USING THE REVISED BLOOM'S TAXONOMY TO ANALYZE THE READING COMPREHENSION QUESTIONS IN THE EFL TEXTBOOK FOR YEAR X OF HIGH SCHOOL

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ABSTRACT

Reading is an essential skill in the mastery of a language as the more the students read, the more exposed they are to the target language. Giving reading comprehension questions that suit the students' thinking level has been widely known to foster critical thinking and reading comprehension. This study, analysing an EFL textbook for year X of high school based on the cognitive domain of the Revised Bloom's Taxonomy, aimed (1) to explore the cognitive level of the reading comprehension questions found in the textbook based on the Revised Bloom's Taxonomy and (2) to explore appropriate reading comprehension questions to supplement the EFL textbook to meet the Curriculum of 2013. The findings show that the proportion between LOTS and HOTS questions was 85.5% and 14.5%. Considering that the EFL textbook was dominated by LOTS questions, it was concluded that the EFL textbook was not appropriate for 10th-grade students. Therefore, this study proposed 84 appropriate reading comprehension questions to supplement the EFL textbook to allow the students to hone their reading skills through various cognitive processes. There was an increase of 20.4% in the percentage of HOTS questions after the addition of the researcher's supplementary questions, so the proportion between LOTS and HOTS questions became 65.1% for LOTS questions and 34.9% for HOTS questions.

Keywords: *reading comprehension questions, EFL textbook, the Revised Bloom's Taxonomy, higher-order thinking skills, the Curriculum of 2013*

INTRODUCTION

English has been acknowledged as an international language, especially in this globalization era where people in all countries communicate and interact using English for various purposes such as commerce and politics. To master English, four language skills should be learned, including listening, speaking, reading, and writing. In fact, people meet reading on a daily basis when they read written texts like articles, magazines, social media, newspapers, etc. Therefore, reading is an important skill contributing to language development as learners who read regularly will eventually be accustomed to frequent exposure to the target language.

Realizing that mastering English is essential, the Indonesian government has proposed the Curriculum of 2013 (K13) covering English competencies to guide the teachers. K13, which has been implemented since 2013, uses the Revised Bloom's Taxonomy as a guideline to determine the competence achievement that students from elementary school, junior high school, senior high school, and college should acquire. In K13, it is stated that students should be given several aspects in their learning like character building, literacy, 4C (creative, critical thinking, communicative, and collaborative), and higher-order thinking skills (HOTS). Therefore, English teachers are expected to provide the students with learning materials emphasizing higher-order thinking skills.

Most schools in Indonesia have been using textbooks as the core resource of subject learning.

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Cunningsworth (1995) states that textbooks provide exercises and activities to enhance subject learning. In the context of teaching reading skills, Moreillon (2007) mentions that questioning is one of the useful strategies to develop reading comprehension. However, the reading comprehension questions should be selectively chosen to be appropriate to the students' thinking level. In order to determine the appropriateness of the reading questions, the cognitive domain of the Revised Bloom's Taxonomy was used in this study.

In general, most EFL textbooks published in Indonesia are written based on the basic competences in K13. However, previous studies analyzing EFL textbooks found that the dominant level of some EFL textbooks is still lower-order thinking skills (LOTS). Thus, this research was intended to analyze an EFL textbook published by a well-known publisher in Indonesia written for 10th-grade students in terms of the suitability of the reading comprehension questions based on the Revised Bloom's Taxonomy and the English competencies stated in K13.

LITERATURE REVIEW

The literature review discusses reading comprehension, reading comprehension questions, textbook, Revised Bloom's Taxonomy, and the Curriculum of 2013 (K13).

Reading Comprehension

Reading comprehension is the ability to decode the comprehension problems found in the reading text (Moreillon, 2007). Every student should be taught the necessary skills to become effective readers at their school. There are several reading comprehension strategies that should be mastered to make connections within the text information and convey the meaning of the reading text. Zimmermann & Hutchins (2003) divide reading comprehension strategies into seven strategies, namely: activating or building background knowledge, sensory images, questioning, making predictions and inferences, determining main ideas, fix-up options, and synthesizing.

Those reading comprehension strategies are also elaborated further in Moreillon's book entitled *Collaborative Strategies for Teaching Reading Comprehension.* The first reading comprehension strategy, *activating or building background knowledge*, is the strategy to connections of the readers' knowledge in the entire process of reading to understand the text, including prior, during, and after reading the text. *Sensory images* is the strategy to imagine what they read inside their mind by connecting visual, auditory, and other sensory images. *Questioning* is the strategy to ask questions before, during, and after reading to practice deriving meaning and making predictions. *Making predictions and inferences* is the strategy to identify the most important ideas or themes of the text. *Fix-up options* is the strategy to get the meaning of certain unknown words through problem-solving strategies like rereading, asking questions, reading aloud, etc. *Synthesizing* is the strategy to catch the overall meaning of the text.

Reading Comprehension Questions

Reading comprehension questions are questions to check the readers' understanding of the reading text (Grellet, 1981). According to Lewis and Jimmie (1992), questions that are effective to test reading comprehension are questions presenting different ideas from what is stated in the text since the questions require the readers to relate the information from the text to something outside the text. Nuttall (1996) adds that reading comprehension questions also help readers be aware of the language presented in the text and help readers interpret the text. According to Nuttal, there are six kinds of reading comprehension questions, namely: questions of literal comprehension, questions involving reorganization and reinterpretation, questions of inference, questions of

evaluation, questions of personal response, and questions concerned with how writers say what they mean.

Textbook

Textbooks are a helpful guide for teachers in managing lessons. Gak (2011) says that textbooks are wonderful resource for teachers and students as they help design the lesson and help the students learn the subject. Hutchinson & Torres (1994) suggest that textbooks help the implementation of a curriculum in the lesson because it the use of textbook has in the form of exercises and activities to support the learners in practicing their English. In the context of teaching reading skill, textbooks provide reading passages with exercises and activities to give enjoyable variations during the reading process.

Revised Bloom's Taxonomy

Revised Bloom's Taxonomy is the revision of the original Bloom's Taxonomy created in 1948. The original taxonomy was intended to classify the goals to be achieved in the teaching and learning process (Bloom, 1956). The original taxonomy includes six levels of thinking skill, namely: knowledge, comprehension, application, analysis, synthesis, and evaluation. Anderson and Krathwohl (2001) revised the original framework in 2001 by adding two dimensional frameworks which include the cognitive process dimension and knowledge dimension. This research was based on the cognitive process dimension of the Revised Bloom's Taxonomy.

There are two changes in the cognitive domain of the taxonomy, which is shown in the following figure:

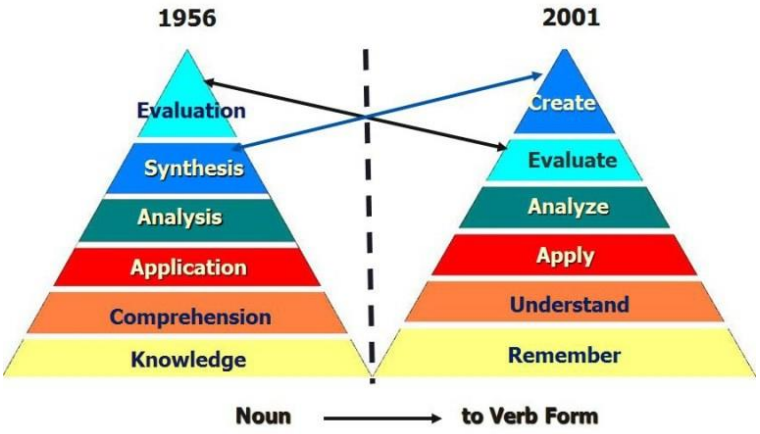

Figure 1. Bloom's Original Taxonomy vs. Revised Bloom's Taxonomy
https://thesecondprinciple.com/essential-teaching-skills/blooms-taxonomy-revised/

The first change is the name of Bloom's original six categories. The name of each category was changed from noun form into verb form. For example, *knowledge* is changed into *remember*. The second change is the arrangement of two highest categories in the taxonomy. *Synthesis* was put before *evaluation*, and *create* was put after *evaluate* in the revised taxonomy.

The cognitive domain of Revised Bloom's Taxonomy consists of six levels, namely: remember, understand, apply, analyze, evaluate, and create. According to Anderson and Krathwohl (2001), the cognitive levels of the Revised Bloom's Taxonomy are ordered from lower-order thinking skills (LOTS) to higher-order thinking skills (HOTS). The LOTS levels include remember, understand, and apply; and the HOTS levels include analyze, evaluate, and create. The higher the thinking level in the hierarchy of the taxonomy, the higher the need to think critically and creatively.

The Curriculum of 2013 (K13)

A curriculum is a set of guidelines containing objectives, content, and learning materials as well as the methods to be implemented in classroom activities, according to *Undang-Undang Nomor 20 Tahun 2003 Pasal 1 Ayat (10).* The Curriculum of 2013 (K13), developed by the Ministry of Education and Culture, is made to revise the previously implemented curricula, Competence Based Curriculum in 2004 (KBK 2004) and School Based Level Curriculum in 2006 (KTSP 2006), to give better education to the students. K13 is based on scientific approach, a learning approach requiring the students to think in higher-order thinking skills. K13 consists of three taxonomies created by Krathwohl (2001), including *attitude*, *skill*, and *knowledge*, to guide the teachers in developing learning materials, which is demonstrated in Figure 2.

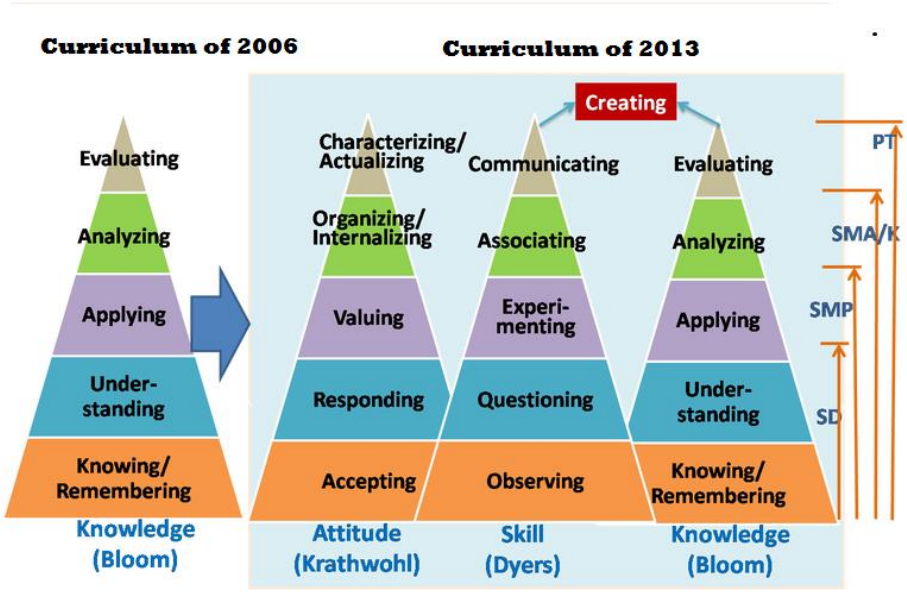

Figure 2. The Curriculum of 2013 (K13)

This study employed the taxonomy created by Bloom or known as the Revised Bloom's Taxonomy. K13 applies the Revised Bloom's Taxonomy to determine the thinking level that the students from the elementary school, junior high school, senior high school, and college should acquire. As Revised Bloom's Taxonomy is divided into 2 levels of thinking skills (LOTS and HOTS levels), it can be concluded that: (1) elementary school students should acquire *apply* level (LOTS); (2) junior high school students should acquire *analyze* level (HOTS); (3) senior high school students should acquire *evaluate* level (HOTS); (4) college students should acquire *create* level (HOTS).

Cognitive level of reading comprehension questions according to Revised Bloom's Taxonomy

The cognitive domain of the Revised Bloom's Taxonomy has been widely used in the education world to evaluate the appropriateness of reading questions, tests, and many more. Educators and researchers have been highlighting the importance of giving the students learning materials that cover higher-order thinking skills to stimulate the students' critical thinking and creativity, which is essential to language development.

Many studies have been conducted related to the appropriateness of reading questions found in EFL textbooks based on the cognitive domain of the Revised Bloom's Taxonomy. Kartika (2019) conducted research on the cognitive level of the reading comprehension questions found in an EFL textbook for year IX of high school

based on the Revised Bloom's Taxonomy. Muchlis (2015) conducted a research on the cognitive level of the reading questions found in an EFL textbook for young foresters of Forestry Vocational school of Samarinda using the Bloom's original taxonomy. A study conducted by Hei (2015) on the cognitive level of reading questions found in an EFL textbook for year XII of high school used in Timor Leste using the Revised Bloom's Taxonomy. These studies used the cognitive domain of the Bloom's taxonomy as the foundation theory of their studies. The results of Kartika's, Muchlis' and Hei's studies revealed that the dominant level of the reading comprehension questions found in the EFL textbooks is still in lower-order thinking skills (LOTS).

Considering that many previous studies have shown that the dominant level of the reading comprehension questions is in LOTS level, this research was conducted to explore the cognitive level of the reading comprehension questions found in an EFL textbook for year X of high school based on the Revised Bloom's Taxonomy as well as to explore appropriate reading comprehension questions to supplement the EFL textbook to meet the English competencies stated in K13. This research used a descriptive qualitative method to present the cognitive level of the reading questions and offer appropriate reading questions to supplement the EFL textbook.

METHOD

This study was a descriptive qualitative study that employed a checklist based on the cognitive domain of the Revised Bloom's Taxonomy to analyze the cognitive level of the reading comprehension questions. The EFL textbook used in this study is written in accordance with K13. There were 248 reading comprehension questions found in the textbook, and all of the reading questions were analyzed using a checklist based on the cognitive domain of the Revised Bloom's Taxonomy. After categorizing each of the reading questions using the checklist table, the researcher counted the total number of reading questions in each unit and measured them in percentage form to find out the percentage of each cognitive level in each unit of the EFL textbook. Then, the results were compared to the K13. K13 is based on scientific approach which emphasizes the importance of higher-order thinking skills (HOTS). Therefore, the researcher categorized the reading questions into LOTS levels (remember, understand, apply level) and HOTS levels (analyze, evaluate, create) to find out the proportion between LOTS and HOTS questions. Then, the researcher concluded the appropriateness of the reading comprehension questions found in the EFL textbook and proposed appropriate reading comprehension questions to supplement the EFL textbook.

FINDINGS AND DISCUSSION

The reading comprehension questions were categorized into six cognitive levels, namely: *remember*, *understand*, *apply*, *analyze*, *evaluate*, and *create*. The analysis results showed that all cognitive levels of the Revised Bloom's Taxonomy were covered in the EFL textbook.

Table 1. Cognitive Level Checklist Results

Unit	Re		Un		App		An		Ev		Cre		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	8	3.2%	2	0.8%	-	0%	-	0%	-	0%	-	0%	10	4%
2	4	1.6%	9	3.60%	2	0.8%	-	0%	-	0%	-	0%	15	6%
3	12	4.8%	4	1.6%	-	0%	-	0%	-	0%	-	0%	16	6.5%

4	9	3.6%	16	6.5%	-	0%	1	0.4%	3	1.2%	0	0%	29	11.7%
5	10	4%	11	4.4%	-	0%	7	2.8%	2	0.8%	-	0%	30	12.1%
6	-	0%	1	0.4%	-	0%	-	0%	-	0%	-	0%	1	0.4%
7	17	6.9%	2	0.8%	1	0.4%	3	1.2%	-	0%	-	0%	23	9.3%
8	6	2.4%	10	4%	1	0.4%	1	0.4%	1	0.4%	-	0%	19	7.7%
9	20	8.1%	15	6%	1	0.4%	2	0.8%	1	0.4%	1	0.4%	40	16.1%
10	1	0.4%	13	5.2%	2	0.8%	7	2.8%	2	0.8%	1	0.4%	26	10.5%
Final Review	16	6.5%	18	7.3%	1	0.4%	2	0.8%	2	0.8%	-	0%	39	15.7%
Total	103	41.5%	101	40.7%	8	3.2%	23	9.3%	11	4.4%	2	0.8%	248	100%

Note: Re=Remember; Un=Understand; App=Apply; An=Analyze; Ev=Evaluate; Cre=Create

Table 1 shows the distribution of the cognitive level in each unit of the EFL textbook, and the data were presented in percentage form. Out of 248 reading comprehension questions in the textbook, there were 103 questions in *remember* level (41.5%), 101 questions in *understand* level (40.7%), 8 questions in *apply* level (3.2%), 23 questions in *analyze* level (9.3%), 11 questions in *evaluate* level (4.4%), and 2 questions in *create* level (0.8%). The most frequent cognitive level appearing in the textbook was *remember* level found with 41.5%, followed by *understand* level with 40.7%. It indicated that the majority of the reading questions belonged to the *remember* level and *understand* level, which are in lower-order thinking skills (LOTS).

Table 2. Percentage of LOTS and HOTS Questions in the EFL Textbook

Thinking Skills	**LOTS**			**HOTS**		
Cognitive Levels	Re	Un	App	An	Ev	Cre
No	103	101	8	23	11	2
Total Questions of LOTS/HOTS	212			36		
The Percentage of LOTS/HOTS	85.5%			14.5%		

Each cognitive level was categorized into two thinking skills, namely: lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS). The distribution of LOTS and HOTS questions in the EFL textbook is elaborated in Table 2, showing that 85% of the entire reading questions in the textbook were in the lower-order thinking skills. Since K13 requires 10th-grade students to acquire *evaluate* level and is based on scientific approach, it is expected that EFL textbooks written for 10th-grade students cover HOTS questions in bigger proportion to train the students' critical thinking through various cognitive processes of the Revised Bloom's Taxonomy. The findings were found to be similar to the previous studies, which claimed that EFL textbooks in general lack HOTS questions.

Concerning that the EFL textbook was not appropriate for 10th-grade students due to the imbalanced proportion between LOTS and HOTS questions, the researcher proposed supplementary reading comprehension questions to balance the proportion between LOTS and HOTS questions in each unit of the textbook. The supplementary questions were aimed to meet the English competencies stated in K13 to improve the appropriateness of the textbook. Firstly, each unit was analyzed in terms of the distribution of LOTS and HOTS questions using the data in Table 1.

Table 3. Percentage of LOTS and HOTS Questions in Each Unit

Unit	LOTS Questions		HOTS Questions	
	No	%	No	%
1	10	100%	-	0%
2	15	100%	-	0%
3	16	100%	-	0%
4	25	86.2%	4	13.8%
5	21	70%	9	30%
6	1	100%	-	0%
7	20	87%	3	13%
8	17	89.5%	2	10.5%
9	36	90%	4	10%
10	16	61.5%	10	38.5%
Final Review	35	89.7%	4	10.3%

Table 3 shows that each unit was dominated by LOTS questions, which is not in accordance with K13 as it is based on the scientific approach. EFL textbook written for 10th grade should have balanced distribution of LOTS and HOTS questions in each unit because each unit carries different achievement indicators essential for developing the students' English proficiency and critical thinking. Thus, the researcher created 84 reading comprehension questions dedicated to supplement each unit of the textbook.

Table 4. Supplementary Reading Comprehension Questions

Unit	LOTS Questions			HOTS Questions		
	Re	Un	App	An	Ev	Cre
1	-	-	-	2	2	3
2	-	-	-	2	2	4
3	-	-	-	1	-	3
4	-	-	-	1	2	2
5	-	-	-	2	3	1
6	2	2	-	2	3	2
7	-	-	-	3	3	1
8	-	-	-	1	-	3
9	-	-	-	1	6	3
10	-	-	-	4	4	5
Final Review	-	-	-	4	3	2

The supplementary reading comprehension questions were in higher-order thinking skills, which are *analyze*, *evaluate*, and *create* levels; however, there was an exception in unit 6 where the researcher created LOTS and HOTS questions to supplement that unit. In unit 6, it was found that there was only 1 reading comprehension question, asking the students to find the meaning of some words or phrases taken from the passage. Therefore, LOTS questions were also proposed to supplement unit 6 in order that more cognitive levels are covered in the reading exercises.

Table 5. Supplementary Reading Comprehension Sample Questions

Thinking Skills	Cognitive Level	Supplementary Reading Comprehension Questions
Lower-Order Thinking Skills (LOTS)	Remember	Have Ben and Sharon met before? When and where was it? According to the writer, how to get lower price when purchasing products at local sites?
	Understand	Where does the conversation between Ben and Sharon most likely to take place? What can you infer about the road system of the country the writer visited?
Higher-Order Thinking Skills (HOTS)	Analyze	According to the text, working full time at home is a job not to be underestimated. Now, discuss the pros and cons of having a parent working full time at home. Why do you think being a taxi driver is a difficult job? How can you compare the different parts of 2 greeting cards above? Do you think the lyrics of song 1 and song 2 resonate with your daily life? Elaborate your answer.
	Evaluate	What would happen if Edward's mother worked full time in the office now? What challenges does Karen face every day as a homemaker and housewife, considering that her husband is away from the house? Based on the text, determine the characteristic of Meg. How would you compile the facts from the text to support your answer? Do you think sending a greeting card from Morocco to Jakarta is efficient? Why or why not? How could you verify the strictness of the religion belief in the Salem Village area?
	Create	Do you think there are (not) any jobs that can possibly be done by a homemaker and a housewife while taking care of children at home? Support your answer with logical reasoning. Compare the ways people in the past and people today keep in contact with their family and friends. How are they different or similar? Do you think travel agent will still run his or her business in the future? Why do you think so?, What do you think Roald Dahl's colourful experiences as a student in boarding schools are, considering that he was the son of immigrants? If Jaka Tarub had not opened the cooking pan's lid, what might the ending have been?

Table 5 shows several sample questions of the researcher's supplementary reading comprehension questions. To find out the significance of the researcher's supplementary questions to the proportion between LOTS and HOTS questions, the reading comprehension questions after the addition of the supplementary questions were compared with the original questions in the EFL textbook.

Table 6. Comparison of LOTS and HOTS Questions before and after the Addition

Unit	Before the Addition		After the Addition	
	LOTS Questions	HOTS Questions	LOTS Questions	HOTS Questions
1	10	-	10	7
2	15	-	15	8
3	16	-	16	4
4	25	4	25	9
5	21	9	21	15
6	1	-	5	7
7	20	3	20	10
8	17	2	17	6
9	36	4	36	14
10	16	10	16	23
Final Review	35	4	35	13
Total	212	36	216	116

There were 212 LOTS questions and 36 HOTS questions before the addition, and there were 216 LOTS questions and 116 HOTS questions after the addition. The data were then measured in percentage form to elaborate the proportion between LOTS and HOTS questions before and after the addition of the supplementary questions.

Table 7. Proportion between LOTS and HOTS Questions before and after the Addition

The Proportion between LOTS and HOTS	Before the Addition		After the Addition	
Thinking Skills	**LOTS**	**HOTS**	**LOTS**	**HOTS**
Total Number of LOTS/HOTS Questions	212	36	216	116
The Percentage of LOTS/HOTS Questions	85.5%	14.5%	65.1%	34.9%

Table 7 shows that after the addition of the supplementary questions, there is a proportion of 65.1% of LOTS questions and 34.9% of HOTS questions, whereas the proportion before the addition is 85.5% of LOTS questions and 14.5% of HOTS questions. It can be concluded that there was an increase of 20.4% in terms of the HOTS questions after the addition of the supplementary questions.

CONCLUSION AND SUGGESTION

This descriptive qualitative research analyzed the cognitive level of the reading comprehension questions found in EFL textbook for year X of high school and offered supplementary reading comprehension questions. A checklist based on the cognitive domain of the Revised Bloom's Taxonomy was employed in order to find out to what extent the reading questions found in the textbook have covered LOTS and HOTS levels. After the proportion between LOTS and HOTS questions was found, the researcher drew a conclusion regarding the appropriateness of the EFL textbook for 10th-grade students and proposed appropriate reading comprehension questions to supplement the textbook.

The results showed that the EFL textbook covered all cognitive levels of the Revised Bloom's Taxonomy. However, it was found that the majority of the reading comprehension questions were still in lower-order thinking skills. In addition, the results revealed that some units in the textbook did not cover reading questions in HOTS levels at all. Since each unit carries important achievement indicators required in K13, it is mandatory that the proportion between LOTS and HOTS questions in every unit of the textbook be balanced. In addition, EFL textbook written for year X of high school should cover more HOTS questions to make it appropriate for 10th-grade students. Therefore, this research aims to show the appropriateness of the EFL textbook for 10th-grade students and offer appropriate reading comprehension questions to supplement the textbook.

As this study has investigated the cognitive level of the reading questions and offered supplementary reading comprehension questions, further researchers could conduct research on the level of difficulty of the questions for 10th-grade students and the questions' relevance to the reading passage.

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