

## HIGHER ORDER THINKING SKILL QUESTIONS IN READING COMPREHENSION EXERCISE OF “WHEN ENGLISH RINGS A BELL” TEXTBOOK

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### Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis dan mengidentifikasi pertanyaan-pertanyaan pemahaman bacaan menggunakan tiga tingkat dari keterampilan berpikir tingkat tinggi berdasarkan taksonomi Bloom yang direvisi pada buku teks bahasa Inggris "When English Rings a Bell" kelas 8 SMP yang diantaranya analysis level (C4), mengevaluasi level (C5), dan create level (C6) dan mengklasifikasi pertanyaan membaca HOTS dalam empat dimensi pengetahuan. Menggunakan analisis isi dan metode deskriptif kualitatif, penelitian ini mengeksplorasi pertanyaan-pertanyaan dalam kegiatan pemahaman membaca hanya untuk memutuskan pertanyaan pemahaman membaca mana mengenai keterlibatan dalam keterampilan berpikir tingkat tinggi. Hasil analisis menunjukkan bahwa 69 pertanyaan pemahaman bacaan HOTS ditemukan dalam buku teks bahasa Inggris, yang paling dominan adalah tingkat analisis sebanyak (48 pertanyaan), diikuti oleh tingkat evaluasi (13 pertanyaan) dan tingkat penciptaan hanya (8 pertanyaan). Juga, hasilnya menemukan bahwa dimensi pengetahuan yang paling banyak digunakan dalam membaca pertanyaan dalam pengetahuan konseptual sebanyak 29 pertanyaan.

**Kata Kunci:** Buku teks, Pertanyaan pemahaman membaca, HOTS.

### Abstract

The objective of this study was to analyze and identify the reading comprehension questions using three levels of higher order thinking skill (HOTS) of Bloom's taxonomy revised in the English textbook "When English Rings a Bell" 8<sup>th</sup> grades of junior high school namely analyzing level (C4), evaluating level (C5), and creating level (C6) and classify the reading comprehension questions into four knowledge dimension. Using content analysis and descriptive qualitative method, this research explored the questions in the activities of reading comprehension to identify which reading comprehension questions regarding involvement in higher order thinking skill. The result of the research analysis showed that 41 HOTS question in reading comprehension exercises were found in the textbook, and the most dominant HOTS questions was analyzing level (48 reading questions), followed by evaluating level (13 questions) and creating level (only 8 reading questions). Furthermore, the result found that the most used knowledge dimension in reading questions was conceptual knowledge 29 questions.

**Keywords:** Textbook, Reading comprehension question, and higher Order Thinking Skill (HOTS).

### INTRODUCTION

Nowadays, there are so many sources that the teacher and students can use for teaching and learning process such as worksheets, textbooks, e-books, or the internet. However, most of Indonesian teachers still use textbooks as the main things and important sources while teaching-learning in the classroom. It can help teachers to improve the teaching materials and help students learn more effectively, as well as enhance the comprehension of the students in the classroom. According to Richards (2010), a textbook is generally used as teaching material in the language teaching. He also noted that textbook, in most language programs, are main components where they might be the sources of activity and materials. Textbooks are a guidance tool used during the teaching and learning process by

students-teacher and a significant role in English teaching and learning process, as one of the primary sources.

Penny (Ur, 2009) says, "The textbook offers a consistent foundation for teachers and students, so that there is a sense of order and development". Moreover, she explains that, the textbook includes texts, learning activities and tasks that are likely to be suitable for most students. According to Surahman in Fella (2014), textbooks are books prepared for the learning process and contain material or subject matter to be taught. Also, based on the regulation of the Minister of National Education, No. 11 of 2015, textbooks must be used by teacher and students as a reference in the learning-teaching process. In line with this, Assaly and Igbaria (2014) state that textbook is an essential subject that offers a platform of activity to improve students' thinking and include some activities, it not only distributes the knowledge and information, but also encourages and

develops higher thinking processes. As a media, textbooks are used to promote teaching learning process that requires tasks, activities, and lessons (Tomlinson, 2012; Anunningsworth, 1995).

Nevertheless, there are some concerns that some aspects in the English textbook need to be evaluated, one of them in terms of comprehension. Teachers should review the validity of the different activities in the English textbook and whether or not the textbook has fluency with the varied comprehension of all the four basic language skills. One of the four basic skills of English that is the most difficult and complex to learn is reading. Even though, students who use English as their first language still find difficult to learn because of the many complicated skills in reading.

Reading is one of the most important skills that should be learned besides listening, speaking, and writing. Reading is a process of understanding and comprehending passage or text. It is also described as an interactive cognitive process in which the readers are influenced by the text and author's perspective (Mikulecky, 2011). Through reading, the readers are getting new knowledge and important information from the text. Comprehension is the purpose of reading, and decoding has little use if comprehension is not the end result. According to Klingner (2007), there are three ultimate goals for reading: gaining meaning, learning new information, and experiencing pleasure. Without comprehension, none of the goals are attainable.

According to Harris and Hodges (1995), reading comprehension is the written structure of the meaning of a text through a mutual interchange of ideas between the reader and the mandate in a text. Miller D, (2013) states that Reading comprehension is interpreted as a process of summarizing in the reading text by the reader. Reading comprehension involves many skills such as making predictions, asking questions, making inferences, drawing conclusions, synthesizing information, identifying the main idea of a passage, summarizing text, and analysing text.

Referring to the issue and concern, some aspects in textbook especially English textbooks needs to be evaluated, to prove that some changes or improvement in context of textbook are one of the better advances in teaching- learning sources. However, so many people give some suggestion to improve students' problem solving and higher order thinking skills as designed in curriculum 2013 which more focus on the students, instead of the teacher and also based on curriculum 2013 that the level of cognitive that junior high school need to reach is in the domain of analyse.

Bloom's revised Taxonomy is an order of learning targets set by teacher for students inside the practice. In some cases, teacher can face the question of whether their evaluation questions flow within the requirements of the scientific categorization of the bloom's taxonomy at different intellectual level. Bloom's Taxonomy, created by

Bloom (1956), has been commonly recognized as a principle or rule in the planning of critical assessment addresses having a role of various subjective levels. The specific levelled bloom's models are commonly used in the Chang and Chung (2009) which introduced an online system to classify and identify the cognitive level of Bloom's revised taxonomy to English questions building indicate to Lister and Leaney (2003) in the cognitive domain. Over the last fifty years, it is been highly successful education (Krathwol, 2002). Bloom's taxonomy was used in the 1970 as a method for objective-based assessment and as a guide for developing products that assess low level skills against higher level skills (Marzano and Kendall, 2007). Basically, Bloom's revised taxonomy has six main categories which have largely been shifted from noun to verb form.

Anderson and Krathwol (2001) describe a new taxonomy of the bloom as: 1) Remembering Level, involves storing, identifying and recalling specific long-term memory knowledge. 2) Understanding Level, building context from oral, written, and graphic messages through interpretation, exemplification, classification, summation, inferring, contrast and clarification. 3) Applying Level, performing a method or using it by execution or implementation. 4) Analysing Level, the capability to divide material into constituent parts, decide how the parts related to each other and the overall structure or purpose by separating, arranging and attributing them. 5) Evaluating Level, Capability to make decision based on criteria and expectation through regulation and criticism. 6) Creating Level, rearranging elements in a new pattern or arrangement by creating, preparing, or processing them.

Higher order thinking is one of the most important things in the teaching-learning world. Vijayaratnam (2012) states that higher order thinking skills has become an important role in education. It is considered as general information today, especially in learning English. The students are motivated to think critically about the learning experiences directly in the English language. They need to analyse more and deal with their own problems, while teachers need facilitate the reading comprehension questions in the textbook to encourage the students by offering higher order thinking skills. Therefore, using a textbook to provide useful assignment and activity materials for both teachers and students.

Higher order thinking skill is an influential aspect in learning and teaching especially at high education. It is helpful for designing successful learning in the context of teaching and learning process as it offers a wider comprehension of learning, not just gaining knowledge but also being able to use the knowledge in real life circumstances for students. The students can "think" which mean they can try out the skill and knowledge and expanded

it to new materials throughout their learning. Heong, et al (2011) stated that Higher order thinking makes common use of thinking to discover new challenge. It often allows someone to apply new information knowledge and intelligence deceives the information in order to be able to respond in new situation. Thus, some students are also expected to be able to find the right answer in a new situation, both in terms of learning and learning from outside. Consequently, Onosko and Newman (1994) define that high order thinking skills as the capacity of the mind to face new challenges as it has to do with analysing, interpreting or manipulating the knowledge and information.

In addition, a textbook should be able to assist a teacher in generating HOTS-level questions that improve the understanding of the students. In the English textbook for 8 graders of junior high school, there are several activities learned that include warmer, vocabulary exercises, vocabulary builder, pronunciation practice, reading, text structure, grammar review, speaking, writing, reflection and other tasks. Accordingly, the researcher wants to evaluate and analyze the reading comprehension in the English textbook, and researcher focus more on the reading tasks and activity. One way to motivate students to show critical thinking is by utilizing questions of reading comprehension.

In relation to this, there are some previous studies that have been conducted by some researchers who took the same topic about reading comprehension analysis based on High Order Thinking skill. One of them is "*Thinking Order Skill of Reading Comprehension Questions in English Textbook for Eleventh Grade of Senior High School based on Bloom's Taxonomy*" by Nurasiah Lubis (2016). The objective of this study was to obtain the solid evidence of the classification of the cognitive level the higher order thinking skills based on the Bloom's taxonomy revise edition (2001) in the reading comprehension questions of the reading questions in the Contextual English textbook which used by eleventh grade of senior high school. The second study is "*analysis of reading questions by using revised bloom's Taxonomy on Higher Order Thinking Skill (HOTS)*" conducted by Muslem, et al (2018). This study aim was to analysis the level of cognitive domain of bloom's taxonomy revised (2001) namely, Remember (C1), Understand (C2), Apply (C3), analyze (C4), Evaluate (C5), Create (C6) in the English textbook title "Bahasa Inggris SMA/ MA/ SMK/ MAK grade 11<sup>th</sup> semester 1".

Based on the explanation above, this study aimed to analyze high order thinking questions in the reading comprehension questions of an English textbook entitled "When English Rings a Bell" for the 8<sup>th</sup> grade students using revised bloom's taxonomy. Moreover, it also classified the high order thinking skill questions found into four knowledge dimensions.

## METHODS

This research was a descriptive that means this study applied descriptive research and qualitative as the approach. Shank (2002) defines qualitative research as "a shape of systematic empirical inquiry into meaning". through systematic he approaches "planned, ordered and public", following guidelines agreed upon by members of the qualitative research community. The researcher applied content analysis method based on Bloom's revised taxonomy to analyze the content of the textbook, especially the reading comprehension in English textbook for the 8<sup>th</sup> grade of junior high school students. Content analysis is a basic research methodology that usually used to identify or evaluate books, documents and so on. According to Kerllinger (1986), content analysis as a tool for the systematic, objective and qualitative research and analysis of contact with a view to measuring variable.

In collecting the data in this research, the researcher collected and listed all of the reading comprehension questions in English textbook for 8<sup>th</sup> grades of junior high school "Bahasa Inggris, When English Rings a Bell". The researcher divided all the reading question exercise based on the chapter in the textbook and put all the reading questions into table form. After that, the researcher used HOTS (higher order thinking skills) based on bloom's revised taxonomy by Anderson L. W., and Karthwohl, D. R., et al (2001) for formulating the principles of reading comprehension question based on criteria or indicators. The indicators used were analyzing (C4), evaluating (C5), and creating(C6). Then, reading questions exercises were grouped according to their skill to find out how the types of questions at a high order thinking skill (HOTS) level for each skill.

After identifying and classifying the reading comprehension questions based on higher order thinking skills (HOTS) categories, the researcher analyzed the data that had been obtained and researcher made the result, conclusion and discussion based on the theory. Lastly, the researcher also categorized reading comprehension questions based on high order thinking skill into the knowledge dimension, through reviewing then evaluating the knowledge dimension based on bloom's revised taxonomy and classifying each reading questions into knowledge dimension. For example, after the researcher found that reading questions based on cognitive domain in high order thinking skill is the analysis level. After that, it is reviewed and identified again using the theory of knowledge dimension and the result are classified in Conceptual knowledge. In other words, the reading questions that already identified are categorized into one of the knowledge dimensions and based on the existing research theory.

## RESULT AND DISCUSSION

Based on the result of the research analysis shown in the table below, it can be seen that some reading questions in the English Textbook “When English Ring a Bell” for eight graders of junior high school are categorized to be High Order thinking Skill (HOTS). There are 3 kind a types of HOTS questions in the task: Analyzing (C4), Evaluating (C5), and Creating (C6).

The total of Hots in Reading comprehension question in Scoring rubric.

**Table 1. Result of HOTS in reading questions**

Chapter	Questions	Pages	C4 Analyze	C5 Evaluate	C6 Create	Total question
	What do you think about the conversation above ? Write down the expressions from the box to complete the dialogue! Then, play the roles of the speakers sentences correctly and clearly. Teacher: "Do you understand?" Students: "....." Etc..	13	v			4
2	Answer the question according the text above! 2. According to Rani: a. Yuli can ..... b. She can ..... c. She can ..... ect	24	v	v		14
3						-
4	(1)Please tell the class about Gabby's house that you read in the text. You may write your draft here, in the box. (2) Miss Qonina is a.; (3) She is.; (4) She teaches us.; (5) Every student in my class.;	42	v			5
5						-
6	Read and listen the lyrics "heal the world" very carefully to understand the message. 1)what the means that "love is in the heart of everyone?" 2)Explain the meaning "Love in your heart will make ....."? 4)write your opinion about the meaning of the song.	83	v			3
7	Read again the text above, and fill in the animal characteristic from below 2.tiger .....; 3. bears .....; 4. mongkeys..... Complete the sentences based on the picture above. 2.Mrs. Siska .....; 3.Mr. Hart and Mrs. Gina .....; 4.Mr. Warta and Mr. Kirma .....; 5.Mrs. Indi Now choose the right point rutine based on the information from the text above. 2. Dayan, lina, siti routines according udin 3.udin, edo, routines according beni. 4.edo's family routines according edo. 5. edo, udin, beni routines according siti	89	v		v	12
		93	v			
		98	v			
8						-
9	1) Tasia is saying that the pencil case is ___ the purse, but the purse is ___ the pencil case. 2) According to Dwi, roses are ___ other flowers. 3)Max wants to sit on the bench under the tree house because it is ___ there. 2)According to Erman, the book 'Malin Kundang' is ___ the film. 3)Yuni is saying that Edo is ___ the other students. 4)Yuni is saying that usually there are ___ in the library in the morning, and there are ___ in the afternoon. 5)Zalfikar is saying that his father ___ his uncle, and his uncle ___ his father. 6)According to Ani, her bag ___ Andri's bag. 7)According to Agus, there is ___ in bread, and ___ in banana cake.	129			v	10
		134			v	
10	Complete the table based on the conversation above. 1)Beni. .... 2)Edo and Dayu	146	v			2
11	Match it the sentence based on the picture above. 2.....; 3.....; 4.....; 5.....; 6.....; 7.....; 8..... Now, find the sentence (s) that state (s) each event or happening. Write your answers in your notebook. The first one has been done for you. First, copy the examples. Work with your group. If you have any problems, go to me. Last Saturday, my little sister did something funny, .....	171 172	v		v	8
12	Hand-write each of them on a piece of paper. At the top of the paper write the title "NOTICE". Under the notice, on the right side of the paper, write down the date when you write it. Then, put your name and signature under the date based on notification picture above.	208		v		10
song	read the lyrics very carefully to understand the message. What messages do you learn from the song?.....	220	v			1
total			48	13	8	69

After categorizing reading comprehension questions in each chapter based on bloom's revised taxonomy, the researcher found that there are 48 total questions in analyzing level (C4), the most dominant level in the reading comprehension question was analyze level. The students are instructed in each chapter of the English textbook to write reflective report about what the students have studied and the problem they have faced while doing so. The reading activities used organizational verbs such as arranging, analyzing and comparing, at this state. Moreover, the analyzing level of the reading activities discovered in the English textbook ordered the students to write the problems they had, to equate the characteristics of the three things

with real purposes on each set, and to put the paragraphs in the right order. Which covers differentiating fact from theory and acknowledging the unstated presumption and correlating the interrelationship between the ideas in the passages and implying the objective of the author and point of view.

The scale of evaluating category was 13 total questions, the evaluating level that occupy the second level which is little bit too far from the dominant level. In the evaluating level of reading comprehension questions, each chapter of the textbook, student have a self- reflection, for examples, the students are advised to write a self of the statements they made and make judgment according to standards and criteria. However, the organizational verb used at this point is evaluating only. That activity is related to the English 2013 curriculum which encourages students to think more critically. Which include making judgement (checking and critiquing) on the basis of standards and criteria, correlating and making compare, interpret and examine, resume and assessing.

Lastly, the least dominant was creating level that are 8 total question. This level only appears on chapter 6, 9, and 11 from 12 chapter in the textbook, which used operational verb such as joining, planning, formulate, arranging and realization. In the textbook, the sample questions provided tutored the students to create a personal invitation letter, and to design a poster. So, the total of High order thinking skill reading questions are 69.

Additionally, most of the reading question in the English text book seems to use the form of short answer question which means that the problems whose answer requires students to organize ideas or things that they have learned by expressing or expressing these ideas using their own sentences in written form.

There are four kinds of knowledge dimensions, that are factual knowledge, conceptual knowledge, procedural knowledge and metacognitive knowledge. The result of the study of knowledge dimension in high order thinking questions on English textbook “When English Rings a Bell” can be seen in the table below:

**Table 2. Result of Knowledge Dimensions**

No	Categories	Total Questions
1	Metacognitive knowledge	5
2	Conceptual knowledge	29
3	Factual knowledge	20
4	Procedural knowledge	15
<b>Total</b>		<b>69</b>

From the table 2 above it can be seen the result of dimensional knowledge in the English textbook “When English Ring a Bell” showed that conceptual knowledge was the most dominant knowledge with 29 questions which included knowledge of generalization, theories, classification, template, principles or structure applicable to a specific disciplinary context and also involve cognitive models, schema, explicit or implicit theories reflecting an individual’s understanding of how a particular subject is structured, the specific subject matter and the purpose.

Then, factual knowledge with 20 questions that include important fact, vocabulary, information or aspect that makes students need to learn or be This dimension related to important fact, vocabulary, information or aspects that students need to learn or be acquainted with in order to solve a problem or understand a specialty. Based on factual knowledge questions has been found leads to the interplay between the basic principles within a boarder structure and causes them to operate together.

After that, 15 questions were found and categorize as procedural knowledge and related to knowledge or information that allows students do something specific to a particular area of study, subject or discipline. Also applies to investigation approaches, limited or specific skills, formulas, finite methodologies and techniques.

The least dominant of knowledge dimensions that are metacognitive knowledge only consists of 5 questions. Even though, metacognitive knowledge has important role because the students can improve their awareness of one’s own understanding and specific cognitive processes. the metacognitive questions involves reflective or tactical knowledge regarding how to go cognitive activity, problem solving, including contextual and conditional information and self- awareness.

Based on the research finding on English Textbook “When English Rings a Bell” for Eight grades of junior high school there are 69 high order thinking questions from 171 reading questions using Bloom’s revise taxonomy, it means that the percentage of high order thinking questions only 24%.

In the bloom’s taxonomy revised editions there are tree level of high order thinking questions cognitive domain, the research finding revealed that the analyze level obtain the highest distribution that are 48 total questions. This was in line with curriculum 2013 stated that cognitive domain junior high school students need to reach was in the Analyzing level. Furthermore, this research study also has similar result with Damanik’s study which concludes that the distribution reading questions of the Analyzing level is higher than creates level (Damanik, 2015). At this stage, analyzing level in the English textbook contains that students were instructed to write reflective report about what the students have studied and the problem they have

faced while doing it and to compared the quality of the objective on each set. Besides, the reading activities in this analyzing level used organizational verbs such as arranging, analyzing and comparing. It can be concluded that the authors of English textbook considered to simulate students’ high order thinking skill.

Then, the next cognitive domain was evaluated level that are 13 total questions which involved the ability to judging the value of material for given purpose, based on definite criteria determined by students or teacher. In addition, the reading questions in this evaluating level contain increased students understanding and expanding problem solving skills.

Finally, creating level was the lowest distribution that are only 5 total questions which contain about generating multiple solutions, planning a procedure to accomplish a particular goal, or producing new things. This was in line with Brookhat (2010), creating level means of reorganizing existing thing to make something new, Airasian and Russell (2008) added that the reading questions of the creates level is the most confusing to answer for junior high school students.

The researcher thinks that in higher order thinking skill, the level that is emphasized by the author of the textbook is the analyze level. It is proven by the highest distribution that is gotten by the analyze level while the other two level get the smaller number. Vijayaratnam (2012) believed that having distinguish activities such as creating, classifying followed by breakdown the concept will encourage various knowledge of higher order thinking skill.

Based on knowledge dimension there are four categories of the knowledge dimension such as metacognitive knowledge, conceptual knowledge, factual knowledge and last the procedural knowledge. The most dominant category is conceptual knowledge which appeared frequently with 29 questions. While, the factual knowledge was in the second place with 20 questions and then procedural knowledge with 15 questions and the lowest in the metacognitive knowledge that contain about distinguish, resume, conclude, and arranging with only 5 questions.

However, it shows that the textbook the scale in the knowledge dimensions in not too far from each other is almost balance and more allowed the students to explain, analyze, examine, interpret and planning some knowledge in the reading comprehension text. Also, it seems that the author of English textbook contained enough HOTS question and provide some resources that could produce and attract students to allow affective use of all their psychological processes. Many questions that still need a high level of thinking in several chapters of the English textbook indicates that the authors still have not taken that

into consideration in encouraging the students to use high order thinking skills.

## CONCLUSION

Regarding to the finding and discussion of this study that focused on the Reading comprehension questions analysis by using Higher Order thinking skill in English textbook for 8<sup>th</sup> grades junior high school, it can be concluded that the percentages of HOTS questions from each chapter still did not reach an excellent ratio, it is just 24% from entire reading questions. After review and analyze all the chapter in the textbook, the researcher discovers that the three level of Bloom's taxonomy there are analyzing level (C4), evaluating level (C5), and creating level (C6) can emphasizing the percentages of the reading comprehension questions. According to the finding, author of the textbook little bit not fair about how the questions divided. It was proven by 48 question belong to the analyzing level (C4), means that every chapter in the textbook instructed the student to write self-reflection about what the difficulties they have faced and what they learn. At this point the activity use verbs such as arrange, compare and analyze. However, inversely proportional to the creating level (C6) that only have 8 questions and only appears on chapter 6,9,11. The activity in textbook wanted students to create personal invitation and designed some poster used verb such as design, write and create.

Also, after classify the HOTS questions into knowledge dimension it can be concluded that in this textbook almost has a balance HOTS reading question in the knowledge dimension. But still, in this textbook the authors more focused on conceptual knowledge that contain explaining, analyzing, interpreting, examining, planning and explicit or implicit theories reflecting an individual's understanding of how a particular subject is structured, the specific subject matter and the purpose.

Furthermore, there are some useful suggestions that might be helpful for some parties in analyzing English textbook using Bloom's taxonomy revise. First, it was better for the authors of English textbook to concentrate on equal distribution at each cognitive level, as the curriculum 2013 mindset is to focus at the higher order thinking skill. And second, the English teachers can use this textbook in learning and teaching process since the textbook has many exercises and activities, such as reflective journal and self-evaluation, that can develop students' thought to be more critical thinking.

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