A CONTENT ANALYSIS OF THE READING COMPREHENSION QUESTIONS IN THE TEXTBOOK ENDORSED BY THE GOVERNMENT

1Aulia Azmi  
1Universitas Sari Mulia  
aulia.azmi@unism.ac.id

2Noor Aisyah  
2Universitas Sari Mulia  
nooraisyah2011@unism.ac.id

Abstract

Material is a component of teaching to create a successful teaching and learning process. The purpose of this study is to describe the content of reading material in “Bahasa Inggris” textbook which endorsed by the government, especially the cognitive levels of the questions that follow the reading texts. This study used the qualitative research design. Meanwhile, the qualitative data of the research were cognitive level of questions that followed the reading texts. The researcher also used content analysis which was as one of the techniques used in qualitative research to collect and analyze the data of the textbook. Moreover, the instruments for analyzing cognitive level of questions that followed the reading texts were a checklist proposed by Igbaria (2013) and a guide for deciding the level of the questions based on the cognitive domain of Bloom’s taxonomy. The result showed that cognitive levels of questions that followed the reading texts found that 125 questions (89.9%) which were categorized as lower order thinking skills. Meanwhile, there were 14 (10.07%) questions which were categorized as higher order thinking skills. Thus, the questions which were categorized as Lower-order Thinking Skills (LOTS) were more dominant in the textbook.

Keywords: Content Analysis, Cognitive Level, Comprehension Questions

INTENSIVE JOURNAL  
http://ojs.uniska-bjm.ac.id/index.php/EJB-E-ISSN-2620-4746  
October 2023, Vol 6 No.2  
Received : 15 September 2022  
Revised : 4 April 2023  
Accepted : 20 October 2023  
DOI number 10.31602
A Content Analysis of the Reading Comprehension Questions in the Textbook
Endorsed by the Government

Background

The teaching of English emphasizes the four basic language skills and one of them is reading. Berardo (2006: 61) argues that the reasons for reading depend very much on the purpose for reading. Reading has three main purposes, for survival, for learning or for pleasure. Reading for survival is considered to be in response to our environment and to find out information such as street signs, advertising, and timetables. In contrast, reading for learning is considered to be the kind of reading which is done in the classroom and has a certain goal. While reading for pleasure is reading for enjoyment such as reading comics. Thus, the three main purposes for reading encourage the students to master reading skill. Moreover, it can be as an important part of the teacher’s job to make the students have good reading skill. However, in fact, many students have problems for mastering reading and comprehending texts.

Material is a component of teaching to create a successful teaching and learning process. Tomlinson (2011) argues that materials is anything which is used to help language learners to learn. Material refers to everything that the teacher uses to help students learn the language and achieve their learning objectives effectively. Tomlinson (2011) also states that materials can be in the form, for example, of a textbook, a workbook, a cassette, a CD–ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard. Thus, there are many kinds of the material but the way to select materials for teaching is not easy. In fact, many teachers have the difficulty to choose the appropriate material in teaching and the easiest way is just using the textbook.

Textbook is one of the materials for teaching reading which needs to be analyzed. Anjaneyulu (2014) says that textbook is the most important element of the teaching process to gain the aims and objectives of a course. Moreover, the textbooks should help the teacher in conducting the teaching and learning process, so it is important for the teacher to analyze the contents of the textbook. Actually, there are some considerations to analyze the contents of textbook especially in the teaching reading. They are related to the cognitive level of questions that follow reading texts to assess students’ understanding of texts. Thus, if the contents of textbook are good, the textbook itself can really support the teaching and learning process to achieve the goal of learning.

The cognitive level of the questions provided in a textbook is one of the basic criteria to analyze the content of textbook. Igbaria (2013) argues that questions are extremely important for examining students’ understanding of the learning material, and it can be used to measure the level of thinking among students. In the teaching of reading, the questions can be used to measure students’ understanding of the texts and also the students’ level of thinking. Furthermore, Bloom’s taxonomy can be used to categorize the cognitive level of questions which is classified into Lower-order Thinking Skills (LOTS) such as Knowledge, Comprehension, and Application and Higher-Order Thinking Skills (HOTS) such as Analysis, Synthesis, and Evaluation (Bloom, et al, 1956 in Assaly and Smadi, 2015). Therefore, the questions that follow
reading texts in the textbook are important to be analyzed. It is supported by Igbaria (2013) who states that it is necessary to analyze the aspect of questions in textbooks in order to assess the importance of textbooks in the educational system and in developing students’ thinking in particular.

A number of studies have been conducted to investigate the cognitive level of the textbooks’ questions using Bloom’s taxonomy. Igbaria (2013) analyzed the study units in the textbook *Horizons* for the 9th graders. The results showed that 244 questions emphasized lower level thinking skills, while only 137 questions emphasized high order thinking skills. The questions in the *Horizons* textbook place a great deal of emphasis upon comprehension, which is one of the lower order thinking skills. Besides, Assaly and Igbaria (2014) found that 114 questions in *Master Class* textbook emphasized levels of cognition representing lower order thinking skill, while only 59 questions emphasized the three higher order thinking skills. In other words, the research finding showed that the lower order cognitive skills were most frequent in this textbook. On the contrary, the textbook that has more emphasis on the questions highlighted higher-order thinking skills is better than the textbook that has more emphasis on the questions highlighted lower-order thinking skills. This is in line with Hawaker (1986, in Assaly and Smadi, 2015) who states that higher order questions may have a somewhat broader general facilitative effect than factual adjunct questions. Thus, the research findings are relevant with the present study in connection with textbook as the subject of research, whether the textbook that is used has more emphasis on the questions highlighted higher-order or lower-order thinking skills.

In her preliminary study at SMK Muhammadiyah 1 Kota Malang, the researcher found that there was a problem in using the textbook entitled “Bahasa Inggris” for the tenth grade students of SMA/MA and SMK/MAK” which was endorsed by the government. It was published by the Ministry of Education and Culture (the Government) and distributed to SMA/MA and SMK/MAK in Indonesia. Then, when she interviewed the English teacher, she said that she just used it without considering the content. Furthermore, she said that the students had difficulties to understand the texts in the textbook because they were lack of vocabularies. This is in line with Assaly and Smadi (2015) who state that many English teachers do not thoroughly evaluate the textbook they use, either because they felt it is a tiring and time consuming process, or because, in many cases, they are not qualified to do so. Thus, the researcher decides to choose this textbook to be analyzed because there is a problem in using the textbook, especially at SMK Muhammadiyah 1 Kota Malang.

In conclusion, based on the explanations above, there are some problems of the contents of textbook related to the cognitive level of questions that follow reading text which is found by some researchers above. Therefore, the researcher is interested to conduct a research about “Content Analysis of Reading Material in “Bahasa Inggris” Textbook Endorsed by the Government for the Tenth Grade Students of SMK Muhammadiyah 1 Kota Malang”. Based on the above background of the study, the problems are stated as follows:

What are the cognitive levels of the questions that follow reading texts in “Bahasa Inggris” textbook endorsed by the government?
Literature Review

Reading Skill

Reading is one of the skills that must be mastered by the students of any level of education. Alyousef (2005) defines that reading is an interactive process between a reader and the text which leads to automaticity or reading fluency. Thus, reading is a process which the reader interacts dynamically with the text as he or she tries to understand the meaning of it and where various kinds of knowledge are being used. In line with the previous definition, Brown (2000) argues that reading is only incidentally visual and more information is contributed by the reader than by the print on the page. Therefore, the readers understand what they read because they are able to relate the graphic representation with the concept that already stored in their memories or background knowledge (schemata). Based on two definitions above, it can be concluded that reading is an ability to relate what the readers is seeing when they are reading with the background knowledge in the previous experience in order to comprehend the text.

There are some reasons why someone is reading. Harmer (2001) divides the reasons for reading into two broad categories: instrumental and pleasurable. Instrumental means reading will help us achieve some clear aims. For example, we read the instruction on “washing machine” because we need to know how to operate it. Moreover, pleasurable means reading takes place basically for pleasure. For example, some people read illustrated cartoon or photo stories. In this research, the students read the text in order to achieve a certain goal or purpose. Therefore, based on the reason for reading, it is categorized into instrumental reason. In English, reading can be classified into two types: initial reading and reading comprehension. Cahyono and Widiyati (2006) argue that initial reading is an effort made by those who have not been able to read to learn reading (e.g., how to read the alphabets and combination of letters or simple words). Initial reading is usually for beginner level, especially young learners who are not be able to read and they learn to read. The activities are simple because the learner just tries to read the alphabets and combination of letters or it can be the simple words. On the other hand, Snow (2001) states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement within written language. It seems that reading comprehension is as the interactions among three elements such as the reader who is doing the comprehension, the text that is to be comprehended and the activity in which comprehension is apart.

Reading is both as a product and a process, and the product of reading is comprehension. In this study, the researcher has concentrated on the product rather than the process because of the unpredictable and normal variation in product, and knowing the product does not tell us what actually happens when a reader interacts with the text.
Textbook

Textbook is an important material which the teachers have to take into consideration. Tomlinson (2011) defines a textbook as a book “which provides the core materials for a language-learning course in which a variety of issues are covered considering the learning requirements of the students within a course period. It means that the textbook refers to a book that contains fundamental material which becomes sources for students to learn and also has a certain learning objective.

The accessibility of textbooks is one of the crucial components that must exist in the teaching and learning process. It helps teacher in applying the curriculum and helps them to choose the appropriate method used in classroom activities. In line with Margana and Widyanantoro (2017), they state that textbooks serve as a guide for students and their teachers of any level of education to be actively engaged in classroom practices. As teaching sources, textbook usually becomes the main source of material that will be given by the teacher to their students, especially in giving tasks. This is also supported by Anasy (2016), who argues that in Indonesia, textbooks are considered to be one of the primary teaching and learning tools in most EFL classrooms. Moreover, it can be inferred that both teachers and students should be supplied with useful resources of tasks and activities in a textbook (Febrina et al. 2019). Thus, considering an important role of textbook in teaching and learning process, the teachers have to select an appropriate textbook.

In the teaching of reading, there are some criteria in the selection of the textbook used. Ling, et. al. (2012) classifies the four main criteria that influence the selection of a reading textbook: a.) content: the reading texts must have the quality to grasp the students’ attention from the first line until the last line of the written discourse; b.) exploitability: the selected texts should have the potential to be exploited effectively to develop interpretive reading strategies or skills in making sense of any kind of text; c.) readability: refers to the surface features of a text in terms of structural and lexical complexity, which in fact affects readers’ interest and responses to a text; and d.) authenticity: authentic texts are used instead of simplified texts due to the importance of authentic texts in conveying the real message through the natural use of language. Thus, the selection of reading textbook is also closed related to the reading texts contained in it.

Moreover, in this study, the researcher just focuses to analyze the content of the textbook endorsed by the government which is related to the cognitive levels of the questions that following reading texts. Therefore, the findings of this research can give a clear description for the teachers about the content of the textbook whether it is good or not.

Reading Comprehension Questions

Reading comprehension questions have the important roles in understanding the texts. Reading comprehension questions can help students to interact with the text
to create or construct the meaning. Day and Park (2005) classify the six types of comprehension in order to create questions.

a. Literal comprehension
   It refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times and locations. Questions of literal comprehension can be answered directly and explicitly from the text.

b. Reorganization
   It is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding. Questions that address this type of comprehension are important because they teach students to examine the text in its entirety, helping them move from a sentence-by-sentence consideration of the text to a more global view.

c. Inference
   Making inferences involves more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.

d. Predictions
   There are two varieties of prediction, while-reading and post- (after) reading. While-reading prediction questions differ from post-reading prediction questions in that students can immediately learn the accuracy of their predictions by continuing to read the passage. In contrast, post-reading prediction questions generally have no right answers in that students cannot continue to read to confirm their predictions.

e. Evaluation
   It requires the learner to give a global or comprehensive judgment about some aspect of the text. In order to answer evaluation question, students must use both a literal understanding of the text and their knowledge of the text's topic and related issues.

f. Personal response
   It requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no personal responses are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material.

Besides the types of comprehension in order to create comprehension questions, Day and Park (2005) also mention the five forms of questions, namely: a.) Yes/No questions are the ones requiring a Yes or a No answer; b.) Alternative questions are two or more Yes/No questions connected with or: for example, Is he a teacher or an engineer?; c.) True or False questions are the ones requiring a confirmation whether the question is true or not; d.) Wh-questions or information questions are the ones beginning with what, when, where, why, who, and how. Information questions are valuable in helping students with inferential and applied comprehension of texts. They are often used as follow-up questions after Yes/No, True/False and alternative
questions; and e.) Multiple choice questions are based on other forms of questions which can be a WH-question with a choice.

In conclusion, the taxonomies of the types of comprehension and the forms of questions before are needed to be understood by the language teachers. The teachers have to make sure that the questions are used to help students interact with the text in order to comprehend the text itself. Because the main purpose of reading is to get information from the text being read, without comprehension the activity of reading is useless.

**Cognitive Level of Questions**

The questions assist students reading comprehension about what they read. By answering the question, students should think critically and use different levels of thinking or cognitive level in order to get whole comprehension. In addition, Bloom’s taxonomy can be used to categorize the cognitive level of the questions. Assaly and Igbaria (2014) argue that Bloom’s taxonomy has several characteristics that make it the most commonly used taxonomy in the field of education, namely: 1.) the taxonomy is educationally oriented and can be used to distinguish between groups of objectives that teachers use for writing curricula, study programs and lesson plans, 2.) the levels are clearly and logically defined, 3.) the taxonomy describes psychological phenomena, 4.) the taxonomy discusses thinking processes ranging from the simple to complex with each level resting upon the previous one, 5.) it is continuous, with each objective leads to the one following it, and 6.) it is comprehensive in that each behavioral objective can be categorized according to the taxonomy. Moreover, the researcher used Bloom’s taxonomy to categorize the cognitive level of the questions because it is the most commonly used taxonomy in the field of education and has six characteristics that support it.

Bloom et. al. (1956, in Igbaria, 2013) define the six levels of the cognitive domain according to Bloom’s Taxonomy which is classified into Lower-order Thinking Skills (LOTS) such as Knowledge, Comprehension, and Application and Higher-Order Thinking Skills (HOTS) such as Analysis, Synthesis, and Evaluation, as follow:

a. **Knowledge**: It is defined as the remembering of previously learned materials. This may involve the recall of a wide range of materials, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain. The example of comprehension question which is categorized to knowledge such as “Where is the Eifel tower?”.

b. **Comprehension**: It is defined as the ability to grasp the meaning of materials. This may be shown by translating materials from one form to another (words to numbers), by interpreting materials (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of materials, and represent the lowest level of understanding. The example of comprehension question which is categorized to comprehension such as “What is the interview about?”.
c. **Application**: It refers to the ability to use learned materials in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension. The example of comprehension question which is categorized to application such as “Which tense tells what is happening in David’s life?”.

d. **Analysis**: It refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of parts, analysis of the relationship between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material. The example of comprehension question which is categorized to analysis such as “Why do you think these landmarks are famous?”.

e. **Synthesis**: It refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication, a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structure. The example of comprehension question which is categorized to synthesis such as “What do the paintings mean?”.

f. **Evaluation**: It is concerned with the ability to judge the value of material for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgments based on clearly defined criteria. The example of comprehension question which is categorized to evaluation such as “Did Alan deserve to be punished? Explain!”.

The six cognitive domains of the Bloom’s taxonomy can help the teachers to know students’ understanding toward the materials given. Especially, in the teaching of reading, the Bloom’s taxonomy can be applied to identify how far students’ understanding of the texts. In addition, the six cognitive domains of Bloom’s taxonomy can be applied depending on the curriculum used, the curriculum itself becomes the reference to decide until what cognitive domain the students need to achieve. Nowadays, the curriculum used in Indonesia is 2013 curriculum which functions as the guidance in every schools such as SD/Mi, SMP/MTs, SMA/SMK/MAN. Based on the regulation of the Ministry of Education and Culture No. 70 Year 2013, the 2013 curriculum has seven characteristics:

1. Developing a balance between spiritual and social, curiosity, creativity, and cooperation between intellectual ability and psychomotor.
2. School is a part of society which provides students with a planned-learning experience in which they have an opportunity to apply what they learn in school to society and utilize it as a learning source.
3. Developing affective, cognitive and psychomotor aspects and apply them in various situations in a school and society.

4. Providing sufficient time to develop affective, cognitive and psychomotor aspects.

5. Competence is expressed in a form of core class competence that is specified in a basic competence of each subject.

6. The class core competence is being an organizing element of basic competence. Where all basic competence items and teaching-learning process are developed to achieve a competence which is arranged in core competence.

7. The basic competence is developed based on accumulative principle, reinforced and enriched among learning subjects and education level.

Thus, it can be concluded that based on the curriculum used, the researcher found out that one of the main goals of the curriculum is to develop students’ thinking in order that they become responsible and creative learners, who can use the English language more effectively. In this research, SMKM 1 Kota Malang uses 2013 curriculum. Moreover, the “Bahasa Inggris” textbook used by the tenth grade students also refers to 2013 Curriculum. However, based on the goals of this curriculum, especially in teaching reading, the teachers need to determine whether or not the questions following the reading texts in the textbook really explore students’ understanding based on the six domains of Bloom’s taxonomy and whether or not contained higher order thinking skill.

**Research Method**

**Research Design**

This research used qualitative research design. The researcher also used content analysis which is as one of the techniques used in qualitative research to collect and analyze the data. Frankle and Wallen (2009) state that the technique that qualitative researchers use to collect and analyze data is what is customarily referred to as *content analysis*, of which the analysis of documents is a major part. In this research, researcher used content analysis to collect and analyze the data of the textbook. This is in line with Ary, et al. (2002) who state that content analysis focuses on analyzing and interpreting materials within its own context and the material can be textbooks. The researcher used this technique because she analyzed the content of the textbook entitle “Bahasa Inggris” for the tenth grade students of SMA/MA and SMK/MAK”. The analysis was intended to know about the cognitive level of the questions that follow the reading texts.

**Research Object**

The researcher used the textbooks as the object of the research. The textbooks are entitled “Bahasa Inggris” for the tenth grade students of SMA/MA and SMK/MAK. The textbooks are divided into two kinds, namely the textbook for the first semester and for the second semester. The first semester textbook contains Chapters 1st up to 9th and the second semester textbook contains Chapter 10th up to 18th. Each of them has variety of texts in reading skill. The textbooks were published
A Content Analysis of the Reading Comprehension Questions in the Textbook

Endorsed by the Government

by the Ministry of Education and Culture and distributed to SMA, MA, SMK and MAK in Indonesia.

**Instruments**

Instrument is a tool used to collect the data in order to answer the statement of problems. According to Fraenkle and Wallen (2006:112) instrument is a device that the researcher uses to collect data. In this research, the instrument that was used to collect the data was the document. Therefore, the researcher collected comprehension questions in the textbooks to find the data.

The research problem was about the cognitive level of the questions that follow the reading text. The tool that was used to answer this research questions was a checklist proposed by Igbaria (2013). The checklist was composed of a table with four columns. The first column contained the serial number of questions, the second column contained the questions, the third column contained the cognitive level of the questions and the fourth column contained the number of pages where the questions were available in the textbooks. Moreover, the checklist was combined with a guide for deciding the cognitive level of the questions based on the cognitive domain of Bloom’s taxonomy. This guide was included a description of the level of each question together with its criteria.

**Table 1: Collecting Questions from each Chapter in the Textbook**

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Cognitive Level</th>
<th>Page</th>
</tr>
</thead>
</table>

Moreover, the researcher analyzed the questions to collect the data about the cognitive level of the texts by using the tool suggested by Igbaria (2013) and combined it with the guidance for deciding the cognitive level of the questions based on the cognitive domain of Bloom’s taxonomy. This guide was included a description of the level of each question together with its criteria.

**Data Analysis**

The current research used content analysis as a technique to analyze the data. For answering the research question about the cognitive level of questions that follow reading texts, the researcher analyzed the data by using Table 2 which was showed the level of the question and the frequency and percentages for each level in each learning unit of the textbooks.

**Table 2 Analyzing of Cognitive Level of Questions Follow Reading Text**

<table>
<thead>
<tr>
<th>Level of Question</th>
<th>The frequency of the questions in the textbook</th>
<th>The Percentage</th>
</tr>
</thead>
</table>

10
Moreover, for deciding the cognitive level of the questions used the guide based on the cognitive domain of Bloom’s taxonomy. This guide was included a description of the level of each question together with its criteria.

Findings and Discussion

Findings

Based on the result of the data analysis, it was found that the questions that followed the reading texts of “Bahasa Inggris” textbook for the tenth grade students of SMA/MA and SMK/MAK” which was endorsed by the government were categorized as the six cognitive levels based on Bloom’s Taxonomy, namely knowledge, comprehension, application, analysis, synthesis and evaluation. Out of 139 questions that followed the reading texts, 68 questions (48.9%) were categorized as knowledge, 55 questions (39.6%) were categorized as comprehension, two questions (1.4%) were categorized as application, three questions (2.1%) were categorized as analysis, six questions (4.3%) were categorized as synthesis and the rest, five questions (3.5%) were categorized as evaluation. Table 3 describes the cognitive levels of questions that follow reading texts in the textbook.

Table 3 The Cognitive Level of Questions Followed Reading Texts

<table>
<thead>
<tr>
<th>Level of Question</th>
<th>The frequency of the questions in the textbook</th>
<th>The Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>68</td>
<td>48.9</td>
</tr>
<tr>
<td>Comprehension</td>
<td>55</td>
<td>39.6</td>
</tr>
<tr>
<td>Application</td>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td>Analysis</td>
<td>3</td>
<td>2.1</td>
</tr>
<tr>
<td>Synthesis</td>
<td>6</td>
<td>4.3</td>
</tr>
<tr>
<td>Evaluation</td>
<td>5</td>
<td>3.5</td>
</tr>
</tbody>
</table>
Based on the result of the data analysis, it was found that the first type of questions that followed the reading texts, with a percentage of 48.9, were categorized as knowledge. For example: “Who is being described in the text?”. This kind of question is the lowest level of cognitive domain based on Taxonomy Bloom; that is the students just remembers or recalls the information in the texts.

The second category was comprehension. There were 55 out of 139 (39.6%) questions that followed the reading texts which were categorized as comprehension. For example: “Why did Habibie move to Germany?.” This kind of question is the second level of cognitive domain based on Taxonomy Bloom. In this case, the students need to understand the information in the texts in order to be able to answer the question.

The third category was application. There were two out of 139 (1.4%) questions that followed the reading texts which were categorized as application. For example: “How do they congratulate Juna? What expressions are used?”. These kinds of questions are the third level of cognitive domain based on Taxonomy Bloom; that is the students should be able to use learned material in concrete situations. In this case, the students had learned material about “congratulating others” before they could use the expressions about congratulating someone.

The fourth category was analysis. There were three out of 139 (2.1%) questions that follow the reading texts which were categorized as analysis. For example: “What do you think about Didi’s cousin?”. This kind of question is the fourth level of cognitive domain based on Taxonomy Bloom. In this case, the students need to break down material into its component parts so that its organization structure may be understood. In this case, the students need to collect information about Didi’s cousin, and they try to analyze based on the collected of information itself.

The fifth category was synthesis. There were six out of 139 (4.3%) questions that followed the reading texts which were categorized as synthesis. For example: “What suggestion can you give to Didi so that he will not get the same problem again in the future?”. This kind of question is the fifth level of cognitive domain based on Taxonomy Bloom. The students need to put parts together to form a new whole. In this case, they need to put parts of information in the text in order to give some suggestions to solve Didi’s problem.

The last category was evaluation. There were five out of 139 questions (3.5%) that followed the reading texts which were categorized as evaluation. For example: “How interested are you in visiting Tanjung Puting National Park? What makes you interested (or not interested) in the park.”. This kind of question is the highest level of cognitive domain based on Taxonomy Bloom. The students need to make a judgement based on definite criteria. In this case, they need to make a judgement about how interested or not they were in Tanjung Puting National Park based on their opinion by explaining the reasons why they thought so.
Discussion

In this research, the findings showed that the cognitive levels of questions that followed the reading texts of “Bahasa Inggris” textbook for the tenth grade students of SMA/MA and SMK/MAK which was endorsed by the government covered the six cognitive levels based on Bloom’s Taxonomy such as knowledge, comprehension, application, analysis, synthesis and evaluation. There were 125 questions (89.9%) which were categorized as lower order think skills such as knowledge, comprehension, and application. Meanwhile, there were 14 (10.07%) questions which were categorized as higher order think skills such as analysis, synthesis and evaluation.

The first category is the cognitive levels of questions that followed the reading texts which were classified into Lower-order Thinking Skills (LOTS). In this case, there were 68 questions (48.9%) which were categorized as knowledge, 55 questions (39.6%) as comprehension, and two questions (1.4%) as application. It can be concluded that the percentage of lower order thinking skills of questions (89.9%) is more dominant than higher order thinking skills (10.07%). Igbaria (2013) argues that most textbook questions, as research indicates, emphasize the lower-order cognitive levels.

The finding showed that the questions that followed the reading texts in the textbook emphasize the lower-order cognitive levels which was a similar result of others previous research findings. Assaly and Smadi (2015) claim that many students focus more on word accuracy rather than comprehension and in most cases they can only understand what they read at the literal level. Thus, in order to provide the students with a richer and meaningful reading experience, they need to be moved from the literal or concrete level of thinking to higher levels in which they do something with the facts they got from the texts they read.

The second category is the cognitive levels of questions that followed the reading texts which were classified into Higher-order Thinking Skills (HOTS). In this case, there were three questions (2.1%) which were categorized as analysis, six questions (4.3%) as synthesis, and five questions (3.5%) as evaluation. Thus, the percentage of the questions which were classified into Higher-order Thinking Skills is less than Lower-order Thinking Skills. Meanwhile, the questions that is categorized to the higher thinking skills is the important criteria of questions that need to be covered in the textbook. This is in line with Sulaiman (2014) who states curriculum designers should take care of preparing good textbooks that fulfill the student’s needs in all domains, mainly the higher thinking skills. To do that, question of high levels of thinking should be included in the textbooks.

Relating to the 2013 curriculum used in Indonesia which functions as the guidance in every schools such as SD/Mi, SMP/MTs and SMA,SMK,MAN, the main goals of the following curriculum is to develop student’s thinking in order that they become responsible and creative learners, who can use the English language more effectively. In this case, SMKM 1 Kota Malang uses 2013 curriculum. The “Bahasa Inggris” textbook used by the tenth grade students also refers to 2013 Curriculum. However, based on the goals of this curriculum, especially in teaching reading, the teachers need to determine the questions that followed the reading texts in the textbook really explore students’ understanding. On the contrary, the findings showed
that the questions that followed the reading texts emphasized on lower order thinking skills. The students understand what they read at the literal level or concrete level of thinking. Assaly and Igbaria (2014) state that it is essential to analyze the content of textbooks to assess their contribution to the educational system in general, and to students’ creative thinking in particular. In conclusion, the questions that followed the reading texts in the textbook more are needed to cover Higher-order Thinking Skills (HOTS) in order to build up the students’ creative way of thinking and to gain the main goals of the 2013 curriculum.

Conclusion

The research finding deals with the cognitive levels of questions that followed the reading texts. This finding is divided into two categories, namely: Lower-order Thinking Skills (LOTS) such as Knowledge, Comprehension, and Application and Higher-Order Thinking Skills (HOTS) such as Analysis, Synthesis, and Evaluation. There were 125 questions (89.9%) which were categorized as lower order think skills. Meanwhile, there were 14 (10.07%) questions which were categorized as higher order think skills.

More specifically, in connection with Lower-order Thinking Skills (LOTS), there were 68 questions (48.9%) which were categorized as knowledge, 55 questions (39.6%) as comprehension, and two questions (1.4%) as application. Furthermore, in regard with Higher-order Thinking Skills (HOTS), there were three questions (2.1%) which were categorized as analysis, six questions (4.3%) as synthesis, and five questions (3.5%) as evaluation. In conclusion, the questions which were categorized as Lower-order Thinking Skills (LOTS) are more dominant in this research with a percentage of 89.9.

References

A Content Analysis of the Reading Comprehension Questions in the Textbook
Endorsed by the Government


Reading in a Foreign Language, 17(1), 60-73.

Question by Using Revised Bloom’s Taxonomy on Higher Order Thinking

England: Longman.


Intermediate Learners of English from the Perspective of Students. Global
Journal of Human Social Science, 12(7), 55-59.

Margana & Widyantoro, A. (2017). Developing English Textbooks Oriented to
Higher Order Thinking Skills for Students of Vocational High Schools in


Sulaiman, H.B. (2014). An Analysis of the Tenth Grade English Language Textbooks
Questions in Jordan Based on the Revised Edition of Bloom's Taxonomy.
Journal of Education and Practice, 5(18), 139-151.

Cambridge: Cambridge University Press.
A Content Analysis of the Reading Comprehension Questions in the Textbook
Endorsed by the Government