

**COGNITIVE LEVEL OF READING QUESTIONS IN ENGLISH  
TEXTBOOK FOR SENIOR HIGH SCHOOL FOR GRADE XI**

**SKRIPSI**

*Submitted in Partial Fulfillment of Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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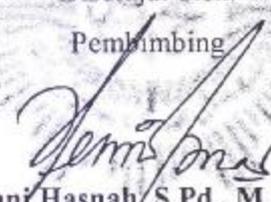
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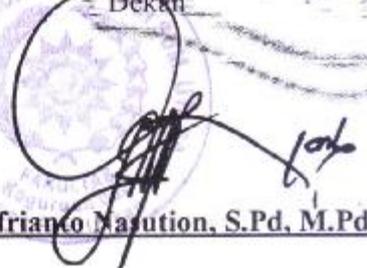
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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	Chapter V; Conclusion & Suggestion	
10/3/2018	Chapter IV; Data, Data Analysis, findings & Discussion	
	Chapter V; Conclusion	
	Appendices, Abstract, Acknowledgements	
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	Abstract	
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## ABSTRACT

**Risnanda, Rahayu. 1402050274. Cognitive Level of Reading Questions in English Textbook for Senior High School. Skripsi. English Education Department of Faculty Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2018.**

This study dealt with the analysis of Cognitive Level of Reading Questions in English Textbook for Senior High School for Grade XI. The objectives of this study were to investigate the kinds of cognitive level used on reading questions in English textbook and to describe the process of cognitive level of reading questions realized in English textbook. Descriptive qualitative method was used in this study. The data were obtained from reading questions found in the both of English textbooks, published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud and Erlangga Publisher. There were 220 data of reading questions. The data collected were analyzed based on Miles and Hubermann analysis model including data reduction, data display, and conclusion. The research finding showed that the six levels of cognitive domain were realized in reading questions in English textbook published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud while the English textbook published by Erlangga involved only five cognitive levels. In another words, there was one level of cognitive level that was not realized in Erlangga English textbook namely creating level. It was also found that reading questions in English textbooks were realized in form of yes-no question and wh-questions. So, it was concluded that the six levels of cognitive domain realized in reading questions, while not all the process of reading questions found in English textbooks.

Keywords: *Reading Questions, English Textbook, Cognitive Level, Revised Bloom's Taxonomy.*

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This research entitled “Cognitive Level of Reading Questions in English Textbook for Senior High School for Grade XI” and it was written to fulfill one of requirement to obtain the degree of Sarjana Pendidikan in Faculty of Teacher Training and Education at University Muhammadiyah of North Sumatera. In writing this research, the researcher faced a lot of difficulties and problems but those did not stop her efforts to make a better one, and it is impossible to be done without helps from others. Therefore the researcher would like to thank:

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The Researcher,

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## TABLE OF CONTENTS

<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGMENTS .....</b>	<b>ii</b>
<b>TABLE OF CONTENTS .....</b>	<b>iv</b>
<b>LIST OF TABLE .....</b>	<b>vii</b>
<b>LIST OF FIGURES.....</b>	<b>viii</b>
<b>LIST OF APPENDICES .....</b>	<b>ix</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. The Background of the Study.....	1
B. The Identification of Problem.....	4
C. The Scope and Limitation .....	4
D. The Formulation of the Problem.....	5
E. The Objective of the study .....	5
F. The Significance of the Study.....	5
<b>CHAPTER II REVIEW OF LITERATURE.....</b>	<b>7</b>
A. Theoretical Framework .....	7
1. Bloom Taxonomy.....	7
1.1 Cognitive Domain.....	7
1.2 Affective Domain .....	8
1.3 Psychomotor Domain.....	8
2. Cognitive Level.....	8
3. Classification System of Cognitive Level .....	10

3.1 Original Version of Bloom’s Taxonomy .....	10
3.2 Revised Version of Bloom’s Taxonomy.....	11
4. Reading Comprehension .....	14
4.1 The Aim of Reading Comprehension .....	15
4.2 The Types of Reading Skills .....	17
5. Cognitive Factors in Reading Comprehension .....	17
6. Questions in Reading Comprehension .....	19
7. The Types of Reading Questions .....	20
8. The Realization of Reading Questions .....	22
9. Textbook.....	23
10. English Textbook .....	24
B. Relevant Studies.....	26
C. Conceptual Framework .....	27
<b>CHAPTER III: METHOD OF RESEARCH .....</b>	<b>30</b>
A. Research Design.....	30
B. Source of Data .....	30
C. Techniques for Collecting Data .....	31
D. Techniques of Analzing Data .....	31
<b>CHAPTER IV: DATA AND DATA ANALYSIS .....</b>	<b>33</b>
A. Data .....	33
B. Data Analysis .....	33
C. Research Findings .....	41
D. Discussion .....	41

<b>CHAPTER V: CONCLUSION AND SUGGESTION .....</b>	<b>43</b>
A. Conclusion .....	44
B. Suggestion .....	44
<b>REFERENCES</b>	
<b>APPENDICES</b>	

**LIST OF TABLE**

Table 4.1 The Occurance and Percentages of Cognitive Domain.....42

## **LIST OF FIGURES**

Figure 2.1 Original Version of Bloom's Taxonomy .....	11
Figure 2.2 New Version of Bloom's Taxonomy .....	12
Figure 2.3 conceptual Framework of the Reading Questions .....	29

## **LIST OF APPENDICES**

- Appendix 1 English Textbook Published by Kemdikbud
- Appendix 2 English Textbook Published by Erlangga
- Appendix 3 Form K-1
- Appendix 4 Form K-2
- Appendix 5 Form K-3
- Appendix 6 Lembar Pengesahan Hasil Seminar Proposal
- Appendix 7 Surat Pernyataan Bukan Plagiat
- Appendix 8 Surat Permohonan Izin Riset
- Appendix 9 Surat Keterangan Selesai Riset
- Appendix 10 Berita Acara Bimbingan Proposal
- Appendix 11 Berita Acara Bimbingan Skripsi
- Appendix 12 Curriculum Vitae

## CHAPTER I

### INTRODUCTION

#### **A. The Background of the Study**

There were four skills which have to be mastered by the students in learning English, namely listening, speaking, writing, and reading. Speaking and writing involve language production, so they were regarded as productive skills. On the other hand, listening and reading involved receiving message, so they were regarded as receptive skills. Receptive skills was a language skill that involved students to be able to receive messages either in spoken or written language and in receptive skills students were also tasked to understand and listen to a text in reading.

In learning English, Reading was the activity of perception, analysis, and interpretation of the readers to get the message conveyed by the author through their writing. According to Patel and Jain (2008) reading is an important activity in life with which one can update his/her knowledge. In learning English, reading was very important, because it could help students to obtain information and knowledge more widely and accurately in order to improve their academic achievement in learning.

Reading much was able to enlarge the students experience or insight. Their ability in reading could be measured through their comprehension reading text. The students comprehension may be represented through their ability in answering the reading questions. Reading questions was very important and

useful in learning English language, because through reading questions can help the students focus on the case and reactive what was being known by the students. Day and Park (2005) stated that well designed question help students interact with the text, create and construct meaning and begin to think critically and intelligently. In addition, reading questions were one of the important aspects in developing thinking among students through textbooks. In reading questions, those involved cognitive level, from the lowest level to the highest one. Bloom's Taxonomy (2001) includes six cognitive level; Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. The three first at those level were Lower-Order Thinking and the three to next belong were Higher-Order Thinking.

Reading questions were found in the students English textbooks. In this English Textbook, also many found a wide variety of type of questions such as yes-no question, tag question, and wh- questions. In this textbook, reading materials involve Narrative, Descriptive, Hortatory, Recount, Procedure, Explanation, Discussion, Exposition, News Item, Report, Anecdote and Review. It was a very important thing in teaching-learning process. This book was the which supplies them much information and enriches their mind on knowledge. Therefore, textbook as a primarily instructional resource in a school plays an important role in teaching learning process. It helped teacher in delivering the subjects and facilities the students in understanding material. In English textbook, contained reading questions. It is very important to give the assigning to the students. In addition, through the reading questions were expected to be a reference for teachers in assigning tasks to students to know their understanding in

appropriate with the text have been read and to help the students in answering the questions contained in the English textbook, in particular the question on the type of wh-questions. In English textbook, It was should have a good level of question level and should be appropriate with the revision of taxonomy Bloom, so that could make the students think critically because it is not only limited remembering, understanding, applying but must be at a higher level such as analyzing, evaluating, and creating.

In reality, there was a type of reading questions contained in English textbook difficult to answer by the students, namely the questions in the form of wh-questions. The students had difficulty to answer this questions because they have to answer then clearly by providing complex information. In addition, reading questions contained in the textbooks were more dominant at the level of knowledge and not all levels of cognitive level were found in reading questions. Based on my experience in conducting real teaching practice, the researcher many foresee any difficulties students in answering the questions that there were in the English textbook, especially the questions in the form of wh-questions, while for the question in the type of yes-no question and tag question, the students with easy to answer. From data that obtained by Riazi and Mosalaejad (2010) investigated which levels of Bloom taxonomy were more focused on in Iranian high school. They evaluated three senior high school textbooks using Bloom's taxonomy. The results obtained showed that the lower-order cognitive skills were more dominant having learning objectives on comprehension, application and knowledge more frequently. In reading questions contained in textbooks can be

cognitive level, psychomotoric level, and affective level. In the textbooks, many reading questions are not appropriate with the good proportion of cognitive levels as proposed by Sudjana (2004) theory about Bloom's Taxonomy. Sudjana (2004) says that a good proportion consideration between easy (remembering, understanding) : medium (applying, analyzing): hard (evaluating, creating) = 30%;40%;30% from all the reading questions found in the textbook. From the consideration above, good percentage of each level of Bloom's Taxonomy in a textbook is 30 % for remembering (C1) and Understanding (C2), 40% for applying (C3) and analyzing (C4), and 30 % for Evaluating (C5) and Creating (C6).

Considering the explanation above, the researcher was interested in conducting a research on reading questions entitles "Cognitive Level of Reading Questions in English Textbook for Senior High School for Grade XI"

## **B. The Identification of Problem**

Relating to the background above, the problems were identified below:

1. The students got difficulty in answering in reading questions
2. The use of English textbook
3. The cognitive level of reading question in English textbook

## **C. The Scope and Limitation**

The scope of this research was focused on reading questions. It was limited on cognitive level of reading questions based on Bloom's Taxonomy.

#### **D. The Formulation of the Problem**

In reference to the limitation of the problem above, the research problems were formulated as follows :

1. What are the kinds of cognitive level used on reading questions found in textbook?
2. How are such cognitive level of reading questions realized in English textbook?

#### **E. The Objective of the Study**

In relation to the research problems, the objectives of the study were :

1. To investigate the kinds of cognitive level used on reading questions found in textbook.
2. To describe the process of cognitive level of reading questions realized in English textbook.

#### **F. The Significance of the Study**

The finding of the study were expected to be useful theoretically and practically.

1. Theoretically

The findings of this research were expected to be useful in extending and applying enlarging the knowledge on cognitive level of reading questions found in english texbook.

## 2. Practically

- a. English teachers, to be aware in choosing and selecting the textbook and reading material which were compatible with the cognitive level of the students.
- b. English textbook writers and publishers, to help them to be more careful in writing and developing English textbook for students, in order to create the balance portion in cognitive level.
- c. Students, to improve their reading competence and help them in having good learning source.
- d. Other researchers, to be used as a referential contribution for those who want to conduct a further in depth research in analyzing the textbook and interest in doing the related.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In conducting a research, theories were needed to explain some concepts applied in the research concerned. The terms had to be made clearly to avoid confusing the readers. The researcher presented some theories related to the study in order to get the points clearly.

#### **1. Bloom Taxonomy**

Taxonomy Bloom consists of three domains namely: Cognitive, Affective, and Psychomotoric. Bloom and Krathwol (1956) managed to introduce a conceptual framework of thinking ability called Taxonomy Bloom. Thus, Taxonomy Bloom is a hierarchical structure that identifies skills ranging from low to high levels. To achieve a higher goal, a low level must be met first. Within this conceptual framework, Bloom's educational goals are divided into three domains: cognitive, affective, and psychomotor.

#### **1.1 Cognitive Domain**

The cognitive domain contains behaviors that emphasize the intellectual aspects, such as knowledge, and thinking skills. the cognitive domain of thinking skills in accordance with the expected goals. This cognitive domain consists of six

levels, namely: knowledge, comprehension, application, analysis, synthesis, evaluation.

### **1.2 Affective Domain**

Affective domain include behaviors related to emotions, such as feelings, values, interests, motivations, and attitudes. These five domain categories are sorted from simple to most complex behaviors, namely : acceptance, responsiveness, self-worth, organization, characterization.

### **1.3 Psychomotor Domain**

Psychomotor domains include physical movement and coordination, motor skills and physical abilities. This skill can be measured from the angle of speed, accuracy, distance, way / technique of implementation. There are seven categories in the psychomotor domain: perception, preparedness, reaction directed, natural reactions, complex reactions, adaptation, creativity.

Based on the above theories, the meaning of Bloom Taxonomy was a theory that has three domains, namely: cognitive domain, affective and psychomotor. The researcher focuses the research on cognitive domain only.

## **2. Cognitive Level**

Cognitive level is one of taxonomy of educational objectives. This Taxonomy, or classification, or levels can be used together to understand and measure how critical thinking skills develop in a student. This hierarchical model,

or taxonomy, is a system of classifying thinking skills according to Bloom (1956) there are six cognitive levels of complexity : Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation.

In this taxonomy, each subsequent level depends upon the student's ability to perform at the level or levels that precede it. For example, the ability to evaluate the highest level in the cognitive taxonomy is predicated on the assumption that for the student to be able to evaluate, he or she would need to have the necessary information, understand and information he or she had, be able to apply it, be able to analyze it, synthesize it and then eventually evaluate it (Bloom, 1956).

Anderson and Krathwohl (2001) led a new assembly which met for the purpose of updating the taxonomy, hoping to add relevance for 21<sup>st</sup> century students and teachers. The revision includes several seemingly minor yet actually quite significant changes. Several excellent sources are available which detail the revisions and reasons for the changes. The changes occur in three broad categories: terminology, structure, and emphasis. Furthermore, Revised Bloom's Taxonomy or new version of Bloom's Taxonomy according to Anderson and Krathwohl (2001) is a classification system of six levels: remembering, understanding, applying, analyzing, evaluating and creating.

Based on the theories above it was concluded that cognitive level has two versions, old and new versions. The old version of cognitive level by Bloom (1956) namely: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. Based on the explanation above the researcher adopted the theory of

Anderson & Kratwohl (2001) to be used in this research, it was concluded that there six cognitive level namely; Remembering, Understanding, Applying, Analyzing, Evaluating and Creating.

### **3. Classification System of Cognitive Level**

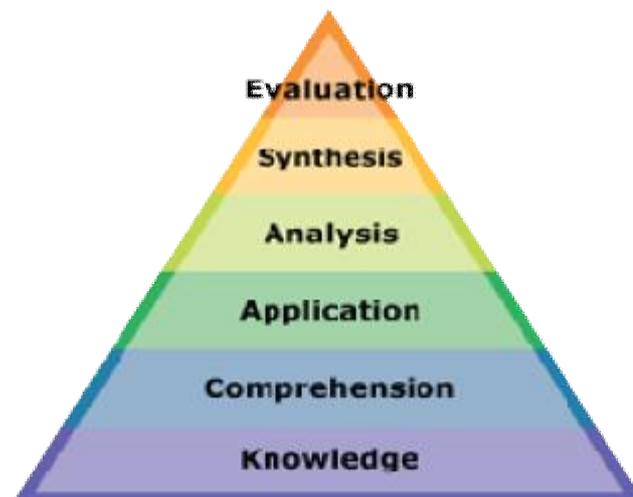
Bloom's Taxonomy in the cognitive domain has two versions, namely : Old and New Version of Bloom's Taxonomy.

#### **3.1 Original Version of Bloom's Taxonomy**

The original Taxonomy provided carefully developed defenitions for each of the six major categories in the cognitive domain. The categories were Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation (Bloom,1956).

- a. Knowledge: Contains the ability to recognize and remember terminology, definitions, facts, ideas, patterns, sequences, methodologies, basic principles.
- b. Comprehension: The lowest level of cognition in terms of mastery or understanding of something.
- c. Application: At this level, a person has the ability to apply ideas, procedures, methods, formulas, theories, etc. in working conditions.
- d. Analysis: At the analytical level, one will be able to analyze incoming information and fragment or structure information into smaller sections to recognize patterns or relationships, and be able to recognize and distinguish the underlying factors and effects of a complicated scenario.

- e. Synthesis: One level above analysis, a person at the synthesis level will be able to explain the structure or pattern of a previously unseen scenario, and be able to recognize data or information that must be obtained to produce the required solution.
- f. Evaluation: Recognized by the ability to judge solutions, ideas, methodologies, etc. using appropriate criteria or standards to ensure the value of its effectiveness or benefits.



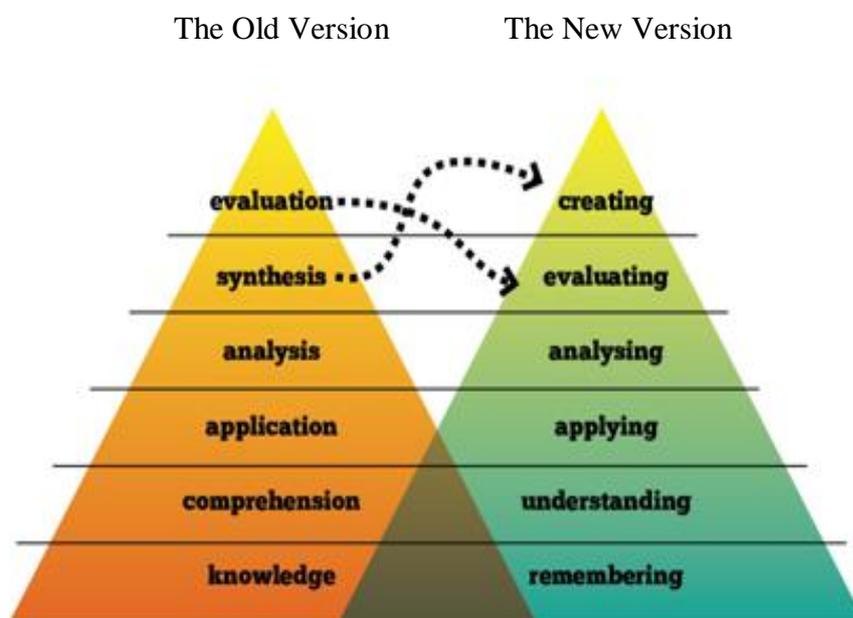
**Figure 2.1 Original Version of Bloom's Taxonomy**

### **3.2 Revised Version of Bloom's Taxonomy**

In 2001 a former students of Bloom and others published a new version the taxonomy to better fit educational practices of the 21st century. At the time, the six categories were changed from nouns to verbs because verbs describe actions and thinking is an active process. Additionally, the lowest level of the

original, knowledge was renamed and became remembering. Finally, comprehension and synthesis were settled to understanding and creating.

These new terms are proposed by Anderson & Krathwol in 2001. That classify six term of cognitive leve namely; Remembering, Understanding, Applying, Analysing, Evaluating, Creating. Those new terms of the six categories can be seen at the following figure.



**Figure 2.2 New Version of Bloom's Taxonomy**

As Anderson and Kratwohl (2001) states that the new terms are described in detail as follows:

a. Remembering (knowledge level)

Recall or recognize terms, definitions, facts, ideas, materials, patterns, sequences, principles. There are some key verbs of this level: name, list, state, describe, recall, label, retrieve, recognize.

b. Understanding (comprehension Level)

Read and understand descriptions, communications, reports, tables, diagrams, directions, regulation. There are some key verbs of this level: paraphrase, identify, explain, translate, interpret, interpretation, classify.

c. Applying (Application Level)

know when and how to use ideas, procedures, method, formulas, principles, theories. There are some key verbs of this level: Execute, compute, demonstrate, modify, discover, predict, show, solve, implement.

d. Analyzing (Analysis Level)

Break down information into its constituent parts and recognize their relationship to one another and how they are organized; identify sublevel factors or salient data from a complex scenario. There are some key verbs of this level: diagram, illustrate, outline, infer, conclude, differentiate, attributes, compare, contrasts.

e. Evaluating (Evaluation Level)

Make judgments about the value of proposed ideas, solution, etc., by comparing the proposal to specific criteria or standards. There are some key verbs of this level: judge, appraise, compare, contrast, criticize, justify, critique.

f. Creating (Synthesis Level)

put parts or elements together in such a way as to reveal a pattern or structure not clearly there before; identify which data or information from a complex set is appropriate to examine further or from which supported

conclusions can be drawn. There are some key verbs of this level: Create, compose, design, reorganize, formulate, write a new ending, and tell.

Changes in terminology between the two versions were perhaps the most obvious differences and can also cause the most confusion. Basically, Bloom's six major categories were changed from noun to verb forms. Based on the theories above about the classification of Bloom Taxonomy, the researcher concluded that to be used Bloom Taxonomy revision in her research.

#### **4. Reading Comprehension**

Reading comprehension compares of two terms, namely reading and comprehension. According to Hossein Bozorgian (2012) reading is one of the receptive skills besides listening. Even though it is considered as a receptive skill, reading is an active process which requires an active participation on the part of the reader. The parts of the reader that active when reading are the reader's eyes mind. The eyes and the mind are working to comprehend the text..

Daick and Anter (2004) point out that reading is an active process that depends on both an author's ability to convey meaning using words and reader ability to create meaning from them. Hence, here are two-way communication between the author and the reader in the reading process.

Comprehension is the essence of reading and the active process of constructing meaning from text (Durkin, 1993). Reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of knowledge and experiences using appropriate

and efficient comprehension strategies (Snow, 2002, Mikulecky & Jeffries 1990, Johnson 2008). The process of constructing meaning is the process in which the reader combines their knowledge with the additional information from a text, draw the meaning of words, and connect it to reach the clear understanding of the written text.

In summary, Reading Comprehension was an important skill to learned which needs an active process from the eyes and the brain to got comprehension about the text. It menas that to be a good redaer, students have to have a good thinking. Consequently, the teachers had to train students to be good thinker because they could be called as a good reader if they can construct the meaning of the text as they read and direct their own comprehending. If the students had a good thinking, they found had a good result in the reading activity because they know the author purpose in writing the reading text and the meaning of the text it self.

#### **4.1 The Aim of Reading Comprehension**

Students may be asked to read a lot with different aims. Thus, different readers may have different purpose and those purposes are varied. People usually read something because they have a desire to do so and some purpose to achieve. Furthermore, they generally have some expectation about what they are going to read before they actually read the text it. It means that the varied purposes of reading may come from the desire before the reading.

Harmer (1991) points out that the reader might read to get the general picture of the text, to extract the specific information of the text, to perform the text, or to confirm the expectation they have about the text, in line with that statement, it means that the reader may have different expectations in reading. On the other hand, Crawley and Merritt (2000) think that the main purpose of reading is to understand or comprehend the communication between the author and the reader. The explanation above tells that the aim of reading is for understanding or comprehending the text. Moreover, Linse (2005) points out the two main purposes that people read are for pleasure and for information. While reading for pleasure provides enjoyment and entertainment, reading for information can be as simple as reading a menu at a restaurant. Reading for pleasure can be a bedtime story before going to bed or reading a novel that readers like.

Additionally, Grabe and Stoller (2009) add that there are seven purposes of reading.

- 1) Reading to search for simple information
- 2) Reading to skim quickly
- 3) Reading to learn from texts
- 4) Reading to integrate information
- 5) Reading to write
- 6) Reading to critique texts
- 7) Reading for general comprehension

In conclusion, the main aim of reading was to comprehend the meaning of the text. In reading, the reader has to know the writer's purpose in writing the text.

If the reader comprehends the text, whatever their expectation in reading, they would know it and they would be successful in the reading activity.

#### **4.2 The Types of Reading Skills**

According to Harmer (2001), there are five skills in reading that the students have to have to be a good reader. The explanations of those skills are as follows:

- 1) Predictive skill means to the process of understanding the text to see how the next plot of the text is.
- 2) Extracting specific information or scanning means the skill that needed to find the specific information in the reading text.
- 3) Getting the general picture or skimming means the skill which used when reader want to get the main idea of the text without being concerned to the detail information.
- 4) Extracting detailed information usually asked the reader to find writers' point of view and answer such kind of detail information.
- 5) Deducing meaning from context means that the reader should know how to deduce meaning of unfamiliar words from the text.

#### **5. Cognitive Factors in Reading Comprehension**

According to Harris and Sipay (1980), there are four cognitive factors in reading: perception, attention, memory, and cognitive style.

- a. Perception

Perception starts with the stimulation of sense organs the eyes and ears, but it is far more than simple sensing. In perceiving, the brain selects, groups, organizes, and sequences the sensory data so that people perceive meaningful experiences can lead to appropriate responses.

#### b. Memory

Psychologists distinguish iconic memories, the fraction of a second that a sensory impression lasts before it fades out. It is the short-term memory, which lasts a few seconds and long-term memory. A distinction is also made to rote memory, in which the material may be without structure (as in a sequence of digits), and memory for meaningful material.

#### c. Attention

Attention is the ability to attend and concentrate. It is basic to efficiency in perception, learning, and memory.

Related to this study, this all means that a person can maintain focus on particular stimuli and disregard or suppress other stimulation that reaches him at the same time, thus maintaining a stable figure in the focus of attention, against a non-interfering background.

#### d. Cognitive Style

Cognitive style refers to the tendency to prefer certain ways of handling cognitive tasks to other ways. The preferred may be a relatively strong aptitude or a fairly consistent behavioral tendency. Some explorations of cognitive style seem relevant to the understanding of reading disabilities.

## **6. Questions in Reading Comprehension**

Questions lead students to the comprehension. Day and Park (2005) state that well designed questions help students interact with the text, create and contrast meaning and begin to think critically and intelligently. Questions are any statements which need answering. They help students focus on the case and reactive what is being known by the students.

The researcher feels that questions are one of the important aspects in developing thinking among students through textbooks. Teachers must teach their students how to think and how to use higher order thinking processes. Therefore, they can assume that textbooks that have the objective of helping their students must also have these same objectives. The researcher therefore sees fit to take this aspect and analyze the book and see how much it contributes to the area of developing thinking among students, and to what extent it leads them from a situation of being students who merely memorize material to being students with an ability to analyze, synthesize, and evaluate.

Based on the theories above it was concluded, that questions were extremely important for examining students understanding of the learning material, and had used to measure the level of thinking among students.

## 7. The Types of Reading Question

According to Loughed (2002), usually the questions in reading comprehension tests are about: (a) Overview Question , (b) Supporting Details , (c) Implied Questions , (d) Find the Details of Questions , (e) Reference , (f) Passage Organization , (g) Transition Question

### a. Overview Questions

The questions about main ideas asks the reader to determine the main idea or topic from a reading text, and commonly it is signed by words such as: mainly discussed; main idea; best title; main purpose; mainly concerned; main topic.

How are some examples of the question to ask about main idea.

- a. What is the main idea of the paassage?
- b. With which of the following is the pasage mainly concerned?
- c. what is the main part of the passage?
- d. Which of the following would be the best title?

### b. Supporting Details

The question about supporting details asks the reader to find detail information that is printed explicitly in the text. It is commonly signed by words such as: according to the author.....; According to the passage.....; who, what, when, where, why, how, which.

Here are some examples of questions to ask about supporting details:

- a. Which of the following question does the passage answer?
- b. According to the passage, which statement is true?

c. When didi “something” happen?

### **c. Implied Questions**

In reading comprehension tests, there is a passage that shows fact or information. Based on it, the testes are asked to make a decision. It is signed by words such as; “implied” for example :

Here is an example of the questions to ask about mimplied questions: it is implied in the passage that...?

### **d. Find the details of questions**

It is the questions that needs as careful as possible in answering the question. It is so find the answer that is not in the passage or in the satatement. It means that if there are four answers, there are three right answers and one wrong answer. Here is an example of the questions to ask about detail questions: all the following are stated in the line.... except?

### **e. Reference**

It is to determine what a pronoun refers to. The first sequenceis noun and after that pronoun. Here is an example of the question to ask about pronoun: The pronoun “he” in the line 15 refers to....

### **f. Passage Organization**

This is question related to the passage or information in the text or paragraph. There is bound between every paragraph in answering the questions. It

is commonly signed by words such as: ..... passage organized? Differ....., is include ..... related to the first paragraph.....

Here are some examples of the questions to ask about passage organization:

- a. How is the information in the passage organized?
- b. How is the information in the passage related to the first paragraph?
- c. What type of information is include in the first paragraph?

### **g. Transition question**

This question is usually used to guess the contents of the previous or the following paragraph. It is commonly signed by words such as: the preceding paragraph....., the following paragraph....

Here are some examples of the questions to ask about transition questions:

- a. The preceding paragraph in the passage most probably discusses .....
- b. The following paragraph in the passage most probably discusses.....

## **8. The Realization of Reading Questions**

A reading questions includes a question to be answer a question can be made in several forms. According to Marcella Frank (1972) there are kinds of questions namely; yes- no questions, tag question, interrogative-word question.

### **1. Yes- No Questions**

Yes/no questions are questions that can be answered with a yes or a no response.

Example: do you have any

## 2. Tag Question

Tag questions are questions attached or tagged into the ending of a declarative statement. They transform a declarative sentence into an interrogative sentence.

Example: it's not raining, is it?

## 3. Interrogative- Word Question.

Interrogative-word question is the form of questions that have specific information such as; person, place, time, etc. The answer can be a simple response or complex explanation.

Example: how long will take?

## **9. Textbook**

Textbooks is one of the instructional resources in the classroom for the teachers and the students during the teaching and learning process. It is source that could affects the students outcome in the teaching and learning process. Airsian and Russel (2012) claim that another resource that greatly influences what is planned, taught, and learned in classroom is the textbook. More than any other single resources ,the textbook determines instructional plans many classrooms. To sum up, the textbook is the resource that could influence the teaching and learning process because it is considered as an instructional plan for teacher to teach their students in the classroom.

Textbook is the instructional resources that mostly used by many teachers in teaching process. Furthermore, they add that textbooks provide a common

resource for all students. It includes pictures, graphs, maps, and other illustrations to facilitate the learning process. It means that the textbook is one of the instructional tools that could be a media of active learning and could facilitate the students in the learning process because it provides some interesting illustrations.

Textbook has many advantages in teaching learning process. It is needed as a tool and facilitation not only for teacher but also for students, as Harmer (1991) stated below:

1. Good textbooks often contain lively and interesting material; they provide a sensible progression of language items, clearly showing what has to be learnt and in some cases summarizing what has been studied so that students can revise the grammatical and functional points that they have been concentrating on.
2. Textbooks can be systematic about the amount of vocabulary presented to the students and allow them to study on their own outside class.
3. Good textbooks relieve the teacher from the pressure of having to think of original material for every class.
4. There is a greater variety of published material for teaching and learning English than ever before.

In summary, textbook is one of the instructional resources that consist of pictures, graphs, texts, maps, exercise, and another media of learning that was considered as the resources that was mostly used in the classroom that had facilitated the teachers and the students in the teaching and learning process.

Based on the explanation above it was concluded that, textbook was important element for both teacher and students in teaching and learning process. Teacher

gets easy delivered the subjects by using the textbook while students get easy in understanding the material given by the teacher.

## **10. English Textbook**

An English textbook has an essential role in English as a Foreign Language (EFL) classrooms. The use of English textbooks has a prominent merit for both teachers and students. Harmer (2007) states that the most important aspect of textbook use is for teachers to try to engage students with the content they are going to be dealing with. According to Yulianti (2011), a textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process. In sum, a textbook is the complete package of English skills and components that helps teachers and learners as their source of materials and exercises in EFL learning.

According to Khoirina and Ananto (2013) english textbook which is one of the main instructional materials covers all macro skill including reading. The textbook delivers reading materials through kinds of reading text and equips them with reading questions that aim at cheking students understanding toward the text.

Based on the theories above researcher conclude that English textbook was very important to learning process, especially for delivery infomation for the students and as a media for English study and a textbook was the completed package of English skills and components that helps teachers and learners as their source of materials.

## **B. Relevant Studies**

There were some previous related studies refer to this present study. The first study was conducted in the journal by Ria (2014). On her journal entitles : *Analisis the Comprehension Levels of Reading Exercices in Look Ahead English Course Books*. This study was showed the research about used revised version of Bloom's Taxonomy to anlyze data. The findings of the study showed that there were only small numbers of the higher-order-thinking exercises which include Anlyzing, Evaluating, and Creating presented in the course books and high number of the Lower-Order Thinking which include Remembering, Understanding and Applying.

The second related study was done by Pratiwi (2014). Her proposal entitles: *analisis the reading exercises in "Pathway to English" textbook for the eleventh grade of Senior High School students*. she finding of the study showed that the higher order thinking level only obtain 15 out of 157 essay reading questions (9,6%) while the lower order thinking level obtains 142 out of 157 essay reading questions (90,4%). It could be concluded that the distribution of the higher order thinking level is lower than the lower order thinking level. Then, the ratio of the higher order thinking skill to the lower order thinking looks for enough.

The third related was conducted by Mahmoud (2014). His journal entitles: *analisis the English textbooks questions in Jordan Based on the Revised Edition of Bloom's Taxonomy of the Tenth Grade*. The result of the study showed that most of the question were within the first two levels; remembering and

understanding (55,11%), (16,18%) for applying and less for the other level question in the two investigate textbooks. The results revealed that the difference were in favor of the low level questions as the percentage was 51,9%. In light of the results, the researcher recommended to improve the questions in the textbooks to cover the six designers of curriculum to use and write questions following the new version of Bloom's Taxonomy.

Related to this study, the three researchers above analyzed the levels of reading questions. It was similar with the present study all of them deal with analysis reading question of english textbook. Meanwhile, the differences are the first researcher focused on comprehension levels of reading exercises, the second researcher focused on the problem about How does the distribution of the higher order thinking skill in the reading exercise of *Pathway to English* textbook look like and the last researcher identifying and analyzing the types and levels of questions available in the tenth grade English language textbook, but in this paper the researcher was analyzed what are the kinds of cognitive level used on reading questions found in the English Textbook Grade XI.

### **C. Conceptual Framework**

Textbook plays prominent role in the teaching and the learning process. As one of the main instructional resource, the textbook has many advantages for the teachers and the students in the teaching and the learning process in the classroom. Textbook provides a clear framework so that the teacher and the students could know what they are going to do and review what they have learnt

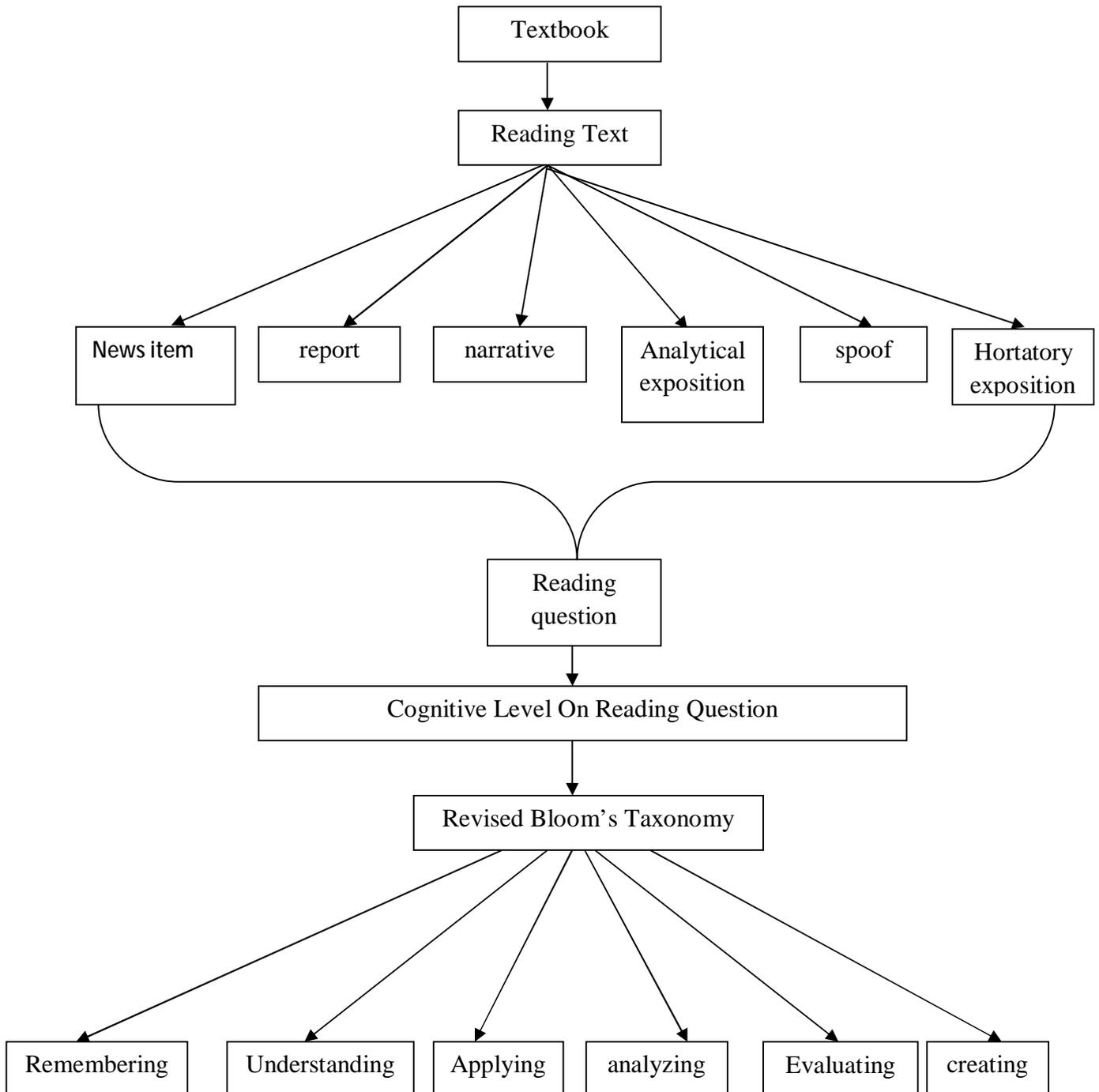
before. Textbook could also be useful for accomplishing the learning objectives because it provides some learning tasks and exercises, materials, and clear instructions. A good textbook include four skills that have to be mastered by the students in studying English, they are speaking, reading, listening and writing.

Reading is one of the four basic language skills. It was considered as the complex skill among those four skill because of many specific abilities that the reader need to do in the reading activity. Moreover, the reading skill was very difficult for the Indonesian students who use English as their foreign language even it was also difficult for the students who use English as their mother language because in the reading activity, the reader have to engage their higher order thinking skill. To evaluate students reading ability, a textbook usually include reading text and followed by some questions. the aim of the reading questions are to evaluate students ability (cognitive) in answering the questions.

Revised Bloom's taxonomy is one of affective way to evaluate students' cognitive ability. Based on revised version Bloom's taxonomy, there are six cognitive levels of complexity: Remembering, Understanding, Applying, Analyzing, Evaluating and Creating.

Consequently, the writer presente that an analysis of cognitive level in English textbook for grade XI is important to show was the reading questions in the textbook cover the six cognitive of revised bloom's Taxonomy.

The conceptual Framework of this study was described in detail in the following figure.



**Figure 2.3 Conceptual Framework of the Reading Questions**

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Research Design**

The study was conducted by using descriptive qualitative. It was content analysis design that aimed at describing the cognitive level of reading questions used in English in English textbook for grade XI based on revised Bloom's taxonomy. According to Ary (2002), qualitative research is conducted to describe the current status of phenomenon that exists at the time of study. In this case of the research, the descriptive qualitative design was used to analyze kinds of cognitive level based on revised Bloom's taxonomy found in reading questions of English textbook and the realization of reading questions.

#### **B. Source of Data**

The source of data were English textbooks for senior high school grade XI. The first was English Textbook written by Mahrukh Bashir, M.Ed and published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. The second English Textbook was written by Th. M. Sudarwati and Eudia Grace and published by Erlangga. The first textbook consisted of eight chapters and the second one involves twelve chapters. These two books were analyzed focusing on cognitive level of reading questions based on revised version Bloom's Taxonomy. Those were analyzed on based on proposed by Anderson and Kratwohl (2001)

namely; Remembering, Understanding, Applying, Analysing, Evaluating, and Creating.

### **C. Techniques for Collecting Data**

The data of this research were collected through documentary techniques in which the researcher as the key instrument of the research. Those data were collected by the following steps:

- 1) Reading the reading questions in the textbook.
- 2) Identifying the reading questions in the textbook.
- 3) Coding reading questions in the textbook to make easy to classify.
- 4) Classifying the reading questions from the textbook to make it easy to analyze.

### **D. The Technique of Analizing Data**

After collecting the data from the English Textbooks, the data will be analyzed by using Miles & Hubermann (2014) that involves, (a) data reduction, (b) data display, (3) conclusion. Those were explained briefly as follows:

#### **a. Data Reduction**

The first step of data analysis was data reduction. It was the process of reducing the data occuring repeatedly. Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form. In this stage, the researcher get the data from analysis documents about

in reading questions found in English Textbooks. In this step, the researcher only focuses on reading questions. The irrelevant data reduced and the useful data are included.

#### b. Data Display

The second step of data analysis were data display. It was process of displaying data in the form of table and used the checklist mark to analyze the data so that more to understanding. Looking at displays helped us to understand what was happening and to do something. In this research, the researcher was use table and checklist mark in displaying the data, because it was most common data display used in qualitative research.

#### c. Conclusion

The last step of data analysis were conclusion. Here, the researcher begin to see what the data were. The researcher was classify the data with the same code, and merge the categories and finds the kind among the categories. Then, it continues to give the explanation and description. Finally, the researcher was got the result and conclusion of the research.

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data**

The data of this study were collected from two English textbooks. The first was English textbook published by Pusat Kurikulum dan Perbukuan and the second was English textbook published by Erlangga. There were 220 data found in the reading questions and those were analyzed based on cognitive levels of revised Bloom's Taxonomy. For the detail data were presented in Appendix 1 and Appendix 2.

#### **B. Data Analysis**

After collecting the data, those were analyzed based on the cognitive domain of Revised Bloom's Taxonomy. It consisted of six levels namely; Remembering, Understanding, Applying, Analysing, Evaluating, and Creating. Then data were analyzed referring to the process those realized.

##### **1. Level of Cognitive Domain**

The six levels of cognitive domain were realized in English textbooks. Those were Remembering, Understanding, Applying, Analysing, Evaluating, and Creating levels.

##### **a) Remembering Level**

Remembering level is recalling or recognizing terms, definitions, facts, idea, materials, patterns, sequences, principles, and in remembering level. There

are key verbs of this level such as: name, list, state, describe, recall, label, retrieve, recognize. This theory is relevant with the data below.

Data 1:

what can young people like you do to prevent or stop bullying?  
**List** at least three things you and your friends can do to prevent or stop bullying (RQ16.KEM)

Based on the data above, it shows that the reading question belongs to remembering level. It was seen from the use of verb “list”. This verb was classified into remembering level because it only demands the ability to recall something. In this case, the question just needs the answer to write down about three things.

Data 2:

**What** is RSVP? (RQ48.ER)

Based on the data 2, it also shows that the reading question was included into remembering level. It was seen from the use of question word “what”. This question word is classified into remembering level because in this context, the word “what” only needs the ability to define something. In this case, the question just needs the answer to give the meaning about “RSVP”.

## **B) Understanding Level**

Understanding level is read and understand descriptions, communications, reports, tables, diagrams, directions, regulation and in understanding level. There are some key verbs such as: paraphrase, identify, explain, translate, interpret, interpretation, classify. This theory is line with the data below.

Data 3:

Did this opinion article raise/change your awareness about bullying? Please **explain**. (RQ11.KEM)

Based on the data 3, it shows that the reading question involve to understanding level. It was seen from the use of verb “explain”. This verb is classified into understanding level because, the verb “explain” it only demands the ability to descriptions about our opinion. In this case, the question needs the answer to explain about the awareness toward bulyying.

Data 4:

**What** are they talking about? (RQ23.ER)

Based on the data 4, it shows that the reading question included to understanding level. It was seen from the use of question word “what”. This word is classified into understanding level because, the word “what” it only demands to know about communications. In this case, the question needs the answer to know the content from they are talking.

### **C) Applying Level**

Applying Level is level to know when and how to use ideas, procedures, method, formulas, principles, theories. There are some key verbs of this level: execute, compute, demonstrate, modify, discover, predict, show, solve, implement. This theory is appropriate with the data below.

Data 5:

If you were in Sue's shoes, **how** would you have reacted to Johnsy's irrational thoughts? Describe. (R47.KEM)

Based on the data 5, it shows that the reading question included to applying level. It was seen from the use of question word "how". This word is involved into applying level because in this context, the word "how" only demands to know how ideas about reaction. In this case, the question just needs the answer to show how the reaction to Johnsy's.

Data 6:

**What** would happen if they are were not evacuated? (RQ94.ER)

Based on the data 6, it shows that the reading question clasified to applying level. It is seen from the use of question word "what". This verb is classified into applying level because in this context, the word "what" it only demands to know how to theories. In this case, the question needs the answer to predict what happened if they are were not evacuated.

#### **D) Analysing Level**

Analysing level is information into its constituent parts and recognize their relationship to one another and how the are organized. There are some key verbs of this level such as: diagram, illustrate, outline, infer, conclude, differentiate, attributes, compare, construct. This theory is relevant with the data below.

Data 7: Are you aware of cyber bullying? Do you think it is worse than physical bullying? Why? Support your **opinion** with **examples**. (RQ15.KEM)

Based on the data 7, it shows that the reading question belongs to analysing level. It was seen from the use of noun “opinion and example”. This noun is involved into analysing level because, the noun “opinion and example” it only demands to give response toward relationship to one another. In this case, the question needs the answer to give the conclude and illustrate about opinion with example toward bullying.

Data 8:

**What** are the mistakes of the paragraph? (RQ127.ER)

Based on the data 8, it shows that the reading question belongs to analysing level. It was seen from the use of question word “what”. This word is classified into analysing level because, in this word “what” it only demands to identify the mistake. In this case, the question just needs the answer to know the conclude from the mistake that found in paragraph.

### **E) Evaluating Level**

Evaluating Level is the value of proposed ideas, solution, etc. There are some key verbs of this level: judge, appraise, compare, coontrast, criticize, justify, critique. This theory is supported by following the data below.

Data 9:

**What** lesson did you learn from this story? (RQ9.KEM)

Based on the data 9, it shows that the reading question included to evaluating level. It is seen from the use of question word “what”. This word is classified into evaluating level because, in this word “what” it only demands to story value. In this case, the question just need answer to criticize about the lesson who can take from the story.

Data 10:

**How** is Sam’s character? (RQ57.ER)

Based on the data 10, it shows data the reading question classified to evaluating level. It was seen from the use of question word “how”. This verb is included into evaluating level because, in this word “how” it only demands to value specific charachter. In this case, the question just needs answer to criticize how the characters from Sam’s.

## **F) Creating Level**

Creating level is identify which data or informaation from a complex set is appropriate to examine further or from which supported conclusion can be drawn. There are some key verbs of this level: create, compose, design, reorganize, formulate, write a new ending, and tell. This theory is relevant with the data below.

Data 11: If you had a chance to rewrite the story, how would the story end? Write a **new ending** of the story? (RQ42.KEM).

Based on the data 11, it shows that the data the reading question included to creating level. It was seen from the use of verb “new ending”. This verb is classified into creating level because, this verb “new ending” it only demands to make the conclusion can be drawn by something new. In this case, the question just needs answer to write new ending with the creating something new by own idea.

## 2. The Realization of Reading Question

There are three kinds in realizing a question namely; yes-no questions, tag question, interrogative question. Based on the data collected, there are only two kinds found in reading questions. Those are yes/no questions and interrogative-word question.

### a) Yes/no Questions

Yes/no questions are questions that are answered with a “yes” or a “no” response. This theory is in line with the data below.

Data 12:

**Do you think the prince will stay a fish forever?** (RQ3.KEM)

Based on the data 12, it shows that the reading question belongs to yes/no questions, because the questions just need the answer “yes” or “no”. For the long answer it is answered with “yes, the prince will stay a fish forever” or “no, the

prince will not stay a fish forever”. It is yes no question, because the begun with the auxiliary verb “do”.

### **b) Interrogative-word question**

interrogative- word question is the form of questions that have specific information such as: person, place, time, etc. The answer can be a simple response or complex explanation. This theory is supported by following data bellow.

Data 13:

**what** is the greatest sacrifice you have ever made for your family or friends? Describe (RQ50.KEM)

Based on the data 13, it shows data the reading question belongs to interrogative- word question. It was seen from the use of interrogative word question “what”. This word is classified into interrogative word question because, the question need answer complex explanation

Data 14:

**Who** are the speakers? (RQ23.ER)

Based on the data 14, it shows data the reading question belongs to interrogative- word question. It was seen from the use of interrogative word question “who”. This word is classified into interrogative word question because, the questions need answer to know about person.

### C. Research Findings

After analyzing the data, there were some findings found as follows:

1. The six types of cognitive level were realized in reading questions in English textbooks published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud and English textbook published by Erlangga. The detail occurrence of each level was presented in the following table.

**Table 4.1**

**The Occurance & Percentages of Cognitive Domain**

No	Level of Cognitive Domain	Occurance	Percentages
1	Remembering	46	21%
2	Understanding	113	51%
3	Applying	17	8%
4	Analysing	31	14%
5	Evaluating	8	4%
6	Creating	5	2%
	<b>Total</b>	<b>220</b>	<b>100%</b>

2. In English textbook published by Erlangga, there was one cognitive level not realized namely creating level.
3. There were only two kinds of realizing reading questions found in this research namely; yes-no question and interrogative-word question. Meanwhile, one kind of reading question realization was not found, that was tag question.

### D. Discussion

Based on the research findings, that there were six of cognitive levels realized in English textbook published by Pusat Kurikulum dan Perbukuan , Balitbang, Kemdikbud. The research data were relevant with the theory conveyed

by Bloom's Taxonomy that there are six cognitive level consisting of remembering, understanding, applying, analysing, evaluating, and creating. While, on the English textbook published by Erlangga the data found associated were not fully relevant with the theory presented by Bloom's Taxonomy, because in this textbook there was one cognitive level was not realized namely creating level. In the both of English textbook, the the most dominant level of cognitive found was understanding level is the lowest level and the highest level is creating. In English textbooks for senior high school for grade XI , many found the understanding level in reading question, because in this level the students were only required to understand the questions contained in English textbooks, so this level included in lowest level and for the creating level was included the lowest level because, in this level especially for the students must have an imagination or to create a new something.

There are two only realizing in reading questions namely; yes-no questions and wh-questions. Meanwhile one kinds reading question in form tag question not found in this data. In the reading questions that found in English textbook , the type of reading questions that difficult to answering was wh questions, because the students in answering the questions need answered that complex and clear. The results of the analysis above based on Bloom's Taxonomy theories.

CHAPTER V  
CONCLUSION AND SUGGESTION

**A. The Conclusion**

After analyzing the data, the researcher concluded that:

1. There were six types of cognitive domain realized in reading questions in English textbook namely: remembering, understanding, applying, analysing, evaluating, creating.
2. In English textbook published by Erlangga there was a level not found namely creating level.
3. There are only two kinds in realizing reading questions in english textbook, those are yes-no questions and interrogative-word question. Meanwhile, tag question was not found English textbooks.

**B. The Suggestion**

In this occasion, the researcher would like to give some suggestions that might be useful for the teachers, students and everyone who read this study.

1. It is suggested for the English teachers to be aware in choosing and selecting a good textbook in order to be able to cover the complete competence should be gotten by students.
2. It is suggested for the authors and publishers of English textbooks to balance the reading questions by following the regulation of ministry of education and

culture. So, the reading questions in English textbook can create the balance cognitive level of the students.

3. It is suggested for the students to improve their reading competence in order to be able to cover all types of reading questions.
4. It is suggested for other researchers to use this study as a reference in conducting a further research regarding to of English textbooks.

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## APPENDIX 1

### Reading Questions in English Textbook Published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud

C1: Remembering

C3: Applying

C5: Evaluating

C2: Understanding

C4: Analysing

C6: Creating

Unit	No	Reading Questions	Cognitive Level						Code
			C1	C2	C3	C4	C5	C6	
Unit 1: Can Greed Ever be satisfied?	1	Did the fisherman like asking the fish for wishes? <b>How</b> did he feel about it? Do you think he could have done something else instead of going back to the fish again and again?				√			RQ1.KEM
	2	The story doesn't reveal how the prince was turned into a fish. <b>What</b> do you think might have happened?		√					RQ2.KEM
	3	<b>Do</b> you think the prince will stay a fish forever?	√						RQ3.KEM
	4	What happened at the end of the story? Please <b>describe</b> .	√						RQ4.KEM
	5	<b>Why did</b> the fisherman's wife keep asking her husband to go back to the fish?				√			RQ5.KEM
	6	<b>What</b> do you think of the fisherman's wife? Do you feel sorry for her? Or do you feel angry with her? Discuss		√					RQ6.KEM
	7	If you had a chance to rewrite the story, how would the story end? <b>Write your ending</b> of the story.						√	RQ7.KEM
	8	Imagine you are the fish in the story. <b>Can you</b> narrate the story						√	RQ8.KEM

		from his point of view?							
	9	<b>What</b> lesson did you learn from this story?					√		RQ9.KEM
Unit 2 : Can Greed Ever be Satisfied?	10	Do you think bullying is a serious issue in your school? Give reasons to support <b>your opinion</b> .				√			RQ10.KEM
	11	Did this opinion article raise/change your awareness about bullying? Please <b>explain</b> .		√					RQ11.KEM
	12	Do you think it is necessary to educate people on the issue of bullying? <b>Why? Give reasons</b> to support <b>your opinion</b> .				√			RQ12.KEM
	13	Do you think bullying should be declared as a punishable crime? <b>Give reasons</b> to support your answer.				√			RQ13.KEM
	14	Discuss the article on bullying in a group. Does it change your perspective on bullying or not? <b>Give reasons</b> to support your answers.				√			RQ14.KEM
	15	Are you aware of cyber bullying? Do you think it is worse than physical bullying? <b>Why? Support your opinion with examples</b> .				√			RQ15.KEM
	16	What can young people like you do to prevent or stop bullying? <b>List</b> at least three things you and your friends can do to prevent or stop bullying.	√						RQ16.KEM
	17	<b>Do</b> you think politics has changed much since the time of president Sukarno?	√						RQ17.KEM
	18	<b>Why</b> did President Sukarno want everyone to be united?		√					RQ18.KEM
	19	What is the new kind of colonialism that President Sukarno is talking about? Does it still exist? If yes, please describe in what ways. <b>Support your answers with examples</b> .				√			RQ19.KEM
	20	From this article, can you figure out President Sukarno's hopes		√					RQ20.KEM

Unit 3: Hopes and Dream		and dreams for the world? <b>Explain.</b>						
	21	<b>What</b> are your hopes and dreams for the world and especially for your country? Describe.	√					RQ21.KEM
	22	<b>Do</b> you think President Sukarno was able to realize his dreams and hopes? If yes, how?	√					RQ22.KEM
	23	According to President Sukarno, peace is very important. <b>What</b> do you think? Discuss.	√					RQ23.KEM
	24	If you were given a chance to give a speech in front of all the Presidents and prime ministers of the world, <b>what would you talk</b> about? Discuss in details.					√	RQ24.KEM
Unit 4: Vanity, What is Thy Price	25	What do you think of Madame Loisel? Do you know anyone who has the same personality as Madame Loisel? How are they alike? <b>Describe.</b>	√					RQ25.KEM
	26	In the begining of the play, Madame Loisel was very sad and unsatisfied. Why was she sad and unsatisfied? What didi she want? <b>Support your answer with examples</b> from the play?			√			RQ26.KEM
	27	<b>Why</b> do you think Madame Loisel borrowed the necklace from her friend?	√					RQ27.KEM
	28	Do you think she had a good time at the ball? <b>Support your answer with examples</b> from the play?			√			RQ28.KEM
	29	Do you think Madame Loisel's longing for higher-class life ruined her? <b>Support your answer with reasons.</b>				√		RQ29..KEM
	30	What event brought about the beginning of a new life for Monsieur and Madame Loisel? Did this event change life for better or worse? <b>give reasons to support your answer.</b>				√		RQ30.KEM

	31	Why do you think they didn't tell Madame Forestier that they had lost the necklace? <b>Give reasons to support your answer.</b>				√			RQ31.KEM
	32	Did the ending of the play surprise you? What kind of ending did you expect? <b>Explain.</b>		√					RQ32.KEM
	33	What is the moral of the story? Discuss <b>what</b> you learned from this story.					√		RQ33.KEM
	34	If you had a chance to rewrite the story, how would the story end? <b>Write a new ending</b> for the story.						√	RQ34.KEM
Unit 5 : Benefit of Doubt	35	Do you think it is important to have faith? Why? <b>Give reasons to support your answer.</b>				√			RQ35.KEM
	36	<b>Do</b> you think it was justified on Rancho's part to consider the post office employees as a bunch of thieves? <b>Discuss.</b>		√					RQ36.KEM
	37	<b>Do</b> you think Rancho did the right thing by asking God for help? <b>Discuss</b>		√					RQ37.KEM
	38	When people go through difficult times, they come out of difficult times stronger and more experienced. Do you think it is God's way of empowering people to fulfill the life's purpose on earth? <b>Discuss and give reasons to support your answer.</b>				√			RQ38.KEM
	39	<b>What</b> do you think of Rancho? Do you sympathize with him and his family? <b>Discuss.</b>		√					RQ39.KEM
	40	<b>Did</b> you anticipate that the story would end like this? <b>What were your thoughts about the ending?</b>		√					RQ40.KEM
	41	We always pray to God asking for his help. Describe a time when you asked God for something but he answered your				√			RQ41.KEM

		prayer in a way you had not anticipated. <b>How</b> did you feel? Were you happy the way things turned out to be?							
	42	If you had a chance to rewrite the story, how would the story end? <b>Write a new ending</b> of the story?						√	RQ42.KEM
Unit 6: The Last Leaf	43	The story is based on multiple themes like love, sacrifice, hope, believe and pessimism. Which one do you think is more obvious in the story? <b>Why? Give evidence to support your answer.</b>				√			RQ43.KEM
	44	<b>Why</b> does Sue call “the last leaf” as Berharman’s masterpiece? Do you think it was a masterpiece?				√			RQ44.KEM
	45	Were you surprised at the ending of the story? <b>Did you think it would end differently? Why?</b>				√			RQ45.KEM
	46	Painting the picture on the wall resulted in Mr. Berharman’s death. Do you think he would still have painted the leaf if he had known that it would result in his death? <b>Discuss and give reasons to support your answer.</b>				√			RQ46.KEM
	47	If you were in Sue’s shoes,how would you have reacted to Johnsy’s irrational thoughts? <b>Describe.</b>			√				R47.KEM
	48	<b>What</b> do you think Mr. Behrman made such a sacrifice? <b>Discuss.</b>		√					RQ48.KEM
	49	<b>what</b> would you have done if you were in Mr. Behrman’s place? Discuss.			√				RQ49.KEM
	50	What is the greatest sacrifice you have ever made for your family or friends? <b>Describe</b>		√					RQ50.KEM
	51	<b>Describe</b> Mr. Behrman’s personality based on the story.		√					RQ51.KEM

	52	<b>Why</b> do you think Johnsy never noticed that the least leaf never fluttered or moved even though it was raining heavily?		√					RQ52.KEM
Unit 7: Father of Indonesian Education	53	Why do we need biographies? <b>What</b> is their purpose?		√					RQ53.KEM
	54	<b>What</b> information can we find about a person by reading a biography? Discuss.		√					RQ54.KEM
	55	From Ki Hajar Dewantara's biography, how would you <b>describe</b> him?		√					RQ55.KEM
	56	<b>Can</b> you find any similarities between Ki Hajar Dewantara and yourself? Describe.					√		RQ56.KEM
	57	Responsibility is being accountable to God and to others as you do your duties or obligations in a faithful way. Do you think Ki Hajar Dewantara RQ1.KEM was a responsible person? <b>How</b> did he show it? Discuss.			√				RQ57.KEM
	58	Think of an example of task or event in your life that required responsibility. Were you responsible in fulfilling this duty or obligation? <b>Share your example.</b>					√		RQ58.KEM
	59	Do you think there were some significant events that changed Ki Hajar Dewantara's life? <b>How</b> did those events shape or change him? <b>Discuss.</b>			√				RQ59.KEM
	60	<b>What</b> kind of impact did Ki Hajar Dewantara have on people? Discuss.	√						RQ60.KEM
	61	Ki Hajar Dewantara has had a great impact on the Indonesian Struggle for freedom, and especially education. Discuss with your peers what may have been <b>different</b> if he had not been there.					√		RQ61.KEM
	62	Ki Hajar made a lot of sacrifices for his country. If you were in			√				RQ62.KEM

		his place, <b>what would</b> you do? <b>Describe.</b>							
	63	What did you know about Ki Hajar Dewantara prior to reading his short biography? Did you learn anything new about him? Did anything you read changed your <b>opinion about him?</b>					√		RQ3.KEM
		Total	5	21	7	20	5	5	-

## APPENDIX 2

### Reading Questions in English textbook published by Erlangga

C1: Remembering

C3: Applying

C5: Evaluating

C2: Understanding

C4: Analysing

C6: Creating

Unit	No	Reading Questions	Cognitive Level						Code
			C1	C2	C3	C4	C5	C6	
Unit 1: You Should Keep Your Environ ment	1	<b>What</b> should the people of Jakarta do to avoid gutters and drainages becoming clogged?		√					RQ1.ER
	2	<b>How many</b> canals were built by the former governor?	√						RQ2.ER
	3	<b>Why</b> did the former governor build the elevated road to Soekarno-Hatta International Airport?		√					RQ3.ER
	4	<b>Where</b> can we see garbage piled up in Jakarta?	√						RQ4.ER
	5	<b>What</b> is the text telling us about?		√					RQ5.ER
	6	<b>What</b> is the main idea of the first paragraph?		√					RQ6.ER
	7	<b>What</b> is the purpose of the writer sending this letter to the Jakarta Post?		√					RQ7.ER
	8	"they should not blame the city's authorities for their flooded city..." Do you think that both the underlined words refer to the same person or not? <b>What</b> do they refer to?			√				RQ8.ER
Unit 2: As Far As I	9	<b>What</b> is the purpose of the writer writing this text?		√					RQ9.ER
	10	<b>What</b> makes Indonesia one of the most corrupted country?		√					RQ10.ER
	11	<b>What</b> are the writer's opinions to overcome corruption Indonesia?		√					RQ11.ER
	12	<b>What</b> is the topic of the discussion?		√					RQ12.ER

Concern	13	<b>Why does</b> Anggie say the education system in Fantasia Island is terrible?		√					RQ13.ER
	14	<b>Who</b> supports Angie's opinion?	√						RQ14.ER
	15	<b>Why</b> does Ryan agree with Anggie's opinion?		√					RQ15.ER
	16	<b>Who</b> doesn't agree with Anggie's opinion? <b>Why</b> ?		√					RQ16.ER
	17	<b>Who</b> doesn't agree with bob? <b>Why</b> ?		√					RQ17.ER
Unit 3: I Wish You All the Best	18	<b>Who</b> is the speaker?	√						RQ18.ER
	19	<b>Who</b> is Adi?	√						RQ19.ER
	20	<b>What</b> is the topic of the monologue?		√					RQ20.ER
	21	<b>What</b> the speaker hope?		√					RQ21.ER
	22	<b>Why</b> the speaker express a wish?		√					RQ22.ER
	23	<b>Who</b> the speakers?	√						RQ23.ER
	24	<b>What</b> they talking about?		√					RQ24.ER
	25	<b>What</b> Hendi hope from Dora's to be on diet?		√					RQ25.ER
	26	<b>What</b> is their hope for the pizza restaurant on the corner?		√					RQ26.ER
	27	<b>What</b> are they talking about?		√					RQ27.ER
	28	<b>Who</b> is Bulan?	√						RQ28.ER
	29	<b>Why</b> does Bulan plan a peace declaration?		√					RQ29.ER
	30	<b>What</b> are their hopes by doing this activity?		√					RQ30.ER
	31	<b>Why</b> does Bulan send regards to Mentari's parents?		√					RQ31.ER
	32	<b>What's</b> the purpose of giving someone general wishes?		√					RQ32.ER
	33	<b>What</b> is the text about?		√					RQ33.ER
	34	<b>Why</b> did Vivakananda write a letter to Harry?		√					RQ34.ER

	35	<b>Why</b> did the writer feel fortunate?		√					RQ35.ER
	36	<b>What</b> did the writer send together with her letter?	√						RQ36.ER
	37	<b>What</b> did the writer mean by writing 'my good wishes through this letter' in the letter?		√					RQ37.ER
	38	<b>What</b> is the email about?		√					RQ38.ER
	39	<b>What</b> is the purpose of writing the letter?		√					RQ39.ER
	40	<b>Why</b> did Anya thank to Sania?		√					RQ40.ER
	41	The writer wrote 'Take heart and may God bless you. Wishing you a very speedy recovery.' <b>What</b> does it mean?		√					RQ41.ER
Unit 4: We Cordially Invite You	42	<b>What</b> is the letter about?		√					RQ42.ER
	43	<b>Who</b> invited Mrs. Josie Burton?	√						RQ43.ER
	44	<b>Who is</b> Mrs. Josie Burton?	√						RQ44.ER
	45	<b>Why</b> should the invitation be formal?		√					RQ45.ER
	46	<b>What</b> event will be held in VCA school of drama?	√						RQ46.ER
	47	<b>What</b> do you think Josie Burton should do if she can't come?			√				RQ47.ER
	48	<b>What</b> is RSVP?	√						RQ48.ER
	49	<b>Who</b> should the RSVP be addressed to?		√					RQ49.ER
	50	<b>What</b> are Jack and his friend going to do this evening?		√					RQ50.ER
	51	<b>Who</b> is he inviting?	√						RQ51.ER
	52	<b>What</b> film is Ketut going to watch?	√						RQ52.ER
	53	<b>Who</b> is he inviting?	√						RQ53.ER
	54	<b>Who</b> wrote the letter?	√						RQ54.ER
	55	<b>What</b> did Sam's father write to sam?	√						RQ55.ER
	56	<b>What</b> did Sam's father advise Sam?	√						RQ56.ER
	57	<b>How</b> is Sam's character?					√		RQ57.ER

Unit 5: Dear My Beloved Mother	58	<b>How</b> did Sam's father salute his son?	√						RQ58.ER
	59	<b>How</b> did Sam's father close his e-mail?	√						RQ59.ER
	60	<b>What</b> is the e-mail about?		√					RQ60.ER
	61	<b>Why</b> did Samy write 'I miss you' in his email?		√					RQ61.ER
	62	<b>How</b> did Samy salute his father?	√						RQ62.ER
	63	<b>How</b> did Samy close his e-mail?	√						RQ63.ER
	64	<b>What</b> is the letter about?		√					RQ64.ER
	65	<b>Who</b> is Sisi?	√						RQ65.ER
	66	<b>What</b> is the gift like?	√						RQ66.ER
	67	<b>What</b> is the purpose of sending the letter?		√					RQ67.ER
	68	<b>Who</b> sent the letter?	√						RQ68.ER
	69	<b>Who</b> received the letter?	√						RQ69.ER
	70	<b>When</b> was the letter written?	√						RQ70.ER
	71	<b>What</b> type of personal letters does Dona's letter belong to?		√					RQ71.ER
	72	<b>What</b> is the main idea of the text?		√					RQ72.ER
	73	<b>What</b> is the purpose of writing the letter?		√					RQ73.ER
74	<b>What</b> made Dona write this letter?		√					RQ74.ER	
75	<b>Why</b> did Dona say thank to Melodi?		√					RQ75.ER	
76	<b>What</b> can you learn from Dona's letter?					√		RQ76.ER	
Unit 6: Do the Following Instruction	77	<b>What</b> is the text about?		√					RQ77.ER
	78	<b>What</b> is the purpose of the text?		√					RQ78.ER
	79	<b>What</b> are chopsticks made from?	√						RQ79.ER
	80	<b>Which</b> country (countries) use chopsticks for eating?	√						RQ80.ER
	81	Have you ever eaten with chopsticks? <b>When and where</b> do you usually eat with chopsticks?	√						RQ81.ER
	82	What the <b>underlined words</b> refer to? "toward the stationery one.",			√				RQ82.ER

		"it may look complicated...", "it lies at the base of your thumb...", "as you lift it toward your mouth." How do you feel when eating using chopsticks? Explain why?							
Unit 7: It's Found Near a Found	83	<b>Grown Are tea</b> trees only grown in cool areas?		√					RQ83.ER
	84	<b>What</b> happens after the tea leaves are picked?	√						RQ84.ER
	85	<b>How</b> long are the leaves dried under the sun?	√						RQ85.ER
	86	<b>How</b> are the tea leaves sliced?		√					RQ86.ER
	87	<b>What</b> happens to the tea leaves before the leaves are delivered to the store?	√						RQ87.ER
Unit 8: If You Need Me I'll Always There	88	<b>What</b> will happen if the rescue team doesn't help them soon?			√				RQ88.ER
	89	Is the rescue effort easy? <b>Why?</b>				√			RQ89.ER
	90	<b>Why</b> doesn't the team tell the men how hard the rescue effort is?		√					RQ90.ER
	91	<b>What's</b> the topic of the dialogue?		√					RQ91.ER
	92	What does "It has erupted again and again." <b>mean?</b>		√					RQ92.ER
	93	Did the SAR team come to help them? <b>How do you know?</b>				√			RQ93.ER
	94	<b>What</b> would happen if they were not evacuated?			√				RQ94.ER
	95	<b>What</b> would have happened if the mountain had not erupted again?			√				RQ95.ER
	96	<b>How</b> may we know if there is a natural disaster in one place?		√					RQ96.ER
	97	<b>What's</b> the text telling us about?		√					RQ97.ER
	98	<b>What</b> do the followings refer			√				RQ98.ER

Unit 9: Is It a Mammal ?		to? They swing from tree to tree, They eat bananas, peanuts, and fruits							
	99	<b>What's</b> the purpose of writing the paragraph?		√					RQ99.ER
	100	<b>What</b> tense is mostly used in the text?		√					RQ100.ER
	101	<b>What</b> do you call a topic that supports all sentences in a paragraph?		√					RQ.101ER
	102	In what paragraph <b>can</b> you find the following idea? The common components on all phones, The definition of a handphone, Variety of hand phone, Features in mobile phone?		√					RQ.102ER
	103	<b>Who</b> provide a cellular network?	√						RQ.103ER
	104	<b>What</b> is the function of a battery, a keypad, a screen, text message, and SIM card?	√						RQ.104ER
	105	<b>When</b> is a hand phone called a smart phone?	√						RQ.105ER
	106	<b>What</b> do manufactures do to make a handphone should you more attractive?	√						RQ.106ER
	107	<b>What</b> does the underlined word refer to? It does so by connecting to a cellular network, This has led to great innovation in mobile phone development over the past 20 years			√				RQ.107ER
	108	<b>What</b> are unexpected expenses?		√					RQ.108ER
	109	Besides saving funds, <b>what</b> else should you have to face the unexpected events?	√						RQ.109ER
	110	<b>Why</b> save your money for retirement?		√					RQ.110ER
	111	<b>What</b> does the proverb "forewarned, forearmed"			√				RQ.111ER

Unit 10: Why Is IT a Good Habit To Have?		mean?						
	112	<b>What</b> is the poem about?		√				RQ.112ER
	113	<b>Why</b> did the boy write his poem?		√				RQ.113ER
	114	<b>What</b> makes him adore his daddy?		√				RQ.114ER
	115	<b>Do</b> you think that this poem takes the form of analytical one? <b>Why?</b>				√		RQ.115ER
	116	<b>What</b> is the campaign poster about?		√				RQ.116ER
	117	<b>What</b> is the purpose of the poster?		√				RQ.117ER
	118	<b>Why</b> should we vote for Ekateryna?		√				RQ.118ER
	119	<b>Do</b> you think that this poster takes the form of an analytical one? <b>Why?</b>				√		RQ.119ER
	120	<b>What</b> does the graph show?		√				RQ.120ER
	121	<b>In which</b> month does the graph show the highest point? <b>Why?</b>		√				RQ.121ER
	122	<b>In which</b> month does the graph show the lowest point?	√					RQ.122ER
	123	<b>In which</b> month does the graph show the leveling-off?	√					RQ123.ER
	124	<b>Do</b> you think that this report takes form of an analytical one? <b>Why?</b>		√				RQ124.ER
	125	<b>What</b> is the topic of the paragraph above?		√				RQ125.ER
	126	<b>Why</b> can't you find the topic?				√		RQ126.ER
	127	<b>What</b> are the mistakes of the paragraph?				√		RQ127.ER
	128	<b>What</b> is the topic of the paragraph above?		√				RQ128.ER
	129	<b>Why</b> is it called a paragraph?				√		RQ129.ER
	130	<b>What</b> are the requirements of a paragraph?	√					RQ130.ER
131	<b>What are</b> the sentences about?		√				RQ131.ER	
132	<b>What</b> do you call the sentence above?		√				RQ132.ER	

	133	<b>What</b> is the topic of his speech?		√					RQ133.ER
	134	<b>What</b> is Councilor Harper trying to do to the audience in his speech?		√					RQ134.ER
	135	<b>Why</b> does he think that a New Town Hall is badly needed?		√					RQ135.ER
	136	<b>What</b> will the project of the New Town Hall provide?		√					RQ136.ER
	137	So, <b>what</b> is his conclusion at the end of his speech?		√					RQ137.ER
	138	<b>Which</b> one is the thesis, the arguments and the reiteration?		√					RQ138.ER
	139	<b>Does</b> the speech take the form of analytical exposition? Why?				√			RQ139.ER
	140	<b>What</b> is the topic of his speech?		√					RQ140.ER
	141	<b>What</b> is Councilor Steward trying to do to the audience in his speech?		√					RQ141.ER
	142	<b>Why</b> does he think that a New Town Hall is not necessary?		√					RQ142.ER
	143	So, <b>what</b> is his conclusion at the end of his speech?		√					RQ143.ER
	144	<b>Which</b> one is the thesis, the arguments and the reiteration?		√					RQ144.ER
	145	<b>Does</b> the speech take the form of analytical exposition? Why?				√			RQ145.ER
Unit 11: He Was a Hard Working Man	146	<b>What</b> is the text mostly about?		√					RQ146.ER
	147	<b>What</b> is the most important idea of the text?		√					RQ147.ER
	148	<b>What</b> do the details tell about the main idea?		√					RQ148.ER
	149	<b>What</b> is the text about?		√					RQ149.ER
	150	<b>According to</b> the 1st paragraph, why was 'Abdul Haris Nasution' well-known in Indonesia?		√					RQ150.ER

Unit 12: I Would Like to Teach The World To sing	151	<b>What do the underlined</b> words refer to? "...and furnish it with love.", "I'd like to hold it in my arms...", "...and keep it company.", "And hear them echo through the hills.", "That's the way it'll stay."			√				RQ151.ER
	152	Are the main ideas of the two songs different or the same? What is it about (if it is the same)? <b>What</b> are they about (if they are <b>different</b> )?				√			RQ152.ER
	153	<b>What</b> does "I" in the song "This Land Is Mine" dream about in his/her land?		√					RQ153.ER
	154	<b>Why</b> do you think the song is entitled "Rayuan Pulau Kelapa"?				√			RQ154.ER
	155	Is "I" in the first song a pessimistic or an optimistic person? How do you know?					√		RQ155.ER
	156	<b>What</b> about the land in the second song?		√					RQ156.ER
	157	<b>What</b> problems does this country face?		√					RQ157.ER
	Total	41	92	10	11	3	-	-	