
ANALYZING READING COMPREHENSION QUESTIONS IN BAHASA INGGRIS TEXTBOOK FOR THE TENTH GRADE OF VOCATIONAL SCHOOLS

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Abstract: It can be said that a classroom teaching and learning process is consisting of three main elements: the teacher, the pupil and the textbook that in this activity representing the curriculum used for the teaching and learning process. As mentioned previously, part of the curriculum is a textbook, it means they become a guidance that provides the information and supplement the pupil's mind with knowledges. A textbook should have a goal that relate as close as possible to the teacher's goal, so does the educational aim which states by the curriculum. Thus in this case, an analyses and evaluation on textbook may become some kind of support for teachers in order to improve themselves and it also expected to give them help to gain some new useful insights into the base of materials used by them in the teaching and learning activity in the classroom. The researcher then chooses to do a textbook analyzation on textbooks used in vocational schools provided by Indonesia government. A descriptive content analysis method is used with describing the cognitive level of the reading comprehension questions found from the textbook as a target. The object of this research is 78 questions found on the textbook, with a checklist based on revised Bloom's Taxonomy frameworks used as the instrument to analyse them. It is found that all of the research objects belong to all the six levels of Bloom's Taxonomy Cognitive Domain. It is found, however, the Lower-Order Thinking Skills questions are dominating than the Higher-order Thinking Skills questions are. *Remembering* level questions become the most frequently found and *Applying* level as the least one. According to these results, the researcher then would like to give some suggestions for the English teachers. One, facilitating the students with providing materials that promotes the cognitive levels equally and becoming the bridge to shorten the gap by providing unavailable questions that should be taught based on the Standard of Curriculum 2013 proposed by the government is some of the things that the teacher can do.

Keywords: Textbook Analysis, Cognitive Level of Revised Bloom's Taxonomy, Reading Comprehension Questions.

INTRODUCTION

Research Background

It can be said that a classroom teaching and learning process is consisting of three main elements: the teacher, the pupil and the textbook that in this activity representing the curriculum used for the teaching and learning process. Since these three are considered as main the elements of a classroom teaching and learning process, it can also be said that these three elements become a must exist components in order for the teaching and learning process in the classroom so that it can

be implemented. In this particular case of situation the textbook itself then becoming one of the curriculum parts and also it's becoming pupils' guidance which later on giving them supplies with informations and also enriches the pupils mind with knowledge. It's also found out by experts that almost ninety percent of pupils currently depended on textbooks and they spent the same amount of percentage of time on researching textbook. In additions to this, there are also two additional main reasons on why textbook is being widely used in educational environment at the moment. The first reason are, and the most important reason is because for most teachers at school, making and developing teaching materials on their own is still considered as one of a very difficult and demanding tasks to be done. In addition, there are also a lot of considerations that are needs to be taken into account and given consideration throughout the development of the said textbook or teaching materials. The second reason is that the teaching activity itself for most teachers at school is already considered as a quite time-consuming thing just by itself. This then might be making most of the teachers to not have enough time and energy to develop or making some new materials on their own that can be used in the classroom for the learning activity.

Furthermore, without the existence of a textbook in one classroom or in this case a language program, a language learning program or a language learning activity may then lose its main foundation and the pupils may then lacks on getting a supposed systematically developed syllabus for them to learn well. This then can be interpreted that textbooks in a language learning area are considered to be a provider of a plan for the learning activities in the program, a tool that can show a clearly visible outlines of what is to be learned by all the pupils in the classroom itself, also as a main source that provided or as part of a resource of materials and ideas to be used in the classroom for the learning activities. It is also very important that the goals of a textbook being used needs to be corresponded as close as possible with the goals of the learning activity from the teacher, so does with the ecademic aim or goals as mentioned and provided by our government on the curriculum currently used. Thus in this case, an analyses and evaluation on textbook may become some kind of support for teachers in order to improve themselves and it also expected to give them help to gain some new useful insights into the base of materials used by them in the teaching and learning activity in the classroom. In addition, being a relevant thing to the existing curriculum in our education systems is also what a textbook should be, in this case is the 2013 curriculum that is already being provided by our Indonesian government.

As of 15th July 2013 a new curriculum that will be used and replaced the previous curriculum has been released by our Indonesian Ministry of Education and Culture for Elementary and High School of Indonesia, this new curriculum then called Curriculum 2013. This curriculum is introducing a brand new approach which is called a scientific approach and this approach is expected to also be applied in the English language and teaching program in Indonesia's education program. The approach mentioned previously on the said curriculum is expecting that the teaching and learning process between the teacher and pupil from now onwards should be scientifically-based, which means that every processes and steps of the teaching and learning activities being held should be reflecting a fixed procedures starting from observing, questioning, associating, experimenting, and the last networking/communicating. Thus, in order to be a form of support for this new curriculum that have been released by our Indonesian government, our Indonesian Ministry also takes some action by providing textbooks for each and every level of education existed in Indonesia, especially in a form of an English textbooks that will be distributes for both the teachers and pupils.

In additions as stated in the previous paragraph the government has been providing textbooks that suits the new curriculum and one of the books provided by the Ministry is titles "Bahasa Inggris" which is an English textbook and this textbook is being provided for each grade of both high school

and vocational schools. Which then this book also became and used as the main handbook for every public school existing in Indonesia. Since, the book is being provided and distributed by the Ministry itself to each school in Indonesia as a form of assistance for the teacher by the government to complement the new curriculum. Furthermore, from the interview I conducted with the teacher from Vocational High School 3 Banjarmasin, Mrs. Christina Simamorang, S.Pd she said that it is been easier for her and the pupils now since the book provided by the government himself and there's no need in purchasing and choosing books from certain publishers anymore.

However, questions such as about whether these books which already provided by the government are already appropriate and suitable enough and also are they providing the right amount of materials needed for each pupils then might arise and the answer to this question is what the researcher trying to find out through conducting this research. Not only that, a textbook may also have certain limitation as a form of shortage from its advantages and not every textbook will be a hundred percent match for every course or language programs being thought. This being said, it means it is also necessary to evaluate the English textbooks provided by our Indonesian government, about whether the tasks and materials given in the textbook are already appropriate enough for each level of education, or in this research whether the reading comprehension questions on the tasks provided in the *Bahasa Inggris* textbook are already appropriate for the pupils to use. Moreover, many researchers in order to analyse an English textbook basing their analysis on Bloom's Taxonomy or Revised Bloom's Taxonomy. Where there are six levels of them which are classified from the most basic one to the most complicated one.

We also need to consider that a textbook should also be able to encourage and emphasize reading comprehension strategies and should also be able to lead pupils to critical reading while reading the text on a given language in the class. Especially, in an English textbook Reading comprehensions activity which is usually followed by some exercises and questions answering activity. As the exercises, the teachers can used the textbook for giving questions to find out whether the pupils have understood the text given or not, and are the pupils able to comprehend the text and getting more informations from the exercises provided by the textbook, especially in this case are reading comprehension skills.

According to the explanations mentioned previously, the researcher then interested to do a research on analyzing how the reading comprehension questions on the textbook "Bahasa Inggris" for X grade first semester which published by the Ministry of Education and Cultural of Indonesia for vocational schools covering the higher-order and lower-order cognition levels of revised Bloom's Taxonomy. The researcher aim for doing this analysis it is expected to help clear up the question about the degree of the reading comprehension questions found in the textbook covering Higher-Order Thinking Skills and Lower-Order Thinking Skills. All the reading comprehensions questions found and collected in this textbook are going to be considered as a means to measure pupils' mastery and understanding of the lesson taught and for the pupils' ability in completing the questions will also be considered as a reflection of their ability in comprehending the given lesson being taught. Furthermore, In this research the Revised Bloom's Taxonomy by Anderson and Krathwohl (2001) is being used as a framework for analyzing the level of questions in the textbook since the taxonomy has been used in many studies especially in studies to analyse textbooks. According to the research problem, the objective of this research is to analyse how the reading comprehension questions on the book "Bahasa Inggris" for X grade first semester that being publish by the Ministry of Education and Cultural of Indonesia covering the Higher and Lower Order Cognitive levels of Bloom's. This analysis is expected to help clear up to what extent the reading comprehension questions in the book cover Higher Order Thinking Skills and Lower Order Thinking Skills.

The researcher then decided to limit this research only on “Bahasa Inggris” textbook for tenth grade of Vocational senior high school and also focusing only on the reading comprehension questions found in order to analyse how the textbook covering the higher-order and lower-order thinking skills based on Revised Bloom’s Taxonomy.

RESEARCH METHODOLOGY

Research Design

In this research the researcher decided to use a descriptive content analysis method which is used by the researcher as a means of method for the research. Why Content analysis being selected is because this method of research technique is one that can be used to analyse a textbook since it is usually used to analyze a message in certain materials which come in the form of written or recorded. Since this research done by the researcher has an aim to analyse the degree of how Higher-order Thinking Skills and Lower-order Thinking Skills are implemented in the reading comprehension questions found in the “Bahasa Inggris Kelas X Semester 1” Textbook. The researcher then found and considered this method as the most suitable one for this research because this method is used when a research want to infer specific meaning or characteristic from a textbook by collecting and organizing founded information in a standardized format from the said textbook or in this case the Bahasa Inggris Textbook. This kind of analysis is can also be done with the help of words to describe any detailed conclusion or interpretations in a less biased and a more subjectively manner. It is also being considered that this method is the suitable one by the researcher as it is being one with the goal of this research in examining materials that comes in a form of visual data that is written and provided in the English textbook especially in this research the reading comprehension questions parts. In addition to all the reasons mentioned above, as the purpose of this research was to analyse the degree on how the Higher-order Thinking Skills and Lower-order Thinking Skills found in reading comprehension questions found in the “Bahasa Inggris” textbook for tenth grade of Vocational senior high school, content analysis is also the most suitable one because it can also be used to describe the content of the textbook or in this research the reading comprehension questions found from the textbook chosen.

Therefore, by adapting the procedures as stated by Chelimsky (1989), the researcher then used the following procedures for this research:

- 1.) The researcher at first decided to use the content analysis as the method to analyse the reading questions that can be found in the “Bahasa Inggris untuk Kelas X Semester 1” textbook;
- 2.) Secondly, the researcher then determine that the material the researcher will be used for this research is “Bahasa Inggris untuk Kelas X Semester 1” textbook that published by the Ministry of Education and Cultural of Indonesia;
- 3.) Thirdly, the researcher then selected the unit that will be analysed for this research is the reading questions which can be found in the reading comprehension tasks from each chapter of the textbook;
- 4.) Fourth, the researcher developed a coding material for this research by using the revised Bloom’s taxonomy as the basing framework to analyse the reading questions found;
- 5.) Fifth, the researcher then code the material for this research by using six coded categories based on the cognitive level of the revised Bloom’s Taxonomy. They are remembering or coded as C1, understanding or coded as C2, applying or coded as C3, analyzing or coded as C4, evaluating or coded as C5, or creating which coded as C6;

6.) Finally the last step is the researcher analyzed the previously collected data for this research by using the coding categories mention above then interpret the result and lastly drawing a conclusion from the data found.

Research Object

The data used for this research are taken from the “Bahasa Inggris untuk Kelas X Semester 1” Textbook published by the Ministry of Education and Cultural of Indonesia. The textbook is chosen by the researcher as a source of data for this research because it is used by all vocational schools in Banjarmasin as the main handled textbook, such as SMKN 3 Banjarmasin, SMKN 2 Banjarmasin, and SMKN 4 Banjarmasin. The textbook consisting of 9 chapters and only the reading comprehension questions will be collected and analysed by the researcher. There were a total of 78 reading questions collected and will be analysed by the researcher according to Revised Bloom’s Taxonomy Frameworks.

Research Instrument

The research instrument used for this study by the researcher is a checklist based on the Cognitive Domain that can be found in the Bloom’s taxonomy framework revised version which is used by the researcher as a parameter to identify the levels of intellectual skills presented in the reading comprehension questions found in “Bahasa Inggris untuk Kelas X Semester 1” Textbook published by the Ministry of Education and Cultural of Indonesia. This checklist table made by the research is then used to tally and record each of the cognitive levels cover by the reading comprehension questions that have been previously collected by the researcher from the “Bahasa Inggris untuk Kelas X Semester 1” Textbook. A table with nine columns in it is becoming the checklist material. As explained in detail bellow:

- The very first column is going to be filled by the researcher with the serial number of the reading comprehension questions listed;
- The second is going to be filled by the researcher with the reading comprehension questions found;
- The next columns is going to be filled by the researcher with the six cognitive levels of Bloom’s Revised Taxonomy from lower level to higher level placed in sequence;
- And the last column is going to be filled by the researcher with each explanation needed for each level that have been chosen.

Research Procedure

The procedure for this research is explained in the following steps:

1. First of all, a checklist is created by the researcher based on Revised Bloom’s Taxonomy Framework.
2. Second, the researcher reads the textbook of “Bahasa Inggris” for grade X Semester 1 and collects all the reading comprehension questions. All the question then typed by the researcher in the column number two on the checklist.
3. Third, the reading comprehension questions on the checklist are then analyzed by the researcher using Revised Bloom’s Taxonomy Framework to find out which level they

covers: remembering or coded as C1, understanding or coded as C2, applying or coded as C3, analyzing or coded as C4, evaluating or coded as C5, or creating or coded as C6. The data are then analysed by the researcher per unit or topic. After that, the percentage of occurrence for each level is analysed by the researcher.

4. Fourth, in order to help the researcher presents the data found before in the form of numbers, the formula bellow which proposed by Sudjiono (2005) is used :

$$P = \frac{F}{N} \times 100 \%$$

Notes:

P : Percentage

F : Frequency

N : The sum of Frequency

5. Finally the fifth step, based on the result of the analysis the researcher then draws conclusion. The researcher draws the conclusion about the cognitive levels of the tasks found in “Bahasa Inggris” textbook for grade ten first semester by the Ministry of Culture and Education of Indonesia.

FINDINGS AND DISCUSSION

Research Findings

Description of the Data

In this research, the researcher is analyzing “Bahasa Inggris” textbook for the tenth grade of vocational school semester I which published in 2014 by Pusat Kurikulum dan Perbukuan, Balitbang Kemdikbud and which then get revised in 2017 and also undergoing its second revision on 2018. The “Bahasa Inggris” textbook for the tenth grade semester I consisting of 9 chapters. For this research only the reading comprehension questions are analysed by the researcher in terms of the cognitive levels. With the total of 78 reading comprehension questions were found and analysed by the researcher.

The textbook is analysed by the researcher using a checklist generated by using cognitive level of Revised Bloom’s Taxonomy Framework as base parameter. The Revised Bloom’s Taxonomy Framework tables which have been mentioned before is used in order to find out which level each of tghis reading comprehension questions comprise whether they are remembering or coded as C1, understanding or coded as C2, applying or coded as C3, analyzing or coded as C4, evaluating or coded as C5, or creating or coded as C6. By using the table mentioned before the researcher also able to find out what degree the cognitive level of Revised Bloom Taxonomy that is applied the most and the least in the reading comprehension questions found on the textbook. Also, whether the reading comprehension questions found in the textbook mostly consists of Higher-order Thinking skills or Lower-order Thinking skills levels.

Analysis of the Reading Comprehension Questions

Result of analysis obtained was presented as follow:

Remembering level received the biggest portion of the reading comprehension questions that can be found in the textbook. There were a total of 38 questions out of 78 questions or 48.71% of all the reading comprehension questions categorized as *Remembering* level. Meanwhile, *Understanding* level received the second biggest portion of the reading comprehension questions found in the textbook. There were also 31 questions out of the total 78 questions or 39.74% of all the reading comprehension questions categorized as *Understanding* level. However, there was only 1 (1.28%) *Applying* level questions, 3 (3.85%) *Analyzing* level questions, 3 (3.85%) *Evaluating* level and also only 2 (3.85%) for *Creating* level questions found in this textbook. From these data found the researcher can also be stated that the least dominantly applied level in the reading comprehension questions from the textbook was the *Applying* level.

The table above also telling us that the reading comprehension questions in “Bahasa Inggris” textbook for grade ten semester I was dominated by Lower-order Thinking Skills for 89.74% and the *Remembering* level is applied the most and *Applying* level for 1.28% as the least dominant one. Meanwhile, the Higher-order Thinking skills level only make up to 8 questions out of 78 questions or 10.26%.

It can also be seen that the reading comprehension questions found in this textbook almost half of it is belonging to *Remembering* level in the cognitive level pyramids, which is the lowest level of taxonomy being mentioned. Reading questions in this kind of level usually only involves memorizing or recalling certain unspecific piece of information from the text given with also no need for evidence of understanding the text. Pupils in this stated of level only need to absorb / recognize / remember or recalling given information from the text to answer this level kind of questions.

The next cognitive level which is *Understanding* level, are realized in 31 questions out of the total 78 questions. The reading comprehension questions related to this level of cognitive mostly requires pupils to describe / summarizing / interpreting or explaining the reading comprehension text given. Some of the questions in this level of thinking may also require the pupils to be able to understanding or predicting the affects or consequences from the presented problems that can be found in the reading comprehension text given.

The least number of reading comprehension question belongs to the cognitive level of *Evaluating* level, which is realized in 1 question only out of 78 questions. The question found for this level involves the pupils to present and also defend their personal reactions or opinions toward the question presented on the reading activity by relating the question to their own personal opinion about the text or the question found.

Analyzing level is realized in 3 questions out of the total 78 questions. The reading comprehension questions related to this level mostly requiring the pupils to recognizing some hidden meaning or inferring and giving a detail explanation and also some reasoning after successfully understanding the text.

Similar with the previous cognitive level *Evaluating* is also realized in only 3 questions out of the total 78 questions. The reading comprehension questions related to this level is mostly can be found in a form of question that requiring pupils to make their own choices based on a personal reasoned argument after summarizing and inferring the meaning from the text given.

The last cognitive level is *Creating* and it is realized in 2 questions only out of the total 78 questions. The reading comprehension questions related to this level mostly asked the pupils to relate given knowledge from the text to real life situations and asked the pupils to give their own personal concrete example from this knowledge they gain and presented them to their classmate in front of the classroom.

Some examples of the reading comprehensions questions were elaborated below:

- 1) Remembering level
“*As one of ecotourism destinations, what does Tanjung Puting National Park offer to tourist?*” was one of the reading question found in the textbook in chapter 6 on page 71. This question was categorized as remembering level by the researcher because the question mentioned did not require higher thinking level than remembering. Pupils only need to do simple reading and recall the exact information given from the text to answer this question. Other questions question that can be found for this level are mostly what, when, where, who, list, and/or describe.
- 2) Understanding level
“*Is it possible for people to have Rainbow Air Helicopter Tours at night?*” was one of reading questions found in the textbook in chapter 7 on page 86. This question categorized by the researcher as understanding level because the question mentioned required the pupil to understand and grasp the meaning of information from the text given. Other questions that can be found for this level are mostly summarize, describe, and/or interpret.
- 3) Applying level
“*If you had an opportunity to visit Niagara Falls, which attraction would you visit first? Why?*” was one of reading tasks found in the textbook in chapter 7 on page 86. This question was categorized as applying level by the researcher because the question asked and mentioned for the pupils to tell their personal reactions toward the question presented by relating the question to their own opinion. Other similar cues that can be found for this level of question: illustrate, show and/or relate.
- 4) Analyzing level
“*Has there been an announcement regarding the ticket sale? Why do you think so?*” was one of reading tasks found in the textbook in chapter 9 on page 109. This question was categorized by the researcher as analyzing level because the question mention require higher thinking level which is analyzing. The pupil needs to understand the whole context of the text and recognize the hidden meaning by identify the text. Some other examples or cues that can be found for this level of question was to explain, infer, and/or analyse.
- 5) Evaluating level
“*How interested are you in visiting Tanjung Puting National Park? What makes you interested (or not interested) in the park?*” was one of reading tasks found in the textbook in chapter 6 on page 71. This question was categorized as evaluating level by the researcher because it asks the pupil to compare between ideas and made choice based on reason argument. Some other examples or cues that can be found for this level of question was to compare, summarize, and/or select.
- 6) Creating level
“*Can you find a place of similar beauty to Niagara Falls in your area? Tell your classmates about the place?*” was one of reading tasks found in the textbook in chapter 7 on page 86. This question was categorized as creating level by the researcher because the question required higher thinking level. This question asked the pupils to relate given knowledge from the text to real life situations and asked the pupils to give their own concrete example from this knowledge and presented them to their classmate. Some other examples or cues that can be found for this level of question was what if, combine, and/or rewrite.

Discussion

So, According to the result of analysis mentioned above, the reading comprehension questions found in the “Bahasa Inggris untuk Kelas X Semester 1” Textbook it were dominated by Lower-Order thinking skills type of questions with almost ninety percent or exactly 89.74%. With *Remembering* by over forty percent or exactly 48.71% counted as the most level found and *Understanding* similarly with almost forty percent or exactly 39.74% as the second one. While, *Applying* with 1.28% were the least level of reading comprehension question found in the textbook with only one percent out of the full one hundred percent.

The result of this analysis then implied that remembering level questions are dominated the reading comprehension questions found in this textbook. It can be understood because reading comprehension questions usually tends to asks pupils to simply recalling certain information from text. In general, most *Remembering* level questions only required the pupils to just simply getting the idea of the information from the text, involving to recall a certain range of information for example into a complete theories from a specific facts, but what is really actually required from pupils is transferring the appropriate information needed to answer the given questions to their mind. *Remembering* in this case is also representing that its positions in the cognitive domain proposed by the Revised Bloom’s Taxonomy is belong to the lowest level of the learning outcomes. In this level of cognitive the pupils are also supposed to be able to do some degree of recalling or observing information from like knowledge of certain dates, events happening, or specific place that being mentioned, also they need to be able to grasp major ideas and also mastering main the matter subject given on the reading comprehension text.

Similarly, almost all the reading comprehension questions found in this textbook were on *Understanding* level. This level of questions mostly required the pupils to understand and grasp the meaning of information from the text given. So, not only the pupils are asked to simply just recalling certain information from the text the pupils also needed to be able to understand the context of the text or the meaning hidden behind certain passages in the reading comprehension text. This level usually also being defined as grasping the meaning ability from the materials which have been given on the reading comprehension text. The learning outcomes on this level also goes up one level over the remembering level. In this case pupils were recommended to be able to understand, grasps, translating meaning or certain knowledge into context that is brannew, or interpreting, comparing, contrasting found facts, also inferring or grouping causes.

Meanwhile, there was only one question belongs to *Applying* level found in the textbook. The question asked for the pupils to tell their own personal reactions toward the question presented by relating the question to their own personal opinion. In *Applying* level questions usually pupil were mostly asked to only just done these. Meanwhile, *Applying* level actually refers to the ability to use the learned material given by the materials or in this case the reading comprehension text in a new and concrete situation stated later on. This may then includes the application of such things mentioned as rules, methods, concepts, principals, laws, and theories. Learning outcomes found in this area or level of thinking required a higher level of understanding than those under comprehension. In this case pupils are recommended to use certain informations, methods concepts, or theories, in a whole new and different situation, and also to be able to solve problems using required skills or knowledge.

For the Higher-order thinking skills, *Analyzing* and *Evaluating* both have the same amount of degrees which is 3.85%, on the reading comprehension questions found in this textbook. And *Creating* was the least applied one in the reading comprehension questions found in the textbook with two questions only or 2.56%.

The *Analyzing* questions found in this level mostly asked the pupil to understand the whole context of the texts and recognizing the hidden meaning by identifying the reading comprehension

texts provided. This level of cognitive domain also refers to the ability of pupils to break down materials into its own component or smaller parts so that its organizational structures may be understood completely by them. This also means that this level may include identification of parts, analyzing of the relationships and recognizing of the organizational principles involved on the reading comprehension text. Learning outcomes on this level here also representing a higher intellectual levels than simply comprehension and applications because they are required to understanding both the content and the structural form of the materials or the reading comprehension. In this level, the pupils are also recommended to see the patterns, organizing some parts, recognizing the hidden meanings and identifying certain components that can be found on the reading comprehension text.

As shown on the table provided on discussion *Evaluating* questions has similar number found in the textbook as *Analyzing*, and these questions mostly asked the pupils to compare between ideas and made choice based on reason arguments. *Evaluating* level mostly concerned with the ability to judge the value of the materials for their given purposes. The judgments were also based on a definitive criteria. These usually may be in a form of an internal criteria as of an organizations or external criteria as in the relevance of it to some purposes and the pupils may then be able to determine the criteria or being given these criteria being mentioned. Learning outcomes found in this level are also the highest in the cognitive hierarchy because they are containing elements of all the other categories mentioned before, and also provided some degree of conscious judgments based on a certain clear criteria. In this level of thinking pupils were being recommended to comparing and discriminating between some ideas, assessing value of theories, presenting, making choices based on reasoned argument, verifying value of evidences, or recognizing subjectivities.

Lastly, the least one out of the three levels found were *Creating* level. This level of questions asked the pupils to relate given knowledge from the reading comprehension text to real life situations and asked the pupils to give their own concrete example from this knowledge and even asked them to present their answer to their classmate. *Creating* level questions usually concerned about the ability of pupils to put different parts together in order to form a whole new parts. This may also involve producing of a uniquely communication forms, a planning of certain operations, or setting of the abstract relations found in the reading comprehension text. Learning outcomes in this area are stressing on creative behaviors, majoring emphasis on the formulating of new patterns or structures. In this level of questions the pupils are recommended to use old ideas in order to creating new ones, generalizing from given fact, relating knowledge from several area, predicting and drawing conclusion from the reading comprehension text.

Therefore, after basing on the content analysis this analysis of “Bahasa Inggris” textbook for grade X semester I, It is found by the researcher that all of the research objects belong to all the six levels of Bloom’s Taxonomy Cognitive Domain. It is also found, however, the Lower-Order Thinking Skills questions are dominating than the Higher-order Thinking Skills questions are. Lower-order Thinking Skills are dominating with almost ninety percent or exactly 89.74% and only no more than ten percent or exactly 10.26% of them are Higher-order Thinking Skills. With *Remembering* as the most used level and *Applying* as the least used level found on the reading comprehension questions found in this textbook.

However, our Indonesian government through Educational Quality Insurance Institution (LPMP) requires the teachers to be able to assist every pupil to emphasize their critical thinking especially in reading comprehension activities. Which includes analyzing, evaluating, and creating that is usually called HOTS (Higher-Order Thinking Skills). The government through this expecting that the pupils will be a more critical and analytical pupil in their thinking so they not only can solve problems in textbook but can also solve the problems they face in their daily lives.

Meanwhile, the reading comprehensions questions found in this textbook is mostly LOTS (Lower-Order Thinking Skills) and even though it seems that this may look like a problem, the textbook itself has been made based on an already made and decided curriculum which provided by the government. The textbook is also considered suitable enough for a tenth grade pupil since the communicative part needed for the learning process has been promoted well according to the curriculum and syllabus prepared by the government itself. So, what we can do in this situation is we can use teacher's role as one of the classroom elements to be the bridge to shorten the gap by assisting and providing unavailable materials or questions that should be taught based on Standard of Curriculum 2013 proposed by the government.

CONCLUSION

From the findings of this research and based on the discussion, the researcher finds out that the reading comprehension questions found in "Bahasa Inggris" textbook for grade X semester I published by the ministry of education and cultural of Indonesia it can be implied that all the reading comprehension questions found were covering all levels of the cognitive domain in revised Bloom's Taxonomy. However, most reading comprehension questions in "Bahasa Inggris" textbook categorized as Lower-order Thinking Skills and covering less of the Higher-order Thinking Skills. The researcher would also like to offer several suggestions for the English teachers. First, the teachers are suggested to be the facilitator in facilitating their pupil or providing more materials that promotes all levels of cognitive domain by Revised Bloom's Taxonomy. Second, the teacher can also try constructing and modifying question items on reading comprehensions questions found by including more levels of *Analyzing*, *Evaluating*, and *Creating* while teaching in classroom that would encourage their pupils to think more critically and use more of High-Order Thinking Skills level. Since the reading comprehension questions in this textbook had mostly cover Lower-order thinking skills and providing less Higher-order thinking questions, teacher should then be the bridge to shorten the gap found by providing unavailable materials or questions that should be taught based on the Standard of Curriculum 2013 proposed by our government. In addition, it is also suggested for the team of material designers which is under the Ministry of Education and Culture could be even more selective, innovative, and evaluative in producing a textbook to be used in the teaching-learning processes for EFL in Indonesia.

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