



**Reading Questions in "English for Nusantara" Textbook
by Using Revised Bloom's Taxonomy**

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Abstract

This study aims to determine the categories of cognitive process dimension contained in the textbook "English for Nusantara" and to find the proportion of cognitive process dimensions between LOTS and HOTS in the textbook "English for Nusantara" using the Revised Bloom Taxonomy. This research was a descriptive quantitative research. The subject of this research was the textbook "English for Nusantara" for grade 7 junior high school in the 2022/2023 academic years. This study used a checklist instrument to collecting data. The results of this study: 1) There are 3 categories of cognitive process dimensions in the reading questions in the textbook "English for Nusantara" namely remembering, understanding and analyzing. 2) The proportion between LOTS and HOTS was 92.10% of the reading questions in the textbook "English for Nusantara" are LOTS and 7.89% of the questions are HOTS. It means LOTS was more dominant than HOTS in reading questions in the textbook "English for Nusantara". This research found that reading questions in "English for Nusantara" textbook not appropriate with the achievements of junior high school English learning in the Merdeka curriculum. As a suggestion, reading questions in the textbook "English for Nusantara" should be appropriate with learning outcomes. Thus, there needs to be an evaluation to appropriate with the achievements of junior high school English learning in the Merdeka curriculum. Teachers can also modify learning or use other supporting textbooks. Thus, learning will be appropriate with the achievements of junior high school English learning in the Merdeka curriculum.

Keywords: Reading Questions; Textbook; Revised Bloom's Taxonomy.

Introduction

Many textbooks used by teachers are found to be problematic. Olimat and Jordan (2015) found that the English textbook used by a public school in Jourdan did not have a balance composition between knowledge and comprehension. They argue that it is important to have the balance questions based on Bloom's taxonomy in a textbook (ibid). Riazi and Mosalanejad (2010) found that pre-university and high school textbooks in Iranian were more dominant in the lower level. The expectation that textbooks in higher grades should use higher-level textbook appropriate the needs and abilities of students. But, in reality high school textbooks have a higher level than pre-university textbooks.

Teachers depend very much on textbooks. They rarely have time to design their own materials for their students. According to Sánchez and Valcárcel (1998) teachers depending on the textbook being used (92%), although most teachers (59%) modify based on the need in teaching. At schools, there are many textbooks used by teachers. In textbooks, exercises or questions related to learning material are considered as important. Each question usually has its own purpose and category which aims to develop students' skills and abilities. Stoller et al. (2013) explains that the questions relate to reading teaching and reading questions given by teachers can help students become better readers. It means though reading question can help student in developing reading skills. Questions are a tool that can be used to improve students' thinking skills (Lubliner, 2004). It means giving questions to students can improve their thinking skills.

There are many factors of difficulty in answering questions and maybe one of them is that each question has different levels. But, difficulties that make students think critically and can improve their abilities. Questions in learning can be said as effective if these questions can stimulate students to think critically so that learning will be effective. Questions can encourage students to think critically. Reading can be said to be effective if questions arise that make students think critically (Hayati, Syahrudin, and Fitrawati, 2012). Reading can raise questions of curiosity regarding students' understanding of their understanding. In the revised Bloom's Taxonomy Theory, thinking has six different levels, namely remembering, understanding, applying, analyzing, evaluating and creating.

According to Gak (2011) a good textbook should provide a useful resource for teachers as learning designers and students who learn to use the textbook. Each

subject has its own textbook which is useful for supporting better learning. In each curriculum that is applied, the textbooks used will be different because the textbooks follow the concepts of the curriculum. Each subject has its own textbook which is useful for supporting better learning. In each curriculum that is applied, the textbooks used will be different because the textbooks follow the concepts of the curriculum. As a consequence, the textbook used will be a medium for the success of the curriculum. In the Curriculum Merdeka, which is the latest curriculum at this time, teachers' uses a textbook called "English for Nusantara" in teaching students published by The Ministry of Education and Culture.

There are several studies on analyze reading question in textbooks. One of them, Tayyeh et al., (2021) found English textbook for Iraq fail to present a high order level of reading questions. Aqeel and Farrah (2019) found "English for Palestine" textbook lower order levels are more dominant especially the level of literal comprehension. Noya (2016) found the Integrated Course book did not cover all cognitive dimensions of the Revised Bloom's Taxonomy theory. Putri (2020) found only four categories of cognitive process dimensions in the textbook, namely remembering, understanding, analyzing and evaluating. Laila and Fitriyah (2022) found that only 17% of the questions included in the high order thinking skill (HOTS) category in the textbook had 142 reading questions. Ulum (2016) found that the level of knowledge was more dominant in reading comprehension questions, with a percentage of 51%.

Currently, education in Indonesia used the latest curriculum, namely the Merdeka Curriculum. To achieve the goals of the curriculum, classroom learning used textbooks that are relevant to the curriculum. The textbook used is "English for Nusantara". Knowing the importance of textbooks in the learning process, textbooks must be analyzed and examined to determine the quality of textbooks.

Based on the explanation above, this research looked for the cognitive level of reading questions in the textbook "English for Nusantara" and focuses on analyze proportion of HOTS or LOTS in "English for Nusantara" textbook using the Revised Bloom's Taxonomy. After knowing the cognitive level of reading questions in the textbook, it can be explained whether the textbook is appropriate for use in the Merdeka Curriculum.

Research Methodology

The design of this research was descriptive quantitative research. Quantitative descriptive research is research that uses numerical data which is the result will be described based on data in the form of number or statistics. According to Margono (2012), descriptive research is research that describes the data and characteristics used to describe the population, the use of descriptive methods in research aims to obtain accurate, factual and systematic data. Thus, that statistics and results appear in the form of a percentage and described. In process analyzing the reading questions in the textbook "English for Nusantara", the researchers used the cognitive level of Revised Bloom's Taxonomy. This research only analyzed reading questions in textbooks.

The researchers used the textbook "English for Nusantara" textbook as the object of this study. The "English for Nusantara" textbook is a textbook used in the Merdeka Curriculum. This textbook used for grade 7 junior high school. The "English for Nusantara" textbook published by the ministry of education and culture. This textbook has 5 sub-learning chapter and each chapter have three units, there is a reading session which contains reading questions as student practice. There are 17 reading texts with total 76 reading questions in the textbook. The researchers analyzed all the reading questions in the textbook.

The instrument in this study used a checklist. The researchers provided a table containing the cognitive level. Then, the researchers classified the data by category so that the data were divided into several categories and the researchers will mark (√) in the column in the previously prepared table based on the reading questions in the "English for Nusantara" textbook. In collecting data, the researchers used a checklist instrument adopted from research (Pratiwi, 2014). The checklist table used aims to simplify and achieve the objectives of this study.

In collecting data, the data were collected and listed all reading questions in the "English for Nusantara" textbook. The data were collected though: 1) the researchers prepared a table checklist containing the cognitive level of Revised Bloom's Taxonomy. The reseachers was used a checklist (adopted by Pratiwi, 2014). 2) The researchers analyzed the reading questions in "English for Nusantara" textbook. 3) The data obtained was entered into the table checklist. 4) The researchers categorized the reading questions in the textbook "English for Nusantara" by placing a symbol (✓) in the column in the table provided.

After collecting the data, this research has several stages to find the results. According to Lestari (2019), there are six stages in analyzing data, namely analyzing documents, tabulating, coding, classifying, analyzing and reporting. First, the researchers analyzed the document. By reading the textbook that will be studied, the researchers marked and collected every reading question in the textbook. Second, the researchers were tabulated the data. Then, classified into a checklist table that has been prepared beforehand. Thus, it was make it easier to clasify the data at a next stage. Third, coding. The researchers used the code for each classification in the table. The code used was based on Revised Bloom's Taxonomy. Fourth, the data obtained in the previous stages were classified based on the Revised Bloom's Taxonomy so that the data grouped based on its cognitive processes dimension. At this stage, the researchers classified the data together with the co-rater. After the data had been classified, they were calculated based on the classification to get a percentage. Thus, the cognitive process dimension was known which is the least and most. Fifth, the data obtained was analyzed to determine the proportion cognitive process dimension between High Order Thinking Skills (HOTS) or Lower Order Thinking Skills (LOTS) in the textbook. Finally, the researchers reported the results obtained. The researchers described the results in a checklist table to drawed conclusions and answered research questions.

In this study, the researchers were assisted by co-rater to have reliable data findings. The researchers and co-rater analyzed and categorized the data. Inter-rater agreement is the level of agreement among raters. The point is the suitability of the analysis between the researchers and the co-rater on the research object. Thus, the resulting data was reliable. The co-rater in this study is a lecture of English Education Study Program at University of Bengkulu. To find out the agreement between the researchers and the co-rater, the researchers used the Percent Agreement. A benchmark that can be used to assess reliable agreements. According to Hartmann (1977) & Stemler (2004), states that if the value obtained from 75% to 90% indicates an acceptable level of agreement. This research used Percent Agreement as stated in McHugh (2012).

Result and Discussion

Result

This section consists of two parts. First, how many categories of cognitive

process dimensions of the Revised Bloom's Taxonomy are found in the reading questions in "English for Nusantara" textbook. Second, what is the proportion of cognitive process dimension between HOTS and LOTS based on Revised Bloom's Taxonomy in the textbook "English for Nusantara". This study had been analyzed the data obtained in the reading questions in the textbook "English for Nusantara ". This study analyzed the data for each unit in the textbook. The data obtained was totaled 76 reading questions on 17 reading texts presented in the textbook.

Based on the data analyzed, the results shows that remembering with a total of 67 reading questions with a percentage (88.15) is the category of the most cognitive process dimension. The second is analyzing with 6 reading questions with a percentage (7.89%) and the third is understanding with 3 reading questions with a percentage (3.94%). There were no reading questions in the other three categories namely applying, evaluating and creating with a percentage of 0%.

Table 1. Frequency and percentage

Chapters	Cognitive Process Dimension					
	Rem	Und	App	Ana	Eva	Cre
Chapter 1	14	1	0	1	0	0
Chapter 2	5	0	0	0	0	0
Chapter 3	15	1	0	0	0	0
Chapter 4	19	0	0	5	0	0
Chapter 5	14	1	0	0	0	0
Total	67	3	0	6	0	0

Rem: Remembering
App: Applying
Eva: Evaluating

Und: Understanding
Ana: Analyzing
Cre: Creating

From the table 1, the data obtained shows that remembering with a total of 67 reading questions with a percentage (88.15) is the category of the most cognitive process dimension. The second is analyzing with 6 reading questions with a percentage (7.89%) and the third is understanding with 3 reading questions with a percentage (3.94%). There were no reading questions in the other three categories namely applying, evaluating and creating with a percentage of 0%. The table above shows that the reading questions in the textbook "English for Nusantara" do

not meet the categories in the cognitive process dimension. In the reading questions the textbook was only included in 3 categories (remembering, understanding and analyzing) and the other 3 categories were not present at all (applying, evaluating, and creating). The most numerous and most dominant category of cognitive process dimension is remembering.

The following explanations of the analysis of the "English for Nusantara" textbook for each chapter as follow:

Chapter 1: About Me

This chapter discusses a person's personality with the theme "About Me". In this chapter there are 16 reading questions. 14 of the 16 reading questions in this chapter are included in the remembering category (C1), 1 reading question is included in the understanding category (C2) and 1 question is included in the analyzing category (C4).

Table 2. The examples of a reading question in chapter 1: About Me

Questions	Categories
<i>"Who loves playing badminton?"</i>	C1
<i>"They ride their bicycles together on weekends. What does the word 'they' refer to?"</i>	C2
<i>"Do you agree with Pak Edo that cycling is useful for health and the environment? Explain."</i>	C4

Chapter 2: Culinary and Me

This chapter explains about cooking and how to cook and the theme of this chapter is "Culinary and Me". In this chapter there are 5 reading questions which are all included in the remembering category (C1).

Table 3. The examples of a reading question in chapter 2: Culinary and Me

Questions	Categories
<i>"How many layers does Monita's cakes have?"</i>	C1
<i>"What are the toppings?"</i>	C1
<i>"What kind of drinks does she have when she eats the cake?"</i>	C1

Chapter 3: Home Sweet Home

This next chapter discusses home and family and has the theme "Home Sweet Home". In this chapter there are 16 reading questions. 15 of the 16 reading

questions were included in the remembering category (C1) and 1 reading question was included in the understanding category (C2).

Table 4. The examples of a reading question in chapter 3: Home Sweet Home

Questions	Categories
<i>"Why does Sinta want to make sticker signs?"</i>	C1
<i>What does Tamara hang between the posters?</i>	C1
<i>"Can you separate them based on the categories?"</i>	C2

Chapter 4: My School Activities

This chapter discusses activities and competitions at school according to the theme of this chapter, namely "My School Activities". In this chapter there are 24 reading questions. Of the 24 reading questions, 19 reading questions were included in the remembering category (C1) and 5 reading questions were included in the analyzing category (C4).

Table 5. The examples of a reading question in chapter 4: My School Activities

Questions	Categories
<i>Why does Ibu Ayu teach English online?"</i>	C1
<i>"Do you think Ibu Ayu needs to make online learning rules? Explain."</i>	C4
<i>Do you find similarities between Galang's and Andre's infographics? What are they?</i>	C4

Chapter 5: This is My School

This chapter discusses school and its extracurriculars in accordance with its theme, "This is My School". In this chapter there are 15 reading questions. 14 reading questions are included in the remembering category (C1) and 1 reading question is included in the understanding category (C2).

Table 6. The examples of a reading question in chapter 5: This is My School

Questions	Categories
<i>"What kind of extracurricular activity does Galang join?"</i>	C1
<i>Why does Sinta want to join the singing competition?</i>	C1
<i>"Which activity is NOT right when joining an online class?"</i>	C2

After knowing what categories are in the textbook, the researchers also found a significant comparison between higher order thinking skills (HOTS) and lower order

thinking skills (LOTS). This research shows that the reading questions in the textbook "English for Nusantara" are dominant in remembering which a lower order thinking skill (LOTS) is.

Table 7. Proportion LOTS and HOTS

Cognitive Process Dimension					
Lower Order Thinking Skill			Higher Order Thinking Skill		
Rem	Und	App	Ana	Eva	Cre
88,15%	3,94%	0%	7,89%	0%	0%
Total	92,10%		7,89%		

Rem: Remembering
App: Applying
Eva: Evaluating

Und: Understanding
Ana: Analyzing
Cre: Creating

Based on the table 7, it shows that 92.10% of reading questions in the book "English for Nusantara" was lower order thinking skills (LOTS) and 7.89% of reading questions was higher order thinking skills (HOTS). It can be concluded that the reading questions in the book "English for Nusantara" was dominant in the lower order thinking skills (LOTS) with a percentage of 92.10%.

Discussion

Based on the results of the analysis of the reading questions in the textbook "English for Nusantara" for grade 7th, the researchers found that the reading questions in the textbook are dominant in the lower order thinking skills (LOTS) based on Revised Bloom's Taxonomy.

The results show that in the book "English for Nusantara" there are 3 categories of cognitive process dimensions, namely remembering, understanding and analyzing. The most numerous category of cognitive process dimension is remembering. That means a lot of reading questions in the textbook "English for Nusantara" train students' memory of reading texts. Students are trained to retrieval of previously acquired information. The next category of cognitive process dimension that has the most is analyzing. Students are also trained to analyze a reading text through reading questions. That means students are looking for implied information related to reading text and another category of cognitive process dimension that exists is understanding. Few reading questions are included in the

understanding category. It means that there are only a few questions that train students' understanding of the reading text.

Based on the results, there are 3 categories of cognitive process dimensions namely applying, evaluating, and creating do not exist in the reading questions in the textbook "English for Nusantara". It can be concluded that the reading questions in the textbook "English for Nusantara" do not cover all categories of cognitive process dimensions based on Revised Bloom's Taxonomy.

The results of this research are not in line with the achievements of learning English in the Merdeka curriculum. Based on the "SK Kepala BSKAP No. 8 Tahun 2022", the achievements of learning English in the Merdeka curriculum were students are able to use spoken, written and visual texts to interact and communicate in English, students are able to use various types of text, students are able to discuss in expressing opinions, feelings, and desires, and students capable of producing text.

Related to the theory of Revised Bloom's Taxonomy, to achieve these learning outcomes the appropriate cognitive level should be the applying category (C3) to achieve students being able to use spoken, written and visual texts to interact and communicate in English, students are able to use various types of text and also the analyzing category (C4) and the evaluating category (C5) to achieve students being able to discuss in expressing opinions, feelings and desires. The creating category (C6) to achieve students are able to produce text. The results in this research was more dominant at the remembering category (C1) and should be more dominant at applying (C3), analyzing (C4), evaluating (C5), and creating (C6) category.

Based on the information above, it is suggested to range the student's achievement from C4 to C6. While the reading questions in this textbook seems dominantly occupied by C1. It can be presumed that the textbook is mostly covering the first cognitive level based on Revised Bloom's Taxonomy. As the "SK Kepala BSKAP No. 8 Tahun 2022" underlined that the textbook for SMP should cover the range C4-C6, it looks like the textbook is still not correspond to the suggested requirement.

This result is the same as Putri (2020) and Noya (2016). They found that the reading questions in the textbooks they studied did not cover all categories of the cognitive process dimension. Despite of this similarity, the objects studied by them were different namely textbook for 12th grade senior high school and textbook for

university, while this research was textbook for 7th grade junior high school. This shows that reading questions in textbooks at different levels also do not cover all categories of cognitive process dimensions. However, the results of this study is different for Laila and Fitriyah (2022). They discovered that all categories of Cognitive Dimension Process in the textbook in the study were found. The textbook in the study was a textbook for the 12th senior high school level different from this study for the junior high school level. The possible reason is because this textbook for grade 7 junior high school, its level can be said to be the beginner level. Thus, the textbook adapts to students' abilities and the reading questions in the textbook emphasize more on the LOTS level such as remembering, understanding and applying. Therefore, because the textbook emphasizes the LOTS level, the categories of cognitive process dimension in reading questions in the textbook are uneven or non-existent.

The proportion between lower order thinking skills (LOTS) and higher order thinking skills (HOTS) is very significant skills (LOTS) and higher order thinking skills (HOTS) is very significant. The differences in frequency and percentage is very much different. Lower order thinking skills (LOTS) are more dominant than higher order thinking skills (HOTS).

Contrary to initial expectations, the reading questions in the textbook "English for Nusantara" turns out to be dominant in the lower order thinking skills (LOTS). The researcher's initial prediction was that the textbook "English for Nusantara" was dominant in higher order thinking skills (HOTS). This assumption is because the textbook is used in the Merdeka curriculum which emphasizes students' creative and critical thinking skills. This is inversely proportional to the results found in this study. Reading questions in the textbook "English for Nusantara" are dominant in lower order thinking skills (LOTS). Thus, it can be concluded that the reading questions in the textbook "English for Nusantara" are not yet in line with the Merdeka curriculum. Therefore, to support learning to read in class suitable to the Merdeka curriculum, teachers can modify the reading questions according to the Merdeka curriculum and can use other supporting textbooks that are in suitable with the Merdeka curriculum. Teachers also can replace textbook that are more in line with the achievements of the Merdeka curriculum. Thus, the achievements of the independent curriculum in learning can be fulfilled.

Different from the research of Febrina et al., (2019) that discovered that Higher Order Thinking Skills (HOTS) were more dominant than the lower order thinking skills (LOTS) on the reading question in the teaching book under study. The object of the research is a textbook for grade 11th senior high school. Because textbooks are used for higher levels, reading questions in the textbook are more difficult and have a cognitive level of Higher Order Thinking Skills (HOTS). On the other hand, the result of this study is same with Tayyeh et al (2021). They found that lower order thinking skills (LOTS) were more dominant than higher order thinking skills (HOTS) in their textbook studied. The possible reason is the reading questions in both textbooks designed and focused on the lower thinking process. Thus, the textbook places more emphasis on questions that rely on memory. Moreover, the categories of cognitive process dimension in the two textbooks that is most dominant is remembering.

The results of this study are that the reading questions in the "English for Nusantara" textbook do not cover all categories of cognitive process dimensions of revised Bloom's Taxonomy. This textbook only has categories remembering, understanding and analyzing. Reading questions in the textbook "English for Nusantara" are dominant in lower order thinking skills (LOTS).

Conclusion and Suggestion

Conclusion

The research questions and the aims of this study about reading questions in the textbook "English for Nusantara" for 7th grade students in junior high school and analyzed the textbook based on the cognitive process dimension of revised Bloom's Taxonomy. This study found that the reading questions in the textbook did not cover all categories of cognitive process dimensions, only covering remembering, understanding and analyzing. Reading questions in the textbook do not require students' critical and creative thinking skills because the textbook was dominant in lower order thinking skills (LOTS) even though the aim of the current curriculum is to encourage a higher level of student thinking.

This research focused on finding out which categories of cognitive process dimensions were in the reading questions in the textbook "English for Nusantara" and looking for the proportion between higher order thinking skills (HOTS) and lower order thinking skills (LOTS). This research can help the author in evaluating this textbook and it will be better if the textbook is in accordance with the curriculum that is being

used. The future researchers will be better and more interesting if they examine the whole of this book and every activity in this book and can assess this book as a whole.

Suggestion

Based on the results of this study, the reading questions in the textbook "English for Nusantara" should emphasize high order thinking skills (HOTS) in accordance with the achievements of the Merdeka curriculum to create students who have creative and critical thinking. Reading questions in textbooks should be appropriate with the learning outcomes to be achieved. This research can be used as material for evaluating textbooks to make them better. To support the achievement of the curriculum, teachers must also use and look for other textbooks that can support the achievement of the Merdeka curriculum. The teacher can also modify the questions in the textbook so that students can think critically so that the questions generated are in the form of higher order thinking skills (HOTS). As a result, learning will be in accordance with the achievements of the Merdeka curriculum.

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