *"Bahasa Inggris"* (Lower Order Thinking Skill and Higher Order Thinking Skill) by Anderson and Krathwol in 2001

Ch	No	Reading Exercises	Cognitive Domain					
			Lower Order Thinking Skill			Higher Order Thinking Skill		
			C1	C2	C3	C4	C5	C6
1	1	Where do you think each conversation takes places?	√					
	2	What are the relationships between speakers?	√					
2								
3								
4								
5								
6								
7								
8								

Table three is used to classify reading questions based on each cognitive level of Bloom's Taxonomy to identify the verbs of objective that use in each level and after that the researcher will analyze and explain why did the reading exercises is belong to its verb of objective based in Anderson and Krathwol theory in 2001. The first table is "No.". It is used to show the number of reading exercises in each cognitive domain level in the textbook. The second coloumn is "Reading Exercises", it is used to display the reading exercises of each cognitive domain level in the textbook. The third coloumn is "Verbs of Objectives", it is used to show which verbs of objective that used in the reading exercises that explained that the reading exercises in the right level of cognitive domain. The last is paragraph of analysis below the table.

Table 1.3
The Reading Exercises List of Remembering Level in "*Bahasa Inggris"* Textbook

No.	Reading Exercises	Verbs of Objectives
1	Who will be evacuated ?	Memorize
2	What is the writer's point of view in this text?	Review
3	Does she/he give criticism or advise ?	Review

Anderson and Krathwohl stated remembering is retrieving, recognizing and recalling relevant knowledge from long-term memory. The verbs of objectives of remembering level are memorize, choose, relate, recite, show, review, give, record, example, match, reproduce cite, repeat, select, label underline, group, liste, read, write, outline. So, the tests above belong to C1 (remembering) level because they are suitable to the definition and verbs of objectives of remembering level. The tests "who will be evacuated ?" has verb of objectives memorize which belong to remembering level, the objective of the test is ask the readers to memorize from the text that they have read before. The interpretation statement of test above is to ask the students to memorize who name that will be evacuated.

The test "What is the writer's point of view in this text? Does she/he give criticism or advise?" has verb of objective review which belong to remembering level, the objective of the test is ask the readers to review something. The interpretation statement of test above is ask the students to review whether the writer's give criticism or advise. Based on the explanation above, the verbs of objective of the tests are memorize, review and choose which belong to the verbs of objectives of remembering level so the tests above belong to remembering level (C1).

The Reading Exercises List of Understanding Level in *"Bahasa Inggris"* Textbook

No.	Reading Exercises	Verbs of Objectives

The Reading Exercises List of Applying Level in *"Bahasa Inggris"* Textbook

No.	Reading Exercises	Verbs of Objectives

The Reading Exercises List of Analyzing Level in "*Bahasa Inggris"* Textbook

No.	Reading Exercises	Verbs of Objectives

The Reading Exercises List of Evaluating Level in *Bahasa Inggris"* Textbook

No.	Reading Exercises	Verbs of Objectives

The Reading Exercises List of Creating Level in *"Bahasa Inggris"* Textbook

No.	Reading Exercises	Verbs of Objectives

5. Data Collection Technique

Data collection techniques are the way of getting the information required in the analysis. According to Miles and Huberman, triangulation is a data collection technique in qualitative research conducted through observation, recording,

and interviews.[28] Data collection takes a long time to obtain the required data. In this study, researchers used documentation to obtain data. Documentation data can be obtained from books, archives, magazines, and anything else that can support documents. The use of documents has long been utilized in research as a supply of information because in several cases documents as source data are employed to check, interpret, and even predict. The presence of documentation is for support of the data.

This data collection technique is distributed by:

a. The researcher read the reading exercises in the textbook to find which exercises are considered as the data.
b. The researcher listed and collect all the reading exercises using theory from Hedgcock and Ferris in 2009 about type of reading exercises.
c. The researcher will provide a table to put all the reading questions from the reading exercises.

6. Data Analysis Technique

Data analysis is the process of sorting out the sequence of data, organize it into patterns, categories, and basic descriptions so that you can find themes and formulate working hypotheses, such as suggested by the data.[29] In analyzing data, researchers used the method described by Miles and Huberman. There are three stages of analyzing data, including:

a. Data Reduction

Data reduction includes options, focusing on simplifying, summarizing, and transforming approximate data from field records. After the field work, the data reduction process continues until the final report is

[28] Sugiyono, Metode Penelitian Kuantitatif, kualitatif, dan R&D, (Bandung: Alfabeta, 2018), p. 137.

[29] Patton, Michael Quinn. . Metode Evaluasi Kualitatif. Yogyakarta: Pustaka Pelajar, 2009p. 41

completed. Qualitative data can be reduced and transformed in a variety of ways, including selection, summary or interpretation, and further aggregation. In this research, the data will be obtained through observing reading exercise in "*Bahasa Inggris*" textbook which considered as the data and identify it using the theory of Hedgcock and Ferris in 2009. After that, classifying the reading exercises into six levels cognitive domain of Bloom's Taxonomy using the theory from Lorin W. Anderson and David R. Krathwohl in 2001.

b. Data Display

Data display is a collection of information regularly organized and compressed until conclusions and actions are reached. Like data reduction, visualization is also part of the analysis. The analysis activity he refers to is to design the appearance, determine the rows and columns of the matrix, and determine the form and format of the data as the research material. Researchers systematically compile raw data to produce simple and meaningful data. The data obtained will be well organized and detailed to facilitate its understanding. In this research, the data will be displayed and analyzed using the tables and checklist to know the considered data and the kind of six levels cognitive domain of Bloom's Taxonomy and its each percentage in the reading exercises of *"Bahasa Inggris"* Textbook.

First the researcher will distribute the reading exercises that considered as the data of this research. Next, the researcher will classify the six levels cognitive domain of Bloom's Taxonomy in the reading exercises using checklist in. Lastly, the researcher will provide the table of reading exercises based on each cognitive level of Bloom's Taxonomy to identify the verbs of objective that use in each level and after that the researcher will

analyze and explain why did the reading exercises is belonged to its verb of objective.

c. Conclusions Drawing

According to Miles and Huberman, the final step in the analysis process is to draw conclusions and verify. Finally, qualitative descriptions are used to describe the data reduction, data presentation, and results of the triangulation process in the form of words, phrases, and sentences. Conclusions or verification can also be called conclusions are drawn from data that has been obtained and described, in which there is a combination of the results of the researcher's thinking.

7. Trustworthiness of Data

In a study, the researcher must obtain valid results so that readers believe in the validity of the research results. The validity test in qualitative research is used to determine the applicability of the results from the perspective of researchers and readers. Researchers must verify the data so that the data used is accurate and relevant to the research results. Creswell said that multiple methods were used in data validation, one of which is triangulation.

Miles and Huberman noted that there are several types of data triangulation methods, including:

a. Triangulation data source

Triangulation data source is used to test the credibility of data by verifying data obtained from various sources. This method is accomplished by describing and categorizing various views of the source, which are ultimately taken from various existing sources. Some examples are observations, records, and interviews.

b. Methodological Triangulation

This method is used to triangulate data from the results of other studies using different methods.

c. Investigator Triangulation

This method is used to triangulate data by using various experts to investigate and analyze the research results.

d. Theoretical Triangulation

This method is used to triangulate data by using various theories compatible with investigating analytical data (such as journals, articles, books, etc.).

Based on the types of triangulation mentioned above, the researcher will use investigator triangulation in this research, to check validity of the data. The source of data refers to the open-ended question in the reading exercises of the "*Bahasa Inggris"* textbook for the Eleventh Grade of Senior High School. The data will be checked by asking the expert. Thus, the researcher will ask Mr. M. Nawawi, M.Pd to be the investigator.

I. Systematics of the Discussion

Chapter I. Introduction

This chapter contains the title confirmation, the background of the problem, focus and sub-focus of the research, problem formulation, objective of the research, significance of the research, relevant studies, research method, and systematics of the discussion.

Chapter II. Literature Review

This chapter contains descriptions of several theories that are used as the basis for research. The literature review aims to deepen the understanding of existing research and debates related to a specific topic or research field, and to present this knowledge in the form of a written report. These theories help to sharpen some analysis in the research.

Chapter III. Description of Research Object

This chapter contains the general description of the research object, and facts and data display. The general description of the research object describes the social, historical, cultural, economic, demographics, environment, as general description research that

underlies the research findings. And the facts and data display to describe the facts of the findings in the field are supported by data found in the field. In addition, this section also describes the research data.

CHAPTER II
LITERATURE REVIEW

A. Reading

Reading in learning plays a very important role. It is one of four language skills students have to be compelled to learn. It is assumed to be the central means that for learning new data and gaining access to alternative explanations and interpretations. Reading collectively of language skills, has given a very important contribution to human life. Through reading, students will get several helpful and new data, ideas and inspirations which may enrich their information, and that they will know about things happen within the world recently. Reading will facilitate or train students to wider their mind and purpose of views in facing and solving matters happen in their life. In the teaching of Islam, reading is additionally one key word to hunt knowledge. As Allah stated in verse Al-'Alaq 1-5: "Recite within the name of thy Lord who created everything. He created man from a clot of blood. Recite, for thy Lord is Most Beneficent, who has instructed by the pen, instructed man that that he knew not."[30] It implies that the reading is one activity that is extremely a lot of advised by Islam, in order that its followers will get information where and whenever potential.

1. The Definition of Reading

Reading is an important skill should have by each person. It is the key to getting information from the visual word and understanding the meaning of the text.[31] It means that by having reading skills we can acknowledge ourselves by reading the visual information. Brown defines reading as a process of understanding meaning

[30] Muhammad Zafrullah Khan, The Quran, 3rd Ed, (London: Curzon Press, 1985), p. 624.

[31] Patel, M.F, Jain, Prooveen M. English Language Teaching. (Jaipur: Sunrise:2008) ,p.43

and relating to the text through a correlation of the reader's existing knowledge and background knowledge, the information in the text, and the attitude of the reader in reading. According to Harrison and Smith reading is an act of responding with acceptable meaning to printed or written verbal symbols[32]. It means that reading is that the result of interaction between the graphic symbols that represent language and therefore the reader's language ability, psychological feature ability, and knowledge of the word. During this method, the reader tries to recreate the meaning meant by the author.

Furthermore, according to Mariane Celce-Murcia and Elite Elshtain, reading is an interactive method that goes on between the reader and the text. Within the method of attempting to know a written language, the reader has got to perform a variety of coincident tasks, decrypt the message by recognizing the written signs, interpret the message by assignment aiming to the string of words, and eventually, perceive what the author's intention was. During this method, there are 3 participants: the author of text, text, and reader.[33] So, reading is one in every one of the linguistic skills that students should have to speak in English fluently and it is important to grasp data from the text and interpret its meaning.

Meanwhile, Kozak elaborate the reading as follows:

1) An ability that allows us to urge a message;
2) Recognizing the written words (written symbols);
3) obtaining (understanding) the meaning;
4) accustomed teach pronunciation;

[32] Harrison, J. Albert, and Smith, R. Edwards, . How to Increase Reading Ability. (Third Avenue : Longman..1980),p.90

[33] Mariane Celce-Murcia and Elite Olshtain, Discourse and Context in Language Teaching, (United Kingdom: Cambridge University Press, 2000), p. 119.

5) Grasping data from texts.[34]

From the explanation above we are able to conclude that reading is given in teaching learning method.

All the general ideas and definitions above are the way to comprehend this study associated with the definition and rationalization of reading by the specialists. It helps a lot of the author to know the essence of the general construct of reading. From the definition above, the author will conclude that reading is an activity of obtaining which means of the text within the written kind, and to induce the which means we should have the background of data.

2. The Types of Reading

According to Kustaryo, There are two types of reading:[35]

a. Skimming

Skimming is a technique used to look for the gist of what the author is saying without a lot of detail. This is used if one only wants a preview or an overview of the material. Skimming is also used after a person has already carefully studied and he needs to review the major ideas and concepts.

b. Scanning

Scanning is not a reading process in the true sense of the word. It is searching that requires a reader to float over the material until he finds what he needs.

3. The Aim of Reading

Students are also asked to read a lot with totally different aims. Thus, different readers could have different purposes and those purposes are varied. People

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[34] Kozak, M. The Types of Reading and Exercises for Teaching Reading.*English Language Everything for The Teacher , Theory of Practice* (2011),p.34

[35] Kustaryo, S. . Reading Technique for College Students, (Jakarta: Depdikbud Dirjen Dikti P2 LPTK.1998),p.57

usually read something because they have curiosity to try and do something, also a few purposes to achieve. Moreover, they typically have some expectations regarding what they are aiming to read before they read the text. It means the various purposes of reading could return from the wants to the need before the reading activity. Murcia mentioned that the purposes of reading for students are to search for information, for general comprehension, to learn new information, and to evaluate information.[36] Although these reading purposes may give the impression that there are very different ways of reading the text, these different purposes depend on stable processes and skills, emphasizes all reading content, although the relative importance of the combination is different.

In addition, Harmer points out that, the reader would possibly read to induce the general image of the text, to extract the particular info of the text, to perform the text, or to substantiate the expectation they need regarding the text.[37] Inline therewith statement, the author thinks that the reader might have different aims because they need different expectations in reading.

On the opposite hand, Crawley and Merritt assume that the most purpose of reading is to grasp or comprehend the communication between the author and the reader.[38] Moreover, consistent with Greer, as cited by Carbo, "….the ultimate goal of all reading instruction: text comprehension…"[39] From those two explanations, it

[36] Murcia, Marianne Celce. Teaching English as a Second of Foreign Language (TEFL). (New York: Heinle & Heile.2001),p.465

[37] Jeremy Harmer. How to teach English (Boston: Addison Wesley Longman, 1998), p. 188

[38] Sharon J Crawley and King Merritt, Remediating Reading Difficulties, Third Ed. (New York: McGraw-Hill,2000).,p40

[39] Marie Carbo, Becoming a Great Teacher of Reading, (Thousand Oaks: Sage Publication Company, 2007), p.39

clearly tells that largely the aim of reading is for understanding or comprehending the text.

4. The Aspects of Reading

Reading is an associate degree astoundingly complicated cognitive process. Whereas we frequently think about reading collectively singular act, our brains are participating in an exceeding range of tasks at the same time when we tend to sit down with a book. There are 5 aspects to the method of reading: phonics, phonemic awareness, vocabulary, reading comprehension, and fluency.[40] These five aspects work along to make the reading expertise. As kids learn to scan they have to develop skills all together five of those areas to become thriving readers.

1) Phonics

Phonics may be a technique of teaching the predictable relationship between English sounds (phonemes) and symbols (graphemes) to decrypt words. Phonics instruction typically happens within the starting stages of reading in English once students find out how sounds and letters correspond to 1 another and use this information to read and spell. as an example, once encountering the word, fish, students would recall the sound segments /f/ /i//sh/. Onsets and rimes area unit the inevitable word patterns in English. The onset may be a consonant or consonant cluster that precedes the rhyme or writing system pattern. As an example, within the word, same, s is that the onset and ame the rime. Onset and rime instruction focuses on inevitable word patterns. Word building is accomplished by dynamically the onset to scan or spelling multiple words. As an example, if the student is aware of the rime ack, he or she will scan and spell several new

[40] Blachowicz, Fisher, Ogle, & Watts-Taffe,; Coady, No.006 (Denver: National Reading Panel,2018),p.46

words by manipulating the onset: back, sack, black, slack.

Instruction in word identification ways offers two major edges for second language learners. To begin, it equips these learners with effective decoding ways. Regarding phonics particularly, Denton, Antony, and Parker in 2004 maintain that second language learners who receive phonics instruction as part of a comprehensive reading program sometimes develop stronger foundational reading skills.[41] Continuing in this vein, in 1999 Koda reports that phonics instruction ought to improve reading generally for adult West Germanic learners. In addition, teaching word identification ways provides a chance for second language learners to grasp however English people language works. This is often notably useful owing to the various inconsistencies encountered once learning English.[42]

2) Phonemic Awareness

Phonological awareness is an encompassing term for hearing sounds in voice communication. Specifically, it refers to combined sounds as found in compound words, riming words, syllables, and onset times. Students listen for (a) the components of compound words (/basket//ball/); (b) the rhyme in words (/h/ill/ and /m/ill/), (c) syllables in words (/de//fine/); and (d) onsets and rimes (/h/ /and/). Single sounds referred to as phonemes are also enclosed underneath the umbrella of phonological awareness. Speech sound awareness is that the ability to listen to and manipulate individual

[41] Denton, C., Anthony, J., & Parker, R.. Effects of two tutoring programs on the English reading development of Spanish-English bilingual students. *Elementary School Journal*, No.104, (2010): p.289-305.

[42] Koda, "Development of L2 intraword orthographic sensitivity and decoding skills". *Modern Language Journal*, No. 83, (1999): p.51-64.

sounds in words. For example, the word, am, has two phonemes, /a/ /m/ whereas the word, look has 3, /l/ /oo/ /k/.

Phonemic awareness activities are whole sensory system. Footage will be used to represent the word, however, print is rarely a gift. Students listen for the number of sounds, determine the primary, middle, and last sounds in words, and manipulate sounds to create new words. Speech sound awareness, the most complicated phonological ability, is very important to the reading method thanks to its association with improvement in reading and writing system..[43] Big proof points to the grandness of phonemic awareness in promoting reading for second language learners of alphabetical likewise as non-alphabetic languages.[44] Learners who have non inheritable this ableness in their language will dedicate this ability to a different language.[45] Moreover, possession of phonemic awareness skills in one language predicts reading ability in another language.[46]

3) Vocabulary

Simply declared, vocabulary is data of words and their meanings.[47] In reading, knowing a word involves having the potency to decipher written text and

[43] Ehri, L.C., Nunes, S. R., Willows, D.M., Schuster, B. V., Yaghoub-Zadeh, Z., & Shanahan, T. Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. *Reading Research Quarterly*, No.36, (2001) p.250-287.

[44] Delli Carpini, M. Early reading development in adult ELLs. *Academic Exchange Quarterly*, Vol.10, No.2, (2006) p.192-196.

[45] Cicero, C., & Royer, J. The development of cross-language transfer of phonological awareness. *Journal of Contemporary Education Psychology*, No.20, (2013) p.275-303.

[46] Lindsey, K., Manis, F., & Bailey, C. Prediction of first-grade reading in Spanish-speaking English language learners. *Journal of Educational Psychology*, No.95, (2003) p.482-494.

[47] Lehr, F., Osborn, J., & Hiebert, E. H. A focus on vocabulary. *Research-Based Practices in Early Reading Series Product.*(2003) p.30

apprehend its meaning. Researchers and practitioners likewise attest to the critical part of vocabulary in reading comprehension for both native speakers and second language learners.[48] Without sufficient vocabulary, it's not possible to with success read for which means.

4) Reading Comprehension

Reading comprehension, or extracting that means from text, is that the focus of all reading engagement. people should read print with fluency, possess adequate previous data and vocabulary, associate degree own a suitably apply research-based comprehension ways. Irvin conceptualizes comprehension because of the interaction between the reader and also the text; the reader activates previous data and experiences additionally to drawing from clues at intervals the text to form that means.[49] To reach that means, sensible readers advisedly act with what they already recognize and activate comprehension ways that change them to extract that means from the text. Second language learners WHO comprehend what they need scan square measure then able to have interaction in verbal interactions further as write on what they need a scan. This provides opportunities to use educational language and interact in higher-order thinking. Each West Germanic proficiency and content data square measure increased.

[48] Blachowicz, C., Fisher, P., Ogle, D., & Watts-Taffe. Vocabulary: Questions from the classroom. *Reading Research Quarterly*, Vol.41, No.4, (2003) p.524-539.

[49] Irvin, J. W. Teaching reading comprehension processes. (Englewood Cliffs, NJ: Prentice Hall..1998),p.46

5) Fluency

According to a report by the National Reading Group, fluency is accurate, fast, and expressive reading. These 3 basic parts are dedicated to providing a fluent reader. Fluent readers recognize and perceive words at the same time, and at the same time create the meaning of the text while reading. Fluency is very important for second language learners for the following three reasons. First, it is a valuable link between word reading and comprehension. Second, fluency is an important aspect of reading comprehension.[50] Students who struggle to read words and decisive words have little attention and energy to extract meaning from the text. Finally, maintaining fluency can prompt high-frequency reading actions.[51]

5. Reading Exercises

In the teaching-learning method, exercise is incredibly important. According to Kozak exercises aimed to show receptive skills needed for detailed reading comprehension may be divided into several groups looking at the aim you would like to attain.[52] He pointed that exercise is close with the educational purpose that needs to be achieved. He also argued that there are 3 groups in reading exercises, those are pre-reading, while-reading, and post-reading exercises.

1) Pre-reading exercises

While doing pre-reading exercises the students ought to see all the tasks before reading the text. The subsequent questions are also used.

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[50] Robertson, K. Reading 101 for English language learners. Retrieved September 14, 2021 from http://www.colorincolorado.org/article/33830

[51] Kruidenier, J. Research-based principles for adult basic education reading instruction. (Washington, DC: National Institute for Literacy.2000), p.67

[52] Kozak, M The Types of Reading and Exercises for Teaching Reading.(New York:Published,2006), p.87

a. Are you able to guess what the text is regarding decision-making by the title?
b. What does one assume the subsequent names, figures or dates (if there square measure
any) need to do with the story?
Note: the teacher will prepare what the scholars say during a column on the blackboard then provide the task to seem through the text quickly to prove if their guesses were true or false.
c. What does one grasp or what have you ever detected regarding the topic you're going to examine

2) While-reading Exercises

The next cluster of exercises aims to show the scholars to extract specific information. These square measure while-reading exercises.

a. The scholars ought to scan the text to extract the knowledge that the tasks demand. They are doing not need to concentrate to the components of the text they do not perceive.
b. Previewing for the subject. Raise the scholars to browse the primary sentence of each paragraph and therefore the last sentence of the passage and guess what the text is regarding, or what the overall plan is.
c. The teacher offers some statements and therefore the student's square measure to search out if they are false of true.
d. The scholars are also given some inquiries to answer.

3) Post-reading Exercises

These exercises square measure additional involved with rundown the content of the text, investigation into the writer's opinion and should entail some quite follow up-task associated with the text. Here you will be able to use the subsequent tasks:

a. Realize the foremost vital sentence in every paragraph.
b. Match every sentence of the topsy-turvy outline with the right paragraph.
c. Use your imagination and write your finish of the story.
d. Categorical your perspective to the story, etc.
e. What's your perspective to the story? Write a letter to the editor.
f. Organize a group discussion.

6. The Types of Reading Exercises

There are two broad classes of reading tasks, specifically controlled and constructed response tasks.[53] Controlled response tasks involve directed responses of specific behavior or linguistics. Questions in controlled response tasks are divided into 3 parts: first, textually explicit questions: questions are paraphrased from single sentence in the text; Second, textually implicit queries: questions are neither paraphrased or situated in an exceedingly single sentence; and, scripturally implicit questions: text solely provides partial info required to be respond, requiring students to draw on their scripts.[54] On the opposite hand, there are several sorts of controlled response format of reading tasks: multiple choice, cloze and gap-filling, matching, scanning and editing.

First, Multiple choice (MC) is maybe terribly familiar to students. Additionally, it has been familiar in educational measure. Multiple choice asks students to read passage and to answer questions. The questions in all probability have many choices, mostly four. Multiple choice reading tasks include composition of 10 prompts to address students'

[53] Hedgcock, J. S., & Ferris, D. R. Teaching Readers of English: Students, Texts and Contexts. (Routledge: 2009), p.341
[54] Ibid

comprehension; main concepts, word forms, vocabulary, inferred info, grammatical structure, scanning for specific info, excluding in explicit facts, and supporting proof.[55] This sort of reading tasks is also found in TOEFLiBT and IELTS tests. These two valid tests are model for academics who need to form multiple selection reading tasks.

Secondly, cloze and gap-filling reading task is filling blank in incomplete passages. Therefore, students need to most fitted best suited words to complete this kind of reading task. Take a look at makers of this sort of exercise deleting chosen parts of passage to assess students. However, this sort of task encounter tilt because it is simply a limited a part of constructed reading. However, this kind of reading task could be helpful for ESP or EAP context where students got to develop mastery of specific vocabulary. On the other hand, there is a variation of cloze and gap-filling. It is referred to as the C-test. What differs the latter from the previous is that C-test asks students to fill longer words in additional frequent blanks. Therefore, students are needed to revive each word.

Thirdly, Matching is combination of multiple choice and cloze and gap-filling task. Matching task need students to fill gaps however solely with given choices. Therefore, students do not got to notice words but solely select most fitted one. However, if teachers' goal is to grasp readers' comprehension, the validity of this task should be questioned. Because, students may guess the answers while not attempting to try and do their best. On the other hand, Alderson in 2000 cited in Hedgcock & Ferris in 2009 projected additional modern matching exercise that discourse-oriented. This modification of matching exercise needs students to match complete sentences to the gaps.[56]

[55] Ibid.,
[56] Ibid.,

Fourthly, Scanning tasks involve students on finding sure info in presented passage. This exercise includes presenting prose text or graphic (e.g., chart or graph). Such texts employed in this exercise ranging from essays, article, menus, short stories, etc. The goal of this exercise is locating piece of knowledge including; dates, names, locations, settings of narrative text, chief divisions of a book chapter, findings of analysis article, results of quantitative information, price of dishes in restaurant, and data required on application form.[57]

Fifth, editing exercise needs students to edit by selection bestowed text drawn from authentic sources. This exercise involves students on recognizing errors in text, thus, needs them to correct it. In line with Brown cited in Hedgcock and Ferris, there are many benefits in assessing students with piece of writing task; the editing method itself is authentic process, this task promotes grammatical awareness, and draw specifications from the text.[58]

Additionally, in made response of reading tasks, students need to truly produce one thing unlike those in controlled response wherever students don't have absolutely control of the task. In this sort of task, students produce turn out longer answers. Therefore, it should involve critical thinking process. However, although students are deemed to be additional involved during this variety of task, it additionally faces many issues like that it raises students' subjectivity. There are several formats of this sort of exercise: info transfer, short-answer comprehension and recall exercise, free recall test, note taking and outlining, outline and extended response.

[57] Ibid.,
[58] Ibid.,

First, data transfer exercise involves interpreting visual media bestowed within the text. Students should have to be compelled to capture data, therefore, information draw data out of it. sometimes these visual media are enhances with the text or play substitute role on it. Responses of this kind of exercise includes simple inputs like names, numbers or maybe created responses like sentences or paragraphs. Additionally, responses might also to convert verbal input into nonverbal input and contrariwise.

Secondly, short-answer comprehension and recall exercise is very acquainted for students since they usually have to be compelled to read text then to answer following questions. These questions, however, would require students to put in writing perhaps one or two sentences. Although it seems similar to multiple choice alternative both requires short answer, short-answer comprehension exercise are open-ended questions. Thus, students have to be compelled to produce their own responses in conclusion having options to choose. Lastly, finally of exercise measures their reading comprehension and reading strategies.

Third, Free recall test requires students to read text than to report everything that they can remember from it. In contrast with short-answer, free recall tests offer extended response, thus, provides purer measurement. This sort of exercise enhances their recall abilities and improves their memory skill.

Fourth, Note-taking and outlining informal procedure to assess students' comprehension of extensive texts. Note-taking activates students' productive literacy practice, hence, it reflects key data of content. With this sort of exercise, teachers can know how effective students' reading strategies. Fifth, summary and extended

response. In summary exercise, students should read text then compose summary of the text. The summary itself should contain main concepts or key data of bestowed text. This sort of exercise additionally obtains students' opinions concerning reading material as well on provide comments about it. Response of this sort of exercise is written-text response. Hence, not solely does it improve reading and significant skill, it additionally improves students' writing talent.

Additionally, Hedgcock and Ferris inspired teachers to use made response tasks to evaluate reading to maximize reading-writing affiliation tasks. Even so, few problems arise relating to however lecturers are able to measure one text addressing main plan. Therefore, it's suggested that teachers use rating rubric to make suitable activity.[59] To sum up, there are two types of reading tasks, they're controlled response and made response. Controlled response provides answers for students whereas in constructed response tasks, students have to be compelled to form their own answer. Controlled response tasks include multiple choice, cloze and gap-filling, matching, scanning and editing. Constructed response tasks embody information transfer, short-answer comprehension and recall exercise, free recall test, note taking and outlining, summary and extended response.

B. Textbook

1. The Definition of Textbook

According to Tarigan in 1986, textbooks are books of lesson incertain field of study as a standard book arranged by the experts of field for instructional purposes and compiled by harmonious teaching media and easy understood by the user in schools and colleges to recieve

[59] Ibid.,

teaching program.[60] A textbook is one of the most important media in the teaching-learning process. Richard states that textbooks are a key component in most language programs. The skills, lessons, and some language practice are provided in the Textbook. According to Richard, textbooks serve primarily to supplement teacher instruction. For the learner, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher.[61] Cunningsworth mentions that the uses of the textbook are considered helpful because most of the goals and aims have already been prepared in a set of practices based on what students need to learn.[62]

2. The Use of Textbook

According to Cunningsworth, a coursebook has multiple roles in English language teaching and can serve as:[63]

a. A resource for presentation material (spoken and written)

b. A source for activities for learner practice and communicative interaction

c. A reference source for learners on grammar, vocabulary, pronunciation, etc

d. A source of simulation and ideas for classroom language activities

e. A syllabus (where they reflect learning objectives that have already been determined)

f. A resource for self-directed learning or self-access work

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[60] Tarigan, H. G. and Tarigan, D. 1986. Telaah Buku Text Bahasa Indonesia. Bandung: Angkasa. p.13

[61] Richard, Jack C, *The Role Of Textbook in a Language Program*, (Cambridge: 2001) p.1

[62] Cunningsworth, Alan. Choosing your Coursebook. (New York: Macmillan, 1995),p.80

[63] Ibid.,

g. Support for less experienced teachers who have yet to gain confidence

3. Textbook Analysis

a. The Definition of Textbook Analysis

A textbook analysis is a process of evaluating all materials in a textbook to describe whether the textbook is of good quality and whether it is suitable for use as materials in the teaching process. A good textbook should meet all the criteria of a good textbook. Through textbook analysis, readers can choose the best method to use according to their needs.

b. The Aim of Textbook Analysis

According to Cunningsworth, selecting a textbook involves matching the material against the context in which it is going to be used. There is no perfect textbook that been released, there is also the strength and weakness from every textbook but the readers should find the best possible that fit the potential to achieve the real knowledge.[64] That is why textbooks should be analyzed before.

c. The Types of Textbook Analysis

According to Cunningsworth, he classified how to analyze textbooks into two kinds; impressionistic analysis and in-depth analysis.[65]

1) Impressionistic Analysis

Cunningsworth states that we can form a general impression of a coursebook fairly quickly, just by looking through it and getting an overview of its possibilities and its strengths and weaknesses, noting significant features which

[64] Ibid.,
[65] Ibid.,

stand out. When we put a sample copy of the new course on our desks, most of us do. We will soon see what the various functions of the textbook look like, such as the quality of the visual effects, the attractiveness, and clarity of the layout, what constitutes the entire course package, and how to sort the items contained in the textbook, etc.

The analysis of the Impressionist standard, it is done by observing the cover of the textbook, and then proceeding by identifying the weaknesses and strengths of the textbook. Through impressionistic analysis, it can show the first impression of the design and structural quality of the supplementary materials of the textbook and the order of the content of the book. In other words, impressionist analysis is also called textbook packaging analysis. Impressionism that analyzes textbooks includes textbook cover and content design. Analyze the cover of a textbook, including the layout, layout, and illustrations of the textbook. The content design analysis, including the consistency of the layout elements, the harmony of the layout elements, and the integrity of the layout elements.

2) In-depth Analysis

In-depth analysis is the analysis that obtains detailed information on the various items in textbooks, such as syllabus outlines with the needs of learners. This analysis can be done by selecting four chapters in textbooks and analyze the appropriateness of skills and learning activities in four chapters.

a) Aims and Approach

Cunningsworth states that a sound way to approach the selection of textbooks is

firstly to identify the aims and objectives of teaching programmers and secondly to analyze the learning/teaching situation in which the material will be used. This will give a profile of the context for which teachers are selecting the teaching materials and some requirements that the material will have to meet.

b) Language and Content

According to Cunningsworth language content can then be compared with what the students need to learn and expect to learn, to evaluate the suitability of the material so far as its language content is concerned. Themes, topics, communicative strategies, cultural issues, and the actual items of language taught-grammar, vocabulary, and phonology – form the foundation of everything else that contributes to the complex process of language teaching.

c) Language skills

There are four skills in a general textbook-like; listening, speaking, writing, and reading. According to Cunningsworth said that we need to check if the textbook deals adequately with all four skills, taking the level and overall aims into account and if there is a suitable balance between the skills. We might note here that in-depth and balanced treatment of all four skills is not necessary for all teaching situations. Extensive reading, for example, would not be desirable in a textbook designed to

be used by native speaker teachers in Japan, who would want the emphasis to be on listening and speaking.

d) Topic

Cunningsworth states that Topic deals with material with various kinds, subject matter selected and how it treats it in a textbook. There is also a cultural setting used such as the image of life presented, the attitude conveyed, and social-cultural values in communication.

e) Methodology

The methodology is a system of the method used in a particular area of study or activity. According to Cunningsworth, the methodology can be defined as the way material is organized and the kinds of activity promotes can have a profound influence on what happened in the classroom.

Based on the explanation above, the researcher will use in-depth analysis, because if the researcher uses impressionist analysis, it is only observed the cover and content design and it is also called textbook packaging analysis. But In-depth analysis will analyze skills and learning activities. In the research, the researcher is aimed to know-how is the composition of higher-order thinking skill in the reading exercises of *"Bahasa Inggris"* textbook for the first grade of junior high school. So, the In-depth analysis is the suitable analysis research.

C. Higher-Order Thinking Skill

1. The General Concept of Higher Order Thinking Skill

As one of the four basic language skills, reading is considered the complicated skills between these four skills are due to several specific the ability that readers got to do in reading activities. And, for Indonesian students who speak the language, reading skills are difficult English as their foreign language, even for college students who use English as their first language, because in reading activities, readers should participate in higher-level thinking skills.

There are 3 classes regarding the definition of high order thinking,[66] 1) people who outline higher-order thinking in terms of transfer, (2) people who outline it in terms of critical thinking, and (3) people who outline it in terms of problem-solving. It means high-order thinking skills build the scholars able to use their data, not solely basic cognitive process it. Students can also decide one thing that they require to try and do or believe. And last, students will solve or reach a choice or goal on their own.

The first class is that the higher-order thinking in terms of transfer. Brookhart believes that, the teaching goal behind any of the psychological feature taxonomies is mobilization students to be able to do transfer.[67] Here, the higher-order thinking is formed the students to be able to relate their learning to other components they have learn before. Most of the teachers would like that from their job, They may prepare their students to travel into the world and prepared to try and do their own thinking while not looking on the teachers to provide them a task to try and do because life outside of school is best to provide students

[66] Susan M. Brookhart, How to Assess Higher-Order Thinking Skills In Your Classroom, (Alexandria: ASDC, 2010), p. 3

[67] Ibid., p.5

some opportunities in applying the information they got from the school.

The second category is that higher-order thinking as critical thinking. Brookhart explains that "In this case, being able to students will apply wise judgment or produce a reasoned critique."[68] One of the characteristics of educated individuals is that they're reasoning, reflecting, and making decisions on their own. Further, judgment is additionally notably necessary in higher-order thinking tasks like deciding the credibility of a source.

The third category is that the higher-order thinking is downside solving. Brookhart states that a problem may be a goal that can't be met with a memorized answer.[69] It means lower-order thinking that forces the students to recall might not facilitate the students in solving the problem. Moreover, problem-solving is necessary for critical thinking and effective communication. In this case, having the ability to suppose means that the students will solve issues with their solutions in their school work and life.

In conclusion, the higher-order thinking skill is that the ability to think within the advanced process that helps transfer the knowledge in real life, thinking critically, and determining the issues. The students who have already got the higher-order thinking skills ought to be able to examine assumptions and values, measure proof, and present the conclusions with their own words. It is also very crucial in today's world.

[68] Ibid.,
[69] Ibid., p.7

2. The Advantages of Higher Order Thiking Skills

There are many advantages that students gain from the learning process when teachers teach students higher-level thinking skills. Therefore, teaching students higher-order thinking skills is important for better results of the teaching process. The advantages of higher-order thinking skills are helping students learn something in a meaningful process and improving students' overall performance. Brookhart emphasized that higher-order thinking skills can not only improve students' thinking ability but also improve their overall thinking ability.

The other advantages of higher order thinking skills is promoting the deeper process.[70] Which means when to learn and improve higher-order thinking skills, teachers let students stimulate the thoughts and concepts. These processes are facilitate thinking and reasoning some lead to deeper thoughts information processing in the learning process. Moreover, Mayer states that higher-order thinking skill provides a broader vision of learning that features not only getting information however additionally having the ability to use information in the very form of new things, promote meaningful learning, and actively engage the students in the process of constructing meaning.[71] It implies that the higher-order thinking ability helps make the meaning of learning in the teaching and therefore the learning method in the classroom. The writer concluded that the advantages of higher-order thinking skills are helping students to find out something insignificant method and rising the student's overall performance.

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[70] Airasian and Russell, Peter W. and Russell, Michael K. Classroom Assessment: Concepts and Applications. 6th Ed. (Boston: McGraw-Hill, 2008). p 111

[71] Richard E. Meyer, "Theory Into Practice: Rote Versus Meaningful Learning", *The H.W. Wilson Company*, Vol. 41 No. 4, (2002) p.21

D. Bloom Taxonomy

1. The General Concept Bloom Taxonomy

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

In 1956 Benjamin S. Bloom and the member of the American Physiology Association Conference (Engelhart, Furst, Hill, and Krathwohl) published a book entitled, Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain. They recognize that there are three different levels of thinking behaviors. Namely cognitive, affective, and psychomotor. The cognitive domain has six levels; knowledge, comprehension, application, analysis, synthesis, and evaluation. The affective domain was less attention because it was less paid intuitive than the cognitive domain. In the last domain, which is psychometric, Bloom and his team did not complete this study.[72]

In 2001 Bloom's students, Anderson and Krathwohl proposed a revised version of the cognitive domain. The major difference between these two versions is that the cognitive domain of the original Bloom only has one dimension. The categories were knowledge, comprehension, application, analysis, synthesis, and evaluation. On the other hand, the revised version has two dimensions; knowledge dimension (Factual, Conceptual, Procedural, and Metacognitive) and six cognitive process dimensions (Remember, Understand, Apply, Analyze, Evaluate, And Create).[73]

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[72] Bloom, B.S. (Ed.), Engelhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook 1: Cognitive Domain. (New York: David McKay. 1956), p.242

[73] Krathwohl, D.R.. *A Revision of Bloom's Taxonomy; An Overview*. Columbus: Collage of education, (The Ohio State University.2000),p.43

2. Higher-Order Thinking Skill in Bloom Taxonomy

Higher-order thinking skill consists of the three top ends of Bloom's taxonomy, analyze, evaluate, and create. Further, the higher-order thinking skill is related to the scientific approaches in the 2013 curriculum; observing, questioning, associating, experimenting, and communicating, because those approaches are also related to the problem solving and critical thinking skill which belongs to the higher-order thinking skill.[74] The advantages of higher order thinking skill are helping students to find out something in significant method and rising the student's overall performance.

Nevertheless, Airasian and Russel state that, "The most typically taught and assessed instructional objectives are those within the cognitive domains". Therefore, the psychological feature domain is acquainted with knowledge as a result of it being the most normally taught and assessed for accomplishing the academic objectives.[75] Moreover, Bloom claims that, "It is that the domain within which most of the work in curriculum development has taken place…"[76] Cognitive operation, this study focuses solely on the cognitive operation cognitive process taxonomy. The subsequent table is that the table to clarify the kinds of cognitive processes known in Bloom's taxonomy the advantages of higher-order thinking skill is helping students to find out something insignificant method and rising the student's overall performance.

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[74] Nailma, Faradi. . *Higher-Order Thinking Skill Question in Reading Exercise*. (Semarang:2006),p.36

[75] Airasian and Russell, Peter W. and Russell, Michael K. Classroom Assessment: Concepts and Applications. 6th Ed (Boston: McGraw-Hill.), 2008. p 121

[76] Bloom, Benjamin S, Taxonomy of Educational Objectives, (Ann Arbor: David McKay Company Inc, 1956), p.7

Table 2.1
The Types of Cognitive Processes Identified in Bloom's Taxonomy[77]

Taxonomy Level	Related Verbs	General Description
1. Knowledge	Remember, recall, identify, recognize	Memorizing facts
2. Comprehension	Translate, rephrase, restate, interpret, describe, explain	Explaining in one's own words
3. Application	Apply, execute, solve, implement	Solving new problems
4. Analysis	Break down, categorize, distinguish, compare	Breaking into parts and identifying relationship
5. Synthesis	Integrate, Organize, relate, combine, construct, design	Combining elements into a whoe
6. Evaluation	Judge, asses, value, appraise	Judging quality or worth

However, Anderson, a former student of Bloom, and Krathwohl with a group of colleagues revealed a revision of the Bloom handbook in 2001 and made some changes.[78] Actually, the cognitive process dimension appearance very much like with the original initial except the order of the last 2 categories that is reversed or slightly rearranged. The last two orders are reversed from synthesis and evaluation into the evaluation and creation. The meaning is the same however the order is slightly rearranged. The differences between the original

[77] Airasian and Russell, Peter W. and Russell, Michael K. Classroom Assessment: Concepts and Applications.6th Ed (Boston: McGraw-Hill., 2008). p. 68

[78] Brookhart, Susan M. How to Asses Higher-Order Thinking Skills in Your Classroom. *(Alexandria: ASCD Member Book*,:2010), p. 40

taxonomy and also the revised taxonomy are often seen as:

Table 2.2
The Difference between Original Taxonomy and Revised Taxonomy

Original Taxonomy	Revised Taxonomy
Knowledge →	Remember – retrieve relevant knowledge from long-term memory (recognize,recall)
Comprehension →	Understand – determine the meaning of instructional messages (interpret, classify, summarize, infer, compare)
Application →	Apply – use a procedure in a given situation (execute, implement)
Analysis →	Analyze - break material into parts and see how they related (differentiate, organize, attribute)
Synthesis ↗	Evaluate – make judgments based on criteria and standards (check, critique)
Evaluation ↘	Create – put elements together to form coherent whole or make an original product (generate, produce)

The above table shows that the meaning of each field between the original taxonomy and the revised taxonomy is the same. The difference is that is only displayed in the rearrangement of the words used and the last two fields; synthesis and evaluation become evaluation and creation. These two skills are rearranged because it is believed that students must be able to critique and validate an idea before producing and

producing some results. Therefore, students are required to engage in thinking and reasoning processes that are more complex than memory. The remaining classifications of are included in Bloom's classification in the higher-order thinking level of the cognitive domain.

The advanced thinking skills in the revised Bloom's classification are as follows:

1. The level of analysis means dividing the information into smaller ideas and determining the relationship between these ideas.
2. The evaluation level includes verifying and evaluating the value of materials according to the standard.
3. Creating levels implies generating, planning and generating new structures from different elements.

From the explanation of the higher-order thinking skills in the revision of Bloom's classification, it can be seen that all higher-order thinking skills or the three advanced skills of Bloom's classification; analysis, evaluation and creation require students' Critical thinking.

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