
HOTS (HIGHER ORDER THINKING SKILL) IN READING EXERCISE

Zaharil Anasy

Syarif Hidayatullah State Islamic University of Jakarta, Indonesia

E-mail: zahril.anasy@gmail.com

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Abstract

The objective of this study is to get empirical evidence of the distribution of the higher order thinking skill based on the revised edition of Bloom's Taxonomy in the essay question of the reading exercises in "Pathway to English textbook" for the 11th grade of senior high school student. This study uses the content analysis method to identify specified characteristics of the material in the textbook. The data of essay reading questions are collected by using "Pathway to English textbook" and the analysis card as the data sources and the checklist table. The writer finds that the distribution of the higher order thinking level is lower than the lower order thinking level. The data also shows that the distribution of the higher order thinking skill in the essay reading questions in the *Pathway to English textbook* is unequal. It doesn't treat the higher order thinking skill properly, particularly the create skill which doesn't exist in the essay reading questions. It only gives more emphasis on the analyzed skill by obtaining the highest number among the three skills in the higher order thinking level.

Keywords: HOTS (Higher Order Thinking Skill), Reading Exercise, pathway, English Textbook

Abstrak

Tujuan penelitian ini adalah untuk mendapatkan bukti empiris distribusi keterampilan berpikir tingkat tinggi berdasarkan Taksonomi Bloom edisi revisi dalam pertanyaan esai latihan membaca "Pathway to English textbook" untuk siswa SMA kelas 11. Penelitian ini menggunakan metode analisis isi untuk mengidentifikasi karakteristik materi dalam buku teks. Data pertanyaan membaca esai dikumpulkan menggunakan "Pathway to English Textbook" dan kartu analisis sebagai sumber data dan tabel ceklis. Penulis menemukan bahwa distribusi keterampilan berpikir tingkat tinggi lebih rendah dari keterampilan berpikir tingkat rendah. Data juga menunjukkan bahwa distribusi keterampilan berpikir tingkat tinggi dalam pertanyaan esai membaca dalam buku *Pathway to English Textbook* tidak seimbang. Buku ini tidak memperlakukan keterampilan berpikir tingkat tinggi dengan baik, terutama keterampilan yang tidak ada di pertanyaan membaca esai. Buku ini hanya memberikan penekanan lebih pada keterampilan yang dianalisis dengan mendapatkan jumlah tertinggi di antara tiga keterampilan berpikir tingkat tinggi.

Kata kunci: kemampuan berpikir tingkat tinggi, latihan membaca, pathway, English Textbook

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Introduction

In Indonesia, textbooks have been regarded as one of the main sources of teaching and learning in most EFL classroom. Referring to the information and statement, it can interpret that any aspects of the textbook, especially English textbook should always be controlled and examined continuously as one of an ongoing improvement.

However, many critics and suggestions pop out about the textbook used. Some of those critics and suggestions say that the textbook could be improved by having varied exercises or tasks, fluency practicing the four basic language skills; listening, speaking, reading, and writing, and giving more emphasis on the problem solving and the higher order cognitive process. The higher order thinking skill itself is useful for the students to be able to think critically in logical way and solve the problems they face in everyday life which could support them in the learning process with the scientific approaches in the new curriculum 2013. The higher order thinking skill could be trained by some exercises that are created for the students in the textbook. Nevertheless, the existence of the exercise which engages the higher order thinking skill in the textbook is still questionable.

As one of the learning sources, the textbook plays important role in the English teaching and learning process. Penny Ur claims that, "A coursebook provides a clear framework; teacher and learners know where they are going and what is coming next, so that there is a sense of structure and progress" (Ur, 2009). She adds that, "The coursebook provides texts and learning task which are likely to be of an appropriate level for most of the class. This of course saves time for the teacher who would otherwise have to prepare his or her own" (Ur, 2009). From those explanations, it has no doubt that the textbook greatly helps for both the

teachers and the students as one of the learning sources in the English teaching and learning process to provide the frameworks, texts, and tasks.

Nevertheless, many critics pop out about the textbook usage in the educational matter. Some of those critics claim that the textbook contains too little material and it is not sufficiently challenging for the teachers and the students (Richards, 2001). Therefore, the textbook need to be evaluated and analyzed by the teachers before it is given to the students. Furthermore, Cunningsworth states that, "No coursebook designed for general market will be absolutely ideal for your particular group of learners..." (Cunningsworth, 1998). Consequently, the teachers have to confirm and evaluate whether or not the content of the textbook is appropriate with the instructional objective, the students' level and the students' need before the textbook itself is used by the students and the teachers during the English teaching and learning process in the classroom.

There are many aspects in the textbook that need an evaluation such as the layouts of the textbook, the exercises, the instructions in the textbook, the teaching materials, and many else. The quality of those aspects could influence the students' outcomes and the students' motivation in the learning process.

Moreover, one of the aspects in the textbook that need an evaluation is the exercises or the tasks. Ur claims that the textbook has to provide varied topics and tasks for different learners' levels, learning styles, and interest (Ur, 2009). Thus, the teachers need to check the existence of the varied tasks or exercises in the textbook.

Exercise in the textbook takes prominent role in the English learning process because it helps the students to practice their ability and get good outcomes in the teaching and learning process. Ur highlights that, "Practice, then, is the

activity through which language skills and knowledge are consolidated and thoroughly mastered. As such, it is arguably the most important of all the stages of learning” (Ur, 2009). Hence, the exercise is useful for the teachers to know the students’ understanding about the teaching material and their ability in the four basic language skills.

In addition, Ur highlights that it is important to check the existence of the exercises in the textbook because one of the characteristics of a good textbook is practicing the four basic language skills properly (Ur, 2009). Therefore, the teachers also need to evaluate whether or not the textbook has been fluency practiced all the four basic language skill with the varied tasks and exercises.

As one of the four basic language skills (reading, writing, listening, speaking), reading is such a complex and difficult skill to learn. Moreover, for the Indonesian students who learn English as a foreign language, the reading skill is very difficult. Harmer claims that even the reading skill is difficult for people who use English as their mother language because of the many complex skills in reading skill (Harmer, 1996). However, though the reading skill is a complex skill for students to learn, it is still useful for their language acquisition because the more they understand what they read, the better they get at it.

Additionally, Linse states that, “Reading involves the higher order thinking skills. It is much more complex than merely decoding specific words. Teaching the students to derive meaning as well as analyze and synthesize what they have read is essential part of the reading process” (Linse, 2006). Therefore, teaching and training students to have the higher order thinking skill is important for students’

improvement in the reading skill because in the reading activity, the students need to answer the reading questions at all levels of thinking.

Higher order thinking skill consists of the top three domains in the cognitive skills from Bloom’s taxonomy, analysis, synthesis, and evaluation. Bloom’s taxonomy itself is one of the most famous taxonomies in educational matter which is introduced by Benjamin S. Bloom. Musial et.al claim that, “This taxonomy has been extremely influential in education for the past 50 years” (Musial, *et al.*, 2009). Hence, Bloom’s taxonomy is still considered as a helpful teaching tool today.

However, in this study, the writer employs the higher order thinking skill theory based on the revised edition of Bloom’s taxonomy by Krathwhol and Anderson which consist of the three skills, analyze, evaluate, and create. Krathwhol claims that this revised edition of Bloom’s taxonomy was developed in much the same manner 45 years later (Krathwohl, 2002). This revised edition is an updated version of the original Bloom’s taxonomy. The differences of the original taxonomy and the revised taxonomy can be seen in the Table 1.

Thus, the students need to have higher order thinking skills because Paul and Elder also highlight that, “No matter what your circumstance or goals, no matter where you are, or what problems you face, you are better off if your thinking is skilled. As a professional, shopper, employee, citizen, lover, friend, parent, and in every realm and situation of your life, good thinking pays off” (Paul & Elder, 2002).

It means that the higher order thinking skill is not only necessary in academic matters but also in every parts of our life to present our opinion and make a logical decision whoever and wherever we are.

Table 1 The Difference between Original Taxonomy and Revised Taxonomy (Musial et al., 2009)

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

Additionally, the focus in the college life is on the higher order thinking for being active to evaluate the ideas and information (Bassham, *et al.*, 2005). For this reason, the higher order thinking skill plays a vital role throughout the learning process because it could improve students' ability in critical thinking skill to evaluate information. Moreover, for the eleventh grade of senior high school students who will continue their study to the college or even for them who want to go to work, having the higher order thinking skill is very important for preparing themselves to do their own thinking in the real world.

Further, the writer chooses the textbook because it implicates the 2013 curriculum. In the 2013 curriculum, there are the five scientific approaches which are considered as the steps in teaching and learning process; observing, questioning, associating, experimenting, and networking.

Suharyadi explains that in the observing process, the students can connect what they have learned with what they are going to learn. The questioning and the associating could be useful for the students to develop their critical thinking skills in logically and systematically process of thinking. The experimenting could help the students to solve the problems they face in everyday life. Then, in the networking process, it allows the learners to face various changes and challenges to learn together (Suharyadi, 2014).

Hence, it can be seen that those scientific approaches are also related with the higher order thinking skill. It is supported by Brookhart's statement which states that the higher order thinking skill engages the problem solving and critical thinking skill (Brookhart, 2010).

The Higher Order Thinking in Reading Exercise

There is a growing emphasis on teaching and assessing the students' higher order level thinking. Airasian and Russel highlight that, "Many people believe that the only way to test higher-level thinking skills is with the essay items" (Airasian, 2008). Hence, the writer only analyzes the essay items of the reading question to see the existences of the higher order thinking level in the reading exercises. Essay question here means the question which usually starts with WH (What, Who, When, Where, Why, How).

Airasian and Russel state that, "Essay questions provide an important tool to assess higher-level thinking."¹ It means that essay items could allow the students to construct unique response that gives more insight into their thinking and learning because in answering like essay questions, the students need to use their own words.

Moreover, Musial et.al point out that, "Essay questions are most effective at assessing

complex learning and higher order thinking skills” (Musial et al., 2009). Hence, it is suitable to check the distribution of the higher order thinking skill in the essay reading exercises.

In assessing higher order thinking level in reading exercises, essay items require the students to relate their understanding of a topic in the text, make up their thinking, and show it through written text (Fisher and Frey, 2007). The essay items are helpful in checking for understanding and allowing the students to use their thinking critically, particularly in the reading exercises.

Furthermore, the questions can be classified into the higher or the lower levels of students’ thinking. While lower thinking requires the students to recall, the higher level requires the students to perform in more complicated process (Airasian & Russel, 2008). It means that the higher order thinking skill in the reading exercises require the students to use their thinking skill in more complicated process.

The lower order thinking questions are more easy to be found in the test format or the exercise because they are familiar, the easiest to answer by the students, and much easier to make by the teachers, while the higher level questions may be rarely found because they often require the teachers to wait a considerable amount of

time for the students to answer those questions (Airasian & Russel, 2008).

To sum up, it is believed that an analysis of the higher order thinking skill in the reading exercise of the textbook is important because it may improve the students’ critical thinking skill in the reading skill and may support the students to survive in the English communication environment.. Moreover, Woodward and Elliot as cited by Reed and Bergemann explain that, “.textbook can be improved with more emphasize on problem solving and higher order cognitive process” (Reed, et al., 1998).

Therefore, the writer choose to analyze the distribution of the higher order thinking skill of reading exercises in the *Pathway to English* textbook for the 11th grade of senior high school students to make sure that the textbook has been supporting the students in encouraging their competence to survive in the English communication environment by providing the higher order thinking skill in the reading exercises. Thus, the main question for this research is:

“How does the distribution of the higher order thinking skill in the reading exercise of *Pathway to English* textbook look like?”

Method

In this research, the writer uses the content analysis method because the writer analyzed the content of the textbook, particularly the reading comprehension exercises in the *Pathway to English* textbook for the 11th grade of senior high school students. Ary states that, “Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents” (Ary, et al., 2010).

Furthermore, the data collected are qualitative data organized as the questions of the essay reading exercises which are collected from *Pathway to English* textbook. In addition, the writer employs a very simple statistical calculation to determine the distribution of each level of Bloom’s taxonomy, particularly the higher order thinking level, and interprets the data qualitatively.

Findings and Discussion

Findings

From 33 essay reading exercises, there are 157 essay questions that practice the reading skill in the Pathway to English textbook. Those essay reading exercises are analyzed by using checklist table to find out the distribution of the cognitive domain in every essay reading question.

There are 6 cognitive domains in the revised edition of Bloom's taxonomy. Those six domains are divided into lower order thinking level (remember, understand, apply) and higher order thinking level (analyze, evaluate, create).

Finally, by knowing the distribution of the cognitive domain in every essay reading question, the writer hopes to know the distribution of the higher order thinking skill in the reading exercises.

The checklist table that consists of the column for the list of the reading questions every chapter and the cognitive domain from the revised edition of Bloom's taxonomy is provided below.

After the writer divides the six levels into the lower order thinking (remember, understand, apply) and the higher order thinking (analyze, evaluate, create), the result show that the higher order thinking obtains lower distribution than the lower order thinking skill. It is proven by the result of the data analysis which shows that the higher order thinking level only obtains 9.6% while the lower order thinking level obtains 90.4%.

From 12 chapters in the textbook, there are 157 essay reading questions in the textbook yet the higher order thinking level only gets 15 questions while the lower order thinking level gets 142 questions. Thus, the writer thinks that there is inequality number in the distribution of

the higher order thinking questions in the reading essay questions.

Discussion

The data revealed that the understanding skill obtains the highest distribution among the three skills in the lower order thinking level even among the six cognitive of the revised edition from Bloom's taxonomy while the analyze skill obtains the highest distribution only among the three skills in the higher order thinking level. It might happen because Mayer claims that the largest category of transfer-based educational objectives emphasized in school and colleges is understand (Meyer, 2002).

Further, the study also has similar result with Igbaria' study which concludes that the distribution of the lower order thinking skill is higher than the higher order thinking skill (Igbaria, 2013). It might happen because the lower order thinking questions are familiar and frequently occur in the lesson plan, the easiest to answer by the students, and much easier to make by the teachers (Airasian & Russel, 2008). This finding also appears frequently in almost all the studies discussed in the review of related literature.

On the contrary, the few distribution of the higher order thinking questions might happen because the questions look much more complex than the lower order thinking level. Therefore, in view of that idea, the write thinks that the author of the textbook might concern about the limitation of time in the classroom because in answering the higher level questions, the students might waste the times in the teaching and learning process. It is supported by Airasian and Russel's statement which state that the higher level questions often require the teachers to wait a considerable amount of time for the students to answer those questions (Airasian & Russel, 2008).

Moreover, it also shows unbalance number because the evaluate domain only gets 1.9% out of 100% and the create domain obtains null distribution. It is quite surprising if comparing to another research by Seif which found that the synthesis skill or create skill obtains an excellent number, 41.35% (Seif, 2012). It might happen because the author thinks that the textbook is used for heterogeneous class which there must be some students who are weak in higher order thinking skill and cannot cope with those kinds of questions (Brookhart, 2010). However, it could be better if the author of the textbook is more concern about the distribution of the higher order thinking level by modifying and enriching some questions into the evaluate skill and particularly the create skill.

Further, as the first skill in the higher order thinking level, the analyze skill obtains 12 questions out of 157 questions or 7.7%. It is the highest number among the three skills in the higher order thinking level although if it is compared to the other six domains, it is still considered to have small distribution. It might happen because Brookhart points out that it is a must to create such questions that ask the students to describe and figure out how one thing to others are related (Igbaria, 2013). Thus, even though the questions that belong to the analyze skill are few compared to the others but it is important to train students in analyzing some ideas and information.

Additionally, there are only 3 chapters in the textbook which practice the analyze skill in the essay reading exercises, chapter 8, 10, and 12. Moreover, the highest distribution of the analyze questions is available in the chapter 10. It might happen because there are also many variations of the reading text and the reading exercises in the chapter 10. However, the example of the analyze question are limited only on the reasoning questions form like, “Why is it

called a paragraph?” or “Why is it called an analytical exposition?” (chapter 10, page 203).

Hence, it can be said that the types of the analysis questions are not too varied. In fact, actually the students need to improve their analysis skill by answering other kinds of analysis questions rather than reasoning types of questions, such as classifying, differentiating, and outlining (Daiek & Anter, 2004). Consequently, the types of analyze questions could be more varied with the types of questions which ask students to connect conclusions with supporting statements, distinguish relevant from different material, and determine how ideas are connected to one another.

As a whole, there are only 2 questions which are not the reasoning question like, “What problem does this country face?” (chapter 12, page 240) which asks the student to break apart the information in the text and “Are the main idea of the two songs different or the same? What it is about (if it is the same)? What are they about (if they are different)?” (chapter 12, page 240) which asks the students to make a conclusion about the differences or the similarities.

The analysis question could be enriched by adding the variation of them. For instance, it can be added by asking a relation between one thing to another thing like “How is....related to...?” or a question to ask the difference between two things such as “What is the distinction between ... and ...?” (Brookhart, 2010). Consequently, by adding those kinds of questions, the writer hopes that the types of questions can be more varied.

Then, the second category is the evaluate skill. There are only 3 questions out of 157 or 1.9% which belong to the evaluate skill. It might happen because it is one of the most critical thinking skill in the reading skill so it is such a challenging and difficult to answer or even to create (Daiek & Anter, 2004). However, this

kind of question can also be modifying by requiring literary criticism about thing and asking about the quality of the text based on the reader and asking them the reason (Brookhart, 2010). Thus, the evaluate questions could be more varied and could train students to evaluate some ideas in different types of questions.

Further, the questions of the evaluate skill are only available in the 2 chapters in the textbook, chapter 5 and 12. There are 2 questions in the chapter 5 and only 1 question in the chapter 12. From those three questions of the evaluate skill, the variation of question types is monotonous which mostly ask reader's judgment about one character such as, "Is 'I' in the first song a pessimistic or an optimistic person? How do you know?" (Chapter 12, page 204).

In fact, those questions can be enriched and modified to be like "What was the most important moment in the story and why?" (Airasian & Russell, 2008). Those questions also belong to the evaluation skill because they also ask about the reader's response towards the story in the reading text.

The last category is the create skill which obtains null distribution. It might happen because Daiek and Anter claim that the synthesis questions or the create question had difficulty in answering (Daiek & Anter, 2004). However, they add that the synthesis or create skill is important in college because the lecture will ask the students to think about discrete items of information in order to arrive at a deeper understanding (Daiek & Anter, 2004). Hence, it could be better if the teachers and the author of the textbook pays more attention to the

distribution of the create skill in the essay reading questions

In addition, the variation of the create questions could be enriched by asking the students to create a scheme for classifying ideas or propose a plan for research (Daiek & Anter, 2004). The create questions could also be enriched by adding such questions like, "How would you write different ending?" or "How do you state a conclusion supported by these facts?" (Airasian & Russell, 2008).

Finally, the writer thinks that in higher order thinking level, the skill that is emphasized by the author of the textbook is the analyze skill. It is proven by the highest distribution that is gotten by the analyze skill while the others two skills only get small number of distribution though it is also considered as the small distribution if it is compared to the other six cognitive domains of the revised edition from Bloom's taxonomy. Further, the ratio between the evaluate skill which is in the second place below the analyze skill is not too far.

The most important thing that must be a concern for the teachers and the author of the textbook is the create skill which obtains null distribution. In fact, the create skill is necessary for students because it trains them to produce an original product of their own thinking and ideas.

It is also can be seen that the variation of those higher order thinking questions are not too varied. Therefore, the writer thinks that the variation of the higher order thinking questions must be enriched so that the students could improve their higher order thinking skill properly.

The Distribution of the Cognitive Domain in Essay Reading Exercise

Ch.	No.	Essay Reading Questions	Cognitive Domain of Bloom's Taxonomy					
			Lower Order Thinking			Higher Order Thinking		
			C1	C2	C3	C4	C5	C6
1	1	What should the people of Jakarta do to avoid gutters and			V			

Ch.	No.	Essay Reading Questions	Cognitive Domain of Bloom's Taxonomy					
			Lower Order Thinking			Higher Order Thinking		
			C1	C2	C3	C4	C5	C6
		drainage?						
	2	How many canals were built by the former governor?	V					
	3	Why did the former governor build the elevated road to Soekarno-Hatta International Airport?		V				
	4	Where can we see garbage piled up in Jakarta?	V					
	5	What is the text telling us about?		V				
	6	What is the main idea of the first paragraph?		V				
	7	What is the purpose of the writer sending this letter to the Jakarta Post?		V				
	8	"they should not blame the city's authorities for their flooded city..." Do you think that both the underlined words refer to the same person or not? What do they refer to?				V		
2	9	What is the purpose of the writer writing this text?		V				
	10	What makes Indonesia one of the most corrupted country?		V				
	11	What are the writer's opinions to overcome corruption in Indonesia?		V				
	12	What is the topic of the discussion?		V				
	13	Why does Anggie say the education system in Fantasia Island is terrible?		V				
	14	Who supports Angie's opinion?	V					
	15	Why does Ryan agree with Anggie's opinion?		V				
	16	Who doesn't agree with Anggie's opinion? Why?		V				
	17	Who doesn't agree with bob? Why?		V				
3	18	Who is the speaker?	V					
	19	Who is Adi?	V					
	20	What is the topic of the monologue?		V				
	21	What does the speaker hope?		V				
	22	Why does the speaker express a wish?		V				
	23	Who are the speakers?	V					
	24	What are they talking about?		V				
	25	What does Hendi hope from Dora's plan to be on diet?		V				
	26	What is their hope for the pizza restaurant on the corner?		V				
	27	What are they talking about?		V				
	28	Who is Bulan?	V					
	29	Why does Bulan plan a peace declaration?		V				
	30	What are their hopes by doing this activity?		V				
	31	Why does Bulan send regards to Mentari's parents?		V				
	32	What's the purpose of giving someone general wishes?		V				
	33	What is the text about?		V				
	34	Why did Vivakananda write a letter to Harry?		V				
	35	Why did the writer feel fortunate?		V				
	36	What did the writer send together with her letter?	V					
	37	What did the writer mean by writing 'my good wishes through this letter' in the letter?		V				
	38	What is the email about?		V				
	39	What is the purpose of writing the letter?		V				
	40	Why did Anya thank to Sania?		V				
	41	The writer wrote 'Take heart and may God bless you. Wishing you a very speedy recovery.' What does it mean?		V				
4	42	What is the letter about?		V				
	43	Who invited Mrs. Josie Burton?	V					
	44	Who is Mrs. Josie Burton?	V					
	45	Why should the invitation be formal?		V				
	46	What event will be held in VCA school of drama?	V					
	47	What do you think Josie Burton should do if she can't come?				V		
	48	What is RSVP?	V					
	49	Who should the RSVP be addressed to? What are Jack and		V				
	50	his friend going to do this evening?						
	51	Who is he inviting?		V				

Ch.	No.	Essay Reading Questions	Cognitive Domain of Bloom's Taxonomy					
			Lower Order Thinking			Higher Order Thinking		
			C1	C2	C3	C4	C5	C6
5	52	What film is Ketut going to watch?	V					
	53	Who is he inviting?	V					
	54	Who wrote the letter?	V					
	55	What did Sam's father write to Sam?	V					
	56	What did Sam's father advise to Sam?	V					
	57	How is Sam's character?					V	
	58	How did Sam's father salute his son?	V					
	58	How did Sam's father close his email?	V					
	60	What is the email about?			V			
	61	Why did Samy write 'I miss you' in his email?			V			
	62	How did Samy salute his father?	V					
	63	How did Samy close his email?	V	V				
	64	What is the letter about?	V					
	65	Who is Sisi?	V					
66	What is the gift like?							
6	67	What is the purpose of sending the letter?	V	V				
	68	Who sent the letter?						
	69	Who receive the letter?	V					
	70	When was the letter written?	V					
	71	What type of personal letters does Dona's letter belong to?		V				
	72	What is the main idea of the text?		V				
	73	What is the purpose of writing the letter?		V				
	74	What made Dona write this letter?		V				
	75	Why did Dona say thank to Melodi?		V				
	76	What can you learn from Dona's letter?					V	
	77	What is the text about?		V				
	78	What is the purpose of the text?	V	V				
	79	What are chopsticks made from?						
	80	Which country (countries) use chopsticks for eating?	V					
81	Have you ever eaten with chopsticks? When and where do you usually eat with chopsticks?	V						
7	82	What the underlined words refer to? "toward the stationery one.", "it may look complicated...", "it lies at the base of your thumb..", "as you lift it toward your mouth." How do you feel when eating using chopsticks? Explain why?			V			
	83	What happens after the tea leaves are picked?		V				
	84	How long are the leaves dried under the sun?	V					
	85	How are the tea leaves sliced?	V					
	86	What happens to the tea leaves before the leaves are delivered to the store?		V				
	87	How many trees are cut down every day to make paper?	V					
	88	What will happen if the rescue team doesn't help them soon?			V			
	89	Is the rescue effort easy? Why?					V	
	90	Why doesn't the team tell the men how hard the rescue effort is?		V				
	91	What's the topic of the dialogue?		V				
	92	What does "It has erupted again and again." mean?		V				
	93	Did the SAR team come to help them? How do you know?					V	
	94	What would happen if they were not evacuated?				V		
	95	What would have happened if the mountain had not erupted again?				V		
96	How may we know if there is a natural disaster in one place?		V					
9	97	What's the text telling us about?		V				
	98	What do the followings refer to? They swing form tree to tree, They eat bananas, peanuts, and fruits			V			
	99	What's the purpose of writing the paragraph?		V				
	100	What tense is mostly used in the text?						

Ch.	No.	Essay Reading Questions	Cognitive Domain of Bloom's Taxonomy					
			Lower Order Thinking			Higher Order Thinking		
			C1	C2	C3	C4	C5	C6
	101	What do you call a topic that supports all sentences in a paragraph?		V				
	102	In what paragraph can you find the following idea? The common components on all phones, The definition of a hand phone, Variety of hand phone, Features in mobile phone?		V				
	103	Who provide a cellular network?						
	104	What is the function of a battery, a keypad, a screen, text message, and SIM card?	V					
	105	When is a hand phone called a smart phone?	V					
	106	What do manufactures do to make a hand phone more attractive?	V					
	107	What does the underlined word refer to? It does so by connecting to a cellular network, This has led to great innovation in mobile phone development over the past 20 years				V		
10	108	What are unexpected expenses?		V				
	109	Besides saving funds, what else should you have to face the unexpected events?	V					
	110	Why should you save your money for retirement?		V				
	111	What does the proverb "forewarned, forearmed" mean?			V			
	112	What is the poem about?		V				
	113	Why did the boy write his poem?		V			V	
	114	What makes him adore his daddy?		V				
	115	Do you think that this poem takes the form of analytical one? Why?		V				
	116	What is the campaign poster about?						
	117	What is the purpose of the poster?		V				
	118	Why should we vote for Ekateryna?		V				
	119	Do you think that this poster takes the form of an analytical one? Why?					V	
	120	What does the graph show?		V				
	121	In which month does the graph show the highest point? Why?		V				
	122	In which month does the graph show the lowest point?	V					
	123	In which month does the graph show the leveling-off?	V					
	124	Do you think that this report takes form of an analytical one? Why?					V	
	125	What is the topic of the paragraph above?					V	
126	Why can't you find the topic?							
127	What are the mistakes of the paragraph?			V		V		
128	What is the topic of the paragraph above?					V		
129	Why is it called a paragraph?							
130	What are the requirements of a paragraph?	V						
131	What are the sentences about?		V					
132	What do you call the sentence above?		V					
133	What is the topic of his speech?		V					
134	What is Councilor Harper trying to do to the audience in his speech?		V					
135	Why does he think that a New Town Hall is badly needed?		V					
136	What will the project of the New Town Hall provide?		V					
137	So, what is his conclusion at the end of his speech?		V					
138	Which one is the thesis, the arguments and the reiteration?		V					
139	Does the speech take the form of analytical exposition? Why?					V		
140	What is the topic of his speech?		V					
141	What is Councilor Steward trying to do to the audience in his speech?		V					
142	Why does he think that a New Town Hall is not necessary?		V					
143	So, what is his conclusion at the end of his speech?		V					
144	Which one is the thesis, the arguments and the reiteration?		V					

Ch.	No.	Essay Reading Questions	Cognitive Domain of Bloom's Taxonomy					
			Lower Order Thinking			Higher Order Thinking		
			C1	C2	C3	C4	C5	C6
	145	Does the speech take the form of analytical exposition? Why?				V		
11	146	What is the text mostly about?		V				
	147	What is the most important idea of the text?		V				
	148	What do the details tell about the main idea?		V				
	149	What is the text about?		V				
	150	According to the 1st paragraph, why was 'Abdul Haris Nasution' well-known in Indonesia?		V				
12	151	What do the underlined words refer to? "...and furish it with love.", "I'd like to hold it in my arms...", "...and keep_it company.", "And hear them echo through the hills.", "That's the way_it'll stay."			V			
	152	Are the main ideas of the two songs different or the same? What is it about (if it is the same)? What are they about (if they are different)?				V		
	153	What does "I" in the song "This Land Is Mine" dream about in his/her land?		V				
	154	Why do you think the song is entitled "Rayuan Pulau Kelapa"?				V		
	155	Is "I" in the first song a pessimistic or an optimistic person? How do you know?					V	
	156	What about the land in the second song?		V				
	157	What problems does this country face?		V				
		Total	41	91	10	12	3	0
			142	15				
		Score	142/157x100% = 90.4%			15/157x100% = 9.6%		

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