HIGHER ORDER THINKING SKILL IN READING EXERCISE

(An Analysis of Reading Exercises in *Pathway to English* Textbook for the Eleventh Grade of Senior High School Students)

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2014
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The Examination Committee of the Faculty of Tarbiyah and Teachers’ Training certifies that the “skripsi” (Scientific Paper) entitled “HIGHER ORDER THINKING SKILL IN READING EXERCISE (An Analysis of Reading Exercises in Pathway to English Textbook for the Eleventh Grade of Senior High School Students), written by Nur Pratiwi, student’s registration number: 1110014000017 was examined by the Committee on November, 17th 2014. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” (Bachelor of Arts) in English Language Education at the English Department.

Jakarta, November 17th 2014

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HIGHER ORDER THINKING SKILL IN READING EXERCISE

(An Analysis of Reading Exercises in Pathway to English Textbook for the Eleventh Grade of Senior High School Students)

A Skripsi

Presented to the Faculty of Tarbiyah and Teachers’ Training in a Partial Fulfillment of the Requirements for the Degree of S.Pd (Bachelor of Art) in English Language Education

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ABSTRACT

Nur Pratiwi (NIM: 1110014000017). Higher Order Thinking Skill in Reading Exercise; An Analysis of Reading Exercises in Pathway to English Textbook for the Eleventh Grade of Senior High School Students. Skripsi of The English Education Department, The Faculty of Tarbiyah and Teachers’ Training, State Islamic University Syarif Hidayatullah Jakarta, 2014.

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 which is prepared for the 11th grade of senior high school student.

In this study, the writer uses the content analysis method because the writer identifies specified characteristics of the material in the textbook. Furthermore, the data collected are qualitative data because the data are collected in the form of the words, which are the essay reading questions, rather than the numbers. The writer uses Pathway to English textbook and the analysis card as the data sources and the checklist table for collecting and analyzing the data to find the result of the study.

After doing the analysis of the data, the writer finds that the higher order thinking level only obtains 15 out of 157 essay reading questions (9.6%) while the lower order thinking level obtains 142 out of 157 essay reading questions (90.4%). It can be concluded that the distribution of the higher order thinking level is lower than the lower order thinking level. Then, the ratio of the higher order thinking skill to the lower order thinking level looks far enough, 1:9.4. As the focus of this study, the distribution of the higher order thinking skill looks like: the analyze skill obtains the highest distribution by obtaining 15 out of 157 essay reading questions (7.7%) while the evaluate skill is in the second place by obtaining 3 out of 157 questions (1.9%) and the create skill obtains null distribution. It 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 analyze skill by obtaining the highest number among the three skills in the higher order thinking level.
Tujuan dari penelitian ini adalah untuk mendapatkan bukti empiris dari distribusi higher order thinking skill berdasarkan edisi revisi dari taksonomi Bloom pada pertanyaan esai dalam latihan membaca di buku teks Pathway to English yang digunakan untuk kelas 11 siswa sekolah menengah atas.

Dalam penelitian ini, penulis menggunakan metode content analysis karena penulis mengidentifikasi spesifik karakter dari material di dalam buku teks, khususnya pertanyaan esai membaca. Lebih jauh lagi, data yang dikumpulkan adalah data kualitatif karena data yang dikumpulkan berbentuk kata-kata, yaitu pertanyaan esai membaca, dibanding angka. Penulis juga menggunakan buku teks Pathway to English dan analysis card sebagai sumber data serta menggunakan checklist table dalam mengumpulkan dan menganalisa data untuk menemukan hasil penelitian.

Setelah melakukan analisa data, penulis menemukan bahwa higher order thinking skill memperoleh 15 dari jumlah 157 soal esai membaca (9.6%) sementara lower order thinking skill memperoleh 142 dari 157 soal esai membaca (90.4%). Itu dapat disimpulkan bahwa distribusi dari higher order thinking skill lebih rendah dari lower order thinking skill. Selanjutnya, rasio dari higher order thinking skill dengan lower order thinking skill terlihat cukup jauh, 1:9.4. Sebagai fokus dari penelitian ini, distribusi dari higher order thinking skill terlihat seperti: kemampuan menganalisa memperoleh distribusi paling tinggi dengan memperoleh 15 dari 157 soal esai membaca (7.7%) sementara kemampuan mengevaluasi ditempat kedua memperoleh 3 dari 157 soal esai membaca (1.9%) dan kemampuan menciptakan memperoleh distribusi kosong. Hasilnya menunjukkan bahwa distribusi higher order thinking skill dalam soal esai membaca di dalam buku teks Pathway to English tidak mencukupi. Buku teks tersebut juga tidak memperlakukan higher order thinking skill dengan baik khususnya kemampuan menciptakan yang tidak terdapat dalam soal esai membaca. dan hanya memberi perhatian lebih kepada kemampuan menganalisa dengan memperoleh jumlah yang paling tinggi diantara tiga kemampuan dalam tingkatan higher order thinking.
ACKNOWLEDGMENTS

In the name of Allah, the Beneficent, the Merciful

All praise be to Allah, the Lord of the worlds, who has given the writer His love and compassion to finish the last assignment of her study. Peace and salutation be upon the Prophet Muhammad SAW, his family, his companion, and his followers.

This skripsi, which has title “Higher Order Thinking Skill in Reading Exercise (An Analysis of Reading Exercises in Pathway to English Textbook for the Eleventh Grade of Senior High School Students)” will be presented to the Faculty of Tarbiyah and Teachers’s Training in a partial fulfillment of the requirements for the degree of S. Pd (Bachelor of Art) in English Language Education.

First of all, the writer would like to express her greatest love and honor to her beloved family: her beloved father (Sirman) and her beloved mother (Surismi) for their love, pray, and advice, her beloved big brother (Yuli Suprayitno) for his care, and all her families who always support her to finish this skripsi.

The writer would also like to express her great honor and deepest gratitude to her advisors, Drs. Bahrul Hasibuan, M.Ed and Drs. Syauki, M.Pd, for their valuable help, guidance, comments, corrections, and suggestions. Thanks for them who have been very patient to sacrifice their energy and time to assist the writer so that the writer could finish this skripsi.

Furthermore, the writer would also like to give special gratitude to:

1. All lectures in Department of English Education who have taught the writer the useful knowledge and skills.
2. Mr. Syauki, M.Pd, the Head of Department of English Education.
3. Mr. Zaharil Anasy, M.Hum., the secretary of Department of English Education.
4. Mr. Didin N. Hidayat, MA TESOL, her academic advisor, who has spent his time to meet the A class for giving some advice and encouragements.

5. Mrs. Nurlena, MA. Ph.D, the Dean of faculty of Tarbiya and Teachers’ Training, Syarif Hidayatullah State Islamic University, Jakarta.

6. Her best friends, Sari Febrianti, Siti Afifah, Listianty Ridayu M., Robi’atul ‘Adawiyah, Sita Pradhita N., Ummu Salamah, Nadya Yani S.A., Ranny Junita A., and Nur Maw who always be by her side, make her laugh and give the biggest support so that those give her more spirit to finish this skripsi, and all friends of English Education Department, academic year 2010/2011 especially A class who can not be mentioned one by one, thanks for the beautiful memories and togetherness during 4 years.

7. Her lovely friends in Oot’s Dorm, Yani Astuti, Uli, and Ayu, who always be the greatest mates.

8. Finally, the writer really hopes that her writing will be useful for the writer herself and for the readers. Amin

Jakarta, October 2014

The Writer
TABLE OF CONTENTS

Page
ABSTRACT ........................................................................................................... i
ABSTARK ........................................................................................................... ii
ACKNOWLEDGMENTS .................................................................................. iii
TABLE OF CONTENTS ................................................................................... v
LIST OF TABLES .............................................................................................. vii
LIST OF APPENDIXES ................................................................................... viii

CHAPTER I : INTRODUCTION
A. The Background of the Study ................................................................. 1
B. The Formulation of the Problems .......................................................... 5
C. The Scope of the Study ........................................................................... 6
D. The Objectives of the Study ................................................................. 6
E. The Significance of the Study ............................................................... 6

CHAPTER II : THEORETICAL FRAMEWORK
A. Textbook .................................................................................................. 7
   1. The Understanding of Textbook ....................................................... 7
   2. The Use of Textbook ......................................................................... 8
   3. The Common Features of A Good Textbook .................................. 9
   4. The Textbook Evaluation ............................................................... 11
B. Reading .................................................................................................... 13
   1. The Understanding of Reading ...................................................... 13
   2. The Reading Comprehension ........................................................ 15
   3. The Aim of Reading ........................................................................ 16
   4. The Types of Reading Skill ............................................................ 17
   5. The Types of Reading Exercise ...................................................... 19
C. The Higher Order Thinking Skill .......................................................... 20
   1. The Understanding of Higher Order Thinking Skill ................... 20
2. The Advantages of Higher Order Thinking Skill … 22
3. The Higher Order Thinking in Bloom’s Taxonomy 23
4. The Higher Order Thinking in Reading Exercise … 27
D. The Relevant of the Study ............................... 28
E. Theoretical Framework ................................. 30

CHAPTER III : RESEARCH METHODOLOGY
A. The Object of the Study ................................. 32
B. The Research Method ................................. 32
C. The Data Source ........................................... 33
D. The Technique of Data Collecting .................... 33
E. The Technique of Data Analysis ....................... 34

CHAPTER IV : RESEARCH FINDINGS
A. The Description of the Data ............................ 35
B. The Analysis of the Data ............................ 37
1. Findings of the Distribution of the Higher Order
   Thinking Skill in the Essay Reading Exercises ..... 37
C. The Interpretation of the Data ....................... 49
D. The Discussion of the Data ............................ 50
   1. The Higher Order Thinking Skill .................. 50

CHAPTER V : CONCLUSION AND SUGGESTION
A. The Conclusion ............................................. 55
B. The Suggestion ............................................ 56

REFERENCES .................................................... 58
APPENDIXES ................................................... 61
LIST OF TABLES

Table 2.1 The Types of Cognitive Processes Identified in Bloom’s Taxonomy ................................................................. 24
Table 2.2 The Difference between Original Taxonomy and Revised Taxonomy ...................................................................... 25
Table 4.1 The Distribution of the Essay Reading Exercises ................ 36
Table 4.2 The Test Types of Reading Exercise ................................. 37
Table 4.3 The Distribution of the Cognitive Domain in Essay Reading Exercise ................................................................. 39
Table 4.4 The Distribution of the Higher Order Thinking Skill in Essay Reading Exercise .................................................... 46
Table 4.5 The Questions List of Analyze Skill ................................. 47
Table 4.6 The Questions List of Evaluate Skill ................................. 48
### LIST OF APPENDIXES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>The Analysis Card</td>
<td>62</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>The Checklist Table</td>
<td>65</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>The Examples of Reading Exercises</td>
<td>66</td>
</tr>
<tr>
<td>Appendix 4</td>
<td><em>Surat Bimbingan Skripsi</em></td>
<td>69</td>
</tr>
<tr>
<td>Appendix 5</td>
<td><em>Surat Pernyataan Karya Sendiri</em></td>
<td>70</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>Reference Test Sheet</td>
<td>71</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

A. The Background of the Study

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.”\(^1\) 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.”\(^2\) 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.\(^3\) 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…”\(^4\) 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.

\(^2\) Ibid.
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.\(^5\) 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. Penny 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; ….”\(^6\) 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.\(^7\) 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.

There are four basic language skills in the teaching and learning English. The four basic language skills are listening, speaking, reading, and writing. Those skills are necessary to be learnt by the students because they are the core component of the English communication. Their mastery in learning English could be seen by knowing their ability in using those four basic language skills.

As one of the four basic language skills, reading is such a complex and difficult skill to learn. Moreover, for the Indonesian students who learn English

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\(^5\) Penny Ur, *op. cit.*, 2009, p.186
\(^6\) *Ibid.*, p.20
\(^7\) *Ibid.*, p.186
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.\textsuperscript{8} 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.”\textsuperscript{9} 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.”\textsuperscript{10} 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 Krathwohl and Anderson which consist of the three skills, analyze, evaluate, and create. Krathwohl claims that this revised edition of Bloom’s taxonomy was developed in much the same manner 45 years later.\textsuperscript{11} This revised edition is an updated version of the original Bloom’s taxonomy. Thus, the writer hopes that by employing the

revised edition of Bloom’s taxonomy, this study will give broader insight about the higher order thinking skill based on the revised edition of Bloom’s taxonomy.

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.”12 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.

Additionally, the focus in the college life is on the higher order thinking for being active to evaluate the ideas and information.13 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

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challenges to learn together.\textsuperscript{14} 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.\textsuperscript{15}

In addition, the author tells the reader that it practices the four-skills: listening, speaking, reading, and writing- which eventually help the students to develop their discourse competence. By having that competence, the author hopes that the students can survive in the English communication environment to access information and express themselves in different kind of texts.

To sum up, the writer believes 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.”\textsuperscript{16} 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 11\textsuperscript{th} grade of senior high school students to make sure that the textbook has been support the students in encouraging their competence to survive in the English communication environment by providing the higher order thinking skill in the reading exercises.

\textbf{B. The Formulation of the Problem}

The writer would like to formulate this study as:

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

\textsuperscript{14} Suharyadi, State University of Malang, English Department, Exploring “Scientific Approach” in English Language Teaching, 2014, p.1350-1352, (www.teqip.com).

\textsuperscript{15} Susan M. Brookhart, How to Assess High-Order Thinking Skills in Your Classroom, (Alexandria: ASDC Member Book, 2010), p.3

\textsuperscript{16} Arthea J S Reed, Verna E Bergenmann, and Mary W. Olson, In the Classroom: In Introduction to Education, (Boston: McGraw-Hill, 1998), p.258
C. The Scope of the Study

This study is limited only on analyzing the reading exercises in *Pathway to English* textbook. The writer will only focus on the essay questions of the reading exercises because those essay questions could give broader insight into students’ thinking so that they could train their higher order thinking skill properly. The essay reading question that will be analyzed are only the questions preceded by WH-question words (What, Who, When, Where, Why, and How) in *Pathway to English* textbook which is used by 11th grade of senior high students.

The writer only analyzes the essay questions that come after every reading text or in the other word it is the reading comprehension questions. Those questions are analyzed based on the higher order thinking level in the cognitive domain of the revised edition of Bloom’s taxonomy which consists of analyze, evaluate, and create skill.

D. The Objective of the Study

In line with the formulation of the problem above, the objective of this study aims to get the 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 which is used for the 11th grade of senior high school student.

E. The Significance of the Study

This study has significance for the writer herself as a candidate of a teacher and for the reader. For both of them, this study is expected to give broader insight or perception about the textbook selection, the reading exercises, and the higher order thinking skills from the revised edition of Bloom’s Taxonomy.
CHAPTER II

THEORETICAL FRAMEWORK

A. Textbook

1. The Understanding of Textbook

Textbook is one of the instructional resources in the classroom for the teachers and the students during the teaching and learning process. It is a resource that could affect the students’ outcome in the teaching and learning process. Airasian and Russel claim that, “Another resource that greatly influences what is planned, taught, and learned in classroom is the textbook. More than any other single resources, the textbook determines instructional plans in many classrooms.”^1^ To sum up, the textbook is the resource that could influence the teaching and learning process because it is considered as an instructional plan for teacher to teach their students in the classroom.

Moreover, Reed, Bergemann and Olson believe that, “Textbook are the single most used instructional tool in the classroom.”^2^ It means that the textbook is the instructional resources that mostly used by many teachers in the teaching process. Furthermore, they add that, “Textbooks provide a common resource for all students. It includes pictures graphs, maps, and other illustrations to facilitate the learning process.”^3^ It means that the textbook is one of the instructional tools that could be a media of active learning and could facilitate the students in the learning process because it provides some interesting illustrations.

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^3^ Ibid.
In summary, textbook is one of the instructional resources that consist of pictures, graphs, texts, maps, exercises, and other media of learning that is considered as the resource that is mostly used in the classroom that could facilitate the teachers and the students in the teaching and learning process. It also influences the teaching and learning process in the classroom.

2. The Use of Textbook

People could not deny that the textbook has many advantages in the teaching and learning process. As stated before that it is considered as the resource that is mostly used in the teaching and learning process, thus the textbook has important role in the teaching and learning process.

In addition, Airasian and Russel highlight that, “The instructional resources available to a teacher influence not only the nature of instruction but also the learning outcomes that are possible.” It is clearly said that the textbook, as one of the instructional resources, could help the teachers to make the better outcomes in the teaching and learning process.

Ornstein in Reed, Bergemann and Olson also adds that, “The textbook has had the longest and most obvious influence on curriculum, to the extent of, in effect, standardizing teaching and instructional practice.” It means that the textbook is important equipment in the teaching and learning process because it can standardize the instructional practice in the classroom.

The textbook also provides the students with such illustration materials like pictures and graphs to make it interesting to be read. Therefore, the textbook is obviously useful for both the teachers and the students because it facilitates the teachers and the students with interesting illustrations that could help the students to be more interested in the teaching and learning process.

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4 Airasian and Russel, op.cit., 2008, p.62
5 Reed, Bergemann, and Olson, loc.cit. 1998, p.256
Then, according to Cunningsworth, textbook has multiple roles in the English language teaching and can serve as:

- a resource for presentation material (spoken and written)
- a source for activities for learner practice and communicative interaction
- a reference source for learners on grammar, vocabulary, pronunciation, etc
- a source of simulation and ideas for classroom language activities
- a syllabus (where they reflect learning objectives which have already been determined)
- a resource for self-directed learning or self-access work
- a support for less experienced teachers who have yet to gain in confidence.6

Hence, the writer infers that the textbook is one of the instructional tools used in the classroom as a reference in the learning and teaching process so it is very useful for both the teachers and the students. Textbook could give the teachers an idea or a framework to teach with interesting materials and allow them to look forward and back for giving them a chance to prepare what’s coming and review what they have done. For the students, the textbook could help them in reviewing their improvement in the learning process so they could know their own progress in learning.

3. The Common Features of A Good Textbook

There are many common features of a good textbook from many experts in the educational field. Those common features help the teachers to be more careful in selecting an appropriate textbook for their students. As an important role in teaching and learning process, the textbook has big influence in the learning outcome so the teachers need to be selective in the textbook selection activity. If the textbook is not considered as a good textbook, it could influence

the learning outcome. Furthermore, the following are the common features of a good textbook based on Penny Ur:

- Objectives explicitly laid out in an introduction, and implemented in the material
- Approach educationally and socially acceptable to target community
- Clear attractive layout; print easy to read
- Interesting topic and task
- Varied topic and task, so as to provide for different learner levels, learning styles, interests, etc
- Clear instruction
- Systematic coverage of syllabus
- Content clearly organized and graded (sequenced by difficulty)
- Periodic review and test sections
- Fluency practice in all four skills
- Encourages learners to develop own learning strategies and to become independent in their learning

Additionally, Richard has different perception of what a good textbook is. The followings are the characteristics of good textbook according to Richard:

- They should provide structure and syllabus for a program
- They help standardize instruction
- They maintain quality
- They are efficient
- They provide a variety of learning resources
- They can provide effective language models and input
- They can train teachers
- They are visually appealing

Harmer also points out that, “Good textbook often contains lively and interesting material; they provide a sensible progression of language items, clearly showing what has to be learnt and in some cases summarizing what has

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been studied...” He adds that, “Good textbook also relieve the teacher from the pressure of having to think of original material for every class.”

From the explanations of the experts above, it can be seen that the common features of a good textbook are varied. The textbook has to be suitable with the learning objectives, interesting in the cover or layout, covering all of the four basics English skill in form of the content and the exercises, and having the varied exercise.

4. The Textbook Evaluation

Beside many benefits that the teachers and the students got from the textbook, there are critics of the textbook adoption system which claim that the quality of the textbook is not as good as it could or should be. For instance, Reed, Bergemann and Olson state that, “Textbook summarize large quantities of information and often make it too general and superficial, thus discouraging conceptual thinking, critical analysis, and evaluation.” Hence, the textbook needs an evaluation by the teachers.

Moreover, Harmer points out that, “…teachers relying too heavily on the textbook will often not to be encourages providing enough roughly-tuned input or output practice. Textbook also tends to follow the same format from one unit to the next.” The textbook could create a classroom culture which limits the interaction between the students and the students and also the teachers and the students.

Further, Richards claims that, “…no commercial textbook will ever be a perfect fit for a language program.” It means that there is no best textbook that the teachers can use as guidance in the teaching and learning process but

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11 Reed, Bergemann, and Olson, *op.cit.*, 1998, p.257
13 Richards, *op.cit.*, 2001, p.257
the teacher can choose the textbook by identifying the most suitable content of the textbook with the course objective.

Moreover, Cunningsworth states that the textbook evaluation could be useful for suitability. It involves matching the coursebook against a specific requirement including the learners’ objectives, the learners’ background, the resource available, etc.\textsuperscript{14} Being able to evaluate the textbook for suitability should be a teachers’ premier skill.

In summary, the teachers have to do the evaluation of the textbook usage because the textbook could influence the learning outcome in the teaching and learning process. Thus, the textbook evaluation is important and the teachers have to do it before the students using the textbook to learn.

Finally, according to Harmer, there are four alternatives that have to be considered if we decide that part of a coursebook is not appropriate. The four alternatives are, as follows:\textsuperscript{15}

\begin{enumerate}
  \item Firstly, the teachers might simply decide to omit the lesson.
  \item Another alternative is to replace the coursebook lesson with one of our own. Our own material may well be more appropriate for our students.
  \item The third is to add to what is in the book if the lesson is rather boring, too controlled, or if it gives no chance for students to use what they are learning in a personal kind of way.
  \item The final option is for the teachers to adapt with what is in the book. If reading a text is dealt with in a boring or uncreative, they can adapt the lesson by rewriting, replacing some of the activities (but not all), re-ordering activities or reducing the number of activities in the sequence.
\end{enumerate}

By looking at those statements, it can be seen that the textbook need an evaluation because as stated before that sometimes the textbook is too general and boring in term of the lessons.

\textsuperscript{14} Ibid., p.15
On the other hand, the four criteria for evaluating the textbook which is proposed by Cunningsworth are as follows:

1. They should correspond to learners’ need. They should match the aims and objectives of the language learning program.
2. They should reflect the uses (present or future) that learners will make of the language, textbook should be chosen that will help students to use language effectively for their own purposes.
3. They should take account of students’ need as learners and should facilitate their learning processes.
4. They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.16

Hence, the textbook evaluation is necessary for the better outcome in the teaching and learning process in the classroom. One thing that has to be remembered by the teachers that there is no best textbook for a group of students. Thus, the teachers need at least not too rely on the textbook but create other interesting materials with the teachers’ own skills.

B. Reading

1. The Understanding of Reading

Reading is one of the receptive skills besides listening. Even though it is considered as a receptive skill, reading is an active process which requires an active participation on the part of the reader.17 The parts of the reader that active when reading are the reader’s eyes and mind. The eyes and the mind are working to comprehend the text.

Additionally, Linse states that, “Reading is a set of skills that involves making sense and deriving meaning from printed word.”18 In order to read, the

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16 Cunningsworth, *op. cit.*, 1998, p.15-17
reader has to proceed the meaning of the word in the text so that the reader could get the comprehension from the text.

Furthermore, Daiek and Anter point out that, “Reading is an active process that depends on both an author’s ability to convey meaning using words and your ability to create meaning from them.”¹⁹ Hence, there are two-way communication between the author and the reader in the reading process.

Moreover, Harmer believes that, “Reading is exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages.”²⁰ Thus, reading is considered as an active skill because the reader’s eyes and brain is active while reading and after reading.

In addition, Grabe and Stoller define that, “Reading is the ability to draw meaning from the printed page and interpret this information appropriately.”²¹ This definition is more or less the same with other definitions before. It says that in reading, the reader has to interpret the information properly.

In summary, reading is an important skill to learn which needs an active process from the eyes and the brain to get comprehension about the text. It means that to be a good reader, students have to have a good thinking. Consequently, the teachers have to train students to be a good thinker because they could be called as a good reader if they can construct the meaning of the text as they read and direct their own comprehending. If the students have a good thinking, they could have a good result in the reading activity because they know the author’ purpose in writing the reading text and the meaning of the text itself.

²⁰ Harmer, op.cit., 1996, p.190
2. The Reading Comprehension

Reading is related with comprehension. Talking about comprehension, we are talking about reading. Grabe explains that, “Reading is centrally a comprehending process. We read to understand what the writer intended to convey in writing, though we also do more.”²² Comprehension occurs when the reader interprets the meaning of the text and combines it with the readers’ background knowledge.

Linse adds that, “Reading comprehension refers to reading for meaning, understanding, and entertainment.”²³ It clearly said that reading comprehension is not only reading for meaning and understanding, but also for entertainment.

Moreover, RAND Reading Study Group, as cited by Caldwell, claims that reading comprehension is, “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.”²⁴ This statement implies that reading comprehension is a process to construct the meaning of written language which occurs continuously.

Similar with other experts, Grellet points out that reading comprehension means, “extracting the required information from it as efficiently as possible.”²⁵ It means that when comprehending the text, the reader needs to extract the information that they got from the text as proper as possible.

According to those explanations, reading comprehension is actually more complex than commonly assumed. It focuses on thinking and presenting the meaning of the text. It involves the interaction between the written form of the text with the reader’s eyes and mind.

²³ Linse, op. cit., 2006, p.71
²⁴ JoAnne Schudt Caldwell, Comprehension Assessment, (New York: Guilford Press, 2008), p.4
²⁵ Francoise Grellet, Developing Reading Skill, (Cambridge: Cambridge University Press, 2010), p.3
3. The Aim of Reading

Students may be asked to read a lot with different aims. Thus, different readers may have different purposes and those purposes are varied. People usually read something because they have a desire to do so and some purpose to achieve. Furthermore, they generally have some expectations about what they are going to read before they actually read the text. It means that the varied purposes of reading may come from the desire before the reading activity.

In addition, Harmer points out that, the reader might read to get the general picture of the text, to extract the specific information of the text, to perform the text, or to confirm the expectation they have about the text. In line with that statement, the writer thinks that the reader may have different aims because they have different expectations in reading.

On the other hand, Crawley and Merritt think that the main purpose of reading is to understand or comprehend the communication between the author and the reader. Moreover, according to Greer, as cited by Carbo, “….the ultimate goal of all reading instruction: text comprehension”. From those two explanations, it clearly tells that mostly the aim of reading is for understanding or comprehending the text.

Moreover, Linse points out the two main purposes that people read are for pleasure and for information. While reading for pleasure provides enjoyment and entertainment, reading for information can be as simple as reading a menu at restaurant. Reading for pleasure can be a bedtime story before go to bed or read a novel that you liked.

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27 Harmer, op.cit., 1996, p.188
30 Linse, op.cit., 2006, pp.71-73
Furthermore, Rivers and Temperley, as cited by McDonough and Shaw, explain that the purposes of reading are for obtaining information because the readers are curious about some topics, obtaining instruction on how to perform some tasks, knowing what is happening, and getting enjoyment or excitement.\(^{31}\) It means that the purposes of reading are not only for getting pleasure and information of the text, but also for obtaining instruction.

Additionally, Grabe and Stoller add that there are 7 purposes of reading.

1. Reading to search for simple information
2. Reading to skim quickly
3. Reading to learn from texts
4. Reading to integrate information
5. Reading to write
6. Reading to critique texts
7. Reading for general comprehension\(^{32}\)

Finally, the writer thinks that the main aim of reading is to comprehend the meaning of the text. In reading, the reader has to know the writer’s purpose in writing the text. If the reader comprehends the text, whatever their expectation in reading, they would know it and they would be success in the reading activity.

4. The Types of Reading Skill

According to the book titled *The Practice of English Language Teaching* by Jeremy Harmer, there are five specialist skills in reading that the students have to have to be a good reader. The explanations of those skills are as follows.\(^{33}\)

1. Predictive skill means the process of understanding the text to see how the next plot of the text is.

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\(^{33}\) Harmer, *op.cit.*, 1996, pp.183-184
2. Extracting specific information or scanning means the skill that needed to find the specific information in the reading text.

3. Getting the general picture or skimming means the skill which used when reader want to get the main idea of the text without being concerned to the detail information.

4. Extracting detailed information usually asked the reader to find writers’ point of view and answer such kind of detail information.

5. Deducing meaning from context means that the reader should know how to deduce meaning of unfamiliar words form the text.

On the other hand, Harmer explains the distinction between extensive and intensive reading as the types of the reading skill in his other book. He points out that, “The term extensive reading refers to reading which students do often (but not exclusively) away from the classroom.”\(^{34}\) Extensive reading is kind of a reading for pleasure. Students have an opportunity to choose what they want to read.

Further, Harmer explains that, “The term intensive reading, on the other hand, refers to the detailed focus on the construction of reading text which takes place usually (but not always) in classroom.”\(^{35}\) Intensive reading is usually accompanied by study activities. Teachers may test students to check the details meaning of the text, to identify the particular use of grammar, and then to use the information of the text to their other learning activities.

In addition, McDonough and Shaw point out that types of reading skill are “….scan to locate specific information in a text and skim to extract general information from it.”\(^{36}\) Those skills are mostly practiced in learning the reading skill. Hence, students need to learn those kinds of the specific reading skill in order to be a good reader.

\(^{34}\) Harmer, *op.cit.*, 2007, p. 99

\(^{35}\) *Ibid*.,

\(^{36}\) McDonough and Shaw, *op.cit.*, 1993, p.105
The explanations above mostly explain about two kinds of the reading skill which involve intensive reading and extensive reading. While the intensive reading refers to a reading for pleasure, the extensive reading refers to a reading for the detailed information.

5. The Types of Reading Exercises

There are many kinds of reading exercise that are usually found in the textbook or reading test. Crawley and Merrit point out that the types of those exercises are identifying details or facts, recognizing main ideas, identify cause-effect, making inferences, and critical reading. The following are the explanations of those reading exercises:

a. Identifying for details or facts.

Identifying for details or facts is an exercise to identify the small or specific parts of selection.

b. Recognizing main idea

It may be expressed of the central thought or meaning of a passage or selection. If main ideas are directly stated, they are at the literal level of comprehension, if not, they must be inferred.

c. Making inference

Making inferences means the process of reaching a conclusion based on facts or premises. During inferential comprehension, students must make hypothesis by combining what the author has written in the text with their own background information.

d. Identifying cause-effect relationship

It may be directly stated or implied. It is the interrelationship among different reactions, motives, feelings, or actions; anything that creates a result voluntarily or involuntarily.

37 Crawley and Merritt, op.cit., 2000, p.41
e. Critical reading

Critical reading means the process of making evaluations or judgment when reading and it is the highest level of reading exercise. During critical reading, readers may be asked to judge whether events or characters are real or fictitious.38

On the other hand, Grellet explains that there are about 4 kinds of reading exercise. Those kinds of reading exercise are inferring the meaning of unknown elements, understanding relations within the sentences, linking sentences and ideas, and predicting by guessing what is to come next.39 Grellet adds that to develop many skills in the reading skill, several types of exercise can be used such as the question about the function of the passage, the general organization, the cohesive devices, the implied fact, the deduced meaning, and the evaluation.40

Those all are the types of the reading exercises that could be easily found in the various kinds of reading test. The students have to know those kinds of reading exercises so that they could find the best way to answer it well.

C. The Higher Order Thinking Skill

1. The Understanding of Higher Order Thinking Skill

Brookhart claims that there are three categories about definition of the high order thinking, (1) those that define higher-order thinking in terms of transfer, (2) those that define it in terms of critical thinking, and (3) those that define it in terms of problem solving.41

38 Ibid., pp.45-60
40 Ibid., p.5
41 Susan M. Brookhart, How to Assess Higher-Order Thinking Skills In Your Classroom, (Alexandria: ASDC, 2010), p. 3
The first category is the higher-order thinking in terms of transfer. Brookhart believes that, “The teaching goal behind any of the cognitive taxonomies is equipping students to be able to do transfer.”\textsuperscript{42} Here, the higher-order thinking is conceived the students to be able to relate their learning to other elements they have learnt before. Most of the teachers wish that from their job, they could prepare their students to go into the world and ready to do their own thinking without depending on the teachers to give them a task to do because life outside of school is better to give students some opportunities in applying the knowledge they got from the school.

The second category is the higher order thinking as critical thinking. Brookhart explains that, “In this case, ‘being able to think’ means students can apply wise judgment or produce a reasoned critique.”\textsuperscript{43} One of the characteristics of an educated people is that they are reasoning, reflecting, and making decisions on their own. Further, judgment is also particularly important in higher-order thinking tasks like judging the credibility of a source.

The third category is the higher order thinking as problem solving. Brookhart states that, “A problem is a goal that cannot be met with a memorized solution.”\textsuperscript{44} It means that lower order thinking which forces the students to recall may not help the students in solving the problem. Moreover, problem solving is necessary for critical thinking and effective communication. In this case, being able to think means the students can solve problems with their own solutions in their school work and in life.

Furthermore, Scriven and Paul, as cited by Philippot and Graves, highlight that, “….higher order thinking skills to the forefront of your thinking. In today’s world, they are crucial.”\textsuperscript{45} Additionally, they explain that high order

\textsuperscript{42}Ibid., p.5  
\textsuperscript{43}Ibid.,  
\textsuperscript{44}Ibid., p.7  
\textsuperscript{45}Raymond Philipot and Michael F. Graves,\textit{Fostering Comprehension in English Classes, Beyond the Basics.} (New York: The Guilford Press, 2009), p.132
thinking is, “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and or evaluating….” It can be seen that the higher order thinking skill tends to be complex but important in today’s world.

In conclusion, the higher order thinking skill is the ability to think in the complex process which useful for transferring the knowledge in real life, thinking critically, and solving the problems. The students who already have the higher order thinking skills should be able to examine assumptions and values, evaluate evidence, and present the conclusions with their own words. It is also very crucial in today’s world.

2. The Advantages of Higher Order Thinking Skill

Many advantages that the students got from the learning process when the teachers teach the students the higher order thinking skill. Therefore, teaching the higher order thinking skill for the students is important for the better outcomes of the teaching and learning process.

Some of those advantages are stated by Mayer in his writing. He states that higher order thinking skill gives a broader vision of learning that includes not only acquiring knowledge but also being able to use knowledge in a variety of new situations, promotes the meaningful learning, and actively engages the students in the process of constructing meaning. It means that the higher order thinking skill is useful in creating the meaning learning in the teaching and the learning process in the classroom.

In addition, Brookhart highlights that the higher order thinking skill not only could improve the students’ thinking skill but also their overall

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46 Ibid.,
performance.\textsuperscript{48} It could happen because they learn by constructing meaning and incorporating new context into their background knowledge which could improve their content knowledge and their understanding as well.

Moreover, Airaisan and Russel explain that the advantage of the higher order thinking skill is to promote deeper processing.\textsuperscript{49} It means that when learning and improving the higher order thinking skill, the teachers let the students to activate the students’ thoughts and ideas. Those processes for promoting the thinking and reasoning some ideas which lead to deeper processing of information in the learning process.

To sum up, the advantages of higher order thinking skill are helping students to learn something in meaningful process and improving the students’ overall performance.

3. The Higher Order Thinking in Bloom’s Taxonomy

There are some taxonomies from many experts in the educational field. One of the most famous one is Bloom’s taxonomy. Bloom’s taxonomy explains the way of thinking. In Bloom’s taxonomy itself, there are three domains of objectives that are useful for assessing students’ behavior in the teaching and learning process. Those three domains are cognitive, affective, and psychomotor.

Nevertheless, Airasian and Russel state that, “The most commonly taught and assessed educational objectives are those in the cognitive domains.”\textsuperscript{50} Therefore, cognitive domain is familiar with the teachers’ knowledge because it is the most commonly taught and assessed for accomplishing the educational objectives.

\textsuperscript{48} Brookhart, \textit{op.cit.}, 2010, p.8
\textsuperscript{49} Airasian and Russell, \textit{op.cit.}, 2008, p.111
Moreover, Bloom claims that, “It is the domain in which most of the work in curriculum development has taken place…”\textsuperscript{51} Hence, this study focuses only on the cognitive process of Bloom’s taxonomy. The following table is the table to explain the types of cognitive processes identified in Bloom’s taxonomy.

\begin{table}[h]
\begin{center}
\begin{tabular}{|l|l|l|}
\hline
\textbf{Taxonomy Level} & \textbf{Related Verbs} & \textbf{General Description} \\
\hline
1. Knowledge & Remember, recall, identify, recognize & Memorizing facts \\
\hline
2. Comprehension & Translate, rephrase, restate, interpret, describe, explain & Explaining in one’s own words \\
\hline
3. Application & Apply, execute, solve, implement & Solving new problems \\
\hline
4. Analysis & Break down, categorize, distinguish, compare & Breaking into parts and identifying relationship \\
\hline
5. Synthesis & Integrate, organize, relate, combine, construct, design & Combining elements into a whole \\
\hline
6. Evaluation & Judge, assess, value, appraise & Judging quality or worth \\
\hline
\end{tabular}
\end{center}
\caption{The Types of Cognitive Processes Identified in Bloom’s Taxonomy\textsuperscript{52}}
\end{table}

However, Anderson, a former student of Bloom, and Krathwohl with a group of colleagues published a revision of the Bloom handbook in 2001 and made some changes.\textsuperscript{53} Actually, the cognitive process dimension looks very much like with the original Bloom’s taxonomy except the order of the last two categories which is reversed or slightly rearranged. The last two order are

\textsuperscript{52} Airasian and Russell, \textit{op.cit.}, 2008, p. 68  
\textsuperscript{53} Brookhart, \textit{op.cit.}, 2010, p. 40
reversed from synthesis and evaluation into evaluate and create. The meaning is the same but the order is slightly rearranged. The differences of the original taxonomy and the revised taxonomy can be seen as:

Table 2.2
The Difference between Original Taxonomy and Revised Taxonomy

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

The table above draws that the meaning of every domain are the same between the original taxonomy and the revised taxonomy. The differences are only showed in the word-used and the rearrangement of the last two domains;
synthesis and evaluation which change into evaluate and create. Those two skills are rearranged because it is considered that the students need to be able to critique and check an idea before they produce and generate some results.

Further, Musial et.al. highlight that, “The six categories are reworded with verb to represent what a thinker is doing within that category.”55 It means that the word form in original Bloom’s Taxonomy is changed from noun form to the verb form in the revised of Bloom’s taxonomy.

Additionally, if using the revised taxonomy, we turn to ways to assess students’ abilities in the higher order thinking skill to analyze, evaluate, and create. Nevertheless, Brookhart points out that those taxonomies of cognitive processes are clearly have in common that as the thinking level gets more complex and more complicated thinking among them.56

Moreover, Airasian and Russel highlight that, “In general, any cognitive behavior that involves more than rote memorization or recall is considered to be higher-level cognitive behavior.”57 Consequently, the rest level of taxonomies that ask the students to carry out thinking and reasoning process more complex than memorization are included in the higher order thinking level of cognitive domains in Bloom’s taxonomy. The higher order thinking skill in the revised Bloom’s taxonomy looks like:

1. Analyze level means breaking apart the information into the smaller ideas and determining the relation of those ideas.
2. Evaluate level includes checking and critiquing the value of material based on criteria.
3. Create level involves generating, planning, and producing the new structure from the disparate elements.58
From those explanations about the higher order thinking skills in the revised edition of Bloom’s Taxonomy, we can see that all of the higher order thinking skills or the three top end skills of the Bloom’s taxonomy; analyze, evaluate, and create, need students’ critical thinking.

4. 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.”\(^5^9\) 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.”\(^6^0\) 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.”\(^6^1\) 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.\(^6^2\) The essay items are helpful

\(^{59}\) Airasian and Russel, \textit{op.cit.}, 2008, p.151
\(^{60}\) Ibid.,
\(^{61}\) Musial et.al, \textit{op.cit.}, 2009, p. 149
\(^{62}\) Douglas Fisher and Nancy Frey, \textit{Checking for Understanding}, (Alexandria: ASDC, 2007), p.113
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.\(^\text{63}\) 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.\(^\text{64}\)

Finally, from the explanations above about the higher order thinking in reading exercise, the writer thinks that in the reading exercises, the questions which involve into the higher order thinking level are usually the essay questions which contain the analyze, evaluate, and create skill. Those questions mostly contain words like distinguish, determine, relate, solve, and many others, which need students’ critical thinking in answering those questions.

D. The Relevant of the Study

This research is inspired by some previous researchers. The first research conducted by Ayat Abd Al-Qader Ahmad Seif. The title of this study is evaluating the higher order thinking skills in reading exercises of English for Palestine grade 8. The study aimed to evaluate the availability of higher order thinking skills (HOTS) in the reading exercises. He used two tools to collect the needed data, a content analysis card and a structured interview. The following findings showed that the reading

\(^{63}\) Airasian and Russel, *loc.cit.*, 2008, p.111

\(^{64}\) Ibid., p.113
exercises concerning the analysis skill got 51.92%, synthesis skill 41.35% and evaluation skill got 6.73%.\textsuperscript{65}

The second research was conducted by Abdul Kareem Igbaria. The title for this study is a content analysis of the WH-Questions in the EFL textbook of \textit{Horizons}. The study attempted to examine the extent in which the WH-questions in the textbook emphasize high-level thinking according to Bloom's taxonomy. He used content analysis to conduct the study. The result showed that 244 questions emphasized levels of cognition representing lower order thinking skills, while only 137 questions emphasized the three higher order thinking skills.\textsuperscript{66}

The third study is written by Ping Shen. The title is \textit{A Case Study of Teacher’s Questioning and Students’ Critical Thinking in College EFL Reading Classroom}. The purpose was to investigate whether teacher’s questions could facilitate students’ critical thinking. Classroom observation and interview were employed in the study. The results showed that the teacher asked more lower-cognitive questions (79.2%) than higher ones (20.8%).\textsuperscript{67}

Related to those studies, the writer focuses only on the analysis of the essay questions of the reading exercise in the \textit{Pathway to English} textbook for the 11\textsuperscript{th} senior high school students to check the distribution of the higher order thinking skill based on the revised version of Bloom’s taxonomy. The writer feels that it is a must to check the distribution of the higher order thinking skill in the reading exercise because it could support students in improving students’ critical thinking skills in every activity the students do.

\textsuperscript{65}AyatAbd Al-Qader Ahmad Seif, “Evaluating the Higher Order Thinking Skills in Reading Exercises of English for Palestine Grade 8”, Thesis from The Islamic University Gaza, Gaza, 2012, p.iii, published.


E. Theoretical Framework

Textbook plays prominent role in the teaching and the learning process. As one of the main instructional resources, the textbook has many advantages for the teachers and the students in the teaching and the learning process in the classroom. Textbook provides a clear framework so that the teachers and the students could know what they are going to do and review what they have learnt before. Textbook could also be useful for accomplishing the learning objectives because it provides some learning tasks and exercises, materials, and clear instructions.

However, from those advantages about the textbook usage, the negative sides of the textbook appear. The teachers sometimes may just take it for granted the quality of the textbook without evaluate the content of the textbook. In fact, there is no best textbook that will be absolutely ideal for a group of learners. Therefore, the textbook evaluation activity is important for the better outcome of the teaching and the learning process. Being able to evaluate the textbook must be the teachers’ premier skill.

There are some aspects that need an evaluation in the textbook, and one of those aspects is the exercises. Exercise is necessary for the teachers and the students as the assessment test in the teaching and the learning process. By doing the exercises, the teachers could know the students’ understanding about some particular materials. For the students, the exercises could help them for being familiar with the particular test format. Hence, the exercises in the textbook need to be evaluated so that the exercises could be appropriate with the learners’ need, varied and fluency practice the four basic language skills; listening, speaking, reading, and writing.

As one of the four basic language skills, reading is considered as the complex skill among those four skills because of many specific abilities that the reader need to do in the reading activity. Moreover, the reading skill is very difficult for the Indonesian students who use English as their foreign language even it is also difficult for the students who use English as their mother language because in the reading activity, the reader have to engage their higher order thinking skill.
Higher order thinking skill consists of the three top ends of Bloom’s taxonomy, analysis, synthesis, and evaluation. However, in this study, the writer uses the revised edition of Bloom’s taxonomy so we turn the skills to analyze, evaluate, and create. Further, the higher order thinking skill is related with the scientific approaches in the 2013 curriculum; observing, questioning, associating, experimenting, and networking, because those approaches are also related with the problem solving and critical thinking skill which belong to the higher order thinking skill.

Higher order thinking is also useful for creating meaningful learning in the teaching and learning process because it gives broader vision of learning that includes not only acquiring knowledge but also being able to use the knowledge in a variety of new situations in the students’ everyday life. It enables the students not only to remember and understand the knowledge or information they got but also to use the knowledge in increasingly more complex way.

Consequently, the writer thinks that an analysis of the higher order thinking skill of the reading exercises in the *Pathway to English* textbook for the eleventh grade of senior high school students is important because it could help and support the students in improving their ability in the higher order thinking skill which is related with the 2013 curriculum.
CHAPTER III

RESEARCH METHODOLOGY

A. The Object of the Study

The object of the study is the reading comprehension exercise in the Pathway to English textbook for the 11th grade of senior high school students that come after every reading text. The reading exercise is limited only on the essay question that are mostly preceded by WH-word question like what, who, when, where, why, and how.

B. The Research 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.”

 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.

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1Donald Ary et.al, Introduction to Research in Education, (Belmont: Wadsworth Cengage Learning, 2010), 8th Ed., p.457
C. The Data Source

There are 2 data sources that the writer used in this study. Those 2 data sources are *Pathway to English* textbook and the analysis card. Those data sources are used for collecting and analyzing the data to find the result of the study. The explanation of those two data sources are as follow:

1. *Pathway to English* textbook

   The first and the main data source of the study is the *Pathway to English* textbook which is used for the 11th grade of senior high school students. This textbook is used for collecting the reading exercises, particularly the essay questions, and checking the distribution of the higher order thinking skill in that textbook based on the six cognitive domains of the revised edition of Bloom’s taxonomy.

2. The Analysis Card

   The second source is the analysis card (*See Appendix 1*). The analysis card is used as a reference to decide what kind of cognitive domains contained in each essay reading question. The analysis card is created by combining and collecting the understanding about six levels of cognitive domain from the revised edition of Bloom’s taxonomy along with the example of the reading questions from various references that the writer got from the books and the journals.

D. The Techniques of Data Collecting

In this study, the writer used the checklist table (*See Appendix 2*) in collecting the data. The writer collects and lists all of the essay question of the reading exercises that come after every reading text. The writer divided all the reading exercises based on the chapter in the textbook.

The checklist table is used to put all of the essay questions from the reading exercises. In the checklist table, the writer also writes the 6 cognitive domains in order to check the distribution of every reading question based on those 6 cognitive domains.
E. The Techniques of Data Analysis

After collecting the data, the writer uses the checklist table form to analyze and compare the distribution of the high order thinking skill in the reading exercises of *Pathway to English* textbook. The checklist table form consists of the lists of essay questions from the reading exercises in every chapter and the columns for all cognitive skills from the revised version of Bloom’s taxonomy.

The writer counts the total of every cognitive skill from the essay reading questions and compares it to every level to find out the exact amount of the distribution of the higher order thinking skill in the reading exercises of the textbook. After that, the writer also lists the essay reading questions which only belong to the higher order thinking skills and divides them based on their each skill in the higher order thinking level; analyze, evaluate, and create. The essay reading questions are grouped based on their skills in order to know how the type of the higher order thinking questions from each skill is.

The writer only focuses on the distribution of the higher order thinking level even though it consists of all cognitive skills of the revised edition of Bloom’s taxonomy because it is the focus on this study. Finally, the writer interprets the result of the data analysis by describing qualitatively.
CHAPTER IV

RESEARCH FINDINGS

A. The Description of the Data

*Pathway to English* is the title of the textbook that is analyzed by the writer. The authors of the textbook are Th. M. Sudarwati and Eudia Grace. The editors of the textbook are Dwi Wahyu Priyanto and Raymond S.

Furthermore, the textbook is published by *Erlangga* Publisher in the 2014. This textbook is created for Senior High School and MA Grade XI (General Programme). It facilitates the students to learn not only the four basics English skills; listening, speaking, reading, writing, but also the language components, grammar and vocabulary.

Additionally, this textbook employs the newest 2013 curriculum of English subject. There are 12 chapters in the textbook. Every chapter has different themes and topics to learn for the students. Those themes are related with the subject or material that will be learnt by the students.

Moreover, there are many exercises that include in the *Pathway to English* textbook. Those exercise practice all the four basic language skills, listening, speaking, reading, and writing, and the language components, grammar and vocabulary. However, this study focus only on the reading exercises that also includes in the *Pathway to English* textbook.

For the reading skill itself, there are 7 kinds of the reading texts in the *Pathway to English* textbook for the 11th grade of senior high school students and those text types are clearly written in the textbook. Those reading texts are letter, report text, analytical exposition text, biography, song, dialogue and manual instruction text or procedural text.

The following table explains the distribution of the essay reading exercises in the *Pathway to English* textbook.
<table>
<thead>
<tr>
<th>Ch.</th>
<th>Theme</th>
<th>The Exercises in Every Chapter</th>
<th>The Reading Exercises</th>
<th>The Essay Reading Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You should keep your environment clean</td>
<td>21 Exercises</td>
<td>5 Exercises</td>
<td>3 Exercises (Exercise 16, 17, 18)</td>
</tr>
<tr>
<td>2</td>
<td>As far as I concern</td>
<td>22 Exercises</td>
<td>2 Exercises</td>
<td>2 Exercises (Exercises 8, 14)</td>
</tr>
<tr>
<td>3</td>
<td>I wish you all the best</td>
<td>26 Exercises</td>
<td>4 Exercises</td>
<td>4 Exercises (Exercise 4, 9, 12, 16)</td>
</tr>
<tr>
<td>4</td>
<td>We cordially invite you</td>
<td>23 Exercises</td>
<td>7 Exercises</td>
<td>3 Exercises (Exercise 6, 14, 15)</td>
</tr>
<tr>
<td>5</td>
<td>Dear my beloved mother</td>
<td>28 Exercises</td>
<td>6 Exercises</td>
<td>4 Exercises (Exercise 1, 3, 11, 12)</td>
</tr>
<tr>
<td>6</td>
<td>Do the following instruction</td>
<td>25 Exercises</td>
<td>3 Exercises</td>
<td>1 Exercise (Exercise 5)</td>
</tr>
<tr>
<td>7</td>
<td>It's found near a pond</td>
<td>24 Exercises</td>
<td>4 Exercises</td>
<td>1 Exercise (Exercise 1)</td>
</tr>
<tr>
<td>8</td>
<td>If I have a lot of money…</td>
<td>24 Exercises</td>
<td>2 Exercises</td>
<td>2 Exercises (Exercise 3 and 6)</td>
</tr>
<tr>
<td>9</td>
<td>Is it a mammal?</td>
<td>19 Exercises</td>
<td>6 Exercises</td>
<td>2 Exercises (Exercise 6 and 14)</td>
</tr>
<tr>
<td>10</td>
<td>Why is it a good habit to have?</td>
<td>27 Exercises</td>
<td>10 Exercises</td>
<td>7 Exercises (Exercise 6, 9, 10, 11, 14, 18, 22)</td>
</tr>
</tbody>
</table>
He was a hard-working man

I would like to teach the world to sing

<table>
<thead>
<tr>
<th>No.</th>
<th>Reading Exercise</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Essay</td>
<td>Ex. 16, 17, 18</td>
<td>Ex. 7,14</td>
<td>Ex. 4,8,12</td>
<td>Ex. 6, 14, 15, 16</td>
<td>Ex. 3,6, 3,12, 3,16</td>
<td>Ex. 1,3, 3,11, 3,12, 3,16</td>
<td>Ex. 7,14</td>
<td>Ex. 10,11,14,18,22</td>
<td>Ex. 6,9,11</td>
<td>Ex. 8,13</td>
<td>Ex. 10,11</td>
<td>33 Ex.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>True or False</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Ex. 20</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Ex. 6,18</td>
<td>-</td>
<td>-</td>
<td>Ex. 7</td>
<td>-</td>
<td>4 Ex.</td>
</tr>
<tr>
<td>3</td>
<td>Matching</td>
<td>Ex. 19</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Ex. 4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2 Ex.</td>
<td></td>
</tr>
</tbody>
</table>

The table above shows that there are 284 exercises that practice all the four basic language skills and the language components in the textbook while 56 exercises practice the reading skill. However, 33 reading exercises out of 56 reading exercises in the textbook are the essay exercises while the rests of them are the exercises like short answer question, true or false question, fill in the blank, and completing the column exercise. It can be said that the distribution of the essay exercises in the *Pathway to English* textbook is the highest if it is compared to the others test types of exercises in the textbook.

In addition, to explain more about the distribution of the test types in the reading exercises like short answer question, true or false question, fill in the blank, fill the column, and essay question in the textbook, the following table explains the distribution of those kinds of reading exercise.
Regarding to the table above, it shows that there are 6 types of reading exercises in the *Pathway to English* textbook, essay question, true or false, matching word, short answer, fill in the blank, and completing the column.

Moreover, the table shows that the essay question obtains the highest distribution with 33 exercises out of 56 exercises which practice the reading skill in the textbook while true or false question, short answer, and fill in the blank obtain 4 exercises for each, matching word obtains 2 exercises, and completing the column obtains 9 exercises out of 56 exercises.

The table also shows that only essay question which is available in all 12 chapters in the reading exercises of the *Pathway to English* textbook. Thus, it can be said that the distribution of the essay question in the reading exercises is spread evenly in the *Pathway to English* textbook while the others test types are not.

### B. The Analysis of the Data

1. **Findings of the Distribution of the Higher Order Thinking Skill in Essay Reading Exercise**

   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 following table is the checklist table that consists of the column
for the list of the reading questions in every chapter and the cognitive
domain from the revised edition of Bloom’s taxonomy.

<table>
<thead>
<tr>
<th>Ch. No.</th>
<th>Essay Reading Questions</th>
<th>Cognitive Domain of Bloom's Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Lower Order Thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C1</td>
</tr>
<tr>
<td>1</td>
<td>What should the people of Jakarta do to avoid gutters and drainage?</td>
<td>√</td>
</tr>
<tr>
<td>1</td>
<td>How many canals were built by the former governor?</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Why did the former governor build the elevated road to Soekarno-Hatta International Airport?</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Where can we see garbage piled up in Jakarta?</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>What is the text telling us about?</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>What is the main idea of the first paragraph?</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>What is the purpose of the writer sending this letter to the Jakarta Post?</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>&quot;they should not blame the city's authorities for their flooded city...&quot; Do you think that both the underlined words refer to the same person or not? What do they refer to?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>What is the purpose of the writer writing this text?</td>
<td></td>
</tr>
<tr>
<td>Q</td>
<td>What makes Indonesia one of the most corrupted country?</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>What are the writer's opinions to overcome corruption in Indonesia?</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>What is the topic of the discussion?</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>Why does Anggie say the education system in Fantasia Island is terrible?</td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>Who supports Anggie's opinion?</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>Why does Ryan agree with Anggie's opinion?</td>
<td>✓</td>
</tr>
<tr>
<td>15</td>
<td>Who doesn't agree with Anggie's opinion? Why?</td>
<td>✓</td>
</tr>
<tr>
<td>16</td>
<td>Who doesn't agree with Anggie's opinion? Why?</td>
<td>✓</td>
</tr>
<tr>
<td>17</td>
<td>Who is the speaker?</td>
<td>✓</td>
</tr>
<tr>
<td>18</td>
<td>Who is Adi?</td>
<td>✓</td>
</tr>
<tr>
<td>19</td>
<td>What is the topic of the monologue?</td>
<td>✓</td>
</tr>
<tr>
<td>20</td>
<td>What does the speaker hope?</td>
<td>✓</td>
</tr>
<tr>
<td>21</td>
<td>Why does the speaker express a wish?</td>
<td>✓</td>
</tr>
<tr>
<td>22</td>
<td>Who are the speakers?</td>
<td>✓</td>
</tr>
<tr>
<td>23</td>
<td>What are they talking about?</td>
<td>✓</td>
</tr>
<tr>
<td>24</td>
<td>What does Hendi hope from Dora's plan to be on diet?</td>
<td>✓</td>
</tr>
<tr>
<td>25</td>
<td>What is their hope for the pizza restaurant on the corner?</td>
<td>✓</td>
</tr>
<tr>
<td>26</td>
<td>What are they talking about?</td>
<td>✓</td>
</tr>
<tr>
<td>27</td>
<td>Who is Bulan?</td>
<td>✓</td>
</tr>
<tr>
<td>28</td>
<td>Why does Bulan plan a peace declaration?</td>
<td>✓</td>
</tr>
<tr>
<td>29</td>
<td>What are their hopes by doing this activity?</td>
<td>✓</td>
</tr>
<tr>
<td>30</td>
<td>Why does Bulan send regards to Mentari's parents?</td>
<td>✓</td>
</tr>
<tr>
<td>31</td>
<td>What's the purpose of giving someone general wishes?</td>
<td>✓</td>
</tr>
<tr>
<td>32</td>
<td>What is the text about?</td>
<td>✓</td>
</tr>
<tr>
<td>33</td>
<td>Why did Vivakananda write a letter to Harry?</td>
<td>✓</td>
</tr>
<tr>
<td>34</td>
<td>Why did the writer feel fortunate?</td>
<td>✓</td>
</tr>
<tr>
<td>35</td>
<td>What did the writer send together with her letter?</td>
<td>✓</td>
</tr>
<tr>
<td>36</td>
<td>What did the writer mean by writing 'my good wishes through this letter' in the letter?</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>38</td>
<td>What is the email about?</td>
<td>√</td>
</tr>
<tr>
<td>39</td>
<td>What is the purpose of writing the letter?</td>
<td>√</td>
</tr>
<tr>
<td>40</td>
<td>Why did Anya thank to Sania?</td>
<td>√</td>
</tr>
<tr>
<td>41</td>
<td>The writer wrote 'Take heart and may God bless you. Wishing you a very speedy recovery.' What does it mean?</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>What is the letter about?</td>
<td>√</td>
</tr>
<tr>
<td>43</td>
<td>Who invited Mrs. Josie Burton?</td>
<td>√</td>
</tr>
<tr>
<td>44</td>
<td>Who is Mrs. Josie Burton?</td>
<td>√</td>
</tr>
<tr>
<td>45</td>
<td>Why should the invitation be formal?</td>
<td>√</td>
</tr>
<tr>
<td>46</td>
<td>What event will be held in VCA school of drama?</td>
<td>√</td>
</tr>
<tr>
<td>47</td>
<td>What do you think Josie Burton should do if she can’t come?</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>What is RSVP?</td>
<td>√</td>
</tr>
<tr>
<td>49</td>
<td>Who should the RSVP be addressed to?</td>
<td>√</td>
</tr>
<tr>
<td>50</td>
<td>What are Jack and his friend going to do this evening?</td>
<td>√</td>
</tr>
<tr>
<td>51</td>
<td>Who is he inviting?</td>
<td>√</td>
</tr>
<tr>
<td>52</td>
<td>What film is Ketut going to watch?</td>
<td>√</td>
</tr>
<tr>
<td>53</td>
<td>Who is he inviting?</td>
<td>√</td>
</tr>
<tr>
<td>54</td>
<td>Who wrote the letter?</td>
<td>√</td>
</tr>
<tr>
<td>55</td>
<td>What did Sam’s father write to Sam?</td>
<td>√</td>
</tr>
<tr>
<td>56</td>
<td>What did Sam’s father advise to Sam?</td>
<td>√</td>
</tr>
<tr>
<td>57</td>
<td>How is Sam's character?</td>
<td>√</td>
</tr>
<tr>
<td>58</td>
<td>How did Sam’s father salute his son?</td>
<td>√</td>
</tr>
<tr>
<td>59</td>
<td>How did Sam’s father close his email?</td>
<td>√</td>
</tr>
<tr>
<td>60</td>
<td>What is the email about?</td>
<td>√</td>
</tr>
<tr>
<td>61</td>
<td>Why did Samy write 'I miss you' in his email?</td>
<td>√</td>
</tr>
<tr>
<td>62</td>
<td>How did Samy salute his father?</td>
<td>√</td>
</tr>
<tr>
<td>63</td>
<td>How did Samy close his email?</td>
<td>√</td>
</tr>
<tr>
<td>64</td>
<td>What is the letter about?</td>
<td>√</td>
</tr>
<tr>
<td>65</td>
<td>Who is Sisi?</td>
<td>√</td>
</tr>
<tr>
<td>66</td>
<td>What is the gift like?</td>
<td>√</td>
</tr>
<tr>
<td>67</td>
<td>What is the purpose of sending the letter?</td>
<td>√</td>
</tr>
<tr>
<td>68</td>
<td>Who sent the letter?</td>
<td>√</td>
</tr>
<tr>
<td>69</td>
<td>Who receive the letter?</td>
<td>√</td>
</tr>
<tr>
<td>70</td>
<td>When was the letter written?</td>
<td>√</td>
</tr>
<tr>
<td>71</td>
<td>What type of personal letters does Dona's letter belong to?</td>
<td>√</td>
</tr>
<tr>
<td>72</td>
<td>What is the main idea of the text?</td>
<td>✓</td>
</tr>
<tr>
<td>73</td>
<td>What is the purpose of writing the letter?</td>
<td>✓</td>
</tr>
<tr>
<td>74</td>
<td>What made Dona write this letter?</td>
<td>✓</td>
</tr>
<tr>
<td>75</td>
<td>Why did Dona say thank to Melodi?</td>
<td>✓</td>
</tr>
<tr>
<td>76</td>
<td>What can you learn from Dona’s letter?</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>What is the text about?</td>
<td>✓</td>
</tr>
<tr>
<td>77</td>
<td>What is the purpose of the text?</td>
<td>✓</td>
</tr>
<tr>
<td>78</td>
<td>What are chopsticks made from?</td>
<td>✓</td>
</tr>
<tr>
<td>79</td>
<td>Which country (countries) use chopsticks for eating?</td>
<td>✓</td>
</tr>
<tr>
<td>80</td>
<td>Have you ever eaten with chopsticks?</td>
<td>✓</td>
</tr>
<tr>
<td>81</td>
<td>When and where do you usually eat with chopsticks?</td>
<td>✓</td>
</tr>
<tr>
<td>82</td>
<td>What the underlined words refer to?</td>
<td>✓</td>
</tr>
<tr>
<td>83</td>
<td>What happens after the tea leaves are picked?</td>
<td>✓</td>
</tr>
<tr>
<td>84</td>
<td>How long are the leaves dried under the sun?</td>
<td>✓</td>
</tr>
<tr>
<td>85</td>
<td>How are the tea leaves sliced?</td>
<td>✓</td>
</tr>
<tr>
<td>86</td>
<td>What happens to the tea leaves before the leaves are delivered to the store?</td>
<td>✓</td>
</tr>
<tr>
<td>87</td>
<td>How many trees are cut down every day to make paper?</td>
<td>✓</td>
</tr>
<tr>
<td>88</td>
<td>What will happen if the rescue team doesn’t help them soon?</td>
<td>✓</td>
</tr>
<tr>
<td>89</td>
<td>Is the rescue effort easy? Why?</td>
<td>✓</td>
</tr>
<tr>
<td>90</td>
<td>Why doesn’t the team tell the men how hard the rescue effort is?</td>
<td>✓</td>
</tr>
<tr>
<td>91</td>
<td>What’s the topic of the dialogue?</td>
<td>✓</td>
</tr>
<tr>
<td>92</td>
<td>What does &quot;It has erupted again and again.&quot; mean?</td>
<td>✓</td>
</tr>
<tr>
<td>93</td>
<td>Did the SAR team come to help them?</td>
<td>✓</td>
</tr>
<tr>
<td>94</td>
<td>How do you know?</td>
<td>✓</td>
</tr>
<tr>
<td>95</td>
<td>What would happen if they were not evacuated?</td>
<td>✓</td>
</tr>
<tr>
<td>96</td>
<td>What would have happened if the mountain had not erupted again?</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
<td>--</td>
</tr>
<tr>
<td>97</td>
<td>What's the text telling us about?</td>
<td></td>
</tr>
<tr>
<td>98</td>
<td>What do the followings refer to? They swing form tree to tree, They eat bananas, peanuts, and fruits</td>
<td></td>
</tr>
<tr>
<td>99</td>
<td>What's the purpose of writing the paragraph?</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>What tense is mostly used in the text?</td>
<td></td>
</tr>
<tr>
<td>101</td>
<td>What do you call a topic that supports all sentences in a paragraph?</td>
<td></td>
</tr>
<tr>
<td>102</td>
<td>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?</td>
<td></td>
</tr>
<tr>
<td>103</td>
<td>Who provide a cellular network?</td>
<td>✔</td>
</tr>
<tr>
<td>104</td>
<td>What is the function of a battery, a keypad, a screen, text message, and SIM card?</td>
<td></td>
</tr>
<tr>
<td>105</td>
<td>When is a hand phone called a smart phone?</td>
<td></td>
</tr>
<tr>
<td>106</td>
<td>What do manufactures do to make a hand phone more attractive?</td>
<td></td>
</tr>
<tr>
<td>107</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>108</td>
<td>What are unexpected expenses?</td>
<td></td>
</tr>
<tr>
<td>109</td>
<td>Besides saving funds, what else should you have to face the unexpected events?</td>
<td></td>
</tr>
<tr>
<td>110</td>
<td>Why should you save your money for retirement?</td>
<td></td>
</tr>
<tr>
<td>111</td>
<td>What does the proverb &quot;forewarned, forearmed&quot; mean?</td>
<td></td>
</tr>
<tr>
<td>112</td>
<td>What is the poem about?</td>
<td></td>
</tr>
<tr>
<td>113</td>
<td>Why did the boy write his poem?</td>
<td></td>
</tr>
<tr>
<td>114</td>
<td>What makes him adore his daddy?</td>
<td></td>
</tr>
<tr>
<td>115</td>
<td>Do you think that this poem takes the form of analytical one? Why?</td>
<td></td>
</tr>
<tr>
<td>116</td>
<td>What is the campaign poster about?</td>
<td></td>
</tr>
<tr>
<td>117</td>
<td>What is the purpose of the poster?</td>
<td></td>
</tr>
<tr>
<td>118</td>
<td>Why should we vote for Ekateryna?</td>
<td></td>
</tr>
<tr>
<td>119</td>
<td>Do you think that this poster takes the form of an analytical one? Why?</td>
<td></td>
</tr>
</tbody>
</table>
What does the graph show?

In which month does the graph show the highest point? Why?

In which month does the graph show the lowest point?

In which month does the graph show the leveling-off?

Do you think that this report takes form of an analytical one? Why?

What is the topic of the paragraph above?

Why can't you find the topic?

What are the mistakes of the paragraph?

What is the topic of the paragraph above?

Why is it called a paragraph?

What are the requirements of a paragraph?

What are the sentences about?

What do you call the sentence above?

What is the topic of his speech?

What is Councilor Harper trying to do to the audience in his speech?

Why does he think that a New Town Hall is badly needed?

What will the project of the New Town Hall provide?

So, what is his conclusion at the end of his speech?

Which one is the thesis, the arguments and the reiteration?

Does the speech take the form of analytical exposition? Why?

What is the topic of his speech?

What is Councilor Steward trying to do to the audience in his speech?

Why does he think that a New Town Hall is not necessary?

So, what is his conclusion at the end of his speech?

Which one is the thesis, the arguments and the reiteration?

Does the speech take the form of analytical exposition? Why?

What is the text mostly about?

What is the most important idea of the
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do the details tell about the main idea?</td>
<td>√</td>
</tr>
<tr>
<td>What is the text about?</td>
<td>√</td>
</tr>
<tr>
<td>According to the 1st paragraph, why was 'Abdul Haris Nasution' well-known in Indonesia?</td>
<td>√</td>
</tr>
<tr>
<td>What do the underlined words refer to?</td>
<td>√</td>
</tr>
<tr>
<td>&quot;...and flourish it with love.&quot;, &quot;I’d like to hold it in my arms...&quot;, &quot;...and keep it company.&quot;, &quot;And hear them echo through the hills.&quot;, &quot;That’s the way it’ll stay.&quot;</td>
<td>√</td>
</tr>
<tr>
<td>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)?</td>
<td>√</td>
</tr>
<tr>
<td>What does &quot;I&quot; in the song &quot;This Land Is Mine&quot; dream about in his/her land?</td>
<td>√</td>
</tr>
<tr>
<td>Why do you think the song is entitled &quot;Rayuan Pulau Kelapa&quot;?</td>
<td>√</td>
</tr>
<tr>
<td>Is &quot;I&quot; in the first song a pessimistic or an optimistic person? How do you know?</td>
<td>√</td>
</tr>
<tr>
<td>What about the land in the second song?</td>
<td>√</td>
</tr>
<tr>
<td>What problems does this country face?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>41</th>
<th>91</th>
<th>10</th>
<th>12</th>
<th>3</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>142</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score = 142/157 x 100% = 90.4%
Score = 15/157 x 100% = 9.6%

Related to the table above, the distribution of the higher order thinking level which consist of analyze, evaluate, and create level only gets 15 questions out of 157 essay reading questions. The analyze domain or C4 gets 12 items while C5 or the evaluate domain gets 3 items and there is no question belong to the C6 or the create domain.

It also shows that the distribution of the lower order thinking level obtains 90.4% while the higher order thinking level only obtains 9.6%.
It means that the ratio between the lower order thinking level and the higher order thinking level is 1:9.4

Further, the following table explains the percentage and the distribution of each skill in the higher order thinking skill in the essay reading exercise of the *Pathway to English* textbook.

**Table 4.4**

The Distribution of the Higher Order Thinking Skill in Essay Reading Exercise

<table>
<thead>
<tr>
<th>No.</th>
<th>Higher Order Thinking Level</th>
<th>Essay Reading Questions</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Analyze</td>
<td>12</td>
<td>12/157x100 = 7.7%</td>
</tr>
<tr>
<td>2.</td>
<td>Evaluate</td>
<td>3</td>
<td>3/157x100% = 1.9%</td>
</tr>
<tr>
<td>3.</td>
<td>Create</td>
<td>0</td>
<td>0/157x100% = 0%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>15/157x100% = 9.6%</strong></td>
</tr>
</tbody>
</table>

The table above shows that from total 157 essay reading questions in the textbook, the analyze skill obtains 12 questions out of 157 questions or 7.7% while the evaluate skill obtains 3 items out of 157 questions or 1.9% and there is no question belongs to the create skill.

Moreover, the following two tables add together the essay reading questions based on their each skill so the kinds of the questions which belong to the three skills in the higher order thinking level could be seen clearly. The first table is the table for the question list of the analyze skill.

**Table 4.5**

The Questions List of Analyze Skill

<table>
<thead>
<tr>
<th>Ch.</th>
<th>No.</th>
<th>Questions List of Analyze Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>1</td>
<td>Is the rescue effort easy? Why?</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Did the SAR team come to help them? How do you know?</td>
</tr>
</tbody>
</table>
The table above shows that there are 12 questions belong to the analyze skill. The highest distribution of questions that belong to the analyze skill is from chapter 10 with 8 questions while chapter 8 and chapter 12 distribute the same amount, 2 questions.

The second table explains the questions of essay reading exercises which belong to the evaluate skill and here is the table.

Table 4.6
The Questions List of Evaluate Skill

<table>
<thead>
<tr>
<th>Ch. No.</th>
<th>Questions List of Evaluate Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>How is Sam's character?</td>
</tr>
<tr>
<td>2</td>
<td>What can you learn from Dona's letter?</td>
</tr>
<tr>
<td>12</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Is &quot;I&quot; in the first song a pessimistic or an optimistic person? How do you know?</td>
</tr>
</tbody>
</table>

According to the table above, it show that there are only 3 questions out of 157 questions from chapter 5 (1 question) and chapter 12 (2 questions) in the essay reading exercises which belong to the evaluate skill.
Further, the third skill is the create skill which is the most critical thinking skill among the three skills in the higher order thinking level. However, the surprising result shows that there is no essay reading questions among 157 questions in the *Pathway to English* textbook which belong to the create skill.

Thus, regarding with the total distribution of the higher order thinking in the table above, it obtains 9.6% so it gets lower distribution than the lower order thinking level which obtains 90.4%. Then, the ratio between the evaluate skill and the analyze skill is not too far, 1:4.

C. The Interpretation of the Data

Based on the analysis of the distribution in the higher order thinking skill, it shows that the analyze skill obtains the highest distribution among the three skills while the evaluate skill in the second place and the create skill obtains null distribution. The result of the data analysis also infers that the author may more focus only on the analyze skill even though the ratio between the evaluate skill and the analyze skill is not too far. It also infers that, for the higher order thinking skill, the reading exercise has not direct the attention of emphasizing for the create skill due to the null distribution of it.

Additionally, it can be seen that the range of distribution for the three skills in the higher order thinking level seems quite far and unequal. Further, by looking at the ratio between the three skills in the higher order thinking level, it seem like the distribution of the higher order thinking skill are improperly treated by the essay reading questions.

Moreover, from the other six domains of the revised edition of Bloom’s taxonomy, the distribution of the create domain in the essay reading exercises must be a concern because there is no questions that belong to the create skill. It does not indicate that the other domains are properly treated yet the range of the distribution of six cognitive domains is too far.

Concerning to the distribution of higher order thinking in the essay reading exercise in the *Pathway to English* textbook, it clearly shows that the distribution
of the higher order thinking level is lower than the lower order thinking level. It also interprets that, in the essay reading questions, the author of the textbook gives more emphasis only on the lower order thinking skill, particularly the remember skill and the understand skill, due to the massive number of distribution that is got by those two skills.

Further, by observing at the table of the question list for every skill above, it interprets that there is a lack of variation from the analyze question, the evaluate question, and of course the create question in the essay reading exercises. In fact, the kinds of question can be modified and enriched so that the types of questions can be more varied.

D. The Discussion of the Data

1. The Higher Order Thinking Skill

It is important to know how good the textbook practices the higher order thinking skill for the students because as the eleventh grade students who soon will be the colleagues, it is better to train their critical thinking so that they could easily go along with the different atmosphere in the teaching and learning process at the university life which is more challenging. Therefore, the writer wants to know the distribution of higher order thinking level of the essay reading exercise in the Pathway to English textbook.

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.
In addition, 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.\(^1\)

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.\(^2\) 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.\(^3\) 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.\(^4\)

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

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\(^4\) Ibid.
which found that the synthesis skill or create skill obtains an excellent number, 41.35%. 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. However, it could be better if the author of the textbook is more concerned 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. 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

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6 Igbaria, op.cit., 2013, p.209
7 Susan M, Brookhart, How to Assess Higher-Order Thinking Skills In Your Classroom, (Alexandria: ASDC, 2010), p.42
by answering other kinds of analysis questions rather than reasoning types of questions, such as classifying, differentiating, and outlining. 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 …?” 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. 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. Thus, the evaluate questions could be

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9 Brookhart, loc.cit., 2010, p.42
10 Daiek and Anter, op.cit., 2004, p.452
11 Brookhart, op.cit., 2010, p.53
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?” 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. 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. 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. 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?”

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12 Airasian and Russell, loc.cit., 2008, p.113
13 Daiek and Anter, op.cit., 2004, p.449
14 Ibid., p.448
15 Ibid., p.449
16 Airasian and Russell, loc.cit., 2008, p.113
Finally, the writer think that in the 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.
CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

As one of the main instructional resources in the teaching and learning process, the textbook plays prominent role for accomplishing the learning objectives. However, many critics and suggestions pop out about the textbook usage. 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 more emphasizing 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.

Thus, considering the problems above, the writer focuses only on the reading skill, which is considered as the complex skill among the four basic language skills, and chooses to analyze the reading exercises in the Pathway to English textbook which employs the new curriculum 2013 to find out the empirical evidence of the distribution of the higher order thinking skill in the essay reading exercises.

After doing the content analysis by using the checklist table as an instrument for collecting the data from Pathway to English textbook, the writer concludes that the distribution of the higher order thinking skill in the essay reading exercise is lower than the distribution of the lower order thinking skill. It is proven by the result of the data which shows that the distribution of the higher order thinking skill in the essay reading exercise
obtains only 15 out of 157 questions or 9.6% while the distribution of the lower order thinking skill obtains 142 out of 157 questions or 90.4%. It means that the ratio of the higher order thinking skill to the lower order thinking skill is far enough, 1:9.4.

Additionally, as the focus on this study, the distribution of the higher order thinking skill looks like:

- the analyze level gets the highest number by obtaining 12 out of 157 questions or 7.7%
- the evaluate level, in the second place, obtains 3 out of 157 questions or 1.9%, and
- the create level, the most critical thinking skill, obtains null distribution

It can be concluded that for the higher order thinking level, the author of the textbook emphasizes more on the analyze skill even though if comparing to the other six cognitive domains, it is considered to have small distribution among them. Moreover, the calculation of the ratio between the analyze skill and the evaluate skill obtains 1:4. It implies that the range is not too far yet the author of the textbook give more emphasis to the analyze skill.

Hence, the writer thinks that the distribution of the higher order thinking level in the essay reading questions is unequal because the range of the total score and the ratio is too far from the distribution of the lower order thinking skill. Finally, it concludes that the higher order thinking skill is not properly treated and practiced by the essay reading exercises in the *Pathway to English* textbook, particularly the create skill which is not exist in the essay reading exercises.

**B. The Suggestion**

In this occasion, the writer would like to give some suggestions that might be useful for the teachers, the students, and everyone who read this study:
1. The English teachers need to evaluate or check the content of the textbook whether or not the materials and the exercises in the textbook are appropriate for the students’ need and level.

2. The English teachers should not too rely on and take for granted the content of the textbook. It is better to adapt rather than to adopt the material or the exercise in the textbook because the one who knows the best for the students is the teacher himself.

3. The author of the textbook and the English teacher need to generate a more complete range of educational objectives which involve cognitive processes that go beyond the lower order thinking skill by enriching some exercises which could train the students to have the higher order thinking skill.

4. The teachers should also encourage the students to train their critical thinking or higher order thinking skill outside the school so that their higher order thinking skill could be better.

5. The readers of this study are hoped to get some references or perspectives about the textbook selection, about the reading problem, and the importance of the higher order thinking skill in the educational or the social life.
REFERENCES


APPENDIXES
Appendix 1

The Analysis Card

<table>
<thead>
<tr>
<th>Level</th>
<th>Key Words</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Remember:</strong></td>
<td>Define, describe, identify, label, list, match, name, outline, recall,</td>
<td>• Where is…?</td>
</tr>
<tr>
<td></td>
<td>recognize, reproduce, select, state</td>
<td>• What did…?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Who was…?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• When did…?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How many…?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Who were the main…?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How did….happen?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Which one…?</td>
</tr>
<tr>
<td><strong>Understand:</strong></td>
<td>Comprehend, convert, defend, distinguish, estimate, explain, extend,</td>
<td>• What does it mean…?</td>
</tr>
<tr>
<td></td>
<td>generalize, give examples, interpret, paraphrase, predict, rewrite,</td>
<td>• Which statement support…?</td>
</tr>
<tr>
<td></td>
<td>summarize, translate</td>
<td>• What is the main idea of…?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How would you summarize…?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How would you paraphrase the meaning…?</td>
</tr>
<tr>
<td><strong>Apply:</strong></td>
<td>Apply, change, compute, construct, demonstrate, discover, manipulate,</td>
<td>• What is the real example of that</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
emphasizes on the ability to recognize, execute, and implement a form or a pattern as a means of understanding.

modify, operate, predict, prepare, produce, relate, show, solve, use

phenomenon?
• What would happen to you if..?
• How would you organize … to show..?
• How would you solve the problem?
• What other way would you plan to…?

| Analyze: Separate material or concepts into component parts so that its organizational structure may be understood. This level emphasizes on detection of the relationships of the parts and of the way they are organized. It involves differentiating, organizing, and attributing | Analyze, break down, compare, contrast, diagram, deconstruct, differentiate, discriminate, distinguish, identify, illustrate, outline, relate, select, separate | What things would you have used…?
• What things are similar / different?
• What things couldn’t have happened in real life?
• What caused….to act the way he/she did?
• Which of these statements are facts and which are opinions? |
|---|---|---|
| Evaluate: Make judgments about the value of ideas or materials based on the criteria and standards. It emphasizes on checking and giving critiques about an idea or value. | Appraise, compare, conclude, contrast, criticize, critique, defend, describe, discriminate, evaluate, explain, interpret, justify, relate, summarize, | Select the best … Why is it the best?
• What do you think will happen to…?
• What judgment would you make about…? |
| **Create:** Build a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. This category involves generating, planning, and producing. | **Categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, rearrange, reconstruct, relate, reorganize, revise, rewrite, summarize, tell, write** | **- Which character would you like to meet? Why?**  
- Was...good or bad? Why?  
- Did you like the story? Why?  
- What was the most important moment in the story and why?  
- What is your opinion of the...?  
- How would you improve...?  
- How would you change the plot..?  
- What do all these pictures have in common?  
- How would use your imagination to draw a picture of...?  
- How would you write a different ending of...? |
### The Checklist Table

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**Score**
Appendix 3

The Example of Reading Exercises in Pathway to English Textbook

a) What is the text about?
b) Why did Venkata write a letter to Harry?
c) Why did the writer feel fortunate?
d) What did the writer send together with her letter?
e) What did the writer mean by writing “my good wishes through this letter” in the letter?

An e-mail of good wishes to a friend who has been ill

To: Salma@yahoo.com

Hello Salma,

Thank you for your last e-mail telling me that you have been in hospital for a week for a typhoid disease.

Diseases are a part of our life and they should not dampen our spirits. Your illness is only a passing phase. Reason

You have to remain cheerful. Your disease is curable and I believe that you are under the treatment of a competent doctor. If time permits, I will visit you this week.

Take heart and may God bless you. Wishing you a very speedy recovery.

Yours sincerely,
Anya

f) What is the e-mail about?
g) What is the purpose of writing the letter?
h) Why did Anya think to Salma?
i) The writer wrote “Take heart and may God bless you. Wishing you a very speedy recovery.” What does it mean?

Read this text loudly with good intonation and correct pronunciation.

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, in my opinion, corruption is common everywhere in the world, even in the US it’s just a matter of the intensity. A survey said that Indonesia is one of the most corrupted country. The survey makes me sad, actually, because I live here in Indonesia. According to the survey, entrepreneurs who want to minimize their tax payments will have to bribe the officials. Well, punishment for the corruptors has been far from enough. I think we have to prevent the younger generation from the bad mentality. I believe we can start at the earliest stage in school. I think everyone should be involved in the effort to eradicate corruption without exception.

(adapted from The Jakarta Post, February, 2001)

3. Work in pairs to answer the following questions.

1. What is the purpose of the writer writing this text?
2. What makes Indonesia one of the most corrupted country?
3. What are the writer’s opinions to overcome corruption in Indonesia?
4. Do you think that everybody will agree with his opinion?
5. Identify all the phrases or sentences that express the writer’s opinion. Underline them.
6. Read the following paragraph. Find a sentence that does not belong to the main idea of the paragraph.

Most monkeys live in forests. They swing from tree to tree. They eat bananas, peanuts, and fruits. We can find monkeys in the jungles of Africa and Asia because they have many tropical forests.

7. Discuss the following questions with your friends and your teacher.

C. a) What's the text telling us about?
   b) What do the followings refer to?
      • They swing from tree to tree.
      • They eat bananas, peanuts, and fruits.
      • We can find monkeys in the jungles of Africa and Asia because they have many tropical forests.

D. a) What's the purpose of writing the paragraph?
    b) What tense is mostly used in the text?
    c) What do you call a topic that supports all sentences in a paragraph?

Cultural Awareness

The main idea is the most important idea in a passage or piece of writing. The main idea tells what the passage is mostly about. Every passage has a main idea. Each paragraph in a passage also has a main idea. Details are pieces of information that tell about the main idea. Details explain the main idea. They tell who, what, when, where, why, or how. Details can describe a person, place, or thing. Details can tell about the order in which events happen. Details can also explain how to do something.

Focus on Understanding the main idea and detail.
By Curriculum Associates, Inc.
Mrs. Josie Burton
President of
Melbourne Chamber of Commerce
35 Bondholder Street
Southbank

Dear Mrs. Burton,

My name is Susannah Kidd and I am writing on behalf of the students of VCA School of Drama.

We would like to invite you, or a representative of the Chamber of Commerce, to attend a special parody drama entitled "Masalin Pindang", based on an Indonesian Folktale The Legend of Malin Kundang, by postgraduate animator, Fanny Hanuatin in collaboration with VCA first-year actors Stuart Bowden, Joana Curtis, Julia Markowski and Carl Pollas.

The event will take place on:

- **Day/Date:** Monday 5 September 2015 – 7.30 p.m.
- **Tuesday 6 September** – 6.30 p.m.
- **Duration:** 60 minutes
- **Venue:** VCA School of Drama, 28 Dodds St, Southbank
- **RSVP to:** (03) 96885225 or email info@vca.com.au
- **Dress:** Formal

It would be a great pleasure for us if you could attend this drama performance.

Your sincerely,

Susannah Kidd
The School Director

Questions:

C1. What is the letter about?
C2. Who invited Mrs. Josie Burton?
C3. Who is Mrs. Josie Burton?
A4. Why should the invitation be formal?
K5. What event will be held in VCA school of drama?
K6. What do you think Josie Burton should do if she can’t come?
K7. What is RSVP?
C8. Who should the RSVP be addressed to?
JAKARTA, 26 MARET 2014

Kepada Yth.
1. Drs. Syauki, M.Pd
2. Drs. Bahrul Hasibuan, M.Ed
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIIN Syarif Hidayatullah
Jakarta.

Assalamu’alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Nur Pratiwi
NIM : 1110014000017
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (Delapan)
Judul Skripsi : "Higher Order Thinking in Reading Exercise (An Analysis of Essay Reading Question in Pathway to English Textbook for the Eleventh Grade of Senior High School Students)"

Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.n. Dekan
Kajur Pendidikan Bahasa Inggris

Drs. Syauki, M.Pd
NIP. 19641212 199103 1 002

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
Surat Pernyataan Karya Sendiri

Nama: [Nama]
NIM: [NIM]
Tempat/Tgl. Lahir: [Tempat/Tgl. Lahir]
Jurusan/Prodi: [Jurusan/Prodi]
Judul Skripsi: [Judul Skripsi]

Dosen Pembimbing: 1. [Nama Dosen 1] 2. [Nama Dosen 2]

Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munajah.

Pernyataan ini disahkan sebagai bahan skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggungjawab secara akademis atas apa yang saya tulis.

[Signature]

[Tanggal]
# REFERENCES TEST

**Name**: Nur Pratiwi  
**NIM**: 1110014000017  
**Title of Skripsi**: Higher Order Thinking Skill in Reading Exercise (An Analysis of Reading Exercises in *Pathway to English* Textbook for the Eleventh Grade of Senior High School Students)

**Advisors**:  
1. Drs. Bahrul Hasibuan, M.Ed  
2. Drs. Syauki, M.Pd

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<td>5</td>
<td>Igharia, <em>op.cit.</em>, 2013, p.209</td>
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<td>8</td>
<td>Brookhart, <em>loc.cit.</em>, 2010, p.42</td>
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NIP.

Advisor II

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<td>JoAnne Schudt Caldwell, <em>Comprehension Assessment</em>, (New York: Guilford Press, 2008)</td>
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