



Analysis of Reading Comprehension Questions Based on Higher Order Thinking Skills in Cognitive Domain Of Revised Bloom's Taxonomy

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Info Artikel

Sejarah Artikel:
Diterima: 12 Maret 2021
Direvisi: 20 Maret 2021
Dipublikasikan: April 2021
e-ISSN: 2089-5364
p-ISSN: 2622-8327
DOI: 10.5281/zenodo.4657114

Abstract:

In 2013 curriculum , the integration of higher thinking skills are required to encourage students to achieve the competencies of critical thinking, creativity and innovation, communication, collaboration, and confidence. One of essential learning sources is textbook, therefore it should facilitate the higher thinking skills as the basis of this curriculum. As the result, this present research mainly focuses on investigating the realization of HOTS based on revised Bloom's taxonomy namely: analyzing level (C4), evaluating level (C5), and creating level (C6) in the reading comprehension questions found within English textbooks for grade 10th which are published by the Ministry of Education and Culture entitled Bahasa Inggris SMA/MA/SMK/MAK. This research is a content analysis employing descriptive qualitative approach. The researcher collected and listed the questions in the reading comprehension tasks and then calculated the percentage and frequencies of each level of cognition. The results showed that the lower order thinking skills (LOTS) are less dominant than the higher order thinking skills HOTS). After analyzing the data, the finding of HOTS in reading comprehension questions have reached 64.3 % of 100 % while it was 35.3 % for lower order thinking skills LOTS). It indicated that this textbook concentrated more on higher –level thinking questions than lower lever thinking.

Key words: *Textbook, Higher Order Thinking Skill (HOTS), Reading Comprehension, Descriptive Qualitative Method.*

INTRODUCTION

English has four skills that are essential to be mastered by the students. The skills are, listening, speaking, writing and reading. Those skills are related to

each other and can't be separated or be independent. This statement was supported by Uma and Ponambala (2001:96), they stated that mastering language skills will determine the students' communicative competence in the target language. One of

the receptive skills that have to be mastered by the students is reading. According to Brown (2007:185), reading is the most essential skill in the educational context as it can be the assessments for students' general language ability. Meanwhile Stone (2009:39), stated that reading is a fundamental goal that students must master in order to be successful in school and in life. Based on Ruth, Cynthia, Christine, and Lori (2008:39), they defined reading as several parts which are: Reading is not just a basic skill, reading is a complex process, and reading is problem-solving.

On the other hand, education plays an important role in improving quality of life. It provides knowledge, skills, and also experiences which enable people to gain success and prosperity. In preparing young generation in this century, education requires students to master several skills that are formulated under the name 21st century skills which cover the skills of critical thinking and problem solving, creativity and innovation, collaboration, question formulation, global awareness, communication skills, and technology skills (Harvard Advanced Leadership Initiative, 2014). The skills are widely acknowledged as the provision to deal with the current global challenges. Thus, it is no wonder that the 21st century skills are included in many educational policies.

As one of the learning sources, the textbook plays important role in the English teaching and learning process. Textbook is defined as a manual that comprises instructions on certain subject to assists teacher and learner to meet the objectives of the subject, Eruchalu (2012). Hutchinson and Torres (1994, p. 327) also added that "textbook is a visible and workable framework around which the many forces and demands of the teachinglearning process can cohere to

provide the basis of security and accountability that is necessary for purposeful action in the classroom". In conclusion, we can say that textbook is an important component to enable teaching and learning process work as what the intentional objectives and intentional actions have been designed. Hutchinson and Tores (1994) believe that textbook is an almost universal element of ELT teaching. A good textbook is not the expensive one, but it is good in the presenting materials and it has the relevance with the curriculum. The curriculum itself is broadly defined as the totality of student experiences that occur in the educational process. According to Sukmadinata (2000:17) curriculum is a set of subjects and educational programs provided by the educational provider, which includes lesson plans that will be given to students in one period of education. The inclusion of 21st century skills in educational settings can be seen in Indonesia through the adjustment of 2013 curriculum or known as K13. The Indonesian National Ministry of Education and Culture emphasized 21st century skills in the classroom context in the current curriculum (Ahmad, 2014). In implementing 21st century skills, critical thinking becomes one of the skills in which the Indonesian government has set standards-based curriculum (Syarifah et al. 2019). Furthermore, the policy of Directorate of High School (2015) states that students' assessment developed by teachers are expected to encourage the students' higher order thinking skills of, creativity, and build their self-reliance to solve problems.

Teaching for higher order thinking is largely a matter of identifying and using these operations of thinking in the context of subject areas such as mathematics, science, language arts, and social sciences

(Peterson, 1990). It assists them to complete their tasks in reading comprehension test and open their mind toward the issues happened in the world. Besides, in this current curriculum students are prepared to face some both internal and external challenges. According to Education and Culture Ministry, internal challenges fulfill eight standards of competencies and the development of Indonesian civilization especially human resources. Meanwhile, external challenges include globalization issues, information and technology development, social lives, adaptation ability, creative and critical thinking skills, pedagogical and knowledge development, and negative phenomenon surrounding the students, for example, drug abuse, student fights, plagiarism, and cheating in final examinations.

Some activities learned in the textbook Bahasa Inggris Siswa Kelas X SMA/MA, SMK/MAK involves warmer, vocabulary builder, pronunciation practice, reading, vocabulary exercises, text structure, grammar review, speaking, writing, reflection, and further activities. There are two factors that influence students to feel difficulties including the intelligence of students who do not understand and the question that already categorized as higher order thinking skills questions. But, the researcher only focuses on the reading activity because the researcher wants to analyze and evaluate the reading comprehension questions found in the textbook. One of the ways to encourage learners to prove critical thinking is by using reading comprehension questions. Based on the background above, the researcher interested to carry out the research that investigate the level assessment arranged by the teacher based on HOTS in Reading Comprehension

LITERATURE REVIEW

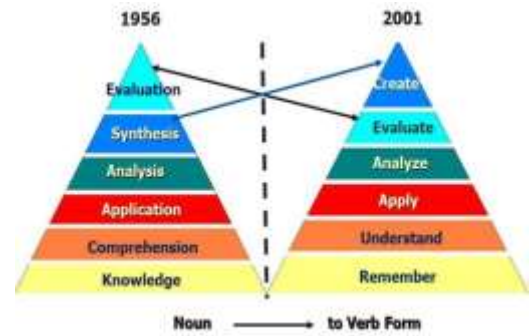
Textbook is a paper-based materials design which comprises specific design for teachers, students, and students' work-book linked together (Oates, 2014). It serves as an important role in teaching and learning activities. Using the textbook in the classroom helps teacher in delivering the materials. The standard of students works in a textbook or course book are usually suitable with the students 'knowledge competence, as Cunningsworth describes, publishing textbook has commonly passed several qualification tests from publisher in a controlled pilot studies before it is released to public (Alan, 1984). In line with Cunningsworth's statement above, Gerhard (2009) implied that at minimum an exercise in EFL/ESL textbook created by publishing companies, government agencies, curriculum development teams at the school labels, and classroom teachers. Although there are many modern media that are invented to support teachers and students in teaching-learning process, such as tape recorder, overhead and LCD projector, video, and e-book, many schools still buy and use printed textbook and references. A textbook usually provides appropriate ideas, readings, exercises, and activities related to the subject matter (Jobrack, 2012). It is one of the key components in language program. In some situations, it serves as the basis for language input for learners where they receive and practice the language in the classroom (Richards, 2010). In addition, Depdiknas (2004) defines a textbook as a set of compilation of teaching materials which are methodically arranged by the authors in order to follow the current curriculum.

The Taxonomy of Educational Objectives, known as Bloom's Taxonomy

(Bloom, Engelhart, Furst, & Krathwohl, 1956) is one of the most recognized learning theories in the field of education. Educators often use Bloom's Taxonomy to create learning outcomes that target not only subject matter but also the depth of learning they want students to achieve, and to then create assessments that accurately report on students' progress towards these outcomes (Anderson & Krathwohl, 2001). Bloom's Taxonomy comprises three learning domains: the cognitive, affective, and psychomotor, and assigns to each of these domains a hierarchy that corresponds to different levels of learning.

It's important to note that the different levels of thinking defined within each domain of the Taxonomy are hierarchical. In other words, each level subsumes the levels that come before it. So, if we look at the cognitive domain for example, we can infer that before a student can conduct an analysis, they first might need to *know* the methods of analysis, *understand* the different elements to review, and consider which method to *apply*. It is only then that they will be ready to conduct the analysis itself.

In 2001, David Krathwohl (one of Bloom's original collaborators) and co-editor Lorin Anderson published a revision to the 1956 hierarchy with contributions from cognitive psychologists, curriculum theorists, instructional researchers, and testing and assessment specialists. This new revised version introduced a key change to the cognitive domain of Bloom's Taxonomy: it shifted the language used from nouns to verbs and thereby focused the attention away from acquisition and toward active performance of the types of learning involved in each stage of the hierarchy. "Synthesis" was also dropped and "create" was moved to the highest level of the domain.



Picture 1. Bloom's Taxonomy

Brookhart (2010, p 3) defined Higher Order Thinking Skills by categorizing it in three different terms: (1) Definition of Higher Order Thinking Skills in terms of Transfer is seen as the ability of students in applying the knowledge and skills they already learnt in a new context or in an unfamiliar context. (2) Definition of Higher Order Thinking Skills in terms of Critical Thinking is seen as an ability to give a judgment. In this sense, students are demanded to be able to reason, reflect, which finally make a decision. (3) Definition of Higher Order Thinking Skills in terms of Problem solving is an ability to solve problems both in academic field and in life. In these terms, students are demanded to be able to identify and finally create a new solution towards the given problem.

Brookhart (2010, p. 39-124) further emphasized several categories that can be used to assess Higher Order Thinking Skills like: 1) Top end of Bloom's Taxonomy: a) Analyze Several activities are recognized as analysis thinking level when it involves: (1) task to break down information and make reason of it; (2) make description of the parts and find out the relation of each part; (3) task to differentiate and organize some parts to solve a problem than elaborate the reason of their relation. 33 b) Evaluate Several activities are considered in the evaluation level of thinking when students are

demanding to give a judgement regarding a material based on certain criteria. c) Create In this level, the ability to organize the existing things to make something new is required. It includes the ability to generate solutions, plan a procedure to solve certain problem, or create something new. 2) Logical reasoning This concerns with the ability of giving judgement if certain claim or assumption is true or relevant. Besides, it also emphasizes the ability to see the consistency of a given discussion. There are two types of reasoning: deduction and induction. Deduction reasoning means that the following reasoning of certain premise is the conclusion of the principles mentioned in the given premise.

In comparison, induction reasoning makes reasoning from instances or from instances to principles. Means, reasoning might be generated from instances presented. Judgement and critical thinking Critical thinking is giving a wise judgement to a certain situation. In order to give a wise judgement, several processes can be employed in order to assess the ability to use a critical judgement: evaluating credibility of an information, identifying assumptions implicitly stated in that information, and identifying rhetorical and persuasive method. Meanwhile problem solving concerns with the ability in solving problems, in this term, is intended goal. The given problem here is unusual or unfamiliar one for students. Creativity and creative thinking means observing thing, creating something new using unusual or unconventional thing. In this term, creativity involves the process of evaluation. In conclusion, we can say that Higher Order Thinking Skill (HOTS) are the ability beyond stating the previous information.

More than that, HOTS involve the activities such as, analyzing, evaluating, creating, dealing with the ability of

problem solving, critical thinking, and creativity or creative thinking.

Reading comprehension is a process of understanding a text (Kirby, 2017). He further extended that reading comprehension is the application of skills that evolved for other purposes to a new input in the form of a text. Reading comprehension is defined as a process that is not limited to read the written text only, but also understand the meaning of the text. Recently, reading comprehension is quite urgent to be activated. Nowadays, in doing reading activities, readers are not only demanded to read and understand a text, but also make meaning from the written text (Wahyuni, 2019). Furthermore, those abilities are substantial in wider field of life. Byers, John, and Kervin (2012) in Taylor (2018) mentioned that reading comprehension is crucial in all learning areas.

The skill is needed in order to get the meaning from subjects that students learn. Not only limited in the educational field, reading comprehension skill is also vital in the wider field. Taylor (2018) stated that in this 21st century, the ability to grasp and be critical of the reading text will progressively be a vital competence. In order to effectively comprehend text both in the classroom and outside, the ability to engage with the text through critical thinking and problem solving are consecutively needed. Therefore, it comes to an agreement that reading comprehension skill is a required skill for everyone in this century and a basis skill to be cultivated for further skill of reading. Day and Park (2005) stated that in order to assist students to construct meaning from a reading text, comprehension questions are designed. In this term, we assume that reading comprehension question is a question formed to enable students to gain comprehension or understanding from the

reading text. It is also added that the questions is proposed to rise students' engagement towards the text. This awareness is important to stimulate critical thinking, especially in reading activity. In accordance with critical thinking ability, it is further explained by Muayanah (2014) that reading comprehension questions could stimulate the progression of cognitive level in reading comprehension process. The progression from one level to another level might happen through various well-planned questions representing different level of task in getting into the reading text.

Therefore, comprehension questions yield many advantages in comprehending reading text. Through comprehension questions, pupils have more opportunity to engage with the text well, develop the reading comprehension performance, rise the ability of critical thinking, and also develop the cognitive level while reading. In reading comprehension questions, there are several question forms that can be devised. Day and Park (2005) mentioned the forms of the question as follows: (1) Yes/no questions Yes/no questions are the most common questions given which simply require yes/no answer. This aimed at ensuring the learners' comprehension towards text through the process of determining whether certain points are correct based on the text. These types of questions ask students to show their agreement or disagreement towards certain issues mentioned in the text (Muayanah, 2014). When these questions are presented, several follow-up questions are needed in order to encourage students to comprehend more to the gist of the text. (2) Alternative questions Alternative questions are similar with yes/no questions which mostly connected with the word 'or'. Hamzah (2011) explained "An

alternative question is a type of question that offers two or more alternative responses from which one answer should be selected." When students are given these questions, they are asked to choose one over two alternatives given. They are intentionally created in order to give a follow-up questions to form a further discussion. (3) True or false True false questions are used to know how far learners understand the text by asking them to determine whether certain statement is true or false based on the reading text/passage. True/false questions ask students to directly give attention to the points constructed by means of true/false. In order to know the learners' understanding, true false statement must be carefully designed. (4) Wh- questions Wh-questions focus on devising "what, where, when, why, who, and how" to form a question. This type of question mostly use as a follow-up questions of yes/no questions. This form of questions demand students to comprehend the text in more complex way since they are doing the process of reorganizing information, doing evaluation, or constructing personal answer based on the information on the text. In this type, the question of how/why is very helpful to rise a comprehension beyond literal meanings and to become interactive reader. (5) Multiple choice Multiple choice is a familiar type of questions since it is used in many reading tests. This form of question provides answer choices following question. They can also employ skills to predict or evaluate. As multiple choice provides students with choices, they must be carefully designed which make one choice as the desired answer, but the other choices seem to be plausible options. 46

Those elaborations lead us to the core point of reading comprehension questions. They are questions to gain

comprehension or understanding from a given passage or text. As text consists of various information, several question types can be employed to gain a complete comprehension. That is so because each type of question demands students to answer or mention different information from the text or passage. Thus, it is expected that reading comprehension questions could be the way of obtaining comprehensive information from the text covering detail information stated in the text to the information impliedly stated there.

RESEARCH METHOD

This research is a descriptive qualitative research using content analysis method which examines the realization of Higher Order Thinking Skills (HOTS) in reading comprehension questions found in the textbooks entitled "Bahasa Inggris SMA/MA/SMK/MAK published by the Ministry of Education and Culture for grade X". Brown and Rodgers (2002) state that descriptive method is used in some research which describes an event or situation in numerical terms. They applied content analysis to identify questions in reading comprehension tasks. Content analysis is a simple research approach that

is used to analyze books, documents, and etc. According to Rose, et al. (2015) content analysis is a flexible research approach that can be applied to a wide variety of text sources. It is used to classify parts of the text through the application of an arrangement and systematic scheme from which conclusions can be drawn. It can be used with either qualitative or quantitative data. Cole (1988) says that content analysis is a method of analyzing written, verbal or visual communication messages to do deep analyzing toward an object. Moreover, it is used to identify the interpretation of texts, images, and other expressions (Krippendorff, 1980). The researchers adopted content analysis checklist from

Pratiwi (2014) based on Bloom's revised Taxonomy. The data was processed by using the percentage formula as recommended by Sudjana (2002, p. 43).

RESULTS AND DISCUSSIONS

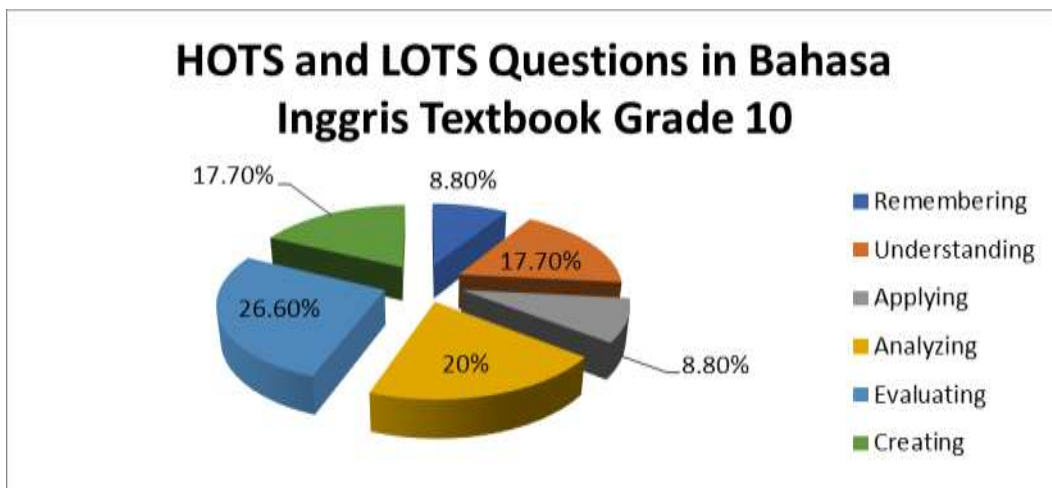
The results of this study are shown in Table 1 which shows the level of the frequency and the percentage in the six levels of the cognitive domain in each of the five chapters of the textbook.

Table 1 Frequencies and Percentages of the Reading Activities in the Six Levels of Cognitive Dimensions

CHAPTER	LEVEL OF COGNITIVE DIMENSIONS						TOTAL
	C1	C2	C3	C4	C5	C6	
I	1 (9, 1%)	4 (36, 3%)	-	2 (18, 1%)	2 (18, 1%)	2 (18, 1%)	11
II	1 (11, 1%)	-	2 (22, 2%)	2 (22, 2%)	3 (33, 3)	1 (11, 1%)	9
III	-	1 (12, 5%)	1 (12, 5%)	1 (12, 5%)	3 (37, 5%)	2 (25 %)	8
IV	3 (30 %)	3 (30 %)	1 (10 %)	1 (10 %)	1 (10 %)	1 (10 %)	10
V	-	-	-	3 (42, 8%)	3 (42, 8 %)	1 (14, 2%)	7
TOTAL	4	8	4	9	12	8	46
PERCENTAGE	8,8 %	17,7 %	8, 8 %	20 %	26,6 %	17,7 %	

After categorizing reading comprehension questions in every chapter based on revised taxonomy bloom, the researchers found that the most dominant cognitive domain was evaluating level (C5). The frequency of evaluation was 12 out of 45 questions and the percentage was 26.6 %. The second rank was analyzing level (C4) with the frequency of 9 out of 45 and the percentage was 20 %. The third rank were understanding level (C2) and

creating level (C6) with the frequency of 8 out of 45, equal to 22.2 %. The last levels were remembering (C1) and applying (C3). The frequencies of both items were the same; 4 of 45 or 8.8 %. From the frequencies of cognitive domain above, it can be concluded that this book provides enough HOTS questions for the students. The HOTS percentages are described in the pie diagram below



Picture 2. The Hots Percentages

The higher order thinking skills have been dominantly formulated with 29 out of 45 which similar to 64,3 % of reading comprehension questions meanwhile the lower order thinking skills cover only 16 out of 45 equal to 35, 3 %. Based on the data analysis toward BAHASA INGGRIS for SMA/MA/SMK/MAK Grade X Semester I textbook, the more dominant level of the cognitive domain of Bloom's revised taxonomy used in the textbook is higher order thinking skills (HOTS) level than LOTS level. It can be seen from the analysis result table that 29 questions out of 45 reading comprehension questions were classified as HOTS level. The percentage was 64.3 % of 100 %. Besides, the researcher found only 16 questions or

35.3% categorized into LOTS). From the three levels of HOTS cognitive domain, evaluating level (C5) was the most dominant level which appeared frequently with the percentage of 26.6 %. It means this textbook encouraged the students to judge, compare or assesses some ideas in the reading comprehension text. From the percentages above, it implies that the writers of this textbook included enough HOTS questions and presented some materials which could generate and attract learners to use all their Analysis of Reading Comprehension Questions by Using Revised Bloom's Taxonomy on Higher Order Thinking Skill (HOTS) optimally.

The numbers of questions requiring high cognitive domain in all chapters of

the textbook implies that the authors took that into consideration in stimulating the learners to use HOTS. It means that this book prepared the students to think critically and make the solution of some problems according to the ideas in the text. A good textbook should be more emphasizing on HOTS. Freahat and Smadi (2014) studied that the reading content in high school textbooks has higher –level thinking questions than the reading material of university textbooks in Jordan. The first research question is focused on analyzing level (C4). The question is “to what extent is analyzing level (C4) of Bloom’s revised taxonomy included in the reading comprehension tasks of English Textbook grade eleven?”

Analyzing level (C4) ranked the second position of HOTS application in reading questions after evaluating level. Based on the findings above it can be concluded that 9 of 45 questions were classified as analyzing level (C4). The percentage was 20 % of 100 % (see in diagram). Those questions (C4 questions) had a balanced distribution in the entire chapters. They separated in each chapter (see in Table 1). This result showed that the textbook provides some questions which develop students’ higher thinking skills. These questions promote the students’ skills to distinguish, investigate, or analyze the questions according to the text given.

According to Brookhart (2010) analysis level questions present students with materials (or ask them to locate materials), then ask questions or present problems whose answers require differentiating or organizing the parts in some reasonable manners. It means that analysis is the ability to break down material into its component parts in order to understand its organizational structure. This Analysis level involves identifying

parts, analyzing the relationships between parts, and recognizing the organizational principles involved.

The researcher found that most of the questions in this book, 12 of 45 questions, were included into evaluation level (C5). The percentage was 26,6 %. It means that this book provided a high frequency of HOTS questions. However, the distribution of these levels of questions was not balanced with other HOTS questions. Evaluation level (C5) had more portion than the analyzing level (C4) and creating level (C6). Meanwhile analyzing level (C4) and creating level (C6) were only 9 and 8 questions.

From the percentage of evaluating level above, it can be implied that the writers of this book put the evaluation portion in the first level of cognitive domain. It is because the writers’ purpose was to develop level of thinking more on evaluating level as it involves the ability to judge the value of material for a given purpose, based on definite criteria determined by students or teachers. These criteria may be internal organizational criteria, or external criteria that are relevant to the objectives. The category of evaluation involves thinking processes from all the previous ones and is therefore the highest in the hierarchy of thinking processes. The results will draw attention to the details, increase comprehension and expand problem solving skills.

The result showed that 17,7 % of the reading comprehension tasks belonged to creating level (C6). The frequency was 8 of 45 questions and ranked in the second position as well. They were separated in every chapter. According to Brookhart (2010) creating means reorganizing existing things to make something new. Current students with a task to do or a problem to solve that include generating multiple solutions, planning a procedure to

accomplish a particular goal, or producing a new thing. Students are asked to write, compile, or compose the paragraph or any ideas according to the idea of the reading comprehension text in creating level (C6).. This study results also showed that this textbook “BAHASA INGGRIS for SMA/MA/SMK/MAK Grade X” represented the Indonesian stipulated curriculum. It means that this book has fulfilled the standard of an ideal book that the reading comprehension questions mostly emphasize on HOTS that stimulate the students to think analytically and critically.

CONCLUSIONS

Based on the findings, the researcher found the percentages of HOTS questions are more dominant than LOTS questions. It is 64.3 % from entire questions. They are distributed evenly in each chapter. Besides, only 35.3 % are categorized as LOTS questions. After analyzing all the questions in all chapters in the textbook, the researchers can reveal the percentage of the reading comprehension questions emphasizing the tree up level of Bloom’s revised taxonomy, namely analyzing level, evaluating level, and creating level. Based on the findings, it reveals that most of these questions are emphasized on HOTS especially on evaluating level (C5) with the percentage of 26.6 %. It means that the writers of the textbook expect the students of eleventh grade can think critically, creatively and logically. Analyzing level (C4) placed the second rank that reached 9 or 20 % and creating level (C6) ranked in the third position each which have 8 that equals 17,7 % out of 45 reading comprehensions questions. Most of the questions in the reading comprehension task ask students to think more analytically and critically based on their own opinion.

The questions need not only remembering or understanding but also analyzing, evaluating, and creating.

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