

A Comparative Study on Reading Questions in EFL Textbooks for Level Ten, entitled “Bahasa Inggris SMA/MA/SMK/MAK” and “Pathway to English for SMA/MA”

Kajian Perbandingan Soalan Membaca di dalam Buku Teks EFL bagi Tahap 10, bertajuk “Bahasa Inggris SMA/MA/SMK/MAK” dan “Pathway to English for SMA/MA”

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Abstract: Reading questions in the English textbooks are generally used as the techniques to improve reading comprehension and evaluate critical thinking skills development of students. This study aims to compare the reading questions in EFL (English for Foreign Language) textbooks in Indonesia for level/ Grade 10 (X). Specifically, it analyzes the skills and the levels of reading questions in the EFL textbooks for level ten which are “Bahasa Inggris SMA/MA/SMK/MAK” and “Pathway to English for SMA/MA”. It uses a content analysis approach to collect, analyze, and classify the reading questions according to the reading skills of Phillips (2003) and the levels of cognitive domain of revised Bloom’s Taxonomy of Anderson et al. (2001). The findings show that (1) the reading comprehension questions in the two English textbooks similarly cover all skills of reading questions that ask idea of the passages, direct answers, indirect answers, vocabulary, and overall review of the passages and also questions about readers’ opinion; (2) the skills of reading questions are in the levels of ‘remember’, ‘understand’, ‘apply’, ‘analyze’ and ‘evaluate’. The level of ‘create’ is not found. Finally, the skills of reading questions in both of the two English textbooks equally show that the frequency and percentage of low-order thinking skills are higher than high-order thinking skills.

Keywords: EFL textbooks, Reading questions, Reading skills, Bloom’s Taxonomy;

Abstrak: Soalan membaca dalam buku teks Bahasa Inggeris secara amnya digunakan sebagai teknik untuk meningkatkan kefahaman bacaan dan menilai perkembangan kemahiran berfikir kritis pelajar. Kajian ini bertujuan untuk membandingkan soalan membaca teks pada buku teks EFL bagi tahap 10 (X) di Indonesia. Secara khusus, ia menganalisis kemahiran dan tahap soalan membaca di dalam buku teks “Bahasa Inggris SMA/MA/SMK/MAK” and “Pathway to English for SMA/MA”. Ia menggunakan pendekatan analisis kandungan untuk mengumpul, menganalisis, dan mengelaskan soalan membaca mengikut kemahiran membaca Phillips (2003) dan tahap domain kognitif Taksonomi Bloom yang disemak semula Anderson et al., (2001). Dapatan kajian menunjukkan bahawa (1) soalan pemahaman bacaan dalam kedua-dua buku teks bahasa Inggeris meliputi semua kemahiran membaca soalan yang menanyakan idea tentang petikan, jawapan terarah, jawapan tidak langsung, perbendaharaan

kata, dan ulasan keseluruhan petikan dan juga soalan tentang pendapat pembaca; (2) kemahiran membaca soalan adalah dalam peringkat mengingat, memahami, mengaplikasi, menganalisis dan menilai. Tahap mencipta atau menghasilkan tidak ditemui. Akhir sekali, kemahiran membaca soalan kedua-dua buku teks bahasa Inggeris menunjukkan bahawa kekerapan dan peratusan kemahiran berfikir aras rendah adalah lebih tinggi daripada kemahiran berfikir aras tinggi.

Kata kunci: Buku teks EFL, Soalan membaca, Kemahiran membaca, Taksonomi Bloom;

Introduction

In Indonesia, the government declares and decides that English is a foreign language (EFL) and a compulsory subject to be taught to students starting from elementary school to university level (Rochman, 2003; Ivone, 2005; Nurhanifah and Widayati, 2005; Lie, 2007; Lauder, 2008; Zein, Sukyadi, Hamied, & Lengkanawati, 2020 and Alrajafi, 2021). According to the national education system regulated by the Ministry of Education and Culture and the Ministry of Religious Affairs, students are required to enrol a 12-year compulsory education system (Sukmayadi and Yahya, 2020). This system regulates the 3 levels of mandatory education, including primary school, junior school, and high school. In primary school, students need to complete the elementary school for 6 years or 6 levels with ranging ages between 6-11 years old. Then, they continue the study in junior high school for 3 years or 3 levels, which students' ages are between 12-14 years old. After accomplishing the junior school, students with ranging ages between 15-17 years old enrol the high school for 3 years or 3 education levels. In high schools, students may select to attend in senior high school or *Sekolah Menengah Atas* (SMA), Islamic high school or *Madrasah Aliyah* (MA), vocational high school or *Sekolah Menengah Kejuruan* (SMK) and Islamic vocational high school or *Madrasah Aliyah Kejuruan* (MAK).

Reading is one of the English skills and is more concerned with the classroom instruction compared to other skills such as listening, speaking, and writing since it includes the test items on final English national examination as the criteria of students' graduation (Sunggingwati, 2003; Sunggingwati & Nguyen, 2013). From the total of 50 items on the English test, reading questions are mostly covered with 35 items and 15 items for listening (Irma, 2017; Umam, 2011; Uswatunnisa, 2020). It indicates that reading skill is vital and it pressures the related education parties especially teachers and students to teach and study it comprehensively by facilitating students to be actively

involved in reading practice and comprehension. Through reading, it is not only improve students' knowledge and comprehension of reading itself but also other language skills such as writing, vocabulary, grammar, spelling and punctuation (Harmer, 2015). Therefore, reading comprehension is claimed as one of the factors in students' academic success (Balan *et al.*, 2019; Popoola *et al.*, 2021), through the existence of reading passages that are followed by some questions.

The reading comprehension questions are generally asked to test the comprehension and to stimulate students to think critically related to the existence of various reading skills to be developed. In this case, the reading skills are related to the questions that ask the ideas of the passages, explicit information, implicit information or drawing inference, vocabulary or word meaning in context, and overall review questions, including specific information location, author's tone and purpose, and course identification (Phillips, 2003). These questions are served to check students' understanding and to influence their way to think when reading activity takes place. Indeed, the skills of reading questions are claimed as a key to great reading comprehension development (Tankersley, 2003), academic evaluation and various skills development (Freahat & Smadi, 2014). One of the skills is critical thinking skills.

Some studies reported that critical thinking skill is claimed as one of the important skills to be owned by students to live and assimilate the changes in all life aspects in the 21st century (Chusni *et al.*, 2020; Miterianifa *et al.*, 2021; Saleh, 2019). Hence, critical thinking skills can help students master problem-solving skills when they face difficult problems in their life (Geng, 2021). In relation to reading, critical thinking skills is crucially required in reading comprehension to understand, interpret, and assess the information with various difficulty levels found in reading passages. The studies that involve different educational levels such as junior, senior and university students proved a significant correlation between students' reading comprehension and critical thinking skills (Hidayati *et al.*, 2020; Kamgar & Jadidi, 2016; Sahiruddin *et al.*,

2021; Wijayanti *et al.*, 2015; Yousefi & Mohammadi, 2016). It indicates that critical thinking skills cannot be separated from reading comprehension. Students' reading comprehension performance and critical thinking skills ability can be simultaneously developed through the appearance of reading questions.

In reading practice, reading comprehension questions cannot be separated with the use of textbooks. A textbook is a resource to achieve the aims and objectives of instruction based on students' needs. Its roles serve as a resource for material presentation, a source of classroom activities, a source of reference, a syllabus, a resource of self-directed learning or self-access work and support for novice teachers (Cunningsworth, 1995). Indeed, Indonesian teachers mostly use English textbooks as their main source of teaching and learning as well as guidance to achieve the designed instructional learning objectives of students, especially in reading. Therefore, teachers need to consider selecting textbooks that are appropriate and suit with their learning objective, syllabus use, and learning environment. And the important point, textbooks can be used to facilitate students' reading comprehension performance and critical thinking skills improvement. In relation to reading, textbooks provide reading passages that are followed by reading questions. These questions should facilitate students' reading comprehension and critical thinking skills development. This study which is conducted by comparing two English textbooks contributes to the enrichment literature and useful information for the related education parties in selecting appropriate English textbooks for English language teaching and learning. It is especially related to the skills of reading questions and the implementation of cognitive processes on the critical thinking skills improvement.

Research Gaps

The studies that analyzed reading questions in the English textbooks published by government and private publishers as well as used different taxonomies for the analysis have been conducted and gained various results. Febrina *et al.* (2019) analyzed the questions of reading comprehension in the English textbook published by the Indonesian government entitled "Bahasa Inggris SMA/MA/SMK/MAK grade 11th semester 1" using the revised Bloom's Taxonomy. It was found that the levels of reading questions were mostly dominated by higher-order thinking skills (66.8%) and followed by lower-order thinking (33.4%). Amalya *et al.* (2020) used Barrett's Taxonomy to analyze reading comprehension questions in an English textbook of Bright for eight graders published by a private publisher of Penerbit Erlangga. The findings showed that the most frequent of

reading comprehension questions was WH-question followed by true/false questions, yes/no questions, multiple choice questions and finally alternative questions. These question forms conformed to Barrett's Taxonomy and it showed that the questions were in the lower-order thinking skills, in which the literal comprehension dominantly covered, followed by evaluation, inferential comprehension, reorganization, and appreciation.

Further, the studies of Damanik & Zainil (2019) and Safitri & Tyas (2019) used a similar English textbook of "Bahasa Inggris SMA/MA/SMK/MAK Kelas X" (Level 10) as the data source in the analysis. Damanik and Zainil (2019) examined the questions of reading comprehension focusing on high-order thinking skills. It revealed that 36 questions or 9.7% covered higher-order thinking skills in the analyzing category. Safitri and Tyas (2019) evaluated the quality of the English textbook using Fiorella Biocchi's course book evaluation checklist and reported that the content, grammar focus, level, material and methodology in the English textbook are well-designed and encourage the autonomy of students in learning and using the language.

Furthermore, the use of the English textbook "Pathway to English for SMA/MA Grade X" (Level 10) as the data source for the analysis is similarly used by previous studies that evaluated the relevancy of the English textbook with the curriculum 2013 in Indonesia. It reported that it is relevant to the curriculum 2013 and can be used as a source of teaching and learning. Lumepa, Tuna, & Andries (2021) examined the readability of reading texts and reported that the readability of reading texts in the English textbook is appropriate for students' level.

This study is conducted to compare the skills and the levels of reading questions in the English textbooks published by the Indonesian government publisher and private publishers, which still limits and less attention for the community of researchers. The specific research questions are formulated as follows:

1. What skills of reading comprehension questions are covered in the English textbooks for level 10, entitled "Bahasa Inggris SMA/MA/SMK/MAK" and "Pathway to English for SMA/MA"?
2. What levels of reading comprehension questions are covered in the English textbooks for level 10, entitled "Bahasa Inggris SMA/MA/SMK/MAK" and "Pathway to English for SMA/MA"?

Literature Review

Textbook

Textbooks are mostly used by teachers and students as guidance for instructional English language teaching. Brown and Lee (2015) states a textbook is a material form that is commonly used to support the instruction of language and it allows users to follow the guidelines, adapt certain parts based on users' context, and add other materials. Richards and Schmidt (2010) point out that a textbook is a book on a specific subject that is used as a guide for teaching and learning. In foreign language learning, textbooks are designed to cover multiple skills such as listening, speaking, reading, writing, grammar or a single skill. For instance, a textbook of reading can be the basis for a reading course that provides reading texts and exercises for practising the skills (Richards, 2001).

Reading Comprehension

Reading deals with an activity to read and understand written materials with a certain purpose. Johnson (2008) defines "reading as the practice of using text to create meaning". It is claimed as a skill that can be learned through conscious effort and learning process (Watkins, 2017). The processes involve word recognition and comprehension (Pang *et al.*, 2003). Word recognition refers to recognising written symbols meanwhile comprehension is concerned with understanding words, sentences, and connected text. As a result, reading comprehension can be performed.

Snow (2002) states reading comprehension is the simultaneous process to extract and construct meaning through interacting and involvement with written language. This author further added that comprehension comprises three elements; "the *reader* who is doing the comprehending, the *text* that is to be comprehended, and the *activity* in which comprehension is a part" (Snow, 2002, p.11). Comprehending a text involves cognitive skills covering word recognition, syntax, text types, and text structures (Richards & Schmidt, 2010). Readers also use their background knowledge, experience about the text and strategy to understand the text (Pang *et al.*, 2003). In the teaching and learning processes of reading, reading comprehension is stimulated and achieved through the existence of questions that have various skills to lead students' cognitive thinking process.

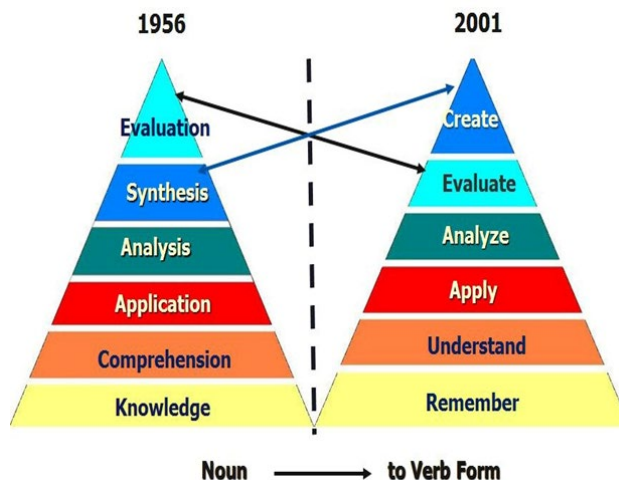
Bloom's Taxonomy

Benjamin Samuel Bloom was well-known as the founder of the taxonomy of educational objectives classification. In 1956, Bloom introduced educational

taxonomy which was often referred to as Bloom's Taxonomy. It is a classification system used to define and distinguish different levels of three domains of human recognition, covering cognitive, affective, and psychomotor (Bloom & Krathwohl, 1956). It further categorizes the cognitive domains into six major classes; knowledge, comprehension, application, analysis, synthesis, and evaluation, in which knowledge is the lowest level, while evaluation is the highest level.

In 1995, a former student of Bloom, named Loring W. Anderson made a group (consists of cognitive psychologists, Richard Mayer, Paul Pintrichve and Merle Wittrock; curriculum and instruction experts, Lorin W. Anderson, Kate Cruikshank and James Rath; assessment and evaluation experts, Peter Airasian and David Krathwohl) to develop the old version of Bloom's Taxonomy with the hope of adapting 21st century students' and teachers' needs (Febrina, Usman, & Muslem, 2019). The group of educationalists and researchers published the revised Bloom's Taxonomy in 2001. The revision of the taxonomy improved the original or old version by adding a two-dimension framework; cognitive process dimension and knowledge dimension. The cognitive dimension looked like the original of Bloom's Taxonomy, although there are a few significant changes, such as using verbs that describe actions and placing the cognitive level position of "evaluation" to come before "creating" (Stanley & Moore, 2013). The new version or revised Bloom's Taxonomy can be seen in Figure 1.

Figure 1. Diagram of revised Bloom's taxonomy (Wilson, 2001).



According to the diagram above, the level categories of new version of Bloom's Taxonomy was revised by Anderson *et al.* (2001) are, remember, understand, apply, analyze, evaluate, and create. The bottom three levels of remember, understand, and apply are categorized as low-order thinking skills and the high-order thinking skills are analyze, evaluate, and create. These can be explained in detail below:

- a. Remember refers to the cognitive processes of retrieving relevant knowledge from long-term memory through recognizing and recalling the information.
- b. Understand refers to being able to construct meaning from instructional messages, including oral, written, and graphic communication. The cognitive processes in this category include interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- c. Apply involves using procedures to perform exercises or solve problems through executing and implementing.
- d. Analyze is breaking materials into their constituent parts and determining how the parts are related to each one another and an overall structure. It includes the cognitive processes of differentiating, organizing, and attributing.
- e. Evaluate makes judgments using certain criteria and standards. It can be done by checking and critiquing.
- f. Create is putting elements together to form a coherent or functional whole. It covers the processes of generating, planning, or producing.

Methodology

This study uses the content analysis method. It is applied to analyze written or visual materials such as textbooks, newspapers, web pages, social network sites, Twitter feeds, blogs, virtual worlds, speeches, television programs, advertisements, musical compositions and other documents in order to identify their characteristics specifically (Ary *et al.*, 2014). The two English textbooks for level 10, entitled "Bahasa Inggris SMA/MA/SMK/MAK Kelas X" written by Widiati *et al.* (2016) which was published by the Indonesian government publisher and "Pathway to English for SMA/MA Grade X" written by Sudawarti and Grace (2016) which was published by the private publisher of Penerbit Erlangga, are used as data sources. All forms of reading comprehension questions stated in the two English textbooks were examined.

In collecting and analyzing the data, two instruments were used. Firstly, it is the evaluation sheet of reading skills proposed by Phillips (2003). The reading question skills have five indicators; (1) the ideas of the passages, (2) direct answered questions, (3) indirect answered questions, (4) vocabulary questions, and (5) overall review questions. Ideas of the passages have two sub-skills, which are answering the main idea and recognizing the idea organization. The sub-skills of explicit/direct questions are answering stated questions, unstated questions, and pronoun referents. The implicit question sub-skills are answering implied questions and transition questions. The sub-skills of vocabulary questions mainly concern determining word meaning in context. Finally, the sub-skills of the overall review question are determining specific information location, author's tone, author's purpose, and course recognition. The second research instrument is the evaluation sheet of Revised Bloom's Taxonomy by Anderson *et al.* (2001). It has six levels of comprehension, namely (1) remember, (2) understand, (3) apply, (4) analyze, (5) evaluate, and (6) create. The identified data are counted in terms of frequency and percentage, as Coolican (2019) argued that quantitative analysis of counting codes and frequency can be carried out in content analysis study. To get the accuracy and trustworthiness of the data, the reliability of inter coder and intra coder that involve experts is involved.

Results

Research findings present the issues of reading comprehension questions in the two English textbooks for the tenth grade/ level 10 of secondary/ high education level in Indonesia. The reading comprehension questions conformed to the skills of reading and the levels of cognitive thinking processes using Revised Bloom's Taxonomy.

Skills of Reading Questions

From the analysis, the English textbook of "Bahasa Inggris SMA/MA/SMK/MAK" consists of 17 reading passages with 194 reading comprehension questions; meanwhile, the English textbook of "Pathway to English for SMA/MA" has 16 reading passages with 138 reading comprehension questions. Their reading comprehension questions are examined based on the skills of reading questions as the results show in Table 1.

Table 1. Skills of reading comprehension questions

No	Skills of Reading Questions	Bahasa Inggris SMA/ MA/ SMK/ MAK		Pathway to English for SMA/ MA	
		Frequency	Percentage	Frequency	Percentage
1	Questions about the ideas of the passages	6	3%	19	14%
2	Directly answered questions	128	66%	89	64%
3	Indirectly answered questions	25	13%	12	9%
4	Vocabulary questions	7	4%	11	8%
5	Overall review questions	7	4%	3	2%
6	Questions about reader's opinion	21	11%	4	3%
	Total	194	100%	138	100%

Table 1 shows that the skills of reading questions in the English textbook of “Bahasa Inggris SMA/ MA/ SMK/ MAK” are dominated by directly answer questions (128 items or 66%) followed by indirectly answered questions (25 items or 13%), reader’s opinion (21 items or 11%), vocabulary questions (7 items or 4%), overall review questions (7 items or 4%), and finally question about the ideas of the passage (6 items or 3%). Meanwhile in the English textbook of “Pathway to English for SMA/MA”, it is similarly dominated by directly answered questions (89 items or 64%), followed by questions about the ideas of the passage (19 items or 14%), indirectly answered questions (12 items or 9%), vocabulary questions (11 items or 8%), reader’s opinion (4 items or 3%), and finally overall review questions (3 items or 2%). It is important to highlight that this present study finds out one skill in reading comprehension questions, which it excludes from the theoretical framework of (Phillips, 2003). It is the question that asks for reader’s opinion.

To see the ranging levels of frequency and percentage of the question skills on reading comprehension from the two English textbooks, it can be said that the skills of directly answered questions and vocabulary questions are similar range in position (first range and fourth range). It means that these English textbooks are equal to facilitate the students to more focus on the reading questions where their answers can

be directly found in the passage and vocabulary development. The differences are located in the question skills of the ideas of the passage, indirectly answered questions, overall review question, and reader’s opinion. It can be implied that when the Indonesian EFL teachers wanted to introduce and practice their students’ directly answered questions and vocabulary development questions skills, these English textbooks similarly provided and suggested to be used. On the contrary, when the EFL teachers wanted to explore other reading skills such as the ideas of the passage, indirectly answered questions, overall review questions, and reader’s opinion, they can select and use one of these English textbooks based on the provided frequency and percentage of the data.

Levels of Reading Questions

The findings related to reading comprehension question levels found in the two English textbooks are displayed in Table 2.

Table 2. Levels of reading comprehension questions

Levels of Reading Questions		Bahasa Inggris SMA/ MA/ SMK/ MAK			Pathway to English for SMA/ MA			
		N	%		N	%		
Low Order Thinking Skills	Remember	127	65%	174	89%	72	52%	90%
	Understand	41	21%			52	38%	
	Apply	6	3%			0	0%	
High Order Thinking Skills	Analyze	15	8%	20	11%	12	9%	10%
	Evaluate	5	3%			2	1%	
	Create	0	0%			0	0%	
Total		194	100%			138	100%	

Table 2 shows that the level of reading questions found in the English textbook of “Bahasa Inggris SMA/ MA/ SMK/ MAK” is mostly in the low-order thinking skills (174 items or 89%) and followed by the high-order thinking skills (20 items or 11%). In terms of low-order thinking skills, the sub-level of remember frequently appeared (127 items or 65%), followed by understand sub-level (41 items or 21%) and apply level (6 items or 3%). In higher-order thinking skills, the sub-level of analyze is frequently obtained (15 items or 8%), followed by evaluate level (5 items or 3%) and no item in create sub-level. Similarly in the English textbook of “Pathway to English for SMA/MA”, it is dominated by the low-order thinking skill (124 items or 90%), and

followed by the high-order thinking skill (14 items or 10%). In terms of low-order thinking skills, the highest sub-level is remember sub-level (72 items or 52%), followed by understand sub-level (52 items or 38%) and no item in apply sub-level. In higher-order thinking skills, the sub-level of analyze was placed at higher level (12 items or 9%) and evaluate sub-level (2 items or 1%). No item in create sub-level.

To see the frequency and the percentage regarding levels of reading questions in the two English textbooks above, the levels of the reading questions are similar in the level of low-order thinking skill. The reading questions that are in the level of higher-order thinking skill are limited in the two English textbooks. Ironically, no one question is identified as the create level of the revised Bloom's taxonomy. It implies that the users, both teachers and students do not need to confuse in selecting one of the two English textbooks on the cognition of critical thinking skill development, because they have similar levels of presenting order thinking skills.

Discussion

This section discusses the research findings that have been presented in the previous section related to the skills and the levels of reading comprehension questions stated in the two English textbooks for level X (10) of secondary/ high school students, entitled "Bahasa Inggris SMA/ MA/ SMK/ MAK" and "Pathway to English for SMA/MA".

The findings of the skills of reading comprehension questions in the two English textbooks are basically similar to provide the questions that ask ideas of passages, explicit information, implicit information, vocabulary, overall review of ideas, and reader's opinion. This finding is in line with the references summarized by the study of Bojovic (2010), the reading questions skills are determining main ideas, comprehending explicit and non-explicit stated and unstated information, making inferences, determining words meaning based on its context, and creating a judgment. Shortly, the two English textbooks provide the skills of reading comprehension questions to comprehend the reading passages and also reading comprehension performance.

Concerning the skills of reading comprehension questions in the Indonesian EFL context, it can be inferred the reasons why the authors of the two English textbooks create the mentioned reading questions skills in order to facilitate and bridge students to be familiar with the content of test items on final English national examination as the students' graduation criteria. It focuses on reading skills (Sunggingwati, 2003;

Sunggingwati & Nguyen, 2013). Some studies reported that the reading question skills on the final English national examination are main ideas of the passage, directly answered questions of stated details, indirectly answered questions of implied details, vocabulary questions, and overall review questions (Dyah, 2009; Hidayati, 2015; Rahmadhani, 2015; Yusniati, 2016). It indicates the practice and familiarity of reading question skills in the English textbooks during the teaching and learning processes, it can assist students in reading comprehension. It is because the designed materials in the textbook are used to increase students' knowledge and experience as well as to achieve the instructional learning objectives (Cunningsworth, 1995; Tomlinson, 2011). It indicates that one of the factors of students' successful in reading comprehension is influenced by the designed materials in the textbooks, especially English reading skill.

In addition, the finding of this study also found the levels of reading comprehension questions. In the English textbook of "Bahasa Inggris SMA/ MA/ SMK/ MAK", the reading comprehension questions are frequently dominated by low-order thinking skills (174 items or 89%) and high-order thinking skills (20 items or 11%). In the English textbook of "Pathway to English for SMA/MA", it is also led by low-order thinking skills (124 items or 90%) and high-order thinking skills (14 items or 10%). These findings prove that the reading comprehension questions in the two English textbooks largely come up the low-order thinking skills compared to high-order thinking skills. Ironically, the reading comprehension questions in the level of create in higher-order thinking skills in the two English textbooks are not found. Similar to earlier studies (Amalya *et al.*, 2020; Damanik & Zainil, 2019), these studies examine the levels of reading comprehension questions in the English textbooks published by the Indonesian government publisher and the private publisher of Penerbit Erlangga and report low-order thinking skills questions.

Responding to research findings, the levels of reading questions in the two English textbooks in Indonesia are more concentrated on acquiring the level of low-order thinking skills rather than the level of higher-order thinking skills in the Revised Bloom's Taxonomy. The students are more required to remember, understand and apply the knowledge in comprehending the reading passages rather than to analyze, evaluate and create the content of material in reading passages. It can be said that the designed reading comprehension questions in the English textbooks might occur to adjust to the reading items on the English national examination, in which the answers to questions can be directly found in the reading passages. It limits to facilitate the students' critical thinking practice, as Soe'loed (2014)

argued that the form of questions does not provide opportunities for students to be able to think smartly and critically due to the questions forms use more facts, such as who, what, and where, rather than using the critical questions or higher-level questions. The type of fact questions only engages students to think in lower-order thinking. Freahat and Smadi (2014) additionally add that low cognitive questions can be used to explore the basic facts and meanwhile high cognitive questions are created to promote the ability and skill of critical thinking. Therefore, the distribution of the skills of reading comprehension questions that engage with low-order thinking skills and high-order thinking skills should be equally distributed in the English textbooks since they have own roles and purposes in reading comprehension.

Conclusion

Based on the findings and the discussions of the results that contain two parts; the skills and the levels of the reading comprehension questions in the English textbooks for level X (10) of secondary/ high school students, entitled “Bahasa Inggris SMA/ MA/ SMK/ MAK” and “Pathway to English for SMA/MA”, the conclusions in detail are: (1) the skills of reading comprehension questions in the two English textbooks covered five skills of reading comprehension questions (Phillips, 2003). Those reading skills are the questions that ask ideas of the passages, explicit statements, implicit statements, vocabulary, and overall review of the passages. The questions that ask reader’s opinion are also found; (2) the levels of reading comprehension questions in the two English textbooks cover only five levels of reading comprehension based on the Revised Bloom’s Taxonomy. Those levels are remember, understand, and apply. It belongs to low-order thinking skills. And also, the levels of analyze and evaluate that belong to high-order thinking skills. The level of create is not found in the two English textbooks.

Suggestions

Based on the findings, discussions, and conclusions of the study, the following are some suggestions. The suggestions are mainly intended to the appearance in creating the skills and the levels of reading questions in the EFL textbooks as well as to the current practice of reading questions improvement; therefore, the suggestions are addressed to (1) EFL teachers of secondary/ high school, (2) authors/ publishers of EFL textbook, and (3) further researchers who are interested to evaluate the reading questions.

For EFL teachers; the two English textbooks of this study similarly contend the skills of reading questions

that are frequently categorized in lower-order thinking cognitive process with a small number of higher-order thinking cognitive process and also the absence of create level of revised Bloom’s Taxonomy; therefore, EFL teachers are suggested to create own questions to improve EFL students’ reading comprehension performance.

For authors/publishers of EFL textbooks; it is suggested to provide the skills of reading questions with balanced distribution of both low-order thinking skills and high-order thinking skills. As a result, students can be able to comprehend the reading texts and also think more analytically, critically, and creatively.

Finally for further researchers; this study is conducted with a content analysis design and focused to compare the reading questions in the two English textbooks published by the Indonesian government and private publishers for the analysis. Therefore, it is suggested that future researchers organize further research with different methods, focuses, and data sources.

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