

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discussed certain components of research as well as numerous theories about analysis. The explanation of reading, textbook, updated Bloom's taxonomy, and previous studies are all discussed.

#### A. Theory of HOTS

##### 1. The Understanding of Higher Order Thinking Skills

According to Anderson et al. (2001) Higher Order Thinking Skills (HOTS) are the top three levels in Bloom's Taxonomy and Updated Bloom's Taxonomy. The top three levels of Bloom's Taxonomy include *Analysis, Synthesis, and Evaluation*. Meanwhile, the top three levels in the cognitive process dimension of the Updated Bloom's Taxonomy covers *Analyze, Evaluate, and Create*. HOTS also defined by Arter and Salmon (1987) as cited by Sani (2019, p. 8) that the ability of to complete tasks (problem solving) and make decisions is required in HOTS (decision making). In order to provide more meaningful understanding, higher order thinking skills need everyone to seek further than the information that is presented. Critical thinking, logical reasoning, and creativity are higher order thinking skills. It requires people to be able to analyze problems and then think of solutions. Being able to understand problems in the context of a larger perspective requires far deeper thinking skills. In conclusion, thinking skills are essential in problem solving and making decisions.

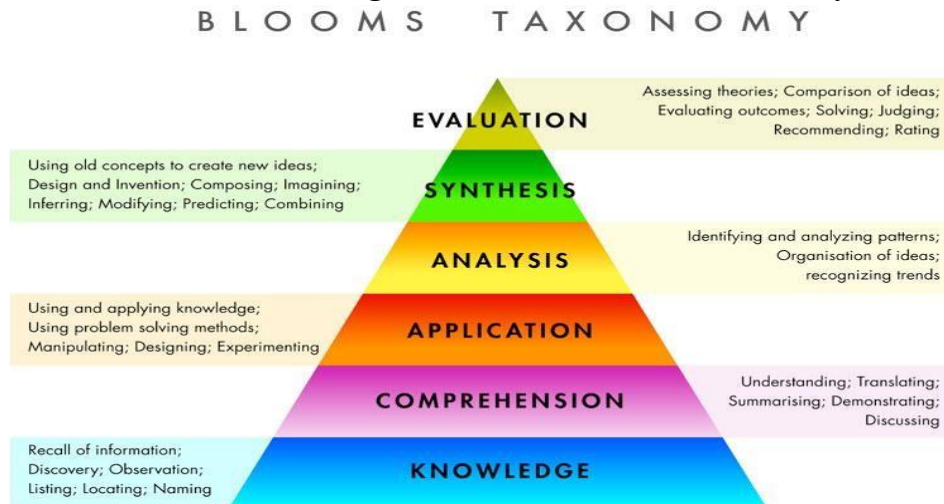
Higher order thinking skills (HOTS) will develop if individuals face challenging problems or face uncertainty. Additionally, Brookhart (2010:5) separated the definition of higher-order thinking into three main categories: transfer, critical thinking, and problem-solving. Higher-order thinking as a transfer strategy for learning that matters. As a result, it needs for more than simply memorizing specific facts or ideas. It implies that knowledge gained in the classroom can be applied outside of the classroom as well. Students are fully capable of applying specific information in certain fields. Further indicated by Brookhart (2010:5) the first category of higher order thinking as transfer refers to students' ability to apply what they have learned in a different setting. In brief, students can correlate knowledge to other aspects because life outside of the classroom provides numerous possibilities to apply knowledge rather than just compiled recall assignments. The second category of higher-order thinking as critical thinking implies that students may criticize with good judgement and rational thinking. According to Brookhart (2010:5), an educated individual is someone who is aware of social, political, and economic issues and who knows exactly how to act in every circumstance. The purposes of teaching critical thinking are to educate students how to reason, reflect, and make good decisions. The third category of higher-order thinking as problem solving is just seeking a solution that cannot be obtained solely from memorization. However, Brookhart (2010:7) stated that problem-solving might be considered as a wide educational goal. Some problems may require several solutions and tactics to solve. However, if higher-order thinking is considered as problem-solving in an academic work, students are expected to solve problems in their educational setting which may require a test, and in their personal lives which are new problems outside of the classroom.

Conversely, the cognitive aspect is separated into lower order thinking skills and higher order thinking skills. Lower order and higher order thinking skills are levels of complexity in the thinking process (Atiullah et al., 2019). Higher-order thinking entails a significantly more complex process rather than lower-order thinking skills. Reading ability and higher order thinking ability are related. Similarly, (Fanani, 2018) drawn the conclusion that one advantage of using HOTS is to improve students' motivation to study since HOTS requires them to make connections between the questions and the materials. The learning process consequently takes on greater significance. Therefore, it is difficult that students may improve their thinking skills unless they are exposed to instruction that provides all of the previously mentioned components. Students need teachers' support to acquire higher order thinking skills because they cannot do so on their own. Consequently, a teacher's support is crucial. To summarize, higher-order thinking skills are a type of complex thinking that requires the students to be critical of the problems.

## **2. The Higher Order Thinking Skill in the Updated Bloom's Taxonomy**

Bloom's taxonomy consists of three dimension that are cognitive, affective, and psychomotor are helpful for evaluating students' performance during the teaching and learning process. The book *Taxonomy of Educational Objectives: The Classification of Educational Goals* by education psychologist Benjamin S. Bloom and his team is where Bloom's Taxonomy got its start. In 1956, *Handbook I: The Cognitive Domain* was published. They proposed the concepts of cognitive, affective, and psychomotor as three dimensions of learning. (Gordani, 2010). Knowledge, comprehension, application, analysis, synthesis, and evaluation are the 6 levels from low to high that are used by Bloom to divide the cognitive domain process.

**Picture 2.1 The Original Version of Bloom's Taxonomy**

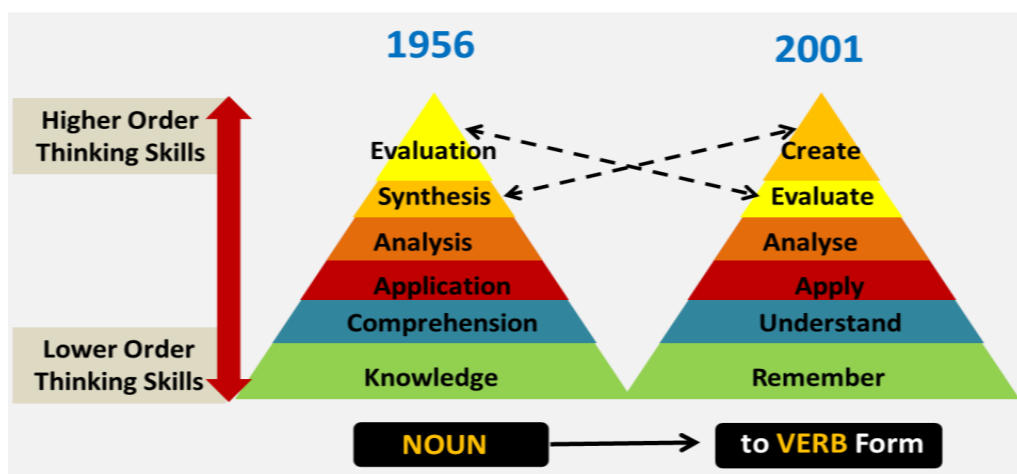


Lower Order Thinking Skills (LOTS) are the first three levels, while Higher Order Thinking Skills (HOTS) are the next three levels. However, this does not reduce the importance of the lower levels. To be more specific, students must first achieve the lower levels before moving on to the next level. The picture illustrates that the higher it is, the more difficult it is to obtain. Because many evaluations of learning outcomes conducted by schools that simply asked students to describe the things they memorized, Bloom's Taxonomy was developed. The lowest level of thinking capacity is memorizing, and students must develop a wide range of higher thinking skills.

Following that, a rewrite of the Bloom's Taxonomy handbook with slight modifications was published in 2001 by Lorin Anderson and David Krathwohl to keep up with the evolution of the era. Additionally, an updated version of Bloom's guidebook with considerable improvements was published in 2001 by Anderson, Krathwohl, and a group of college friends. The Anderson and Krathwohl's taxonomy, which has two dimensions. The knowledge domain comes first, then followed by the cognitive process domain. The cognitive process domain actually resembles the original Bloom's taxonomy, although the two categories have been slightly changed and rearranged in their position.

Following the revision, several modifications actually happened. The first modification, the keyword used in each level of the cognitive domain has changed from a noun to a verb. The second modification is to the cognitive domain level's structure, with evaluate placed before create. The picture below illustrates the changes between the original Bloom's Taxonomy and the updated Bloom's Taxonomy.

**Picture 2.2 The Updated Version of Bloom's Taxonomy**



According to Sani (2019: 62), the updated Bloom's Taxonomy to the original Bloom's Taxonomy, divides thinking skills into two categories: Lower Order Thinking Skills or LOTS (*Remember, Understand, Apply*) and Higher Order Thinking Skills or HOTS (*Analyse, Evaluate, Create*). This improved version is frequently used in developing learning objectives which are indicated as C1-C6. Therefore, the level of the updated Bloom's Taxonomy encourages the student to engaged in a more advanced levels of thinking and reasoning.

Domain of cognition Bloom's Taxonomy's emphasis is on intellectual outcomes. Anderson et al. (2001, p.66-87) separated the cognitive aspect into six different domains. These six cognitive domains are based on what teachers need students to learn. *Remember, understand, apply, analyze, evaluate, and create* are the six categories or levels within this domain.

**a. Remember**

The cognitive domain of remember places a significant emphasis on memory. Students have to recall all of the information in its exact identical form. For instance, after reading the text of a narrative story, students are asked to describe what happened in the story in response to a question. Remembering information is crucial for successful learning, such as completing challenging tasks, but if the learning process is primarily focused on memorizing, students will only recall parts of information or knowledge (Anderson et al., 2001, p. 66). Additionally, remember knowledge has two components: recognizing and recalling. In recognizing, students have to connect their prior knowledge to the information provided. Students determine whether prior information relates to newly acquired knowledge while recognizing. Students are asked to verify and match facts as part of the recognizing assessment. In recalling students have to retrieve information from long-term memory when given prompts instructed to do. Students are required to remember information from prior knowledge for assessments of recalling.

**b. Understand**

The cognitive domain of *understand* requires students to create meaning and comprehend instructional messages whether in written, spoken, or graphic form. Understanding knowledge involves seven cognitive processes: *interpreting*, *exemplifying*, *classifying*, *summarizing*, *inferring*, *comparing*, and *explaining*. First, *interpreting* is the process of transforming information from one form to another, such as audio to written form. Students, for example, have to paraphrase a speech from another person in their own words. Second, *exemplifying* is concerned with giving an example of an idea. Exemplifying involves principles such as the requirement for at least one noun and one verb in an English sentence. Students may be asked to create examples or choose examples from selections as

part of an assessment for exemplifying cognitive process. Third, identifying features or patterns of principle is necessary for *classifying* cognitive processes. Fourth, *summarizing* is concerned with resulting in general statements to represent data. Fifth, inferring is concerned with identifying patterns in an idea. Making comparisons between one object and another within context is the process of inferring itself. In contrast to attributing (a cognitive process domain related to Analyze), this cognitive process does not necessitate students to look outside of the context. Sixth, *comparing* knowledge is concerned with finding similarities as well as distinctions between two or more things. Comparing also involves determining whether or not both things are compatible. Seventh, cognitive processes of explaining are required student to know the cause-effect relationship over the events or circumstances. As a result, students have to understand why something occurs (the reasons behind events).

***c. Apply***

The cognitive domain of *Apply* focuses on applying techniques or procedures to actual situations, As stated by Anderson et al. (2001, p. 77), an exercise is something that students are used to doing so, whereas a problem is something that students rarely do so. On the other hand, students have minimal difficulty doing the exercise. Meanwhile, solving problems necessitates an indepth understanding on what is expected of the students. There are two cognitive processes in this *apply* category: executing and implementing. Executing cognitive processes includes carrying out familiar tasks, such as exercises that students do on a regular basis. Thus, doing a familiar activity connects to students' abilities more than it relates to technique or strategy. Meanwhile, implementing cognitive processes requires students being able to carry out unfamiliar duties in order to solve problems. Students require more than simply skill to complete this task properly

while carrying it out in real life. In helping them, students also have to learn a number of procedures.

#### ***d. Analyze***

The cognitive domain of *analyze* asks students to break down a unit into some parts and then determine how each part is related to the others. Differentiating, organizing and attributing are the three cognitive processes of the analyze cognitive domain. Differentiating is the process of differentiating between important and unimportant parts. Attributing deals with the underlying message from the content, while organizing deals with the structure or organization of a unit. The goals of this cognitive process include a variety of abilities, such as the capacity to distinguish between facts and opinions, to link conclusions and supporting evidence, to distinguish between relevant and irrelevant information, to determine how ideas relate to one another, to infer unstated assumptions, to differentiate dominant ideas from less dominant ones, to distinguish dominant ideas from less dominant ones, and to find evidence to support the writer's point of view (Anderson et al., 2001, p. 79–80). The ability to differentiate between important/unimportant or relevant/irrelevant parts about material is required for this cognitive process. This cognitive process is distinct from comparing (as well as in understand) in that it takes particular attention to what matters most in the material. Following that, organizing is concerned with identifying elements and determining how they fit into a structure. Students must organize the material provided through building a structure. Subsequently attributing involves the capacity to confirm (ensure) a material's point of view or biases toward other things in material. In order to properly attribute, students must be aware of both the writer's intention and goal. But the material itself doesn't explicitly indicate that point of view. Since, it exists implicitly. To really



understand the point of view and biases in a material, students need to have a deep comprehension of a material beyond what has been provided.

***e. Evaluate***

The cognitive domain of *evaluate* requires students to make valuable judgments based on criteria and standards. The quality, efficacy, efficiency, and consistency are among the criteria (Anderson et al, 2001, p. 83). Some judgments could be considered evaluative, but others may be about appropriateness. As a result, not all judgment in evaluate domain determines whether a material is excellent enough or not, but it also determines whether its material fits into several different categories as well. This category includes the cognitive processes of *checking and critiquing*. Checking is concerned with determining internal consistency. For example, students must determine whether the provided material contradicts one another. Furthermore, critiquing is the process of judging a product or operation using external criteria or standards. As a result, when critiquing, students have to determine both the positive and negative aspects of a product of operation before making an opinion about it.

***f. Create***

The cognitive domain of *create* requires integrating elements to create a whole (a product). As a result, students are going to produce something new. Creating a product aligns with students' prior experience. Anderson et al. (2001, p. 85). Because students will develop it while producing a product, create knowledge is related to creative thinking. Although create knowledge requires creative thinking skills, this does not indicate that students must constantly produce an original product. Create knowledge also refers to what all students are capable of doing. Students can combine prior knowledge to create something new by understanding, applying, and analyzing. However, create is different from

prior knowledge because it requires the creation of an original product rather than simply depending on what has been provided. When creating something, there are three stages in the creative process: understanding the problem, planning a solution, and executing the plan. As a result, the cognitive process of creating knowledge is divided into three categories: *generating, planning, and producing*. First, generating refers to the ability to describe a situation and generate alternative hypotheses. Students acquire creative thinking skills when they generate cognitive processes that push them beyond their prior knowledge and constraints. To arrive at various possible hypotheses is the purpose of this cognitive process. Second, planning is concerned with arranging or setting a solution to the provided problem. Students create an actual solution in the planning cognitive process by creating sub-goals or sub-tasks when dealing with problems. However, this cognitive process is not always an explicit work. While creating a product, students can be involved in both planning and producing cognitive processes. Moreover, producing cognitive process requires students to carry out the problem-solving plan.

To summarize, the new Bloom's taxonomy includes six cognitive domain levels: *remember, understand, apply, analyze, evaluate, and create*. Its complexity is reflected in these six cognitive domain levels. It means that the remember cognitive domain is the least complex of the six cognitive domains, while the create cognitive domain is the most complex. Each cognitive domain involves a distinct set of skills. In the remember level, for instance, students merely need to remember what they have already learned. In contrast, in order to solve problems at the create level, students not only comprehend the test but also combine other components.

**Table 2.1 The Difference between the Original Version and the Updated of Bloom's Taxonomy**

Original Taxonomy	Updated Taxonomy
<b>Knowledge</b>	<b>Remember:</b> retrieve relevant knowledge from long-term memory (recognize, recall)
<b>Comprehension</b>	<b>Understand:</b> determine the meaning of instructional message (interpret, classify, summarize, infer, compare)
<b>Application</b>	<b>Apply:</b> use a procedure in a given situation (execute, implement)
<b>Analysis</b>	<b>Analyze:</b> break material into parts and see how they related (differentiate, organize, attribute)
<b>Synthesis</b>	<b>Evaluate:</b> make judgements based on criteria and standards (check, critique)
<b>Evaluation</b>	<b>Create:</b> put elements together to form coherent whole or make an original product (generate, produce)

The table illustrates the changes are only visible in the last two domains: synthesis and evaluation, which have evolved into evaluate and create from the original taxonomy and revised. In general, higher-level cognitive domain involves more than rote memorization. Thus, the updated Bloom's Taxonomy includes critical thinking as a level of taxonomy that encourages students to engage in thinking and reasoning processes more advanced than memorization, the cognitive capacity based on Bloom's taxonomy's top three levels, including the capabilities for analysis, evaluation, and creation, as well as earlier revisions updated by Anderson & Krathwohl (2001), is known as HOTS: first, breaking down the material into smaller ideas and figuring out how those ideas relate to one another is the definition of analyze level. Second, at the evaluate level, value of a thing is checked and evaluated using criteria. Third, the create step includes developing, planning, and producing the information structure from various elements.

Therefore, in the new edition of Bloom's Taxonomy, the explanation of higher-order thinking skill has three top-end skills of Bloom's Taxonomy (*analyze, evaluate, and create*) which require students' critical thinking.

## **B. Theory of Reading**

### **1. The Nature of Reading**

Understanding of the text is determined by the purpose of reading, context, nature of the text, strategy and knowledge of the readers. Reading, according to Alderson (2000), is the interaction of the reader with the text. Many things happen during the reading process, including the reader looking at print and, to some extent, interpreting the marks on the page to determine what they mean and how they connect to one another. Additionally, reading is regarded as the capacity to interpret written language. A lot of researchers use reading comprehension questions to measure how well subjects understand texts. Definitely, people's ability to remember will influence what they remember of what they read. Despite the explanation provided, we still need to know if reading is the main method of acquiring new information, reading more frequently increases our chances of having knowledge and a strong understanding. It implies that reading could help readers grow intellectually. Reading questions should be included to make it easier for readers to understand the main point of a text. Essentially, it is clear that reading requires a lot of intellectual activity, some of it conscious. For instance, if we find the text boring, we may consciously choose to skip the page. According to Richard (1981) it proves how reading involves a reader interacting with written language as they attempt to piece together the writer's intended meaning. It involves combining the knowledge a reader brings to the text with the knowledge found in the text. In other words, the reader doesn't just absorb information from the text; they also use their prior

knowledge. In reality, students must also deal with this situation. Reading can therefore be seen as a form of conversation between the reader and the text.

The reading process is the process by which a student attempts to understand a text. Meanwhile, the reader receives the writer's thoughts and feelings through the reading product. Reading is the fundamental communication skill, but it is a very complex process that is difficult to define clearly. Additionally, Ruddell (2000) stated that reading is part of the communication process of transferring thoughts from the author's mind to the reader's mind. From the above perspective, reading can be defined as the capacity to understand the purpose and message of the writer, so that the reader will have difficulty understanding the writer's meaning. It has been proved that the importance of thinking while reading.

## **2. The Understanding of Reading**

Understanding written materials requires the process of reading. To understand a text as a whole, it is necessary for us to interpret words, phrases, and paragraphs. Reading is a fundamental component of learning, such as when learning a new language. Without the ability to read both letters and texts, we will not be able to learn a language. Reading allows us to be exposed to a wide range of information. On the other hand, understanding knowledge is related to how many words we keep in our brain. As a result, the reading process is linked to someone's knowledge. Furthermore, reading is essential in daily life. People will be unable to grasp information from written materials unless we first comprehend it. According to Nunan (2015), humans in advance considered reading and listening to be passive skills. However, because it requires a highly complicated thinking process, now refer to it as receptive skill. Reading is more than just the capacity to read letters; it is also the ability to integrate knowledge depending on provided resources. In addition, reading serves two main functions, according to Nunan (2015, p. 64). First, reading

serves a communicative purpose. Second, reading is beneficial for educational purposes. It refers to the real-world purpose of reading when reading for communicative purposes. As previously stated, if we want to look for a job, we must first learn how to prepare for interviews, how to dress appropriately in interviews, and how to create a credible curriculum vitae. Reading for communicative purposes thus serves the true purpose of reading. This goal is not motivated by a desire to read but rather by a desire to assist ourselves in daily life. Therefore, reading materials are considered authentic for this kind of purpose. In contrast, reading for educational purposes refers to learning more about a particular subject. As an illustration, a student can register as a medical student. To become a doctor, he must read books in related fields. It serves an educational purpose, motivating one to read deliberately for something else. There are two types of reading in the educational setting that are extensive reading and intensive reading. According to Harmer (2007) extensive reading entails reading outside of the classroom. This type of reading involves reading books, magazines, newspapers, internet, and other sources. If at all potential, extensive reading should promote students' enjoyment of reading, or what some refer to as reading for pleasure. Students will have no difficulty starting to read the first pages once they have decided what they want to read. Since they get to pick their own reading materials, students will be able to enjoy their reading time. Meanwhile, intensive reading emphasizes the goal of learning. Intensive reading is primarily done in the classroom. Intensive reading must be combined with a learning goal, such as learning business, science, or nursing (Harmer, 2007, p. 100). As a result, students concentrate solely on their area of specialization. In short, reading is not just understanding how to read letters but also understanding a text. If people want to be good readers, they must first learn how to read letters. Meanwhile, there are

two types of reading in the educational setting that are extensive reading and intensive reading, it used for educational purposes in order to gain knowledge.

Reading is a process that helps one comprehend texts in a meaningful way and connect it to prior knowledge. According to Hedgcock & Ferris (2009), it is a complex and active process for readers to read and understand a text by connecting information from a text with their own prior knowledge. For students to achieve full comprehension, there are two main types of reading that are helpful. The two main types are extensive and intensive reading. Extensive reading means connecting students' choices with reading pleasure and developing their reading enjoyment. To broaden the concept of extensive reading, Day in Hedgcock and Ferris (2009:207) propose the following features of extensive reading in the classroom. First, a large number of texts are deliberately chosen to encourage reading for different purposes and in different ways. Second, reading for pleasure and general understanding is encouraged without follow-up exercise.

In contrast, intensive reading is specific reading to understand texts and is mainly used to improve students' reading comprehension through inference and guessing the meaning of words from context. Intensive reading is intended to take selected texts and study them line by line by translating, analyzing, comparing, and concluding each sentence, according to Hedgcock and Ferris (2009:161). In other words, students usually read short texts in their textbook because their teacher helps them to understand each sentence. In addition, the teacher places a strong emphasis on studying grammar, vocabulary, text structure, and meaning in depth. Therefore, each text is read carefully before, during and after the reading stage. The features of intensive reading include: the text read in class is chosen by the teacher, all students read the same text at the same time and complete the exercises provided by the teacher, the teacher highlights specific linguistic features and content of the text to

improve the students' linguistic competence and linguistic performance, and assessment of students' comprehension is made easier by the fact that students work with the same text during the reading process.

### **3. Various Categories of Reading Questions**

Controlled and constructed response tasks are the two main categories of reading questions. Controlled response task required to limit the amount of language produced, students can gain a specific action, behaviour, or linguistic form as proof of comprehension. Controlled response formats of reading tasks including multiple choice, cloze and gap-filling, matching, scanning, and editing. Hedgcock and Ferris (2018, p. 323).

#### ***a. Multiple choice***

Students are definitely quite common with multiple choice. It has been used in educational measurement as well. Students are required to read passages and answer to questions in multiple choice. There are probably more than four answers to the questions. Multiple-choice reading tests provide eight evaluation criteria for assessing students' comprehension of the text. Those evaluation criteria cover topic and main ideas, word choices, vocabulary, grammatical construction, inferred information, searching for specific information, excluding unstated facts, and supporting details should all be considered. (Hedgcock & Ferris, 2018, p. 323).

#### ***b. Cloze and gap-filling***

Filling in the blanks in incomplete passages is known as closing and gap-filling reading question. Students have to choose the best words to complete this kind of reading question. The purpose of this category of questions is to evaluate students by deleting certain passage components. However, because it only makes up a small portion of constructed reading, this task category is controversial.



However, this category of reading question might be helpful in ESP or EAP contexts where students need to master particular vocabulary. (Hedgcock & Ferris, 2018, p. 329).

### ***c. Matching***

Matching is a combination of multiple choice, cloze, and gap-filling tasks. Students have to complete matching questions by filling in the blanks with the options presented. As a result, students do not need to search for words, but rather select the most appropriate one. However, the usefulness of this task must be questioned if teachers' main objective is to determine readers' levels of comprehension. Since students might not try their best when guessing the answers. Alderson (2000), cited in Hedgcock & Ferris (2009, p. 333) suggested a more updated discourse-oriented matching exercise. In this variation of the matching exercise, students must match complete sentences to the gaps.

### ***d. Scanning***

Students are required to find specific information in presented passages as part of scanning questions. Teachers can assess students' scanning methods and skills, comprehension, and efficiency by presenting them either prose text or images such as tables, charts, or graphs and asking them to find significant information. Essays, news articles, menus, short stories, and other texts are some examples of the of text that are used as suitable text for a scanning task. This task's purpose is to obtain information, including dates, names, locations, settings of narrative texts, major sections of book chapters, research article findings, etc. Scanning tasks, as controlled response tasks, can be scored objectively and systematically using a simple answer key, as long as the task directions are specific and clear, for example: *How old is the narrator when the story begins?* Scoring may also account for students' speed, as one of the primary goals of scanning is to

rapidly detect important and relevant elements of a text. Hedgcock & Ferris (2018, p. 335).

#### ***e. Editing***

Students have to modify text that has been provided to them from credible sources. As part of this assignment, students have to correct any errors they identify in the text. The assessment of students with an editing task has several benefits, according to Brown (2004), cited in Hedgcock and Ferris (2018, p. 336) the editing process is an authentic process, this question encourages grammatical awareness, and it draws specifications from the text.

Furthermore, in constructed response reading task, students actually have to produce something, as opposed to controlled response task, in which students have limited control over the question. Students must provide longer responses in this category of task. As a result, critical thinking may be involved. Although this category of task is considered to involve students more, it also has a drawback, such as increasing students' subjectivity. There are various formats for this category of task including information transfer, short-answer comprehension question, free recall question, note-taking and outlining, summary and extended response. (Hedgcock & Ferris, 2018, p.337).

#### ***a. Information transfer***

Interpreting visual materials presented in the text is part of the information transfer questions. Students should try to gain information from it since they require information. These visual aids can occasionally serve as complement to the text or even take its place. Simple inputs like names and numbers as well as more complex constructed responses like sentences and paragraphs can be used as responses in this type of exercise. Furthermore, responses may also translate

verbal input into nonverbal input and the other way around. (Hedgcock & Ferris, 2018, p.338).

***b. Short-answer comprehension question***

Students are quite familiar with short-answer comprehension because they frequently need to read text and then answer following questions. However, for this question, students will probably need to write one or two sentences. Although it appears to be similar to multiple choice in that both require a short answer, short-answer comprehension questions are open-ended. As a result, rather than having options to choose, students must generate or construct their own responses. Eventually, this type of question assesses students' reading comprehension and reading strategies. (Hedgcock & Ferris, 2018, p.341).

***c. Free recall question***

Students who are taking free recall questions are required to read the text before reporting what they can remember from it. Free recall questions offer extended responses as opposed to short answer, which results in more accurate measurement. Students' memory is improved by this kind of questions. (Hedgcock & Ferris, 2018, p.341).

***d. Note-taking and outlining***

Note-taking and outlining, which are informal processes, are at the higher end of the constructed response continuum and can be used to evaluate students' understanding of long and complex texts. Note-taking helps to stimulate students' productive literacy practices, reflecting important content information. Teachers will be able to evaluate the efficacy of students' reading strategies through this kind of exercise. (Hedgcock & Ferris, 2018, p.342).

### *e. Summary and extended response*

Students must read the text for the summary exercise before writing a summary of the text. The summary itself must include the main ideas or important details from the text being discussed. This kind of question also asks students for their opinions on the reading material and asks them to provide feedback on it. This kind of question requires a written text response as a response. As a result, it enhances students' writing abilities in addition to their reading and critical thinking skills. (Hedgcock & Ferris, 2018, p.343).

In conclusion, controlled response and constructed response questions are the two categories of reading questions. While in constructed response question, students must come up with their own answers, controlled response gives them the answers. Multiple choice, cloze and gap-filling, matching, scanning, and editing are examples of controlled response task. Information transfer, short-answer comprehension question, free recall question, note-taking and outlining, summaries, and extended responses are all examples of constructed response task.

## **C. Textbook**

### **1. The Understanding of Textbook**

Textbooks are collections of educational resources for both teachers and students. It is a type of media used in the classroom to support teachers and students. A textbook that follows the national curriculum has a number of chapters to accomplish the learning goals. It provides exercises to evaluate students in addition to learning resources. The use of textbooks, according to Ayu and Indrawati (2018), is essential for both teaching teachers and for providing vital input through a variety of tasks. Despite the shortcomings in some aspects, textbooks still play an important role in influencing students' outcomes and comprehension. Textbooks are indeed essential since they affect students' learning and comprehension. As a result, it is obvious that a textbook is necessary in the teaching-learning process. Furthermore, because

textbook is a key source of knowledge, it plays an important part in the teaching-learning process (Muslaini et al., 2018). The availability of textbooks gives students the chance to interact with one another. On the other hand, teachers mostly use textbooks in EFL countries, textbooks are the primary teaching aids used by teachers. (Akbari, 2015; Muslaini et al., 2018). Since English is a second language in EFL countries, students might not have much opportunity to use it outside of the classroom. As a result, they rely heavily on classroom instruction. In short, a textbook is a medium that helps both teachers and students meet the goals of learning. It offers materials and exercises to assist students. Textbooks may not be ideal, but they play an important role in the teaching-learning process. Thus, it is evident that textbooks have the ability to influence students' achievement. On the other hand, textbooks serve as a guide for new teachers, ensuring that they do not get confused.

## **2. The Evaluation of Textbook**

Teachers must carefully select the right textbooks. Consequently, selecting appropriate textbook assisted teachers in achieving their own objectives. However, the government or the principal of the school may occasionally determine textbook and teachers may not have time to evaluate textbook content. Muslaini et al. (2018) came to the conclusion that we must first evaluate textbooks if we want to improve student outcomes. When writing textbooks, authors must take care to ensure that the content benefits students in a way that encourages the improvement of students' thinking ability, creative ability, and capability. A textbook should not only be useful for learning, but it should also help students improve their skills. As a result, prescribed textbooks should support this principle. In short, textbook evaluation is required to determine whether it is aligned with the government's goal or not. Furthermore, Muslaini et al. (2018) stated that, while students and teachers acknowledge that textbooks are good media in the learning process, they still require

some improvisation in order to provide a student-centered concept of learning. Although perfect textbooks may never exist, every textbook has strengths and weaknesses. As a result, textbook evaluation is required.

Eventually, a textbook evaluation is necessary in order to provide teachers with information. A textbook evaluation will provide an explanation of the book's effectiveness in the teaching-learning process. As a result, teachers can decide whether to rely solely on textbooks or create additional media. Teachers evaluating textbooks may face one of two situations, either they are under pressure to select excellent textbooks or they have already been prescribed textbooks. However, in both situations, a textbook evaluation benefits both teachers and students.

#### **D. Previous Research**

This section displays previous research, particularly that which focuses on the evaluation of textbooks with a focus on analyzing questions. The previous study in 2019 entitled “*The Analysis of Reading Comprehension Questions in English Textbook by Using Higher Order Thinking Skill at Grade X of Sman 2 Padang*” It was conducted by Nurul Hapizah Damanik and Yetti Zainil. The goal of this study was to determine reading comprehension utilizing higher order thinking abilities. The findings of this study demonstrated that higher order thinking skill criteria had been used in the reading comprehension tests in the textbook. The quantity of reading comprehension tests in the textbook that needed higher order thinking skills serves as evidence. The textbook has 36 questions (9,7%) that requiring higher order thinking skills. Additionally, analyzing is a higher order thinking abilities that appeared frequently in English textbooks.

Next, a thesis of Elis Machfudhoh with the title “*High Order Thinking Skills Through Questions in English Module at SMK Negeri 5 Surabaya*” carried out further research that included HOTS questions from the 11th grade

English module that SMKN 5 Surabaya students analyzed using Bloom's Taxonomy revised edition in 2020. For this study, the researcher used a qualitative approach. The purpose of this study was to collect information and descriptions about the English module type of learning activity connected to four HOTS level skills and learning activity facilitate HOTS in English Module at SMKN 5 Surabaya. Regarding the results of the study, Elis found that not all HOTS learning activities in the eleventh-grade English module at SMKN 5 Surabaya discussed the four language skills. The activity is in the form of instructions or questions. Speaking and writing skills are the sole topics covered by the HOTS instructions and questions in chapter I. Only the fundamental writing and listening abilities are covered in Chapter II. Writing solely belongs to chapter III. In chapter IV, only those relevant reading and writing abilities are employed. Only writing-related skills were covered in Chapter V. The four language abilities can be said to be underrepresented in the HOTS questions found in each chapter of the English module. Using the module effectively is crucial as an English teaching tool to support students' English teaching and learning activities, as well as a good HOTS question to help students in getting better their HOTS levels.

Next, a thesis written by Artia Prastiwi in 2022 entitled *Analysis on English Textbook "An Analysis of Higher Order Thinking Skill in Writing Tasks in English Textbook Entitled 'Interactive English 2' Published by Yudhistira"*. The purpose of this study is to identify the dominant skill of higher order thinking level found in the Interactive English 2 textbook for junior high school students and to gather empirical evidence of the distribution of higher order thinking skill based on revised Bloom's taxonomy in writing tasks. This study utilized content analysis as a form of qualitative research. As a result of this study, the Interactive

English 2 textbook's distribution of higher order thinking skills reveals that the create skill receives the highest distribution, receiving 51 out of 133 instructions, followed by the analyze level with 13 out of 133 instructions, and the evaluate level with 1 out of 133 instructions. It can be inferred that the create level is the predominate level of higher order thinking skill in writing activities in the Interactive English 2 textbook. It also indicated the unbalanced use of higher order thinking in writing activities.

Another research, in journal article with the title “*Higher Order Thinking Skill (HOTS) In English Language Textbook in Senior High School*” the research was released in 2022 by Dina Helmi Fitriani and Dhinuk Puspita Kirana. They intended to assess the difficulty of reading comprehension task given to senior high school twelfth grade students taking an English course. LOTS and HOTS are the two kinds of thinking skills of Anderson's taxonomy, this was done to figure out the level of reading comprehension tasks were. From the research's result, all levels of thinking were shown in the questions by a percentage or frequency that was counted up from the data that was gathered. It seems that 23% of questions focus on high-level, whereas 77% of questions focus on low-level. In short, reading comprehension questions that are part of the senior high school grade twelve textbook reading material in this research are often categorized as low-level questions.

Additionally, in journal article with the title *Improving Students' Writing Ability based on Higher Order Thinking Skills (HOTS) Questions at 8th Grade in SMP Swasta Kartika 1-4 Pematangsiantar*. In 2020, Lasta Pita Duinarti Sianturi, Dumaris E. Silalahi, and Christian Neni Purba did a study that focused on the development in the students' descriptive text writing skills based on HOTS questions. In accordance to the study's findings, using HOTS questions



encouraged students to produce more descriptive writing. The students are reluctant to write and communicate their opinions for the first time. The researcher concluded that applying the HOTS question media helped students get closer to them and learn to trust their views and feelings in accordance with the findings of the data analysis described in chapter IV. The experimental group had a considerably higher mean than the control group, relating to the t-test results. It has been revealed that using HOTS questions significantly enhances eighth-grade students' capacity to create descriptive text in SMP Swasta Kartika 1-4 Pematangsiantar.

In short, the gap of this research from the preliminary research mentioned above, in this research, the researcher decided to analyze reading questions from an English textbook utilizing the cognitive domain of the updated Bloom's taxonomy. This research analyzed reading questions from a textbook for the eleventh grade of Senior High School students that follows the 2013 Curriculum guidelines, English textbook entitled "*Bahasa Inggris Kelas XI*" released by the Indonesian Ministry of Education and Culture. To develop critical thinking, this research is focused to three levels towards the end of the revision of "Bloom's Taxonomy". The researcher utilized the updated edition of Bloom's taxonomy in this study, which allows in gaining the skill to *analyze, evaluate, and create*. Additionally, the updated version of Bloom's taxonomy is utilized in this research rather than the original one because it offers more depth of learning objectives. Subsequently, the descriptive qualitative design was chosen since the data analysis about cognitive domain of higher order thinking skills most dominated the reading questions in English textbook will be provided descriptively.