

**READING COMPREHENSION ASSESSMENT IN ENGLISH  
TEXTBOOK: “BRIGHT: AN ENGLISH COURSE FOR  
JUNIOR HIGH SCHOOL STUDENTS 9TH GRADE”  
PUBLISHED BY ERLANGGA**



**THESIS**

**Submitted to Faculty of Tarbiya and Teaching Training of UIN Prof. K.H.  
Saifuddin Zuhri as a Partial Fulfillment of the Requirements of Achieving  
the Degree of *Sarjana Pendidikan* (S.Pd) in English Education**

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### APPROVAL SHEET

This thesis, entitled

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*Assalamualaikum Warahmatullahi Wabarakaatuh*


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*Wassalamualaikum Warahmatullahi Wabarokaatuh*

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## **MOTTO**

“Sometimes what you want isn’t always what you get, but in the end, what you get is so much better than what you wanted.”

-Anonymous-



## **DEDICATION**

*I dedicate this thesis to:*

*My beloved parents (Sardjum Sukaedji and Rukaesih Suhartati)*

*My beloved brothers (Awan Ukaya and Ajat Kurniawan)*

*My Almamater, UIN Syaifuddin Zuhri*

*My beloved friends*

*My self*

*All the readers of this thesis*



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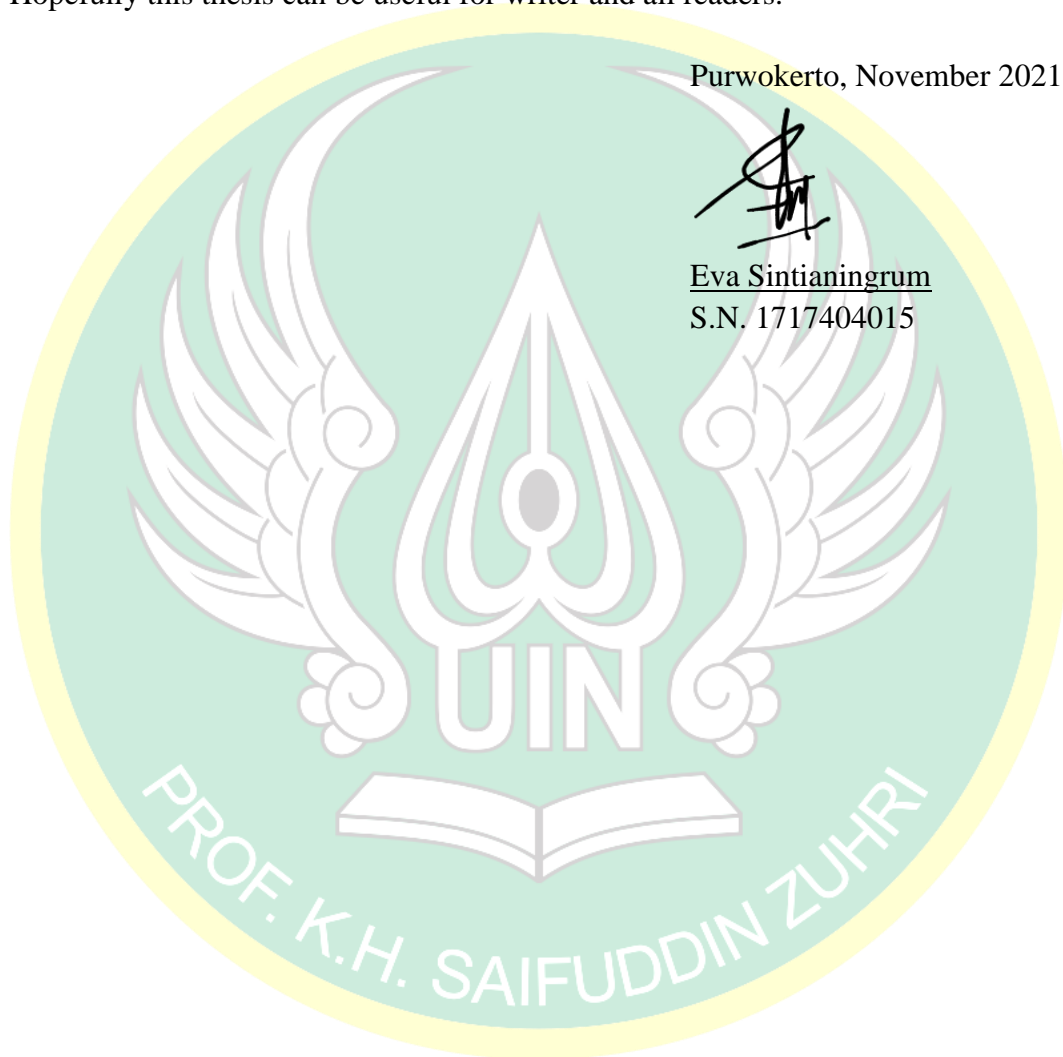
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Purwokerto, November 2021



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**ABSTRACT**

*One of the learning sources in the teaching and learning process at school is a textbook that plays an important role to master the material. Reading serves as a primary means for conveying informational contents to be learned. It is certainly not easy for students to interpret the meaning or the idea from written texts. To find out whether students understand the reading, it is necessary to prove it with a reading assessment. Reading assessment provides critical information for making important instructional decisions. The process of reading assessment will indirectly train readers' critical thinking, evaluating, judging, imagining, reasoning, and problem solving. Teacher needs to provide various levels and types of learning English to know what level that students have achieved. One of the textbooks that provide reading assessments is “Bright: An English Course Book for Junior High School Students 9<sup>th</sup> Grade” Published by Erlangga.*

*The purpose of this study is to find out the types of reading assessment based on the theory by H. Douglas Brown and obtains the levels of reading assessment (HOTS and LOTS) based on the revised edition of Bloom’s Taxonomy on the questions in the reading assessment in “Bright: An English Course Book for Junior High School Students 9<sup>th</sup> Grade” Published by Erlangga. This study is a content analysis that used a qualitative method as an approach. Documentary analysis was used to collect research data. The data was analyzed by going through classifying data or searching the reading question in the textbook, marking in the checklist, coding, tabulating, and interpreting.*

*The result of this study is divided into two points. First, the types of reading assessments. There were 41 of 194 reading assessments there are 16 assessments in interactive reading, 12 assessments in perceptive reading, 11 assessments in selective reading, and 2 assessments in extensive reading. The most dominant reading assessment is interactive reading. Second, the levels of thinking skills in the course book obtained 81% reading assessment of lower order thinking skills, while the higher order thinking skills obtained 19% reading assessment. It can be conclude that the distribution of higher order thinking skills is lower than lower order thinking skills.*

**Keywords:** *reading assessment, types of reading, lower order thinking, and higher order thinking*

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

As we know, there are four skills to learn in English, those are listening, reading, speaking, and writing. Those skills are used to build students' language and enhance their motivation to learn English. The important thing and most acquired in academic field is reading. Reading is one of the skills that should be mastered by students. In academic settings, reading serves as a primary means for conveying informational contents to be learned. The information that students learn from reading is typically needed for academic writing, speaking, and listening tasks.<sup>1</sup> Reading is a vital skill for autonomous learning. The main purpose of reading is to get information from the text being read.<sup>2</sup> Reading is a successful mechanism that enables learners to expand their English background knowledge, increase their vision, and stimulate their thoughts.<sup>3</sup> Furthermore, reading is an important activity in life with which one can update his/her knowledge not only that but also reading skill is an important tool for academic success.

Hudson argued that reading is a complex cognitive process of decoding symbol (word) in order to construct or derive meaning. It involves the interaction between an array of processes and knowledge. Specifically, reading comprises basic decoding skills (such as letter recognition), higher level cognitive skills (such as inferring), and interactional skills (such as aligning oneself with an author's point of view).<sup>4</sup> During a reading activity,

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<sup>1</sup> Jonathan, M. Newton. 2003. *et all. Teaching English to Second Language Learners in Academic Contexts*. p. 189.

<sup>2</sup> Al-Qudah, M. Al-Khataybeh& Mohaidat. "Reading Comprehension: Influence of Brainstorming". *Abhath Al-Yarmouk*. 2002. Vol 18. p. 109.

<sup>3</sup> Al-Dress, M. *Teaching Reading Skills*. Imam Muhammad bin Saud Islamic University: Kingdom of Saudi Arabia. 2008. P.18.

<sup>4</sup> Sulaiman, N.A et al, 2020, "Reading English Academic Texts: Evidence from ESL Undergraduetes' Eye Movement Data", *The Southeast Asian Journal of English Language Studies*.

various processes happen in the brain one after the others. First, a reader recognizes words very quickly in the text, then, while recalling the known words and registering the unknown ones in their memory, slices the sentence structures into chunks of phrases and clauses to assemble the most logical meaning of the chunks and the whole structure.<sup>5</sup>

The reading skill becomes very important in educational field. Without reading, it is believed that students will fail in subjects. As a result, students should develop reading. Not only reading, but students should develop good reading habit. Good reading habit is necessary because it opens new information and new knowledge.<sup>6</sup> Furthermore, by reading the students can increase their knowledge.

On the other hands, reading is a process of thinking, evaluating, judging, imagining, reasoning, and problem solving.<sup>7</sup> It is a complex activity that involves both perception and thought, in terms of two related processes: there are word recognition and word comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.<sup>8</sup> It means that by having word recognition and comprehension, the students are suggested to be able to improve their reading comprehension achievement. Therefore, to make it come true, reading habit must be in their reading priority.

Reading comprehension is the ability to understand written text, explore understanding, and interpret what has been read. Readers typically make use

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vol. 26, No. 1, <file:///C:/Users/USER/Downloads/32990-122634-1-PB.pdf> accessed 6 January, at 09.50.

<sup>5</sup> Mualim, M & Aziez, Feisal. 2020. "Reading Portofolio as a Supplementary Activity to Leverage Students' Reading Competency". *Journal Basis*. Vol 7. No. 2. p. 247

<sup>6</sup> Iftanti, E, 2012, "A Survey of the English Reading Habits of EFL Students in Indonesia", *TEFLIN Journal*, vol. 23, no. 2.

<sup>7</sup> Palani, 2012, "Promoting Reading Habit and Creating Literate Society", *Journal of Arts, Science and Commere*, vol. 3. No. 2, p.92.

<sup>8</sup> Sulaiman, M., Harpiansi, 2018, "The Correlation Between reading Habit and Students' Reading Comprehension Achievements", *ALSUNA: Journal of Arabic and English Language*, vol. 1. No. 2, p. 79.

of the background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

English is a foreign language for Indonesia students. It is certainly not easy for students to interpret the meaning or the idea from written texts. It means that mastering reading skill we need more time and effort in order to be able to read. This is the duty for parents, students, syllabus, stakeholder, and especially for teachers to solve the problem. They have to show to teach reading well so the learners can understand the reading material given.

To find out whether students understand the reading, it is necessary to prove it with a reading assessment. Reading assessment helps teacher to construct understanding of how their students are developing as readers. In doing so, reading assessment provides critical information for making important instructional decisions.<sup>9</sup> Importance reading assessment in learning is going to encourage reading interest, a lot of reading will improve reading skills. This activity increases knowledge and experience in reading texts and ultimately improves reading comprehension.

According to Brown, there are four types of reading assessment: perceptive reading, selective reading, interactive reading and extensive reading. Perceptive reading focuses on alphabetic symbols, capitalized and lowercase letters, and punctuation. Kinds of assessment focusing on perceptive reading are reading aloud, written response, multiple choice, and picture-cued item. Selective reading focuses on vocabulary and grammatical structure. Kinds of assessment focusing on selective reading are multiple choices, matching tasks, editing tasks, picture cued tasks and gap filling tasks.

Then interactive reading focuses on form-focused and meaning-focused. Kinds of assessment focusing on interactive reading are cloze tasks, impromptu reading plus comprehension questions, short answer, editing, scanning ordering tasks and information transfer. The last is extensive

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<sup>9</sup> Afflerbach, P, *Understanding and Using Reading Assessment*, ACSD, 2017, p. 7.

reading. In this type, the process of reading is top down processing. Kinds of assessment focusing on extensive reading are skimming tasks, summarizing and responding, note taking and outlining.<sup>10</sup>

Levels of assessment are considered one of the challenging areas in educational theories and practice.<sup>11</sup> It used to achieve a range of purposes by using different methods and techniques; each method has its own characteristics and properties. The assessment has three main purposes: to assist learning, to evaluate the entire program, and to measure the thinking achievement of specific students.<sup>12</sup> Anderson stated that thinking skills are divided into two types, higher-order thinking and lower order thinking skills. The difference between higher order thinking and lower order thinking is higher-order thinking is challenge and expanded use of the mind such as analyzing, evaluating and creating, meanwhile lower order thinking generally repetitive routines such as memorizing, understanding and applying.<sup>13</sup>

In this analysis the reading material given by teacher is a reading assessment taken from the textbook by Erlangga. English course book is needed for reading exercises by the teacher during the teaching process. There must be relevant readings, followed by exercises and questions, in an effective English course book. Erlangga published "Bright an English" course book for grade IX of junior high school in 2018. As a result, it is used by the majority of junior high school teachers. It is very helpful in the learning process especially in reading activity.

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<sup>10</sup> Brown, H. Douglas. 2004. *Language Assessment :Principles and classroom Practice*. New York: Pearson Education. p. 186.

<sup>11</sup> Abosalem, Yousef. 2016. Assessing Techniques and Students' Higher-Order Thinking Skills. *International Journal of Secondary Educational*. Vol. 4. No. 1. p. 1-11.

<sup>12</sup> Pellegrino, J, Chudowsky, N & Glaser, R (eds). 2001. *Knowing what students know: The science and design of educational assessment*. Washington DC: National Academy Press. p. 37.

<sup>13</sup> Anderson, L. W., & Krathwohl, David. R. 2001. *A Taxonomy for Learning, Teaching and Assessing: A revision of Bloom's Taxonomy of Educational Objectives: Complete edition*. New York: Longman. p. 66

In this book, there are a variety of different kinds of reading activities. Thus, this book can help the teacher improve the students' thinking skills by giving them reading assessments to work on during class time. The researcher specifically chose a book entitled “Bright: An English Course For junior High School Students 9<sup>th</sup> Grade”. This book is published by Erlangga and we know that Erlangga is a big publisher in Indonesia. It is published by Erlangga which is one of the trusted educational textbook publishers in Indonesia.<sup>14</sup> In this book there are reading activities and assessments. Therefore, this book can lead teachers to improve reading comprehension assessment.

After conducting an interview with a teacher at SMP Muhammadiyah Kedungbanteng, she is Mrs. Kusyanti, she said that she had used this book. Although for the junior high school level, it refers to books published by the government, but this book can also be used as another source for enriching materials and exercises. This book deserves to be used as another source because it is in accordance with the latest syllabus. The exercises also follow the curriculum and HOTS. The author of this book is a curriculum practitioner and one of the scriptwriters for the National Examination.

There are many English textbooks have been published, whether they are from local or foreign publishers. When the curriculum is announced to be replaced by the government, many teachers have to buy new textbooks in order to suit the new curriculum. This is because the goal of the study will also be based on the new curriculum. In reality, it is difficult to get an English textbook that has good materials suitable with the curriculum and effective for the students. Although many of English textbook for Junior High School are claimed to be published and written based on the basic competence in the

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<sup>14</sup> Ismala, I. 2017. An Evaluation of reading materials in the English textbook “Bright: An English Course for Junior High School Students” Published by Erlangga Based on the 2013 Curriculum. *EFL Education Journal*. Vol. 4. No. 3. p. 107.

syllabus and effective for the students, but not all of them are really in line with the 2013 curriculum.<sup>15</sup>

According to Cunningsworth, course book 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 syllabus where they reflect predetermined language objectives, a resource for self-directed learning or self-access work, a reference sources for learner on grammar, vocabulary, and pronunciation, a source of simulation and ideas for classroom language activities.”<sup>16</sup>

In addition, the followings are the other guidelines suggested by Wen-Cheng et al. The textbook should be up to date, present relevant content, consider linguistic and cultural diversity, the textbook have suitable layout and formatting, contain appropriate and clear illustration, the textbook should be appropriate for a variety of learning styles, in the textbook must contain exercise.<sup>17</sup>

Bright an English textbook is a theme-based and three-leveled textbook for Junior High School Students. Besides textbook serves with curriculum 2013, also enable students to foster their four skills namely, listening, speaking, reading and writing. It is designed for seventh to ninth grade students. Hence, the researcher infers that course book “Bright: An English Course for Junior High School grade 9<sup>th</sup> Published by Erlangga” is one of the instructional tools used in the classroom as a reference in teaching and learning process.

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<sup>15</sup> Firharmawan, Hastri& Esti Rahayu. 2019. Analyzing a textbook “Bright an English Course for Junior high school” Published by Erlangga Publishing Company. *Journal of English language learning*. No. 2. Vol. 4. p. 30-38.

<sup>16</sup> Cunningsworth, Alan. 1998. *Coosing your Course book*. Oxford: Macmillan Publisher. p. 7

<sup>17</sup> Wang wen-Cheng, Lin Chien-Hung, and Lee Chung-Chieh. 2011. Thinking the Textbook in the ESL/EFL Classroom. *English Language Teaching*. Vol. 4. No. 2..p. 91-96

From the explanation above, the researcher decided to analyze reading comprehension assessment found in book “Bright: An English course for Junior High School students 9th grade published by Erlangga”. It is necessary for teachers to provide various levels and types of learning English. It is aimed to know what level that students have achieved. Therefore, teacher can know how far students understand the material learned. Considering those reasons, the researcher intends to conduct a research under the title **“Reading Comprehension Assessment in English Textbook: “Bright: an English Course for Junior High School Students 9th Grade” Published by Erlangga.**

## **B. Research Problem**

Based on the background of the study, the research formulates these following questions:

1. What are types of reading comprehension assessments in English textbook: “Bright: An English course for junior high school students 9<sup>th</sup> grade” Published by Erlangga?
2. What are levels of reading comprehension assessment in English textbook: “Bright: An English course for junior high school students 9<sup>th</sup> grade” Published by Erlangga?

## **C. Objectives of Study**

The objectives of the research are:

- a. To analyze the types of reading comprehension assessment on English textbook Bright: An English course for junior high school students 9<sup>th</sup> grade published by Erlangga.
- b. To analyze the levels of reading comprehension assessment on English Textbook: “Bright: An English course for junior high school students 9<sup>th</sup> grade” Published by Erlangga.



#### **D. Scope and Limitation**

After getting the background of the problem, it can be seen that there are some identification and limitation of the problem in the textbook analysis of the textbook which entitled “Bright: An English course for Junior High School Student 9<sup>th</sup> Grade”. Textbook “Bright: An English Course” as object. This study would focus on the existence of higher order thinking skills (HOTS) and lower order thinking skills (LOTS) in the reading comprehension assessment of the English textbook which was analyzed based on Anderson’s taxonomy (2001). The HOTS consist of three levels; analyzing, evaluating, and creating. Then, in the LOTS consist of three levels; remembering, understanding, and applying. In addition, this study also focused on the types of reading comprehension assessment based on Brown (2003). According to Brown, there are four types of reading assessment: perceptive reading, selective reading, interactive reading and extensive reading. Those types and levels are used to analyze and evaluate the English textbook.

#### **E. Significances of the study**

The significances these studies are divided into two aspects there are theoretical and practical significances:

a. Theoretical significances

Theoretical significances of this research are:

The result of this study may give additional references to the readers in order to they can more understand about reading comprehension assessment English Textbook “Bright: An English Course for Junior High School Students 9<sup>th</sup> Grade” Published by Erlangga, also can give further knowledge how to choose and select a suitable textbook for teaching-learning process, so the effective teaching-learning process will be successfully implemented.

b. Practical significances

Practical significances of this research are:

1) For the teacher

The findings of this research hopefully will be beneficial for helping in teaching English as alternative strategies to improve students' reading comprehension in reading assessment.

2) Other researchers

It helps the other researchers as a guideline in conducting the similar research about English textbook evaluation.

## F. Definition of Key Terms

The following definitions are provided to make readers have the same understanding or perception for some terms used in this research. They are also aimed to avoid misunderstanding between readers and the researchers. These terms are explained below:

### 1. Reading Comprehension

Reading comprehension is a process of understanding the text that is read.<sup>18</sup> Reading comprehension is the ability to derive meaning from text. It can be deduced that reading comprehension is the process of contracting meaning from the text that is read.<sup>19</sup> It can be conclude that reading comprehension is the ability to understand or to get the meaning from any type of written material.

### 2. Assessment

Assessment is the process of knowing about how students are progressing in their learning to make the right decision in designing and planning classroom instruction.<sup>20</sup> Assessment is seen as the practice of detecting and defining the students' knowledge, understandings, abilities, and skills.

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<sup>18</sup> Jack Kirby. Reading comprehension: its nature and development. Canadian language and literacy research network. <https://www.literacyencyclopedia.ca>. accessed on Desember 9, 2020, at 12.06

<sup>19</sup> Ervina Juli Aryani. 2020. A thesis: Higher order thinking skills realization in reading comprehension questions found in English textbook.

<sup>20</sup> Madani Habib. 2016. Assessment of Reading Comprehension. *Revista Romaneasca Pentru Educatie Multidimensionala*. Issue. 1. Vol. 8. p. 125-147. DOI:10.18662/rrem/2016.0801.08

3. English Textbook “Bright: An English Course for Junior High School Students 9<sup>th</sup> Grade” Published by Erlangga

Textbook is an instrument or stimulus for teaching and learning. Textbook is defined as a manual that comprises instruction on certain to assist teacher and learner to meet the objectives of the subject.<sup>21</sup> Bright: An English is one among numerous English textbook which are based on curriculum 2013 in the market. Boraire argues that teaching in English classes should focus on fostering student thinking as well as language content, outcomes, and learning activities.<sup>22</sup>

#### **G. Review of Relevant Studies**

The researcher presents some previous studies related to this research. Here are the results comparison between this research and the previous studies:

- 1) A thesis conducted by Melva Nurianti of State Islamic University Sultan Syarif Kasim Riau entitled “The Analysis of Reading Comprehension Question Level in the English Textbook for Junior High School of Grade Twelfth”. The research was conducted in 2020. Nurianti analyzed the thinking level distribution existing in reading comprehension questions especially essay items in English textbooks for twelfth grade of senior high school. The objectives of this research are to find out the level of low and high order thinking skills (LOTS and HOTS) exist in the reading comprehension questions of English textbook for senior high school of grade twelfth. The finding showed that most of reading comprehension questions in high order thinking skills is dominated by analyzing level, followed by evaluating level, followed by evaluating level and creating level. The difference between Nurianti’s thesis and the current research is

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<sup>21</sup> Eruchalu, Geraldine. I. N. 2012. The role of textbooks in effective teaching and learning of English as second language. *Nigerian journal of curriculum and instruction*. Vol. 20. No. 1

<sup>22</sup> Boraire, Deena. 2013. 8 Current trends in Teaching and learning EFL/ESL. <http://blog.tesol.org/8-current-trends-in-teaching-and-learning-efles/> accessed on 9/6/2021 at 11.11

in using the research object, while Nurianti uses English textbooks in general, this research uses more specific English Textbook “Bright: An English Course for Junior High School Students 9<sup>th</sup> Grade” Besides, Nirianti’s research focuses on low and high order thinking skills found in reading comprehension materials, while this research focuses on reading comprehension assessment.

- 2) A Journal article written by Sucipto of Universitas Ahmad Dahlan in 2019 entitled “A Content Analysis of the Reading Activities in “Bright 2” an English Textbook for Junior High School Students”. Sucipto analyzed the reading activities in “Bright 2”, textbook for grade VIII students of junior high school in Indonesia, by using Bloom’s taxonomy. There were 145 reading activities on the textbook collected from 19 units. The objectives of this research are to find out the level of low and high cognitive process especially of “*analysis*” and “*apply*” in reading activity. The result of this journal article is Bright 2; An English Course for Junior High School Students textbook emphasizes the middle-lower cognitive process as the majority of the activities are on “*apply*” and “*analyze*” cognitive process. That textbook emphasizes the middle cognitive thinking process of Bloom’s revised taxonomy, which is formed by “*apply*” and “*analyze*” thinking process. The difference between Sucipto’s research and the current research is in discussion, while Sucipto discussed reading activities by using bloom’s taxonomy; this research discusses types and levels of reading assessment. The similarity of the two researches is in using research object, both use books “Bright” an English Textbook.
- 3) A thesis conducted by Dewi Khoirun Nisa of State Islamic Institute of Palangka Raya in 2017 entitled “Reading Comprehension Questions Types of English Textbook “When English Rings a Bell” Published by Kemendikbud RI 2016”. Nisa analyzed reading comprehension question based on the Barret’s taxonomy that found in the English textbook entitled “When English Rings a Bell”. The study would focus on the reading comprehension questions of English textbook used by first grader of Junior

High School. The objectives of this research are to find out types of reading questions found in reading text in English textbook “When English Rings a Bell from Barret’s taxonomy.” The result of this thesis is that there were five types of reading comprehension question. Nisa found out the types of reading comprehension questions based on Barret’s taxonomy divided into 93 questions such as literal 32, reorganization 7, inferential 44, evaluation 3, and appreciation 7. This shows that the questions in the textbook is that difficult to understand, based on content that learners find more difficult to learn, and requiring an output that is more difficult to build. The difference between Nisa’s thesis and the current research is in using the research object, while Nisa uses textbook “when English Rings a Bell” published by Kemendikbud RI 2016, this research uses English Textbook “Bright: An English Course for Junior High School Students 9<sup>th</sup> Grade” Published by Erlangga. The similarity of the two researches is in discussion, both discuss reading comprehension.

## **H. Research Methodology**

### **1. Research Design**

Sutrisno Hadi said that the use of method is an absolute necessity in a research. Besides facilitating the research, it also makes the research more effective and rational in order to achieve more optimal results.<sup>23</sup> The researcher uses qualitative descriptive approach to analyze the reading comprehension assessment in this book. Qualitative literature study is an in-depth and critical evaluation of the quality of new scientific papers, such as papers from scientific journals, papers from conferences (proceedings), reports from trusted organizations, and textbooks. The purpose of a literature study is to analyze critically a segment of a published body of knowledge through summary classification, and

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<sup>23</sup> Sutrisno Hadi. 1990. Metodology Research. Yogyakarta: Andi Offset.

comparison of prior research studies, reviews of literature, and theoretical article.<sup>24</sup>

Content analysis or document analysis method was used in this study because the writer analyzed the contents of a textbook, particularly the reading comprehension assessment that discuss types and levels of reading comprehension. The source of data is the course book entitled “Bright: an English Course for Junior High School students 9<sup>th</sup> grade” Published by Erlangga. This book was published in 2018 and the author’s name is Nur Zaida. The editors of the book are Tyas Utami and Dwi Wahyu Prianto. The book is already appropriate with the 2013 curriculum and syllabus.

In this research, the researcher is a planner, implementer, data collector and analysis, interpreting data and reporting research result. The researcher identified what types of reading comprehension by Brown and levels of reading comprehension based on Bloom taxonomy revised by Anderson in textbook “Bright: an English Course”. That analysis was created by combining and collecting the understanding about types of assessment by Brown and about six levels of cognitive domain from the revised edition of Bloom’s Taxonomy. It was adapter from Anderson & Krathwohl (2001).

The researcher collected and listed all reading exercise from each chapter and every activity. After collecting data, the researcher used the checklist table to assess types of assessment based on theory by Brown and level of thinking skills based on Revised Bloom’s Taxonomy. Then totaled each types reading assessment and cognitive skill from the reading questions and calculated the percentage of each thinking level to determine the distribution of HOTS and LOTS in this course book. Lastly, the researcher interprets the data analysis results using descriptive analysis.

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<sup>24</sup> Norregard, Bo. Guide to Literature Study. www.sdu.dk assessed 14 Desember 2020 at 14:23

## 2. Sources of data

### a. Primary source

Primary source meant data source directly entailed in this research. The primary source in this research was comprised of the English textbook entitled “Bright: an English Course for Junior High School students 9th Grade” Published by Erlangga. This textbook was written by Dr. Nur Zaida where she is an English book writer. She has written as many as 7 English books for Junior High School. The textbook was published in 2018.

### b. Secondary sources

Secondary sources mean approach that involves relying on already existing data when carrying out a systematic investigation. The secondary data sources in this research are obtained from journals, book, and articles which are relevant to the topic of the research.

## 3. Data Collection Techniques

The data collection technique in this research is documentation. Document is the records of past events which consisted of scripts, pictures, or other personal’s monumental works.<sup>25</sup> The main instrument in this research is the researcher herself, as it is a qualitative research. According to Sugiyono (2016), the researcher as a human instrument, has the functions of determining the focus of the research, selecting informants as data sources, collecting data, assessing data quality, analyzing data, interpreting data, and drawing conclusions. The theoretical framework is used as the tool of this research to support the researcher by dividing the data into categories and criteria that are used.

The process in the data collection firstly is read all the content of the course book. After that selecting reading assessment then identifying and classifying types of reading assessment. After this, all the data were divided based on H. Douglas Brown’s theory. The theory consists of

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<sup>25</sup> Sugiono. 2016. *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*. Bandung: Alfabeta. p.240

perceptive reading, selective reading, interactive reading and extensive reading. The codes used for Brown's theory are:

Perceptive Reading : PR

Selective Reading : SR

Interactive Reading : IR

Extensive Reading : ER

The table can be seen below:

**Table 1.1**  
**The example of types of reading assessment coding**

Data	Code
10. Change the verbs into the correct forms. Sometimes you need a negative form (not). (1) I'm tired. I ____ (go) to bed now. Goodnight! (2) We can go out now. It ____ (rain) any more. (3) Norman has just started evening class. He ____ (learn) mandarin. (4) I want to lost weight, so this week I ____ (eat) lunch. (5) I think Dina and Maya have had an argument. They ____ (speak) to each other.	10/CH.5/Act.10/P.60/SR:GF

Note:

- 10 = number of data
- CH.5 = number of chapter
- Act.10 = number of activity
- p.60 = number of page
- SR = selective reading
- GF = gap filling task

After the researcher divided the data based on the type of assessment, then the data also divided into Revised Bloom's taxonomy to found out the level of cognitive each activity. The theory of cognitive domain level consist of six categories, those are: remember (C1), understand (C2), apply (C3), analyze (C4), evaluate (C5), and create (C6). The lower order thinking skills (LOTS) are remember, understand, and apply. Meanwhile, the high-order thinking skills (HOTS) in the revised edition of Bloom's Taxonomy are



analyze, evaluate, and create. Here an example of table of cognitive domain:

**Table 1.2**  
**The example of cognitive domain checklist table**

Data	Code	Cognitive Domain					
		LOTS (Lower Order Thinking Skills)			HOTS (High Order Thinking Skills)		
		C 1	C 2	C 3	C 4	C 5	C 6
10. Change the verbs into the correct forms. Sometimes you need a negative form (not). (1) I'm tired. I ___ (go) to bed now. Goodnight! (2) We can go out now. It ___ (rain) any more. (3) Norman has just started evening class. He ___ (learn) mandarin. (4) I want to lost weight, so this week I ___ (eat) lunch. (5) I think Dina and Maya have had an argument. They ___ (speak) to each other.	10/CH.5/Act.10/P.60/SR			V			

4. Data Analysis Technique

After collecting the data, the next step is analyzing the data. In analyzing the data there are six steps:

a. Perusing

In this first step, the researcher thoroughly read the course book's content. The researcher concentrated on exercises, particularly reading questions. The researcher determined which ones were included in reading questions and which ones were not included in reading question based on the contents of the book.

b. Classifying

After finding the reading questions, the researcher grouped the reading question into the types of reading assessment and

identified which the reading question is included in the HOTS and LOTS

c. Coding

In this step, the researcher categorized the reading exercise data based on the type of reading exercise. The data is then coded according to the number of data, the number of chapter, the number of practice, the number of page, and the code of the type of reading exercise, which includes matching test, multiple choice, completion, short answer question, and long answer question. This coding is done so that the reader understands what the researcher means.

d. Tabulating

The data is tabulated after the researcher has coded it. Tabulation is the creation of a table containing data that has been coded based on the analysis performed. Based on revised Bloom's Taxonomy theory, the tabulation process divides the data code into LOTS and HOTS. The use of a checklist as a sign to identify the cognitive domain of the data.

e. Interpreting

For this stage, the researcher used table form to analyze the distribution of the higher order thinking skill and clustered the reading questions into the type of reading exercises. The researcher formed the reading exercises into patterns in term of type of reading exercises, aim of exercises, presence of example, relevance with the distribution of the higher order thinking skill and lower order thinking skill; analyze, evaluate, create, remember, understand, and apply. The reading questions are grouped based on their skill in order to know how the type of higher order thinking questions from each skill is. Finally, the researcher interprets the result of the data analysis by describing qualitatively.

## I. Structure of the Research

To make a systematic research, it is necessary to classify the structure of this research. This research is divided into five chapters, they will explain as follow:

Chapter I explains the introduction which contains background of the study, research problem, objectives of the study, scope and limitation, significances of the study, and definition of key terms.

Chapter II clarifies a literature review that includes a review of the studies, reading comprehension assessment on English textbook “Bright: An English Course for Junior High School students 9<sup>th</sup> grade” Published by Erlangga.

Chapter III tells profile of English Textbook “Bright: an English Course for Junior High school students 9<sup>th</sup> grade” published by Erlangga including the identity of the textbook, features of English Textbook and structure of the textbook.

Chapter IV contains about the result of the research, consist data presentation, research finding and discussion types and levels reading comprehension assessment.

Chapter V divides into two parts, as follows: the conclusion and suggestion.

## CHAPTER II

### LITERATURE REVIEW

#### A. Reading

##### 1. Definition of Reading

Reading is one of skill the language that needs to be considered. Skilled reading makes students better understand all the material taught.<sup>26</sup> Reading is the most important component that will shape and seize the teaching and learning process. Reading is one of the skills that should be mastered by students. The main purpose of reading is to get information from the text being read.<sup>27</sup> Anderson et al defined reading as the process of making meaning from written texts. It needs the harmony of a lot of related sources of information.<sup>28</sup> Reading is deemed to be difficult for students in the language learning. Grabe defined reading as an interactive process between readers and texts that result in reading fluency.<sup>29</sup> Reading is an activity in which is connector to their prior knowledge.<sup>30</sup> Because reading is a component of learning, readers attempt to comprehend the texts they are reading by interpreting, synthesizing, evaluating, and selecting the pertinent information. Reading allows students to use the information in the text, understand the sentences, utterances, and paragraphs, evaluate the written ideas, and apply the ideas to real-world situations.

According to Hunt, reading is a process shaped partly by the text, partly the reader's background, and partly by the situation the reading

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<sup>26</sup> Rohib Adrianto Sangia, 2018, "The Process and Purpose of Reading", Applied Linguistics, p. 1.

<sup>27</sup> Jonathan, M. Newton, et all. *Teaching English to Second Language Learners in Academic Contexts*. p. 189.

<sup>28</sup> Anderson, R.C & Pearson, P.D. 1984. A. schema-theoretic view of basic processes in reading (*handbook of reading research*). Now York: Longman. p.255-292

<sup>29</sup> Alyousef, H.S. 2006. Teaching Reading Comprehension To ESL/EFL Learners. *The Reading Matrix*. Vol 5. No. 2. p.64

<sup>30</sup> Spratt, M, et all 2005. *The Teaching Knowledge Test (TKT) Course*. Cambridge: Cambridge University Press.

occurs in.<sup>31</sup> reading an academic text does not simply involve finding information on the text itself. Rather, it is a process of working with the text. When reading academic text, the reader recreates the meaning of the text, together with the author. In other word, readers negotiate the meaning with the author by applying their prior knowledge to it.<sup>32</sup> But this process is only possible if the reader uses a series of categories of analysis, some of which are specific to each academic discipline. Thus, working with a text and recreating its meaning need both non discipline-specific and specific strategies. Reading is the strategic process in that a number of the skills and processes used in reading call for attempt on the part of the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals.<sup>33</sup>

## **2. The Importance of Reading**

Reading is very important for our life because by reading, we can get knowledge about many things in the world. Reading can enrich our experience and knowledge by reading. Reading is main skill to reach a successful study. In addition, reading activity motivates learning because it gives equal change for everybody, regardless of cognitive abilities and this can be achieved by “silently reading”.<sup>34</sup> Reading can be entertaining and educational, can open up new worlds, and increase skills. Reading in a foreign language has additional important benefits that can help to learn the language faster and more completely. When reading skills improve,

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<sup>31</sup> Hunt, R.A, 2004. Reading and Writing for Real: Why it Matters for Learning. Atantic Universities’ Teaching Showcase. P. 137-146

<sup>32</sup> Hermida, Julian. The Importance of Teaching Academic reading Skills in First-Year University Courses. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1419247](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1419247) accessed 15 June 2021 at 10.22

<sup>33</sup> Grabe, William. 2009. Reading in a Second Language. New York: Cambridge University Press.

<sup>34</sup> Patterson, N. 2016 .“Reading: A Definition that Supports Instruction”, Reading: A Definition that Supports Instruction. vol. 13. Iss. 1., p. 2.

then listening, writing and speaking improve too. Reading is the best way to learn and remember the proper spelling words. The constant repetition of words and patterns in reading helps to learn and remember vocabulary and grammar structure.

Reading is one of the important aspects that need to be mastered by students because reading is the basis for learning subjects across all sciences.<sup>35</sup> It is critical to be able to read in order to obtain work or attend college. Because the ability to read provides many benefits, including increasing one's reserves of knowledge, opening new information, the ability to explain new information to others, improving concentration, and also for entertainment, reading ability plays an important role in improving an individual's life, ability in school, and is important to support the development of a country.<sup>36</sup>

Based on Harmer, reading positively affects students' vocabulary information on their spelling and writing. Good reading text can introduce interesting topics. Reading is also considered an essential skill for the students. Reading text provides good models for English writing. Reading material can be used to learn how to write good sentences, paragraphs, and text in a whole.<sup>37</sup>

According to Grabe, many people in the world learn to read a second language, as students in formal or non-formal academic. Students learn to read to engage in advanced studied, get a good job, get information, become more cross-culturally aware, communicate with others, or entertained.<sup>38</sup>

Damain also states, that reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that

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<sup>35</sup> Rintaningrum, Ratna. 2019. Explaining the Important Contribution of Reading Literacy to the Country's Generations: Indonesian's Perspectives. *International Journal of Innovation, Creativity and Change*. v. 5. no. 3. p. 939.

<sup>36</sup> Rintaningrum, Ratna. 2009. Literacy: Its Importance and Changes in the Concept and Definition. *Teflin* 20. p. 78.

<sup>37</sup> Harmer, J. 2002. *How to Teach English*. England: Addison Wesley Longman.

<sup>38</sup> Grabe, W. 2007. *Reading in a Second Language: Moving from Theory to the Practice*. Cambridge applied linguistic series.

involves greater levels of concentration and adds to conversational skills of the reader. Reading also allows reader to elaborate on new words and phrases they hear in daily conversation.<sup>39</sup>

Another reason people read is for enjoyment or to be entertained. Readers in this context want to enjoy what they've read. For example, they read novels or short stories. Students who only confine in what their teacher gives in the class without having an effort to read much reference will not pass in the time and success.

### 3. Kinds of Reading

Based on Kozak statement,<sup>40</sup> there are three kinds of reading and activities to build reading skills:

- a. Skimming was reading to confirm expectation; reading for communicative tasks. Its object was to introduce you to be read as quickly as possible.
- b. Scanning was a skill that requires that you read quickly while looking for specific information. To scan a reading, you should start at the top of the page and then move your eyes quickly toward the bottom. When doing this, you are should selective in choosing what to focus on depending on the information needed.
- c. Close reading is not only reading understanding the meanings of the individual printed words, but also involves making yourself sensitive to all nuances and connotations of language as it is used by skilled writers.

According to Loucky,<sup>41</sup> there are two majors of approaches that used to develop reading skill; there are extensive and intensive readings.

- a. Extensive Reading

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<sup>39</sup> Damian, A. 2002. Introduction to Research in education, Sixth Edition. USA: Wadsworth Thomson Learning.

<sup>40</sup> Kozak, M. 2011. The types of Reading and Exercises for Teaching Reading. Pilot resease.

<sup>41</sup> Loucky, J.P. 1996. Combining Intensive and Extensive Reading Strategies with Cooperative and Communicative Learning Activities.

Extensive reading is an approach to second/foreign language reading activity in which a learner reads a lot of the material for pleasure to improve reading speed and fluency of reading rather than examining every point of the text. Extensive reading is reading the large text and discussing only on the main idea of the text. It is comparable with intensive reading in which a learner reads a certain text deeply, understands every point that might be questioned after the reading activity, examines the vocabularies, sentences, and structures.<sup>42</sup> Extensive reading activities can be beneficial in aiding learners to become self-directed individuals who are searching for meaning provided that they are based on student-selected texts that learners will be interested in what they are reading.<sup>43</sup>

b. Intensive Reading

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. Intensive reading is reading text and discussing detail about the text. The first involves recognition of text organization and the second involves strategies such as linguistic, schematic, and metacognitive strategies.<sup>44</sup>

#### 4. Concept of Reading

According to Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading is like a system in which things keep repeating themselves. Start from processing each letter, then combining letters into words, seeking up the meanings of these words in lexical memory, storing

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<sup>42</sup> Mualim, Maulana & Faisal Aziez. 2020. Reading Portofolio as Supplementary Activity to Leverage Students' Reading Competency. *Journal Basis*. Vol. 7. No. 2.. p. 247.

<sup>43</sup> Alyousef, H. S. "Teaching Reading Comprehension to ESL/EFL Learners". *The Reading Matrix*, 2013, vol. 5. No. 2. p. 143-152. Retrieved from <http://hdl.handle.net/2142/31284>

<sup>44</sup> Hedge, T. *Teaching and learning in the language classroom*. UK: OUP. 2003

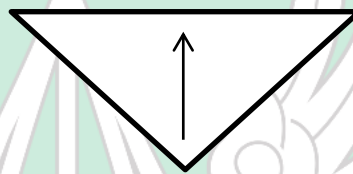


meanings briefly in short-term memory, and lastly combining word meaning to produce first, sentence meaning, and then meaning for larger portions of the text. As a result, the purpose of reading is to improve one's ability to think. There are three models in the reading process:

a. Bottom-up models

In the bottom-up models the reader begins with the smallest elements and builds up to comprehension of what is being read. In the classroom usually call as intensive reading in which a short reading passage followed by textbook activities to develop comprehension. Bottom-up models can help students to enrich vocabulary.

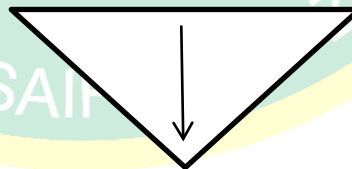
comprehension



b. Top down models

In the top-down model, the reader draws on their background knowledge to create predictions, which they then check against the text book to affirm or refute. The reader used their background information to form a guess regarding the identification of the next word, which they then confirmed with the meaning.

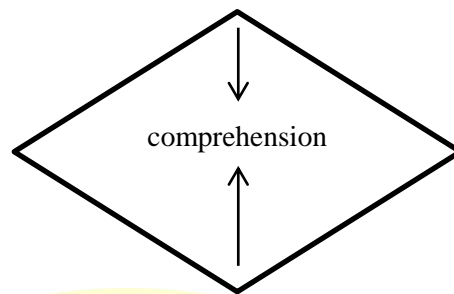
Regarding begins with reader  
background knowledge



c. Interactive models of reading

In the interactive models, the readers combines elements of both bottom-up and top-down models of reading to comprehension.

Reader background knowledge



Based on the three models of reading above, Nunan stated that the most comprehensive description of the reading process are interactive models. As a result, the purpose of reading is to comprehend the text. The reader should not only read the material, but also comprehend its meaning. When a reader just reads a text without comprehending its meaning, the reader prefers to do anything ineffective, because reading without comprehension is meaningless. As a result, it may be demonstrated that comprehension is important thing in reading.

## **B. Reading Comprehension**

### **1. The Definition of Reading Comprehension**

There are numerous definitions given by language and education experts what reading comprehension is. In simple, reading comprehension is the ability to understand reading, explore understanding, and interpret what has been examined. In the context of the school, reading comprehension can mean research efforts in the search for answers that are not yet known to something that is read, particularly within the context of communication between students and teachers in interacting with learning activities.

Mayer claims in his book that reading comprehension is a “technique for improving students’ success in extracting useful knowledge from

text”.<sup>45</sup> ". In addition, reading comprehension is a new capacity to learn understanding of the text both content and context until the learner or reader to be comprehension to all details and idea of the content that brought understanding. Reading is the language activity since language is a tool of communication and communication involves the reception as well as the expression of ideas, and then the act of reading is not complete until comprehension has taken place.

In addition, Miller argued that reading comprehension is the ability to get the meaning from any type of written material. It is the reason for reading and the critical component of all content learning.<sup>46</sup> The main goal of reading comprehension is comprehension of what is being read.

Anderson says that reading comprehension is a process that includes the important development of an author's message by the utilize of earlier information, especially the knowledge of language.<sup>47</sup> It means that reading comprehension as a process of understanding and negotiating between the reader and the written.

All of the previous definitions of reading comprehension can be concluded to entail understanding what is written in a textbook or other materials. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

## **2. Types of Reading Comprehension**

Activating background knowledge is a vital activity to conduct when trying to comprehend particular texts. Reading comprehension, as previously said, entails the process of integrating and relating the text's material to the readers' background knowledge.

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<sup>45</sup> Mayer, R. 2003. Learning and Instruction Upper Saddle Kiver. New Jersey's Pearson Education Inc.

<sup>46</sup> Miller, D. 2000. Reading with Meaning. Portland me: Stenhouse Publisher.

<sup>47</sup> Anderson, R.C& Pearson, P.D.1984. A Schema-theoretic View of Basic Processes in Reading Comprehension. New York:Longman. p. 37.

### 3. Types of Question in Reading Comprehension

Questioning is one of the strategies that can help students think more deeply about the text and have a better knowledge of it. Hendrick et al claims that questioning helps the students to understand the meaning of the text before they read and while they read a text.

In addition, A Question-Answer Relationship (QAR) technique made by Raphael<sup>48</sup> has been claimed to increase the student's reading comprehension after they are read a text. Therefore Oczkus<sup>49</sup> argued that the students who employ the questioning method can increase their reading comprehension by integrating it. The following are some detailed examples of questioning in reading. The following are the examples of questioning in reading in details.

#### 1. Comprehension Question

Comprehension question is a kind of question which refers to an understanding of the text. The answer of comprehension questions can be found in the text. For example:

- a. According to this paragraph....
- b. According to this passage...
- c. According to this article...
- d. This means...
- e. It is clear from this passage that...

#### 2. Detailed Question

A detailed question focuses on specific details from the paragraph, such as the name, date, number, time, and location. The majority of comprehension questions look something like this:

- a. What party did John attend?
- b. How old are your father?
- c. What is your sister name?

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<sup>48</sup> Raphael, T.E. (1984). Teaching Learners about Sources of Information for Answering Comprehension Questions. *Journal of Reading*, 27, 303-311.

<sup>49</sup> Oczkus, L. D. 2003. *Reprisals Teaching at Work Strategies for Improving Reading Comprehension*. New York: International Reading. p. 95.

- d. Where your home?

### 3. Following Direction Question

Following direction question refers to the directions, it could tell the underline of subject, and put parenthesis around the prepositional phrases. Below is an example of following direction question:

- a. This question asked you to find...

### 4. Main idea question

The main idea question refers to the content of the paragraph. The following are some examples of main idea questions:

- a. What is the main idea of the paragraph?
- b. This paragraph is about...

### 5. Inference

Inference questions are judgments or conclusions reached by the reader after reading information from a text. Because the information is not conveyed directly in the text, the reader must consider his or her response. For example:

- a. We can guess that...
- b. The writer seems to expect...
- c. The writer suggests that...
- d. Which is more likely to happen...?

### 6. Sequence

Sequence refers to the chronological of the event. The reader is asked to arrange the paragraph into the correct order. For example, the passage could start talking about what happened last, and then jump back to the beginning.

## C. Reading Assessment

Reading Assessment is a decision making key regarding how to allocate resource more effectively in order to improve specific skills.<sup>50</sup> It can be said define that teachers need to allocate the reading materials into the students effectively through teaching process to develop the education system to develop better education.

### 1. Types of Assessment

According to Brown, there are four reading assessment:

#### a. Perceptive reading

In this type of reading performance, the process of reading focuses on bottom-up processing. Start from recognition of alphabetic symbols, capitalized and lowercase letters, punctuation, words and grapheme-phoneme correspondences. Kinds of assessment tasks on perceptive reading such as Reading Aloud, Written Response, Multiple Choice and Picture Cued Item. The overall assessment tasks will be explained one by one in this part:

##### 1) Reading Aloud

In this assessment, the test takers get separate letter, words and short sentence, and they should read aloud one by one. This assessment commonly used in the classroom especially for basic level.

##### 2) Written Response

In this assessment, the test taker's task is to reproduce the result of letters, word and short sentences that they read before in writing.

##### 3) Multiple Choice

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<sup>50</sup> Kudo, I & Bazan, J. 2009. Measuring Begginer Reading Skills An Empirical Evaluation of Alternative Instrument and Their Potential Use for Policymaking and Accountability in Peru. Peru: America Latin.

In this assessment, multiple choice responses are not only a matter of choosing one of four or five possible answers. Other formats, some of which are especially useful at the low levels of reading, include same/different, circle the answer, true/false, choose the letter, and matching.

#### 4) Picture-Cued Items

In this assessment, the test taker shown a picture and they should circle part of the picture based on the instruction beside the picture.

### **b. Selective Reading**

In this type of reading performance, the process of reading is combination between bottom-up and top down processing. This assessment focuses on vocabulary and grammatical structure. Kinds of assessment tasks on selective reading such as Multiple Choice, Matching Tasks, Editing Tasks, Picture Cued Tasks, Gap Filling Tasks. The overall assessment tasks will be explained one by one in this part:

#### 1) Multiple Choice (for Form Focused Criteria)

In this assessment, the test taker should choose one of three or four possible answer. This task commonly used to test a reading knowledge of vocabulary and grammar.

#### 2) Matching Tasks

In this assessment, the test taker's task is commonly to respond the answer correctly especially in vocabulary.

#### 3) Editing Tasks

In this assessment, the test takers should choose the latter of the underlined word that is not correct. This task focused to test about grammatical structure. Here is a typical set of examples of editing.

#### 4) Picture-cued Tasks

In this previous types explain about picture cued tasks for perceptive is combination symbols and words. In this part, Picture Cued Tasks more complex because not only combination of picture

and words, but try to describe the picture or diagram. So, the different aspect in the Picture Cued Tasks in perceptive and selective types is the complexity of the language.

#### 5) Gap Filling Tasks

In this assessment, the test takers should write correct word or phrase. Gap Filling Tasks commonly called as Fill in the blank items.

### c. Interactive Reading

In this type of reading performance, the process of reading is mostly top down processing. This type of reading focus on Form-focused and Meaning-focused, but more emphasis on meaning comprehension. Kinds of assessment tasks on Interactive reading such as Cloze Tasks, Impromptu Reading Plus Comprehension Question, Short Answer, Editing, Scanning, Ordering Tasks, Information Transfer. The overall assessment tasks will be explained one by one in this part:

#### 1) Cloze Tasks

In this assessment, the test takers should fill in gaps in an incomplete sentence. In written language, a sentences with a word left out should have enough context that a reader can close that gap with a calculated guess, using linguistic expectancies, background experience, and some strategic competence. Cloze tests are usually a minimum of two paragraphs in length in order to account for discourse expectancies.

#### 2) Impromptu Reading Plus Comprehension Question

In this assessment, the test takers should read the passage and answer some questions related the passage. The test taker must select one of three or four options. This assessment commonly used to test reading comprehension. Questions concerning the main idea,



supporting ideas, vocabulary in context, unstated details and grammatical features are common.

### 3) Short Answer Task

In this assessment, the test takers should read the passage and then answer some questions about it in a sentence or two sentences.

### 4) Editing (Longer Texts)

In the previous types explain about editing tasks for selective is not correct words. Editing tasks become more challenging in this section because you must not just select the incorrect letter of the underlined word. The context in interactive type is more complex than in selective type, such as modal auxiliaries, verb complements, noun clauses, adverb clauses, and adjective clauses, etc.

### 5) Scanning

In this assessment, the test takers will be required to read a text and identify relevant bits of information quickly. Scanning is a strategy used by all readers to find relevant information in a text.

### 6) Ordering Tasks

In this assessment, the test takers should arrange the jumbled sentence of little story.

### 7) Information Transfer

In this assessment, the test taker must be able to comprehend chart, maps, graphs, calendars, diagrams, etc. So, to comprehend information in this medium, the test takers must be able to comprehend specific conventions of the various types of graphics, comprehend labels, headings, numbers and symbols, comprehend the possible relationship among elements of the graphic and make inferences that are not presented overtly.

## **d. Extensive Reading**

In this type of reading performance, the process of reading focuses to involve somewhat longer text than we have been dealing with top up

down processing. Kinds of assessment tasks on extensive reading such as Skimming Tasks, Summarizing and Responding, Note Taking and Outline. The overall assessment tasks will be explained one by one in this part:

## 2) Skimming Tasks

Skimming is the process of rapid coverage of reading matter to determine main idea. In this assessment, the test takers skim a text and answer questions such as main idea, author purpose, kind and types of text.

## 3) Summarizing and Responding

In this assessment, the test taker should write summary of the text. The task that is given to students can be extremely straightforward. The instruction usually asked test taker to write summary one paragraph in 100-150 words includes main idea and supporting details. Another criteria for assessing a summary such as written in test taker's own word, occasional vocabulary, from the original text is acceptable, and displays facility in the use of language to clearly express ideas in the text.

## 4) Note Taking and Outlining

In this assessment, the test takers should write key information include main idea and supporting details.

## 2. Level of Assessment

In this case, the level of assessment is related to level students thinking skills. Thinking is either a natural function or believes that the great thinkers are gifted.<sup>51</sup> Bloom's taxonomy is one of the most famous taxonomies in the educational field. Bloom's taxonomy is a classification system for educational objectives. There are numerous levels of thinking skills in Bloom's taxonomy, which he organizes from low-level order

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<sup>51</sup> Eric. G. 2012. Thinking skills: using your brain in the information age. Retrieved from <https://www.bookboon.com>

thinking skills to high-level order thinking skills. There are three skill objectives that are useful for assessing students' behavior based on Bloom's taxonomy; those are cognitive, affective and psychomotor.

Furthermore, in 2001, Anderson, Krathwohl, and a group of college friends produced an updated edition of Bloom's guidebook, which included significant revisions. There is only one cognitive domain in Bloom's taxonomy, whereas Anderson and Krathwohl's taxonomy has two dimensions. The first is knowledge dimension and the second is the cognitive process dimension.<sup>52</sup>

Meanwhile, Scraw classified higher-order thinking skills from Bloom into two parts; lower order thinking skills consisting remembering, understanding and applying and higher order thinking skills consisting analyzing, evaluating and creating.<sup>53</sup> This research will focus on revision of Bloom's taxonomy.

#### **a. Lower Order Thinking Skills in Revised Bloom's Taxonomy**

There are three types of Lower Order Thinking Skills in the Revised Bloom's Taxonomy. Bloom's looks like:

##### **a. Remembering**

Remember level is the type of questions to memorize and recall terms, facts and details without necessarily understanding the concept. Remembering involves retrieving relevant knowledge from long term memory. The two associated cognitive processes are recognizing and recalling. The keyword of this level are: memorize, define, identify, repeat, recall, state, write, list and name. Here examples question of remembering:

- What is...?

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<sup>52</sup> Anderson, L. W., & Krathwohl, David. R. 2001. A Taxonomy for Learning, Teaching and Assessing: A revision of Bloom's Taxonomy of Educational Objectives: Complete edition. New York: Longman. p. 66

<sup>53</sup> Scraw, Gregory, Robinson DH. 2001. Assessment of Higher Order Thinking Skills. America: Information Age Publishing. p. 185

- How is...?
- Where is..?
- When did.... happen?
- How did.....happen?
- How would you explain...?
- How would you describe...?
- What do you recall...?
- How would you show...?
- What are three...?
- What is the definition of....?

b. Understanding

Understand means the students can explain materials, principle, law or procedure. The keywords are classified, translate, describe, and explain the identification, place, report, summarize, and paraphrase. There are some examples of questions:

- What is the main idea of the....?
- What can you say about...?
- What ideas show..?
- Which statement support....?
- Which is the best answer...?
- How would you summarize...?
- How would you compare...? Contrast...?
- How would you identification about...?
- How would you describe...?

c. Applying

Applying means the students can apply their understanding in a new situation. The keywords are choosing, demonstrating, acting, illustrating, interpreting, arranging schedule, making sketch, solving problem and writing. There are the examples:

- How would you use...?

- How would you show your understanding of..?
- How would you solve..... using what you have learned...?
- What other way would you plan to...?
- What examples can you find to...?
- What elements would you choose to change...?
- How would you organize.....to show...?

### **b. Higher Order Thinking in Revised Bloom's Taxonomy**

The higher order thinking skills in revised bloom's taxonomy bloom's looks like:

#### **a. Analyzing**

Analyzing means the students can classify the sections based on their difference and similarity. In this stage students could break material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing. According to Anderson & Krathwohl, analyzed including examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Several verbs usually appear such as create, develop, merge, break down, categorize, distinguish, compare and etc. The keywords are examining, comparing, contrasting, distinguish, and test, doing experiment and asking. Here the examples:

- What is the theme...?
- What motive is there...?
- What is the function of...?
- What are the parts or features of...?
- How is .... related to...?
- How can you identify the different parts...?
- How can you compare between...?

- How would you classify...?
- Why do you think...?

b. Evaluating

Evaluating level includes checking and critiquing the value of material based on criteria and combining elements into a whole. Evaluating means the students can state either good or bad towards a phenomenon or certain object, such as giving argumentation, defining, stating, choosing, giving support, giving assessment and doing evaluation.

- What is your opinion of...?
- What would you recommend...?
- What choice would you have made?
- What details would you use to support the view?
- How would you prove...? Disprove...?
- How can you assess the value or importance of ...?
- How would you rate or evaluate the...?
- How would you prioritize...?
- Why was it better than...?

c. Creating

Create level involves generating, planning, and producing the new structure from the disparate elements. Related Verbs such as judge, assess, value, appraise and etc. In this stage students are able to putting ideas together to form a new and different whole from the source reading.

- What changes would you make to solve..?
- What alternative can you propose...?
- What way would you design...?
- What is an original way for the...?
- What could be done to minimize...?
- How would you improve...?

- How can you elaborate on the reason...?
- How can you invent...?
- How would you test or formulate a theory for...?

## **D. Textbook**

### **1. Definition of Textbook**

The most commonly found elements in classroom around the world are teachers, learners, and textbook. The success or the failure of English language teaching does not only depend on learners and teacher, but also the use of visual aids, teaching method, teaching material and other facilities. Textbook is one of the teaching aids that are used by teachers to teach their students.

There are many sources that can support the achievement of critical thinking. According to Oxford dictionary, a textbook means “a book giving instruction in a branch of learning”. It means that a textbook is a kind of book used in some studies at school. It is a teaching tool that can determine not only what will be taught but also how it will be taught. Meanwhile, in related to English language teaching, textbook are used in different ways in language program. For example, a reading textbook contains the main material of reading skill; some reading passages and several questions related to it is included for measuring student’s achievement in this skill. In this case, the other language skills textbook have the same composition materials with the previous one, it helps students to maximize their understanding to the subject.<sup>54</sup>

Brown stated that textbooks are one type of texts, a book for use in an educational curriculum. In addition, Richard noted that textbook is used in different ways in language program. For example, a reading textbook might be the basis for a course on reading skill, providing both set of reading texts and exercises for skills practice modify textbook materials.

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<sup>54</sup> Jack C. Richards. 2002. Curriculum Development in Language Teaching. Cambridge: Cambridge University Press. p. 254.

Textbook is of teaching sources that is used to support learning through stimulating cognitive processes and providing structure and progression for learners to follow generally, textbook convey two important pedagogic functions: a curricular aspect, creating a progression in a certain subject taught to students, and a conceptual aspect.<sup>55</sup>

## 2. Textbook Bright: an English Course Book

Without a textbook, it will be more difficult for English teachers to conduct language teaching learning process especially in Indonesia since English is used as a foreign language. A good textbook contains detailed sequence of teaching procedures that tell teachers what to do and when to do it. If a text book is properly planned and utilized then it will be a useful tool for both the teachers and students. Material may have an impact beyond simply the learning of the language they present.<sup>56</sup>

The textbook is commonly used by the teacher in the classroom as supporting media in language. Using a textbook for classroom teaching gives a clear view of the teaching objectives, since it is developed based on standardized curriculum by government.<sup>39</sup> Cunningsworth stated textbooks or course books are best seen as a resource of achieving objectives that have already been set in terms of learner needs.<sup>40</sup> Harmer stated in order to be successes in learning English students need to be motivated, be exposed language, given a chance to use the target language as much as possible.<sup>57</sup>

There are so many English textbooks with different publisher that can be used at school, such as Yudhistira, Intan Pariwara, Erlangga, Ganesha, Tiga Serangkai, etc. Each publisher certainly has its own characteristic

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<sup>55</sup> Bryce, Nadine. Textual Features and Language Demands of Primary Grade Science Textbooks: The Call for More Informational Texts in Primary Grades. In M. S. Khine (Ed.), *Critical Analysis of Science Textbooks*, 2013. London: Springer.

<sup>56</sup> Sucipto. 2019. A content Analysis of the Reading Activities in "Bright 2" an English Textbook for Junior High School Students". *English Language Teaching Educational Journal (ELTEJ)*. Vol. 2. No. 1. p. 13-21.

<sup>57</sup> Harmer, Jeremy. 2009. *How to teach English; new Edition*. Saffron walden: Pearson longman.



dealing with of the materials used. Textbook or set of materials is likely to be perfect, and there does not seem as yet an agreed set of criteria or procedures for evaluation. That is why, an in depth analysis on textbooks is needed to know whether the materials of the textbook are appropriate or not with the 2013 Curriculum. Bright: An English Course for Junior High School Students published by Erlangga is one of the English textbooks used for Junior High School students in Indonesia.

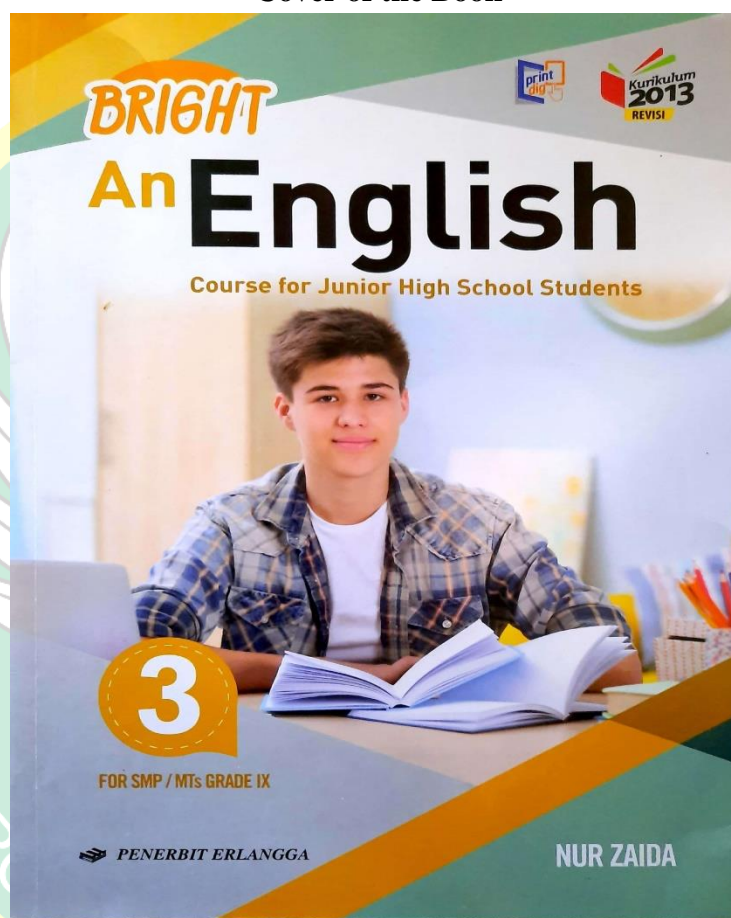


## CHAPTER III

### PROFILE OF THE BOOK

#### A. Identify of The Book

Picture 3.1  
Cover of the Book



*Bright an English* is the title of English course book that is analyzed by the researcher. The author of the course book is Nur Zuraida. The editors of the course book are Tyas Utami and Dwi Wahyu Priyanto. This book is published by *Erlangga* Publisher in 2018. This book is created for Junior High School and MTs grade IX. The course book facilitates the students to learn in all four basics English skills; listening, reading, speaking and writing, also the

language components, grammar and vocabulary. Additionally, this course book employs the newest 2013 curriculum of English subject.

*Bright an English* is a theme-based and three-leveled textbook for Junior High School Students. This book has been adjusted to the recent curriculum 2013. The grammar to be learned is carefully selected based on two primary considerations: the themes and functions. As a result, students will understand the significance of mastering grammar.

The features of this English textbook are:

1. Various and authentic short functional texts.
2. Various and authentic texts.
3. Useful expressions for daily communication.
4. Functional grammar to apply in communicating.
5. Self-reflection to improve student's awareness of their improvement in learning.

## **B. Structure of The Book**

*Bright an English* course book for junior High School Students 9<sup>th</sup> grade consists of 184 pages. Also, it has a width of 17.5 cm, a length of 25.7 cm, and a thickness of 1 cm. There are 11 chapters which are divided into 2 terms. The chapters 1-6 are the chapters of the first term. And the chapters 7-11 are the chapters of the second term. The distribution can be seen below:

Chapter 1 Good Luck

Chapter 2 I Agree with You

Chapter 3 Know What You Eat

Chapter 4 How to Make Dessert

Chapter 5 I Am Doing My Homework

Chapter 6 Have You Done Your Homework?

Chapter 7 I Love Indonesian Folktales

Chapter 8 The Garden Is Taken Care Of

Chapter 9 What An Amazing World

Chapter 10 Special Offer! Today Only!

## Chapter 11 Let's Sing

The following tables explain the distribution reading skill:

**Table 3.1**  
**The Distribution of Reading in Textbook**

Chapter	Topic	Content of Reading
1	Good Luck	Activity 4: Read and Pay Attention about Cards and Letters Activity 9: Reading and Match the Following Situation
2	I Agree With You	Activity 5: Reading the Dialogue Activity 10: Reading and Match Statement Activity 16: Reading the Statement Activity 19: Reading the Statement and Match them
3	Know What You Eat	Activity 1: Reading about Food Label Activity 3: Reading about Explanations of Beverage and Drug Labels Activity 4: Reading Language of Labels Activity 6 and 7: Read Each Label
4	How To Make Dessert	Activity 1: Reading and Observe a Picture Activity 3 until 6: Reading the Tutorials Something Activity 12: Reading Statement and Match Them
5	I Am Doing My Home Work	Activity 1 and 3: Reading and Observe the Sentences Activity 8: Reading the Dialogue
6	Have You Done Your Home Work?	Activity 1: Reading and Observe the Sentences
7	I Love Indonesian Folktales	Activity 4: Reading the Story Activity 9: Reading Exercise Activity 13: Reading Timun Mas Activity 15: Reading and Match words/phrases
8	The Garden Is Taken Care Of	Activity 5: Reading the Dialogue
9	What An Amazing World	Activity 1: Reading vocabularies Activity 10 and 13: Reading Orang Utan Activity 12: Reading a Statement Activity 18: Reading Explanation Activity 23: Reading Sentences Activity 29: Reading Report Activity 33: Reading Explanation
10	Special Offer! Today Only!	Activity 1,5,6,7: Reading and Observe Advertisement Activity 11: Reading Sentences
11	Let's Sing	Activity 3: Reading Exercise Activity 8: Reading Antonim Activity 9: Reading Lyrics of 'Goodbye's the Saddest Word'
<b>Total</b>		<b>41 Activity</b>

The table above shows that there are 41 activities that practice in reading. In this course book, there are little bit materials and various exercises which are arranged according to themes in each chapter. In front page of each

chapter informs students about the materials they are going to learn. The contents in this book are shown in several sections: dialogue as a warmer, vocabulary builder, practice to pronunciation and speaking, reading, text a structure, grammar review, writing, reflection, and further activities. Dialogue presented as preliminary activities which is mostly in the form of games to prepare students for learning. Vocabulary builder is presented to enrich students' vocabulary. After students get new vocabularies, students are then practice to pronounce the words until paragraph with correct intonation. Then, students are invited to read the text in the reading section.

In reading activities, students practice to understand and absorb the information in the text. In this book, there are *You Should Know* section, it presents lists of useful expressions for daily communication. They are carefully selected based on the theme of the unit and the frequency of use. Besides providing information about useful expression, *You Should Know* also introduces grammar to students. Grammar that students need to know for writing certain types of text is introduced here. In addition, at the end of the chapter students will find the reflection section as material for self-assessment of their abilities.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter; explains the types of reading assessment and cognitive domain there are lower order thinking and higher order thinking based on Bloom's Taxonomy theory revised. This chapter reveals the research analysis and result. The analysis and its result answer the research questions which stated in this first chapter of this report, there are "What are types of reading comprehension assessment in English textbook: "Bright: An English course for junior high school students 9<sup>th</sup> grade" Published by Erlangga?" and "What are levels of reading comprehension assessment in English textbook: "Bright: An English course for junior high school students 9<sup>th</sup> grade" Published by Erlangga?"

There are 41 activities of reading comprehension assessment totally analyzed by the researcher in this research. The researcher used a checklist for content analysis to evaluate the reading assessment in "Bright: An English course for Junior High school Students 9<sup>th</sup> grade" Published by Erlangga. There were 11 chapters in the course book. Every chapter has different themes and topics to learn for the students. Those themes are in accordance with the syllabus of the curriculum 2013. Furthermore, there are many activities included in the "Bright: An English course for junior high school students 9<sup>th</sup> grade" Published by Erlangga. Those activities practice all the four basic skills namely, listening, speaking, reading, writing, and grammar. This research focuses only on reading assessment. The reading skill in this book contains some kinds of the reading assessment. The activity components were checked several times by the researcher. To clarify the data analysis procedure, the researcher divided it into several classification items that will be analyzed. The classification starts from selecting types of reading assessment consisting of perceptive reading, selective reading, interactive reading, and extensive reading.

The analysis of this documentary research was used to determine the study's objective. Because this was a qualitative research, the researcher explained the

results from the analysis checklist and document using words and descriptions. The researcher described data obtained through several data collection methods. Documentation was used to compile the data. According to the observation which had been done by the researcher during the research, the researcher found some findings.

**A. Types of Reading Assessment in “Bright: An English Course for Junior High School Students 9<sup>th</sup> Grade” Published by Erlangga**

This section discussed the type of reading assessment in this course book. The data is classified into four categories of reading assessment based on H. Douglas Brown namely perceptive reading, selective reading, interactive reading, and extensive reading. Every type has its own part. The researcher will explain one by one of the type of assessment. For example, if the researcher encounters a text, then the text will be analyzed and entered into the category and in which type section. Here are the explanations:

**1. Perceptive Reading**

Perceptive reading statements that perform focusing to the elements of longer stretches of text, such as letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied in this category. A teacher can create perspective reading assessments such as reading aloud, written response, multiple-choice, and picture-cued items.

**Table 4.1**  
**The data of perceptive reading in reading assessment**

Data	Code	Explanations
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**Activity 8** | Read the dialogue below and answer the questions.  
*PR. - written response*

Nana : Hi, Dana. What are you doing?  
 Dana : Hi, Nana. I am working on my drawing. I joined the school drawing competition.  
 Nana : Cool! How did you know about the competition information?  
 Dana : Yesterday, Ms Linda came to me while I was eating my lunch at canteen. She gave me the brochure and asked me to join.  
 Nana : Good for you. You have such a great talent.  
 Dana : Thank you.  
 Nana : Two days ago, when I was studying in the library, Mr Hamid also came to me. He asked me to join the speech competition tomorrow.  
 Dana : That's great.  
 Nana : Unfortunately, I will be visiting my aunt tomorrow.  
 Dana : Ah, too bad. At this time tomorrow, I will be submitting my drawing to Ms Linda.  
 Nana : I hope you will win this competition.  
 Dana : Thanks, Nana.

1. What is Dana doing at the moment?
2. Which action happened first? Ms Linda came to Dana or Dana was eating her lunch at the canteen?
3. Which action happened first? Mr Hamid came to Nana or Nana was studying in the library?
4. When will Dana submit the drawing? How do you know?
5. Can Nana join the speech competition? How do you know?

8/CH.5/Ac  
 t.8/P.58/P  
 R: WR

The assessment is perceptive reading which include written response category. This type of assessment is in the form of dialogue between two people. Written responses reproduce the result of letters, word and short sentences. According to the researchers, the dialogues include written responses because it has the same context, they read before writing. The question is "Read the dialogue below and answer the questions" the data showed that is included in the type of written responses. Based on that explanations it's relevant with H. Douglas Brown theory. The aim of the written responses is to help students find a focus for their writing. The dialog about congratulating. It is relevant with English basic competence of 2013 curriculum.

**Activity 6** | Read each label and answer the questions.  
 The following label is for questions 1-5.

**Banana Chocolate Chips**

**Ingredients:** Organic figs, organic agave nectar, organic ground flaxseed, non gmo brown rice bran, organic freeze dried banana, organic dark chocolate chips, filtered water, organic banana flavour, green tea extract, oregano extract. **Chocolate chips are produced on equipment that also produces milk chocolate. Produced in a facility that also produces products containing soya and tree nuts.**

Nutrition Facts		Amount/Serving	%DV*	Amount/Serving	%DV*
Serving Size (63g)		Total Fat 8 g	12%	Total Carb. 36 g	12%
Servings Per Container 1		Sat. Fat. 2.5 g	11%	Fiber 8 g	33%
Calories 210		Trans Fat 0 g	0%	Sugars 26 g	
Fat cal. 70		Cholest. 0 mg	0%	Protein 4 g	
*Percent Daily Values (DV) are based on a 2,000 calorie diet		Sodium 0 mg	0%		
		Vitamin A 0% - Vitamin C 4% - Calcium 2% - Iron 6%			

**NO DAIRY - NO EGGS - NO REFINED SUGAR - NO TRANS FAT**

1. From the label, we know that the product may contain . . . .  
 A. oranges C. coffee  
 B. cassava D. soya
2. The ingredients of the products are mostly . . . .  
 A. artificial C. milk  
 B. organic D. nut
3. The product doesn't contain . . . .  
 A. eggs C. chocolate  
 B. fiber D. vitamin C

6/CH.3/Ac  
 t.6/P.33/P  
 R:MC

The type of reading assessment is perceptive reading which include multiple choices category. Arikunto (2013) stated that, multiple choices consist of information part (stem) and the part of the possible answers or alternatives (option). There were 4 options for Junior High School students level those are A, B, C, and D. This is the same with Brown's theory. The student is given a reading text in the form of a label, and then they answer the questions and cross the correct answers to the



	<p>answer choices that have been presented. The aim of multiple choice is for understand about the purpose and meaning of label “<i>Banana Chocolate Chips</i>”. This text relevant with English basic 9<sup>th</sup> grade and 2013 curriculum.</p>
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The selected data above are perceptive reading. As we know that kind of assessment task on perceptive reading are reading aloud, written responses, multiple choice, and picture-cued items. The researcher only found three kinds of perceptive reading, there are reading aloud, written responses and multiple choices. The picture cued items in this course book is not found. The analysis obtained the researcher in that explanation is in H. Douglas Brown theory.

## 2. Selective Reading

This category is largely an artifact of assessment formats. This assessment focuses on vocabulary and grammatical structure. In order to ascertain one’s reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language. Brown (2004) stated that selective reading consist multiple choice, matching tasks, editing tasks, picture cued tasks, and gap filling. Brief responses of the students are needed for measuring their understanding. In this category a combination of bottom-up and top-down processing may be used.

**Table 4.2**  
**The data of selective reading in reading assessment**

Data	Code	Explanation
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<p>The following label is for questions 10-13.</p>  <p>10. What would the product likely be?  A. Buttermilk.  B. Sweet butter.  C. Peanut butter.  D. Roasted Peanuts.</p> <p>11. How much sugar does the product contain?  A. 2 g  B. 3 g  C. 6 g  D. 7 g</p> <p>12. People who are allergic to peanut . . . consume the product.  A. must  B. should  C. must not  D. should not</p> <p>13. From the label, we know that the product contains . . . preservatives.  A. a lot of  B. a little  C. much  D. no</p>	<p>6/CH.3/Act.6/  P.35/SR:MC</p>	<p>The type of reading assessment is selective reading which include multiple choices category. In the previous types explain about multiple choice for perceptive is combination word, punctuation, and symbol. In this part, multiple choice more complex, because try to analyze grammar and vocabulary. That statement relevant with Brown's theory. The question number twelve written "people who are allergic to peanut .... Consume the product" and the options answer in A,B,C, and D showed about grammar. The student must answer correct choices. It is relevant with English basic competence of 2013 curriculum.</p>
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**Activity 15** *Apply interesting.*  
 Match the words/phrases in A with the meanings in B by drawing lines.

<p><b>A</b></p> <ol style="list-style-type: none"> <li>1. companion</li> <li>2. danger</li> <li>3. to agree</li> <li>4. to chase</li> <li>5. skewer</li> <li>6. to demand</li> <li>7. to realise</li> <li>8. at once</li> <li>9. to struggle</li> <li>10. to suck</li> </ol>	<p><b>B</b></p> <ul style="list-style-type: none"> <li>to give a big effort</li> <li>to draw</li> <li>at the same time</li> <li>to recognise</li> <li>hunt</li> <li>hazard</li> <li>spike</li> <li>to approve</li> <li>to claim</li> <li>friend</li> </ul>
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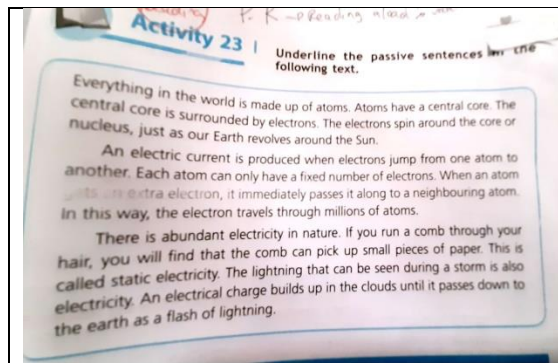
15/CH.7/Act.

15/P.99/SR:M

T

The type of reading assessment is selective reading which include matching test. Matching test must have two columns. That statement relevant with the meaning of matching test "matching test is a form of test whit consists of two parallel columns where each column contains descriptions, information, and statement". Brown (2004) stated that matching test here is discussed vocabulary/meaning. And the columns relevant whit that theory. The model of matching task, the students must match the word/phrases in A with the meaning in B by drawing lines. It is relevant with English basic competence of 2013 curriculum.



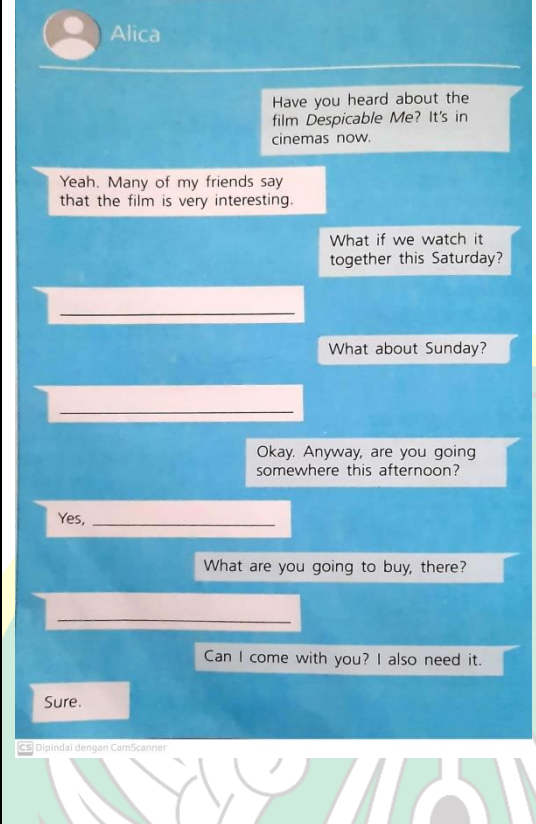


23/CH.9/Act.  
23/P.133/PR:  
RA

The type of the reading assessment is perceptive reading which include reading aloud category. Brown (2004) stated that reading aloud is students get separate letters, word and short sentence, and they should read aloud one by one. In the text, it consist three paragraphs and every paragraph have 4-5 sentences. Reading aloud builds many skills, introduces vocabulary, provides a model of fluent, expressive reading, and helps students recognize what reading for pleasure is all about. It is relevant with English competence of 2013 curriculum



<p style="text-align: center;"><b>Sample drug label</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Pharmacy name and address Local Pharmacy 321 Main Street Happytown 234567</p> <p>Number used by the drugstore to identify this drug for your refills (012) 2468-3579</p> <p>Person who gets this drug DR C. JONES</p> <p>Instructions about how often and when to take this drug No. 2015-05-21-021 DATE 03/06/09 JOHN DOE 444 Dodgy End, Happytown 234567 TAKE ONE CAPSULE BY MOUTH THREE TIMES DAILY FOR 5 DAYS UNTIL ALL TAKEN</p> <p>Name of drug and strength of drug AMOXICILLIN 500MG CAPSULES NO REFILLS - DR AUTHORIZATION REQUIRED USE BEFORE 03/12/15</p> <p>Number of refills before certain date</p> </div> <div style="width: 45%;"> <p>Doctor's name Drugstore phone number Prescription fill date</p> </div> </div> <p style="text-align: center;">Don't use this drug past this date</p> <ol style="list-style-type: none"> <li>1. Who gives the drug label?</li> <li>2. How many pills should John Doe consume per day?</li> <li>3. According to the drug label, can John Doe refill the drug? How do you know?</li> <li>4. Can John Doe consume the drug on 11<sup>th</sup> December 2015? Why/why not?</li> <li>5. What is Amoxicillin?</li> </ol> <p><small>© Dipindai dengan CamScanner</small></p>	<p>3/CH.3/Act.3/ P.30/SR:PC</p>	<p>The type of the reading assessment is selective reading which include picture cued item. According to Brown, picture cued items in selective reading is more complex than perceptive reading. Picture cued in selective reading try to describe the picture or diagram. The picture here discussed about label of drug level. Students must analyze and understand to answer questions. The aim of picture cued is to make student focus on formal aspects of language (lexical, grammatical, and a few discourse features) and it includes what many incorrectly think of as testing “vocabulary and grammar” it is relevant with English basic competence of 2013 curriculum.</p>
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 <p>The screenshot shows a WhatsApp chat with a contact named 'Alica'. The messages are as follows:</p> <ul style="list-style-type: none"> <li>Alica: Have you heard about the film <i>Despicable Me</i>? It's in cinemas now.</li> <li>Friend: Yeah. Many of my friends say that the film is very interesting.</li> <li>Alica: What if we watch it together this Saturday?</li> <li>Friend: _____</li> <li>Alica: What about Sunday?</li> <li>Friend: _____</li> <li>Alica: Okay. Anyway, are you going somewhere this afternoon?</li> <li>Friend: Yes, _____</li> <li>Alica: What are you going to buy, there?</li> <li>Friend: _____</li> <li>Alica: Can I come with you? I also need it.</li> <li>Friend: Sure.</li> </ul> <p>At the bottom left of the chat, there is a small watermark: 'Dipindai dengan CamScanner'.</p>	<p>20/CH.2/Act. 20/P.24/SR:G FT</p>	<p>The type of the reading assessment is selective reading which include gap filling task category. gap filling tasks commonly called as fill in the blank items. The model of gap filling in here is completion items where students read part of a sentence and then complete it by writing a phrase. It is relevant with English basic competence of 2013 curriculum.</p>
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The selected data above are selective reading assessment. The assessments include all categories except editing task. The researcher did not find editing task in this book.

### 3. Interactive Reading

In this type of reading performance, the text relates to the reader's understanding about the text, and in-take is the product of that interaction. The genres text that lend themselves to interactive reading are anecdotes, short narratives and description, excerpts from longer text, questionnaires, memos, announcements, direction, recipes, and vice versa. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse). This reading process is mostly top down processing. Kinds of assessment tasks on interactive reading are cloze tasks, impromptu reading plus comprehension question, short answer, editing, scanning, ordering tasks, and information transfer. The overall assessment tasks are described below:

**Table 4.3**  
**The data of interactive reading in reading assessment**

Data	Code	Explanation
<p>The following text is for questions 41-45.</p>  <p>Many people worry when they hear that a black widow spider is near them. They are afraid of black widow spider's bite. In fact, only female black widow spider's bite is venomous, while the male black widow spider's bite is non venomous. It is said that the female's bite is the most toxic in North America. However, black widow spiders will not bite as long as they do not feel threatened.</p> <p>Black widow spiders are arachnids with four pairs of long legs. Female and male black widow spiders are distinctive in appearance. The females are shiny black with a red hourglass marking on their underside abdomen. The males have lighter colour with red or pink spots on their backs. A full-grown female black widow spider can reach 3.8 cm long, but the male is only half the size of the female.</p> <p>Predators know that the red hourglass colour of a female black widow spider is a sign that the spider is toxic, but the preys of the spider perceive this as attractive. Even though female black widow spiders are poisonous, the poison won't kill their predators. However, they will be sick if they eat a female black widow.</p> <p>Black widow spiders feed on insects caught in their webs. Then the insects are wrapped in silk and the black widow spider injects her poison. This venom liquefies the insects. Black widow spiders then suck up the liquid.</p> <p>The spiders are named black widow spiders because of their cannibalistic mating habit. The female kills and eats the male after mating. This behaviour was observed in a laboratory. During the research, both male and female were put in a cage so the male could not escape from the female. However in nature, the cannibalism sometimes does not happen because the male can escape from the female after mating.</p> <p>41. What is the purpose of writing the text?  A. To tell readers more about black widow spiders.  B. To introduce people to black widow spiders' uniqueness.  C. To tell people the physical description of black widow spiders.  D. To give detailed information about the mating of black widow spiders.</p> <p>42. When do the spiders bite people, according to the text?  A. When it is dark.  B. During summer.  C. When they are mating.  D. When they are threatened.</p> <p>43. The second paragraph tells us about . . . of a black widow spider.  A. the physical description  B. the mating system  C. the venom  D. the habitat</p>	<p>CH.11/Second term/P.175/IRPCQ</p>	<p>The type of reading assessment is interactive readings which include impromptu reading plus comprehension question. The model of impromptu reading is report text. Brown stated that impromptu reading commonly used to test reading comprehension and the questions usually ask about main idea, supporting ideas, purpose, vocabulary in context, unstated detail, and grammatical features. This is related with the question. The one of questions written "What is the purpose of writing the text?" this question have been related with Brown's theory. The students choose one of three or four possible answer. This question usually using in a TOEFL. It is relevant with English basic competence of 2013 curriculum.</p>

<p style="text-align: center;"><b>How to Make a Simple and Healthy Salad</b></p> <p><b>Ingredients:</b></p> <ul style="list-style-type: none"> <li>• 4 ounces lettuce and any greens</li> <li>• shredded carrots and cucumbers</li> <li>• 2 teaspoons of vinegar</li> <li>• 2 tablespoons of olive oil</li> <li>• ½ teaspoon of honey</li> <li>• salt</li> <li>• black pepper</li> <li>• cheese (optional)</li> </ul> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• cup</li> <li>• whisk</li> <li>• large bowl</li> </ul> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. First, wash the lettuce and the greens. Let them dry.</li> <li>2. Second, if the lettuce and the greens are too big, tear them up into small pieces.</li> <li>3. Next, put the greens in a large bowl to mix them up.</li> <li>4. Add the shredded carrots and cucumbers. You may add any other greens or vegetables if you want.</li> <li>5. Then, whisk 2 tablespoons of olive oil and 2 teaspoons of vinegar until thick and soft as the dressing of the salad.</li> <li>6. Whisk in ½ teaspoon of honey together with the olive oil and vinegar. Taste it. You may add more if you want.</li> <li>7. Put the mixture into the large bowl of greens and mix them!</li> <li>8. After that, sprinkle the salt and pepper. Adjust the taste as needed.</li> <li>9. Last, you may put other mix-in, such as cheese, to make it more delicious.</li> <li>10. The healthy salad is now ready to serve!</li> </ol> <p>1. What is the difference between a recipe and a manual?</p> <p>2. What is the purpose of this procedural text?</p> <p>3. What ingredients should we prepare before making it?</p> <p>4. What should we do before we mix the vegetables in a large bowl?</p> <p>5. Do we need a whisk to mix the dressing? Why do you think so?</p>	<p>5/CH.4/Act.5 /P.45/IR:SA</p>	<p>The type of reading assessment is interactive reading which include short answer category. In this assessment, student should read the passage and answer some questions related the passage in a sentence or two sentences. Questions might cover the same specifications indicated above for the TOEFL, reading, but be worded in question form. For example, in a passage on the future of airline travel and about procedure text, etc. The model of the question here is students are shown a complete procedure text with ingredients, equipment and instructions to make a simple and healthy salad. Then students have to answer the questions that related the text. It is relevant with English basic competence of 2013 curriculum.</p>
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<p><b>Activity 16</b>   Change the verbs into the correct forms, either past continuous or past simple.</p> <p>Yesterday, my brother 1) _____ (ride) my bike home when a little girl suddenly 2) _____ (cross) the road in front of him. Fortunately, he 3) _____ (not go) fast because he 4) _____ (try) to enjoy the view. Both the little girl and my brother 5) _____ (are) lucky that he 6) _____ (manage) to stop just before he 7) _____ (hit) her.</p> <p>8) _____ (meet) Dina and Yahya at the train station a few weeks ago. They 9) _____ (go) to Surabaya and I 10) _____ (go) to Bandung. We 11) _____ (have) a chat while we 12) _____ (wait) for our trains.</p>	<p>16/CH.5/Act. 16/P.64/IR:E</p>	<p>The type of the reading assessment is interactive reading with include editing task. Brown stated that editing task here more complex than editing task in selective reading. editing task in interactive reading not only choose the letter of the underlined word that is not correct. The context in interactive more complex, the students should choose like modal auxiliaries, verb, complements, noun, etc. This example, there are in page 64, students should choose past continuous or past simple correctly. The advantages of editing task; first, authenticity is increased, second, the task simulates proofreading one's own essay, where its imperative to find and correct errors, and third, grammatical structure will be better. The discussion related with English basic competence of 2013 curriculum.</p>
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1/CH.10/Act.  
1/P.142/IR:S

The assessment include to scanning category. because based on Brown (2004) scanning is a strategy used by all readers to find relevant information. Scanning is carried out by presenting students with text (prose or something in a chart or graph or table) and requiring rapid identification of relevant bits of information. In this example is about advertisement. Students should understand about it. What to do when scanning the example is to understand the title, price, place, and contact person. The aim of scanning is helps us to read is an important step in building reading skills. The discussion about this material relevant with english basic competence of 2013 curriculum.



1. You must take the medication with a glass of water.  
2. \_\_\_\_\_  
3. \_\_\_\_\_

**CHOCONUT JAM**  
**NUTRITION FACTS**  
Serving Size 1 package  
Amount Per Serving

	Calories from Fat 70	% Daily Value
<b>Calories</b> 150		
<b>Total Fat</b> 8g		12%
Saturated Fat 1.5g		7%
Trans Fat 0g		
<b>Cholesterol</b> 0mg		0%
<b>Sodium</b> 180mg		7%
<b>Total Carbohydrate</b> 17g		6%
Dietary Fibre 1g		6%
Sugar 5g		
<b>Protein</b> 2g		
Vitamin A 0%	Vitamin C 0%	
Calcium 2%	Vitamin B6 2%	

**INGREDIENTS:**  
PEANUT, CHOCOLATE, CORN SYRUP, SUGAR, BUTTERMILK, NONFAT MILK SOLIDS, CITRIC ACID, FRUIT PECTIN.  
**CONTAINS MILK INGREDIENTS.**  
REFRIGERATE AFTER OPENING.

EXP 24-07-19

5/CH.3/Act.5  
/P.32/IR:IF

The type of reading assessment is interactive reading which include information transfer. According to Brown (2004), students should comprehend and understand charts, maps, graphs, diagram, etc. to comprehend information in this type, the students must be able comprehend specific conventions of the various types of graphics, comprehend labels, heading, number and symbols. The model of this example is labels choconut jam.

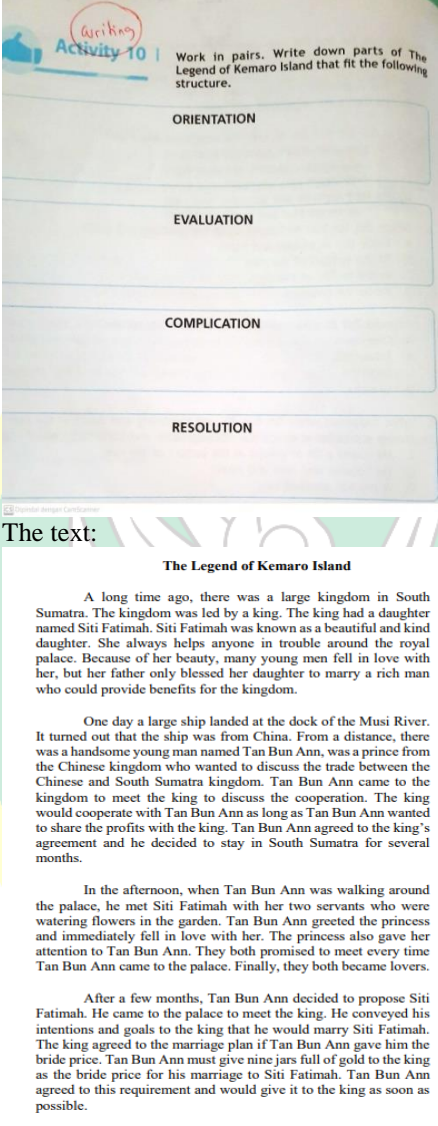
The selected data above are interactive reading in reading assessment. There are seven kinds of interactive reading. The researcher only found six kinds in this book. There are cloze task, impromptu reading plus comprehension question, short answer, editing, scanning, and information transfer. Ordering task in this book is not found. Ordering task is a process in which the student should arrange the jumbled sentence of a short story. Based on data obtained by researchers, all materials are relevant with English basic competence of 2013 curriculum.

#### 4. Extensive Reading

Extensive reading is applied to informal reading materials such as articles, essays, technical reports, short stories, and books. The activity is usually done outside the classroom hour. In this type of reading performance, the process of reading is top down processing. The teacher can blow up some assessment like skimming tasks, summarizing and responding, and also not-taking and

outlining. Kinds of assessment tasks on extensive reading are skimming tasks, summarizing and responding, note taking, and outlining.

**Table 4.4**  
**The data of extensive reading in reading assessment**

Data	Code	Explanations
 <p><b>The text:</b></p> <p><b>The Legend of Kemaro Island</b></p> <p>A long time ago, there was a large kingdom in South Sumatra. The kingdom was led by a king. The king had a daughter named Siti Fatimah. Siti Fatimah was known as a beautiful and kind daughter. She always helps anyone in trouble around the royal palace. Because of her beauty, many young men fell in love with her, but her father only blessed her daughter to marry a rich man who could provide benefits for the kingdom.</p> <p>One day a large ship landed at the dock of the Musi River. It turned out that the ship was from China. From a distance, there was a handsome young man named Tan Bun Ann, was a prince from the Chinese kingdom who wanted to discuss the trade between the Chinese and South Sumatra kingdom. Tan Bun Ann came to the kingdom to meet the king to discuss the cooperation. The king would cooperate with Tan Bun Ann as long as Tan Bun Ann wanted to share the profits with the king. Tan Bun Ann agreed to the king's agreement and he decided to stay in South Sumatra for several months.</p> <p>In the afternoon, when Tan Bun Ann was walking around the palace, he met Siti Fatimah with her two servants who were watering flowers in the garden. Tan Bun Ann greeted the princess and immediately fell in love with her. The princess also gave her attention to Tan Bun Ann. They both promised to meet every time Tan Bun Ann came to the palace. Finally, they both became lovers.</p> <p>After a few months, Tan Bun Ann decided to propose Siti Fatimah. He came to the palace to meet the king. He conveyed his intentions and goals to the king that he would marry Siti Fatimah. The king agreed to the marriage plan if Tan Bun Ann gave him the bride price. Tan Bun Ann must give nine jars full of gold to the king as the bride price for his marriage to Siti Fatimah. Tan Bun Ann agreed to this requirement and would give it to the king as soon as possible.</p>	<p>10/CH.7/Act.1 0/P.96/ER:SR</p>	<p>This type of reading assessment is extensive reading which include summarizing and responding. According to Brown, summarizing should be about one paragraph in length 100-150 words. The model of the question is to write down parts of the Legend of Kemaro Island. The structure have been ready. There is orientation until resolution. So the students should write down that summarize following the structure.</p>

<p>Then, Tan Bun Ann invited Siti Fatimah to come to the kingdom of China to meet his parents. Tan Bun Ann asked for the blessing of his parents and at the same time asked for nine jars full of gold as the bride price to marry Siti Fatimah, the beautiful princess from the kingdom in South Sumatra. Tan Bun Ann's parents also agreed to the request. Tan Bun Ann and Siti Fatimah returned to the kingdom with nine jars filled with gold.</p> <p>While on the way, Tan Bun Ann was curious and wanted to see what was in the jars. How frustrated Tan Bun An was. Enraged at his father when he saw that there was no gold and only rotten vegetables in the jars. He threw the whole jars into the water. However, when he threw the last jar, it hit the ship's wall and broke. Gold pieces came out from under the pile of rotten vegetables. It turned out that Tan Bun Ann's parents deliberately kept the gold under the rotten vegetables to hide them from pirates.</p> <p>Realizing his mistake, Tan Bun Ann finally jumped into the water intending to take the jars filled with gold that he had thrown. Siti Fatimah, who saw all the incidents, was worried and waited for Tan Bun Ann to come out of the water, but Tan Bun Ann never appeared. Siti Fatimah intends to jump into the water looking for Tan Bun Ann. She advised her servants, if Siti Fatimah did not return, a mound would appear in the middle of the river as a sign that it was the graves of Siti Fatimah and Tan Bun Ann. Finally, Siti Fatimah jumped into the water and never returned. The next day, in the middle of the Musi River, a mound appeared, getting higher. The mound is called <i>Kemaro Island</i>, which means "Island of Drought" because the river never sinks even when the water overflows.</p>	
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The data above shows extensive reading in reading assessment. It is necessary to know that there are three kinds of extensive reading; skimming text, summarizing outlining, and note taking and outlining. The researcher did not find skimming and note taking activities in this book. Skimming is the process of rapid coverage of reading matter to determine main idea. Responses are oral or written. The researcher found a type that is similar to skimming, but a response is multiple choices. Furthermore, it is not skimming in extensive reading. Because doesn't match with Brown's theory. The material above in table is about narrative text. Narrative text is relevant with English basic competence of 2013 curriculum. All of the explanations above, here are the percentages of types of the reading assessments in this course book.

**Table 4.5**  
**The percentage of type of the reading assessments in "Bright:An English Course Book for Junior High School Students 9<sup>th</sup> Grade" Published by Erlangga"**

No	Type of Reading Assessment	Frequency	Percentage
1.	Perceptive Reading	12	29%
2.	Selective Reading	11	27%
3.	Interactive Reading	16	39%
4.	Extensive Reading	2	5%
<b>TOTAL</b>		<b>41</b>	<b>100%</b>

Based on the data obtained by the researcher, there were four categories in the reading assessment. The assessment includes chapter 1 until chapter 11 based

on the course book. The models of the test in this course book are all of types of reading assessment; perceptive reading, selective reading, interactive reading and extensive reading. The highest distribution of the types of reading assessments in this course book is interactive reading, and the lowest distribution of the types of reading assessment in this book is extensive reading. In reading assessment, there were 12 assessment is perceptive reading, 11 is selective reading, 16 is interactive reading, and 2 is extensive reading. The total of reading assessment in this course book is 41 from 194 activities in this book. According to H. Douglas Brown<sup>58</sup>, types of reading assessments are: Perceptive Reading, Selective Reading, Interactive Reading, and Extensive reading. It was great and it line with H. Douglas Brown's theory that the author of the course book presented reading assessment in this book. The amount of the perceptive reading is 29%, selective reading is 27%, interactive reading is 39%, and 5% for extensive reading. It can be said that the distribution of interactive reading in this course book is highest if it is compared to the others types of reading assessment in Bright: An English Course Book for Junior High School 9<sup>th</sup> Grade.

#### **B. Levels of Reading Comprehension Assessment in “Bright:An English Course Book for Junior High School Students 9<sup>th</sup> Grade” Published by Erlangga**

This section answer the second research question: “What are levels of reading comprehension assessment in English textbook: “Bright: An English course for junior high school students 9<sup>th</sup> grade” Published by Erlangga?” Data in the forms of illustrations, sentences, reading texts, and dialogues are discussed in this section. The data are analyzed more detailed explanation. All the data that are already divided into types of reading assessment are classified again into Bloom's taxonomy revised edition by Anderson & Krathwohl to know the cognitive domain, including Lower Order Thinking Skill (LOTS) and High Order Thinking Skill (HOTS).

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<sup>58</sup> Brown, D. 2004. Language Assessment Principles and Classroom Practice. San Fransisco: California. p. 189.

According to Anderson & Krathwohl,<sup>59</sup> there are six cognitive domains in the revised edition of Bloom's Taxonomy. Those six domains are divided into lower order thinking level (remember, understand, and apply) and higher order thinking level (analyze, evaluate, create).

### **1. Lower Order Thinking Skill (LOTS) based on Bloom's Taxonomy Revised Edition**

Lower order thinking skills are reflected by the three levels in Bloom's Taxonomy: remembering, understanding, and applying. Based on the analysis by the researcher, from 41 data on reading assessments the researcher found 8 reading assessments belong to the remember skill, 20 reading assessments belong to understanding skills, and 5 reading assessments belong to the apply skill category.

That means, the average of reading assessments in "Bright: An English Course Book for Junior High School Students 9<sup>th</sup> Grade" were dominated by reading assessment included in the LOTS domain. Bloom's Taxonomy has three levels that reflect lower-order thinking skills:

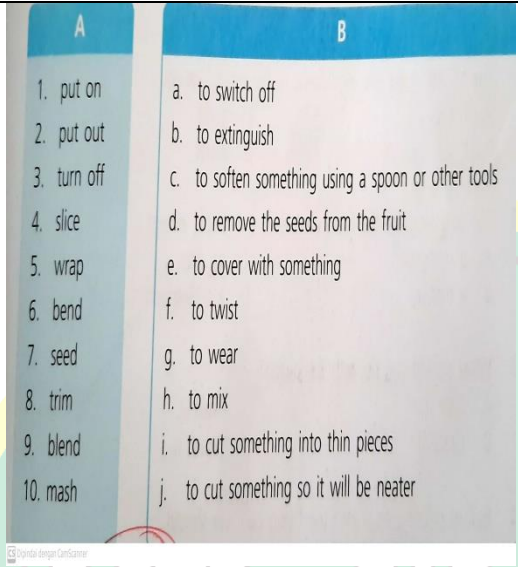
#### **a. Remembering**

Remembering (C1) is the first skill in cognitive domain that included in lower-order thinking skills. In the course book entitled "Bright: An English" there were 8 reading assessment included in remembering domain. The majority reading of remember skill is matching test which include the way to improve vocabulary. According to Bloom's Taxonomy revision remembering skill is to remember or retrieve previously learned information. The activity in reading assessment are easier to found in the format of tests or practice, because familiar and the easiest for students to answer, usually the answer to the question of remember domain is already in the text reading. Here are the data an analysis of remember (C1) domain:

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<sup>59</sup> Anderson, Lorin W & Krathwohl, David R. 2001. A Taxonomy for Learning, Teaching, and Assessing a revision of Bloom's Taxonomy of Educational Objectives. Longman: New York. p. 66

**Table 4.6**  
**The analysis of remembering (C1)**

Data	Code	Explanation
	8/CH.4/ Act.8/P.4 9/MT	<p>The activity of the reading assessment is matching test with the responses by drawing a line. According to Anderson, to assess students learning in the simplest process category, the students is given a recognition or recall task under conditions very similar to those in which he or she learned the material. So, that is relevant with Bloom's theory revision. Additionally, the answer from the matching text easy to found.</p> <p>The matching test here discusses action verb. There are two columns. The left column is about verb, and the right column is about the meaning. Students can answer by drawing a line from the left to the right columns. The material is relevance with English basic curriculum 2013.</p>

The table above shows of remembering skills, in this course book the researcher found the remembering skills included in matching test. For example in data 8/CH.4/Act.8/P.51/MT, there are 10 verbs and the



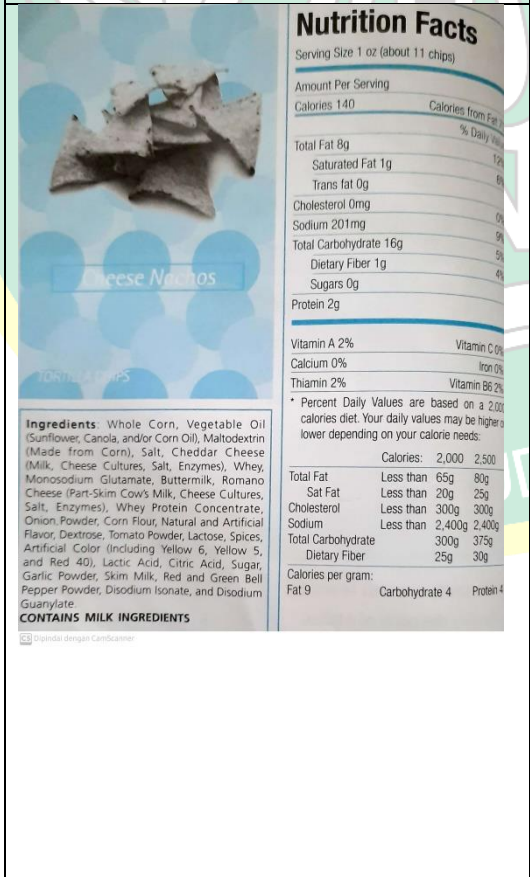
meaning. According to Bloom's remember level is the type to memorize and recall terms, facts and details without necessarily understanding the concept. In this course book the activity in reading assessment in remembering skill mostly in memorize terms. Therefore, the finding is relevant and in line with Bloom's taxonomy revised theory.

b. Understanding

Understanding (C2) is the second level of cognitive domain lower-order thinking skills based on Bloom's Taxonomy revised. The focused of understanding domain is for comprehending the meaning, translating, and interpretation of instructions and problems. In the course book, the researcher found there were 20 reading assessment included in understanding domain. The averages of understanding domain included comprehend the label and procedure text. Here are the data an analysis of understanding (C2) domain:

**Table 4.7**  
**The analysis of understanding (C2)**

Data	Code	Explanation
<p style="text-align: center;"><b>How to Make a Simple and Healthy Salad</b></p> <p><b>Ingredients:</b></p> <ul style="list-style-type: none"> <li>• 4 ounces lettuce and any greens</li> <li>• shredded carrots and cucumbers</li> <li>• 2 teaspoons of vinegar</li> <li>• 2 tablespoons of olive oil</li> <li>• ½ teaspoon of honey</li> <li>• salt</li> <li>• black pepper</li> <li>• cheese (optional)</li> </ul> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• cup</li> <li>• whisk</li> <li>• large bowl</li> </ul> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. First, wash the lettuce and the greens. Let them dry.</li> <li>2. Second, if the lettuce and the greens are too big, tear them up into small pieces.</li> <li>3. Next, put the greens in a large bowl to mix them up.</li> <li>4. Add the shredded carrots and cucumbers. You may add any other greens or vegetables if you want.</li> <li>5. Then, whisk 2 tablespoons of olive oil and 2 teaspoons of vinegar until thick and soft as the dressing of the salad.</li> <li>6. Whisk in ½ teaspoon of honey together with the olive oil and vinegar. Taste it. You may add more if you want.</li> <li>7. Put the mixture into the large bowl of greens and mix them!</li> <li>8. After that, sprinkle the salt and pepper. Adjust the taste as needed.</li> <li>9. Last, you may put other mix-in, such as cheese, to make it more delicious.</li> <li>10. The healthy salad is now ready to serve!</li> </ol> <p>1. What is the difference between a recipe and a manual?                  2. What is the purpose of this procedural text?                  3. What ingredients should we prepare before making it?                  4. What should we do before we mix the vegetables in a large bowl?                  5. Do we need a whisk to mix the dressing? Why do you think so?</p>	<p>5/CH.4/Ac t.5/P.45/P T</p>	<p>Understand level is the type of questions to explaining the meaning of explanation, summarize and describe in their own words without necessarily relating it to anything. The goal of the question is for the student to find the function or purpose of the text, so reading exercises are included in the understanding domain. The different of understanding and remembering is</p>

		<p>understands cannot immediately find the answer in the text, students must make their own words related to the text that has been read. While, remembering, the answer is already in the text. For example that question is asked students to identify the different between recipe and manual, and answer the purpose of procedure text. The test is about procedure text which is relevant with English basic curriculum 2013.</p>
 <p><b>Nutrition Facts</b> Serving Size 1 oz (about 11 chips) Amount Per Serving Calories 140 Total Fat 8g Saturated Fat 1g Trans fat 0g Cholesterol 0mg Sodium 201mg Total Carbohydrate 16g Dietary Fiber 1g Sugars 0g Protein 2g</p> <p><b>Ingredients:</b> Whole Corn, Vegetable Oil (Sunflower, Canola, and/or Corn Oil), Maltodextrin (Made from Corn), Salt, Cheddar Cheese (Milk, Cheese Cultures, Salt, Enzymes), Whey, Monosodium Glutamate, Buttermilk, Romano Cheese (Part-Skim Cow's Milk, Cheese Cultures, Salt, Enzymes), Whey Protein Concentrate, Onion Powder, Corn Flour, Natural and Artificial Flavor, Dextrose, Tomato Powder, Lactose, Spices, Artificial Color (Including Yellow 6, Yellow 5, and Red 40), Lactic Acid, Citric Acid, Sugar, Garlic Powder, Skim Milk, Red and Green Bell Pepper Powder, Disodium Isonate, and Disodium Guanylate <b>CONTAINS MILK INGREDIENTS</b></p>	<p>1/CH.3/Ac t.1/P.28/L</p>	<p>The example is about labels. The labels is discusses nutrition facts in tortilla chips. The student must be understand about ingredients, nutrition, vitamin, etc, it is need more that remember skills. Because the student not only answer based on the text, but must be know and understand contain in the label. According to Bloom's Taxonomy theory revised, the material relevant with definition of</p>

	<p>understanding. Because the question need student to understand and explain about the label. So, the material also relevant with English basic curriculum 2013.</p>
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The table above showed the data an analysis of understanding skill in reading assessment. In this course book, understanding skill found in label and procedure text. The data in the code 5/CH.4/Act.5/P.45/PT asked the students for understand about purpose of procedural text and the different between a recipe and a manual, and etc. then, the data in the code 1/CH.3/Act.1/P.28/L ask the student to understand about the content of the label. Therefore, the type of understanding in every question is different.

According to Bloom's taxonomy revised, understand level is the type of questions to explaining the meaning of explanation, summarize and describe in their own words without necessarily relating it to anything. The data 5/CH.4/Act.5/P.45/PT is relevant and in line with the theory. Because the questions ask the student to summarize what the purpose of the text is for. The other example in the data 1/CH.3/Act.1/P.28/L is also included in understanding level because the questions make student to understand and explain. Furthermore, that is relevant with theory and definition of understanding level.

c. Apply

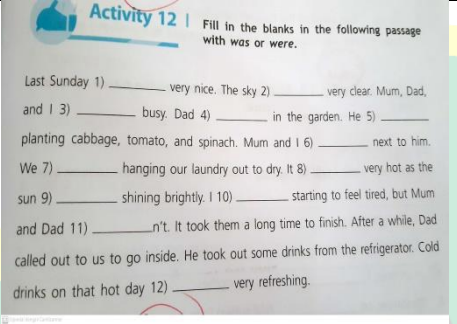
Applying (C3) is the last level in lower order-thinking skill based on Bloom's taxonomy revised by Anderson & Krathwhol. According to Anderson<sup>60</sup>, apply involves using procedures to perform exercise or solve problems. Thus, apply is closely linked with procedural knowledge. In

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<sup>60</sup> Anderson, Lorin W & Krathwohl, David R. 2001. A Taxonomy for Learning, Teaching, and Assessing a revision of Bloom's Taxonomy of Educational Objectives. Longman: New York. p. 79

this course book, the researcher found there were 5 reading assessment included in applying domain. Here are the data an analysis (C3) of apply domain:

**Table4.8**  
**The analysis of applying (C3)**

Data	Code	Explanation
	<p>12/CH.5/ Act.12/P. 61/FB</p>	<p>The purpose of the reading assessment is to fill in the blank in the following passage with choose was or were. The kind of the exercise is choosing the correct answer. According to Bloom's Taxonomy revised, apply skills is solve the problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. This is relevant with the theory, because student need to apply about their grammar knowledge. In this activity, students must answer about their understanding material about past tenses in sentences. The students must choose <i>was</i> or <i>were</i> to fill the blank sentence. The material about past tense, so this is relevant with English basic curriculum 2013.</p>

The table above shows the data an analysis of applying skill in reading assessment. There are 5 activity included applying skills in this course book. The majority of the skills in this course book are used to apply the student's understanding in other ways. So, according to Bloom's

Taxonomy revised, the finding is that applying skills is solving problems in new situations by applying acquired knowledge, facts, techniques, and rules in a different way.

## 2. Higher Order Thinking Skill (HOTS) based on Bloom’s Taxonomy

HOTS is a thinking skill continuum that begins with knowledge level thinking and progresses to evaluation thinking. Higher order thinking skills are reflected by the three levels in Bloom’s Taxonomy: analyze, evaluate, and create. Based on the analysis conducted by the researcher, from 41 data on reading assessment the researcher found 3 reading assessment included in the analyzing domain, 2 reading assessment included in evaluate domain, and 3 reading assessment included in create domain. The total distribution of 41 reading assessment, there were 19% of higher order thinking skill. The distribution are: analyze (C4) has total score 7%, evaluate (C5) has total 5%, and create has total score 7%. That means, analyze and create have same score in “Bright:An English Course Book for Junior High School Students 9<sup>th</sup> Grade” Published by Erlangga. Higher order thinking skills are reflected by the three levels in Bloom’s Taxonomy:

### a. Analyze

Analyzing (C4) is going to break the information into parts to explore their understandings and the relationships of the information they received. This phase includes comparing, organizing, deconstructing, interrogating, and finding. In this course book, the researcher found 3 reading assessments included in analyze (C4). The type of analyzed skill found in true false statement. Here are the data an analysis of analyze (C4) domain:

**Table 4.9**  
**The analysis of analyze (C4)**

Data	Code	Explanation
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<p><b>Activity 12  </b> Read the text in Activity 10. Are the following statements True or False according to the text? Circle your options. Give your reasons.</p> <ol style="list-style-type: none"> <li>Orangutans sometimes walking around on the ground using their two legs. <input type="checkbox"/> T/F</li> <li>A female orangutan is smaller than the male. <input type="checkbox"/> T/F</li> <li>There is a lot of food for orangutans during the monsoon season. <input type="checkbox"/> T/F</li> <li>Orangutans rarely live in groups. <input type="checkbox"/> T/F</li> <li>A female orangutan is more active than the male when the mating time comes. <input type="checkbox"/> T/F</li> <li>A female orangutan can give birth to 3 or 4 infants at a time. <input type="checkbox"/> T/F</li> <li>The infants will stay with their mothers for 3 years. <input type="checkbox"/> T/F</li> <li>Infant orangutans gradually become independent. <input type="checkbox"/> T/F</li> <li>Forest fires on Sumatra and Borneo in 1997 and 1998 killed thousands of orangutans. <input type="checkbox"/> T/F</li> <li>Hunting regulations have stopped the killing of orangutans. <input type="checkbox"/> T/F</li> </ol>	<p>12/CH. 9/Act.1 2/P.127 /TF</p>	<p>The purpose of the reading activity is to found the true or false statement according to the text. To find out the true or false statement, the students need to read and critical thinking for analyze the text. Based on Anderson, analyzed including examine and break information into parts by identifying causes. That theory relevance with the activity of this data. Because, in this case, the students must be able to identifying the text about <i>orangutan</i> and choose which is true or false statement. So, that is included in analyze skill. The text is about report text which is relevant with English basic curriculum 2013.</p>
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The table above shows the data of analyzing skills, in this course book the researcher found the analyzing skills included in true or false statement. In this assessment, the student should choose whether the statement is in accordance with the text that has been provided with true or false choice. There are 10 statements. The concept of the statement need the student for analyze based the text. Student need to read carefully and analyze the answer through the choices. This statement in line with Anderson & Krathwohl,<sup>61</sup> analyzed including examine and break information into parts by identifying motives or causes. Additionally, several verb usually appear such as create, develop, merge, break down,

<sup>61</sup>Anderson, Lorin W & Krathwohl, David R. 2001. A Taxonomy for Learning, Teaching, and Assessing a revision of Bloom's Taxonomy of Educational Objectives. Longman: New York. p. 74

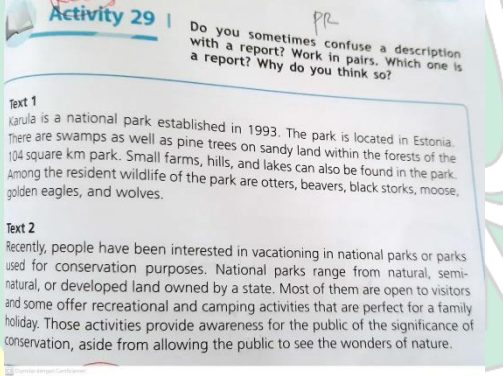
categorize, distinguish, compare and etc. therefore, that is relevant and in line with the theory.

b. Evaluate

Evaluate (C5) is defined as making judgment based on criteria and standards. The judgments are to be based on definite criteria. Evaluate is concerned with the ability to judge the value of material (statement, novel, research report, poem) for a given purpose. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. In this course book the researcher found 2 reading assessments that include in analyze domain.

Here the table analysis of evaluate (C5) domain:

**Table 4.10**  
**The analysis of evaluate (C5)**

Data	Code	Explanation
 <p><b>Activity 29</b>   Do you sometimes confuse a description with a report? Work in pairs. Which one is a report? Why do you think so?</p> <p><b>Text 1</b> Karula is a national park established in 1993. The park is located in Estonia. There are swamps as well as pine trees on sandy land within the forests of the 104 square km park. Small farms, hills, and lakes can also be found in the park. Among the resident wildlife of the park are otters, beavers, black storks, moose, golden eagles, and wolves.</p> <p><b>Text 2</b> Recently, people have been interested in vacationing in national parks or parks used for conservation purposes. National parks range from natural, semi-natural, or developed land owned by a state. Most of them are open to visitors and some offer recreational and camping activities that are perfect for a family holiday. Those activities provide awareness for the public of the significance of conservation, aside from allowing the public to see the wonders of nature.</p>	<p>29/CH.9/ Act.29/P. 137</p>	<p>The purpose of the reading activity is for know which one is a report from two paragraphs. To know where the report text. Student need more than one step. First, student read carefully the two paragraphs. Then the student analyze about the characteristic of report text to know that paragraph is report text. And the last, the student evaluates which include report text from those two paragraphs. Based on Bloom;s Taxonomy revised, evaluate is present and defend opinions by making judgments about information, validity of</p>

		ideas, or quality of work based on a set criteria. Therefore, that relevant with the theory. the text is about report text, so that is relevant with English basic curriculum 2013.
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The table above shows the data of explanations from evaluate skills. The data showed there were evaluate skills in this course book. The data 29/CH.9/Act.29/P.137 include in evaluate skills because the activity asked the student to find out which one include report text. So, its need process evaluate on that paragraphs and choose the right paragraph. This finding is relevant and in line with Bloom's Taxonomy Revised, which states evaluate is present and defends opinions by making judgments about information, validity of ideas, or quality of work based on a set criteria

c. Create

Finally, create (C6) is the process of generating new ideas, products, or ways of view things. Create is the highest level of critical thinking domain based on Bloom's Taxonomy revision theory. Create builds a structure from diverse elements. In this course book the researcher found 3 reading assessment included in create domain. Here are the data an analysis of create (C6) domain:

**Table 4.11**  
**The analysis of Create**

Data	Code	Explanation
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<p><b>Activity 11</b>   Work in small groups. Imagine yourselves as an advertising agency. Make notes about the following situation.</p> <p>Tasty Island is a new chain of fast-food restaurants with a difference. It serves food from all over Indonesia—but fast. On its menu, there is food from everywhere—Padang's <i>rendang</i>, Palembang's <i>pempek</i>, Yogya's <i>gudeg</i>, Solo's <i>nasi liwet</i>, and lots more. They are available to eat in the restaurant or to take away. The food is fresh and very tasty, at reasonable prices. All types of people go to Tasty Island restaurants—young and old, men and women, business people, students, and families. Tasty Island aims to make its restaurants fun for everyone.</p> <p>Tasty Island management has now decided that they need a new advertising campaign because they are planning to open 20 new restaurants. They have asked YOU to help them plan their advertising campaign. They have asked you to provide some advertisement samples for them to look at. They would also like a description of where you would place these advertisements, and when. Decide and describe what medium or media you will use for your advertisements.</p> <p>Start by thinking about what you could advertise. Note down the aspects of Tasty Island restaurants and details about them (invent anything you like).</p> <p><small>Dijumlah dengan CamScanner</small></p>	<p>11/CH.10/ Act.11/P.15</p> <p>2</p>	<p>The purpose of the reading activity is to create notes about the following situation. To make the notes, students need some step. First student should read and comprehend the text. Then student make notes and create new something from that text. according to Bloom's Taxonomy revised, in this stage student are able to produce, plan and produce something new. So, this data relevance with the theory. The text is about descriptive text. it is relevant with English basic curriculum 2013.</p>
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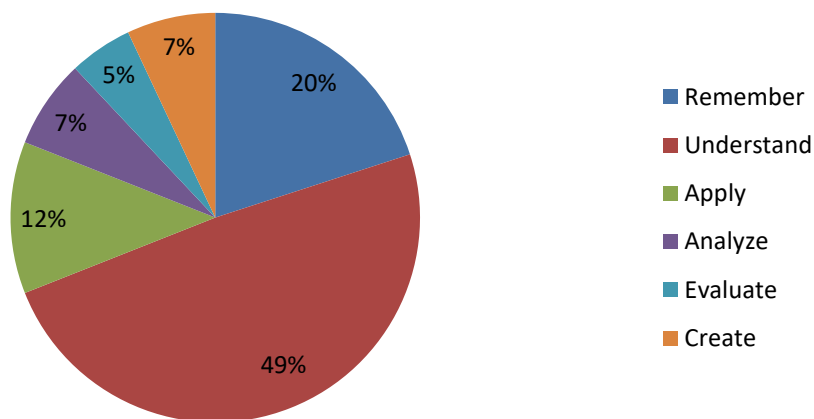
The data above shows of explanations from create skills. The data showed there were create skill in this course book. The model of create skills in this course book is work in small group, then every student recreate the text with their own language. This is related with the highest level of critical thinking. So, that is relevant and in line with the theory of Bloom's Taxonomy revised.

Here the distribution of reading exercise and cognitive domain in this course book:

**Figure 4.1**

**Diagram Pie of the HOTS and LOTS Distribution**

## LOTS and HOTS Levels



**Table 4.12**

### The Composition of Lower Order Thinking in Reading Assessments

No.	Lower Order Thinking Skills	Reading Assessments	Total Score
1.	Remembering	8	$8/41 \times 100 = 20\%$
2.	Understanding	20	$20/41 \times 100 = 49\%$
3.	Applying	5	$5/41 \times 100 = 12\%$
<b>Total</b>		<b>33</b>	<b><math>33/41 \times 100 = 81\%</math></b>

The table above showed the composition of lower order thinking skill in reading assessment in this course book. Based on the data, the highly score of LOTS is understanding skill (49%) score, then remembering is number two (20%), and the last is applying (12%) score. The total of Lots in this course book is 33 reading assessment (81%), that is a highly score of LOTS.

**Table 4.13**

### The Composition of Higher Order Thinking in Reading Assessments

No.	Higher Order Thinking Skills	Reading Assessments	Total Score
1.	Analyze	3	$3/41 \times 100 = 7\%$
2.	Evaluate	2	$2/41 \times 100 = 5\%$

3.	Create	3	3/41x100=7%
<b>Total</b>		<b>8</b>	<b>8/41x100=19%</b>

The table above showed the composition of higher order thinking skills in reading assessments at this course book. Based on the data, analyze and create have same score, there are (7%) and the evaluate skill is (5%) score. The total of LOTS in this course book is 8 reading assessment (19%), that is a lower score of HOTS.

**Table 4.14**

**The distribution of reading assessment and cognitive domain used checklist table in “Bright: An English Course Book for Junior High School Students 9<sup>th</sup> Grade” Published by Erlangga.**

Chapter	Types of Reading Assessment				Cognitive Domain					
					Lower Order Thinking Skills (LOTS)			Higher Order Thinking Skills (HOTS)		
	PR	SR	IR	ER	C1	C2	C3	C4	C5	C6
1	1	1	0	0	1	1	0	0	0	0
2	1	3	0	0	2	1	0	0	0	0
3	1	0	3	0	0	4	0	0	0	0
4	0	2	3	0	1	5	1	0	0	0
5	1	0	3	0	0	2	1	0	0	0
6	0	0	1	0	1	0	0	0	0	0
7	1	2	1	0	1	2	1	0	0	1
8	1	0	0	0	0	0	0	1	0	0
9	6	2	0	1	2	3	1	1	1	1
10	0	1	3	1	0	2	0	1	1	1
11	0	0	2	0	0	0	1	0	0	0
<b>Total</b>	<b>12</b>	<b>11</b>	<b>16</b>	<b>2</b>	<b>8</b>	<b>20</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>3</b>

The result of the data analysis showed that the highest of types of reading assessment is in interactive reading which amounts to 16 activities in this course book. And the lowest of types of reading assessment is in extensive reading which only 2 activities. The result show that the types of reading assessment in this course book are categorized perceptive, selective, interactive, and extensive reading. This means that reading

comprehension assessments in the course book involve all types of assessments according to Brown's theory. According to Linse & Nunan<sup>62</sup> they stated that reading comprehension assessment refers to reading for meaning, understanding, and entertainment. In this book there are many activities to comprehend and understanding the text.

There are all types of reading assessments in this book. But it needs to be known that each type has its own division. For example, in selective reading, in this book there are only 4 out of 5 divisions, there are multiple choice, matching task, picture cued and gap filling task, while editing task was not found. Therefore, the researcher only writes parts of the types of reading assessments that are in each chapter.

### C. Discussion

In this section, the researcher discusses those finding by reflecting on several theories. The researcher will discuss about finding types and level assessment in textbook Bright:An English. In chapter one and chapter two, there are combinations of perceptive reading and selective reading types. In perceptive reading the student are shown a picture and they should answer based on the instruction beside the picture. This activity is applied by giving assessments *picture cued-items*. In chapter two, the activity which includes perceptive reading is *reading aloud*. Student should read aloud from some sentences. And in selective reading, there are *matching task and gap filling task*.

In chapter three, reading assessments is done by giving *scanning* to identify noun and sentences showing details of food label. The activity is student must reading instantly, suddenly, and temporarily the text. Then, *multiple choice and information transfer* included in chapter three. The same form assessment is also applied in chapter four. The student are asked to comprehend and observe procedural texts, listing the types and variations of

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<sup>62</sup> Linse, C.T & Nunan, D. 2005. Practical English Language Teaching: Young Learners. New York: Mc Graw-Hill. p. 68.

the presentation of the goal pattern, materials and tools, step in procedural text, listing the sentences showing the goal, materials, tools, and steps. In chapter four, there are also found selective reading and interactive reading. The activity of selective reading in this chapter is to matching task a picture and the words and in interactive reading, student should answer based on the text, it is included *short answer*.

In chapter five, the student will read the description text to examine the structure and the grammar and do the editing to description text done with edit and choice of words, phrases, spelling and punctuation. This activity is applied by giving assessments *editing task* to identify the structure and grammar. *Editing task* include in interactive reading. Then, the researcher found activity which the student must read a dialogue and *written responses*. So it is include in perceptive reading. Further, in chapter six, reading assessment is also done by giving interactive reading. The student asked to answer the question based on the text has been read before. It is called *short answer question*.

In contrast to the chapters before, chapter seven are done by giving reading assessments through perceptive reading, selective reading, and intensive reading. In perceptive reading the student should read a story about folktale in front of the class. This activity is called *read aloud*. In this chapter also found *multiple choices*. Based on Brown, multiple choices in selective reading focus on grammar and vocabulary. The last assessments in this chapter is *scanning*, the activity is student asked to identify pronouns, conjunctions, and sentences showing details of the background, characters, events on fiction sentences.

In learning chapter eight, there are only one reading assessment; perceptive reading. The students asked to read the dialogue. It is called *reading aloud*. While in chapter nine are done by giving three reading assessments. There are perceptive reading, selective reading, and extensive reading. In perceptive reading, the divisions are *written responses*, *reading aloud*, and *multiple choices*. In selective reading, the divisions are *gap filling task*. And in extensive reading, the divisions is *skimming task*.

In chapter ten, reading assessment is done by giving selective reading, interactive reading, and extensive reading. In selective reading, students asked to choice 3 until 4 choices from the questions. This activity is *multiple choices*. Then, the division of interactive reading is *scanning*. The activity is student identify picture of advertisement. In extensive reading, student asked to make notes about following situations. This activity is called *note taking or outlining*. Finally, the last chapter in this course book, there are only one apply reading assessment through *short answer*.

It was clearly demonstrated on the basis of the data that interactive reading was the most dominant type of reading assessment utilized in the test. The aim of interactive reading was evident, since the bridge can help students achieve their objectives to identify the characteristics of the text (lexical, symbolic, grammar and discourse). Moreover, such reading evaluations had components compatible with efficient reading strategies such as skimming for main idea, scanning for details, guessing for word meanings from context, inferencing, and using discourse markers. Brown<sup>63</sup> (2004) may have given these reasons as to why this type of reading assessment became the most dominant.

The level of thinking is low level of thinking that is higher order thinking level of distribution. This is supported by data analysis findings, which show that the lower level of thinking is 81%. Meanwhile, higher order thinking receives 19% out of 100%. The totally number of reading assessment in this course book is 41 items. Lower order thinking produces 8 assessments while higher order thinking gets 33 reading assessments. Therefore, there is a numerical contradiction in the distribution of higher order thinking and lower order thinking skills.

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<sup>63</sup> Brown, H. D. (2004). Language assessment: Principles and classroom practices. London, UK:Longman Group UK Ltd. p. 204

Simanjuntak<sup>64</sup> stated that critical thinking allows a person to work on reading text by generalizing and interpreting, analyzing previous knowledge or the world and synthesizing. In this book, it is much shown the ability of critical thinking level. Brookhart<sup>65</sup> states that, in general, any cognitive behavior that involves more than just memorizing or remembering is considered a high-level cognitive behavior. As a result, the remember of the taxonomy that requires students to engage in more complex thinking and reasoning processes than rote memorization is included in Bloom's taxonomy's higher order cognitive domain of thinking.

Brookhart<sup>66</sup> add that “problems are goals that cannot be fulfilled with memorized solutions.” That means that lower-order thinking skills, which require student to understanding, can assist student in solving problem. Based on findings in this course book, it can be conclude that the ability to think in this book can make students think critically or solve problem because the majority of the reading assessment in this book asked student to understand. This is related with Brookhat stated. It is shown by a lower order thinking score, which is 33 out of 41 reading assessment, with the following details: 8 assessments are include in remember skills, 20 are included in understanding skills, and 5 are included in applied skills.

Mastery of HOTS in this research refers to cognitive analysis, which is 19% of the assessment. As the first skill at a higher level thinking skills, analyze and creative skills have the same score. The analysis and creative skill obtained 3 from 8 higher order thinking skills. While 2 assessment for evaluate skills. The highest number among the three skills at the higher level of thinking but when compared to the other six skills it is still considered a

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<sup>64</sup>Simanjuntak, F. 2019. A Study on Quality Assessment of the translation of an Abstract Text English Idioms Errors Made by Jordanian EFL Undergraduate Students by Google Translate. *International Journal of Linguistics, Literature and Translation (IJLLT)*. p. 40.

<sup>65</sup> Brookhart, Susan M. 2010. How to Assess Higher-Order Thinking Skills in Your Classroom. Alexandria: ASCD Member Book. p. 76

<sup>66</sup> Brookhart, Susan M. 2010. How to Assess Higher-Order Thinking Skills in Your Classroom. Alexandria: ASCD Member Book. p. 102

small distribution. This may be because Brookhart<sup>67</sup> suggests that it is a must to create questions that ask students to describe and find out how one thing is related to another. And the second skill is evaluation skills. There are only 2 out of 41 assessments that included in evaluation skills. This statement is also supported by Brookhart (2010) he says that evaluation skills are one of the critical thinking skills in reading skills so that they are very challenging and difficult to learn, answer or made it. With only 2 assessments, the distribution of evaluation skills with other skill is imbalanced. However, the assessment should be more diverse and further assessment questions should be added by the teacher.

Based all the data which researcher found, according to Cunningsworth<sup>68</sup>, textbook or course book have many roles in ELT. In this book “Bright: An English Course Book For Junior High School Students 9<sup>th</sup> Grade”, every chapter contains a little material and a lot to practice for students in speaking, reading, listening, writing, and grammar. Cunningsworth also stated that text book or course book should vary in every chapter. Not only a lot of practice, but this book is also always up to date.

In this book there is also learning objectives located at the bottom at the beginning of the page before entering the material, so that it can make it easier for teachers and students to find out about the learning objectives. Even though this book has a lot of practice, the teacher has to provide other material because there is still little material in this book. Bright: An English is qualified to practice with funny and variety because maybe this book is designed for grade 9 where they will continue the study in senior high school.

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<sup>67</sup>Brookhart, Susan M. 2010. How to Assess Higher-Order Thinking Skills in Your Classroom. Alexandria: ASCD Member Book. p.

<sup>68</sup>Cunningsworth. 1995. Choosing Your Coursebook. New York: Macmillan. p. 96



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the data analysis on types of reading assessments and levels of cognitive domain in the “*Bright: An English Course for Junior High School Students 9<sup>th</sup> Grade*” Published by Erlangga, the total of reading assessments in this course book is 41 from 194 assessments. From those reading assessments, there are 33 reading questions belonging to lower order thinking skills (LOTS) and 8 reading questions included as higher order thinking skills (HOTS). For the *remember* level there are 8 questions, for the *understand* level there are 20 questions, and for the *applying* there are 5 questions. The higher order thinking skills obtains 8 questions. For the *analyze* level there are 3 questions, for the *evaluate* level there are only 2 questions, and for the *create* there are same with *analyze*, 3 questions. The compositions of higher order thinking skills are the highest level gets by *analyze* (C5) and *create* (C6). Both have same percent, there are 7% by obtaining 3 of 41 questions. While for the *evaluate* (C5) obtains 2 compositions or 5%. From the data showed the composition of the higher order thinking skills is lower than the composition of lower order thinking skills. Therefore, it can be concluded that the composition is in accordance with the 2013 curriculum.

In the types of reading assessment, the researcher found that from 194 reading assessments there are 16 assessments belong to interactive reading, 12 assessments to perceptive reading, 11 assessments to selective reading, and 2 assessments to extensive reading. From this result, it can be concluded that all types of reading assessments are covered in “*Bright: An English Course for Junior High School Student 9<sup>th</sup> Grade*” Published by Erlangga most dominant assessment is interactive reading.

## **B. Suggestion**

In this section, the researcher would like to give some suggestions that might be useful for the teachers, students, and everyone who read this study:

1. The English teacher needs to evaluate whether the materials and the exercise in the course book are suitable for needs and levels of the students.
2. The English teacher should not rely too much and take the contents of the course book for granted. It is better to adapt instead of adopting the material because the teacher is the person who knows best for the students.
3. The author and the teacher must achieve a more complete range of educational goals which entail cognitive processes that go beyond the ability to think in the lower order thinking skill by enhancing some activities which may train the students to think in the higher order thinking skills.
4. Teachers should also encourage students to practice higher order thinking skills outside of school in order to improve their critical thinking skills.

It is hoped that the readers of this study will gain some references or perspectives on course book selection, reading problems, and the usefulness of types and levels reading assessments in educational and social settings.

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## APPENDIX

### Appendix 1

#### Data coding

Data	Code
<p style="text-align: center;"><b>Activity 23</b>   Underline the passive sentences in the following text.</p> <p>Everything in the world is made up of atoms. Atoms have a central core. The central core is surrounded by electrons. The electrons spin around the core or nucleus, just as our Earth revolves around the Sun.</p> <p>An electric current is produced when electrons jump from one atom to another. Each atom can only have a fixed number of electrons. When an atom gets an extra electron, it immediately passes it along to a neighbouring atom. In this way, the electron travels through millions of atoms.</p> <p>There is abundant electricity in nature. If you run a comb through your hair, you will find that the comb can pick up small pieces of paper. This is called static electricity. The lightning that can be seen during a storm is also electricity. An electrical charge builds up in the clouds until it passes down to the earth as a flash of lightning.</p>	<p>23/CH.9/Act.23/P.133/PR: RA</p>
<p style="text-align: center;"><b>Activity 8</b>   Read the dialogue below and answer the questions.</p> <p style="text-align: center;"><i>PR. → written response</i></p> <p>Nana : Hi, Dana. What are you doing?  Dana : Hi, Nana. I am working on my drawing. I joined the school drawing competition.  Nana : Cool! How did you know about the competition information?  Dana : Yesterday, Ms Linda came to me while I was eating my lunch at canteen. She gave me the brochure and asked me to join.  Nana : Good for you. You have such a great talent.  Dana : Thank you.  Nana : Two days ago, when I was studying in the library, Mr Hamid also came to me. He asked me to join the speech competition tomorrow.  Dana : That's great.  Nana : Unfortunately, I will be visiting my aunt tomorrow.  Dana : Ah, too bad. At this time tomorrow, I will be submitting my drawing to Ms Linda.  Nana : I hope you will win this competition.  Dana : Thanks, Nana.</p> <ol style="list-style-type: none"> <li>1. What is Dana doing at the moment?</li> <li>2. Which action happened first? Ms Linda came to Dana or Dana was eating her lunch at the canteen?</li> <li>3. Which action happened first? Mr Hamid came to Nana or Nana was studying in the library?</li> <li>4. When will Dana submit the drawing? How do you know?</li> <li>5. Can Nana join the speech competition? How do you know?</li> </ol>	<p>8/CH.5/Act.8/P.58/PR: WR</p>



**Activity 6 |** Read each label and answer the questions.

The following label is for questions 1–5.

**Banana Chocolate Chips**

**Ingredients:** Organic figs, organic agave nectar, organic ground flaxseed, non gmo brown rice bran, organic freeze dried banana, organic dark chocolate chips, filtered water, organic banana flavour, green tea extract, oregano extract. **Chocolate chips are produced on equipment that also produces milk chocolate. Produced in a facility that also produces products containing soya and tree nuts.**

Nutrition Facts		Amount/Serving	%DV*	Amount/Serving	%DV*
Serving Size (63g)		Total Fat 8 g	12%	Total Carb. 36 g	12%
Servings Per Container 1		Sat. Fat 2.5 g	11%	Fiber 8 g	33%
Calories 210		Trans Fat 0 g	0%	Sugars 26 g	
Fat cal. 70		Cholest. 0 mg	0%	Protein 4 g	
*Percent Daily Values (DV) are based on a 2,000 calorie diet		Sodium 0 mg	0%		
Vitamin A 0% - Vitamin C 4% - Calcium 2% - Iron 6%					

**NO DAIRY – NO EGGS – NO REFINED SUGAR – NO TRANS FAT**

- From the label, we know that the product may contain . . . .
  - oranges
  - cassava
  - coffee
  - soya
- The ingredients of the products are mostly . . . .
  - artificial
  - organic
  - milk
  - nut
- The product doesn't contain . . . .
  - eggs
  - fiber
  - chocolate
  - vitamin C

6/CH.3/Act.6/P.33/PR:MC

The following label is for questions 10–13.

- What would the product likely be?
  - Buttermilk.
  - Sweet butter.
  - Peanut butter.
  - Roasted Peanuts.
- How much sugar does the product contain?
  - 2 g
  - 3 g
  - 6 g
  - 7 g
- People who are allergic to peanut . . . consume the product.
  - must
  - should
  - must not
  - should not
- From the label, we know that the product contains . . . preservatives.
  - a lot of
  - a little
  - much
  - no

6/CH.3/Act.6/P.35/SR:MC

**Activity 15 |** Match the words/phrases in A with the meanings in B by drawing lines.

A	B
1. companion	to give a big effort
2. danger	to draw
3. to agree	at the same time
4. to chase	to recognise
5. skewer	hunt
6. to demand	hazard
7. to realise	spike
8. at once	to approve
9. to struggle	to claim
10. to suck	friend

15/CH.7/Act.15/P.99/SR:MT

**Sample drug label**

Pharmacy name and address  
 Number used by the drugstore to identify this drug for your refills  
 Person who gets this drug  
 Instructions about how often and when to take this drug  
 Name of drug and strength of drug  
 Number of refills before certain date

Doctor's name  
 Drugstore phone number  
 Prescription fill date

Local Pharmacy  
 321 Main Street  
 Happytown 234567 (012) 2468-3579

DR C. JONES

No. 2015-05-21-021 DATE 03/06/09

JOHN DOE  
 444 Dodgy End, Happytown 234567

TAKE ONE CAPSULE BY MOUTH THREE TIMES DAILY FOR 5 DAYS UNTIL ALL TAKEN

AMOXICILLIN 500MG CAPSULES  
 NO REFILLS - DR AUTHORIZATION REQUIRED  
 USE BEFORE 03/12/15

Don't use this drug past this date

1. Who gives the drug label?
2. How many pills should John Doe consume per day?
3. According to the drug label, can John Doe refill the drug? How do you know?
4. Can John Doe consume the drug on 11<sup>th</sup> December 2015? Why/why not?
5. What is Amoxicillin?

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3/CH.3/Act.3/P.30/SR:PC

Alica

Have you heard about the film *Despicable Me*? It's in cinemas now.

Yeah. Many of my friends say that the film is very interesting.

What if we watch it together this Saturday?

\_\_\_\_\_

What about Sunday?

\_\_\_\_\_

Okay. Anyway, are you going somewhere this afternoon?

Yes, \_\_\_\_\_

What are you going to buy, there?

\_\_\_\_\_

Can I come with you? I also need it.

Sure.

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20/CH.2/Act.20/P.24/SR:GFT

The following text is for questions 41-45.

Many people worry when they hear that a black widow spider is near them. They are afraid of black widow spider's bite. In fact, only female black widow spider's bite is venomous, while the male black widow spider's bite is non venomous. It is said that the female's bite is the most toxic in North America. However, black widow spiders will not bite as long as they do not feel threatened.



Black widow spiders are arachnids with four pairs of long legs. Female and male black widow spiders are distinctive in appearance. The females are shiny black colour with red or pink spots on their underside abdomen. The males have lighter spider can reach 3.8 cm long, but the male is only half the size of the female.

Predators know that the red hourglass colour of a female black widow spider is a sign that the spider is toxic, but the preys of the spider perceive this as attractive. Even though female black widow spiders are poisonous, the poison won't kill their predators. However, they will be sick if they eat a female black widow.

Black widow spiders feed on insects caught in their webs. Then the insects are wrapped in silk and the black widow spider injects her poison. This venom liquefies the insects. Black widow spiders then suck up the liquid.

The spiders are named black widow spiders because of their cannibalistic mating habit. The female kills and eats the male after mating. This behaviour was observed in a laboratory. During the research, both male and female were put in a cage so the male could not escape from the female. However in nature, the cannibalism sometimes does not happen because the male can escape from the female after mating.

41. What is the purpose of writing the text?
  - A. To tell readers more about black widow spiders.
  - B. To introduce people to black widow spiders' uniqueness.
  - C. To tell people the physical description of black widow spiders.
  - D. To give detailed information about the mating of black widow spiders.
42. When do the spiders bite people, according to the text?
  - A. When it is dark.
  - B. During summer.
  - C. When they are mating.
  - D. When they are threatened.
43. The second paragraph tells us about . . . of a black widow spider.
  - A. the physical description
  - B. the mating system
  - C. the venom
  - D. the habitat

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How to Make a Simple and Healthy Salad

Ingredients:

- 4 ounces lettuce and any greens
- shredded carrots and cucumbers
- 2 teaspoons of vinegar
- 2 tablespoons of olive oil
- ½ teaspoon of honey
- salt
- black pepper
- cheese (optional)

Equipment:

- cup
- whisk
- large bowl

Instructions:

1. First, wash the lettuce and the greens. Let them dry.
2. Second, if the lettuce and the greens are too big, tear them up into small pieces.
3. Next, put the greens in a large bowl to mix them up.
4. Add the shredded carrots and cucumbers. You may add any other greens or vegetables if you want.
5. Then, whisk 2 tablespoons of olive oil and 2 teaspoons of vinegar until thick and soft as the dressing of the salad.
6. Whisk in ½ teaspoon of honey together with the olive oil and vinegar. Taste it. You may add more if you want.
7. Put the mixture into the large bowl of greens and mix them!
8. After that, sprinkle the salt and pepper. Adjust the taste as needed.
9. Last, you may put other mix-in, such as cheese, to make it more delicious.
10. The healthy salad is now ready to serve!

1. What is the difference between a recipe and a manual?
2. What is the purpose of this procedural text?
3. What ingredients should we prepare before making it?
4. What should we do before we mix the vegetables in a large bowl?
5. Do we need a whisk to mix the dressing? Why do you think so?

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**Activity 16** | Change the verbs into the correct forms, either past continuous or past simple.

Yesterday, my brother 1) \_\_\_\_\_ (ride) my bike home when a little girl suddenly 2) \_\_\_\_\_ (cross) the road in front of him. Fortunately, he 3) \_\_\_\_\_ (not go) fast because he 4) \_\_\_\_\_ (try) to enjoy the view. Both the little girl and my brother 5) \_\_\_\_\_ (are) lucky that he 6) \_\_\_\_\_ (manage) to stop just before he 7) \_\_\_\_\_ (hit) her.

8) \_\_\_\_\_ (meet) Dina and Yahya at the train station a few weeks ago. They 9) \_\_\_\_\_ (go) to Surabaya and I 10) \_\_\_\_\_ (go) to Bandung. We 11) \_\_\_\_\_ (have) a chat while we 12) \_\_\_\_\_ (wait) for our trains.

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16/CH.5/Act.16/P.64/IR:ET

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1/CH.10/Act.1/P.142/IR:S

1. You must take the medication with a glass of water.  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

**CHOCONUT JAM**  
**NUTRITION FACTS**  
 Serving Size 1 package  
**Amount Per Serving**

	Calories from Fat 70	% Daily Value
<b>Calories</b> 150		
<b>Total Fat</b> 8g		12%
Saturated Fat 1.5g		7%
Trans Fat 0g		
<b>Cholesterol</b> 0mg		0%
<b>Sodium</b> 180mg		7%
<b>Total Carbohydrate</b> 17g		6%
Dietary Fibre 1g		6%
Sugar 5g		
<b>Protein</b> 2g		
Vitamin A 0%	Vitamin C 0%	
Calcium 2%	Vitamin B6 2%	

**INGREDIENTS:**  
 PEANUT, CHOCOLATE, CORN SYRUP, SUGAR, BUTTERMILK, NONFAT MILK SOLIDS, CITRIC ACID, FRUIT PECTIN.  
**CONTAINS MILK INGREDIENTS.**  
**REFRIGERATE AFTER OPENING.**

EXP 24-07-19

5/CH.3/Act.5/P.32/IR:IF

*Writing*  
**Activity 10 |** Work in pairs. Write down parts of The Legend of Kemaro Island that fit the following structure.

**ORIENTATION**

**EVALUATION**

**COMPLICATION**

**RESOLUTION**

10/CH.7/Act.10/P.96/ER:SR

A	B
1. put on	a. to switch off
2. put out	b. to extinguish
3. turn off	c. to soften something using a spoon or other tools
4. slice	d. to remove the seeds from the fruit
5. wrap	e. to cover with something
6. bend	f. to twist
7. seed	g. to wear
8. trim	h. to mix
9. blend	i. to cut something into thin pieces
10. mash	j. to cut something so it will be neater

8/CH.4/Act.8/P.49/MT



**Nutrition Facts**  
Serving Size 1 oz (about 11 chips)

Amount Per Serving	Calories from Fat	% Daily Value
Calories 140		
Total Fat 8g		16%
Saturated Fat 1g		2%
Trans fat 0g		0%
Cholesterol 0mg		0%
Sodium 201mg		40%
Total Carbohydrate 16g		32%
Dietary Fiber 1g		4%
Sugars 0g		0%
Protein 2g		4%
Vitamin A 2%	Vitamin C 0%	
Calcium 0%	Iron 0%	
Thiamin 2%	Vitamin B6 2%	

**Ingredients:** Whole Corn, Vegetable Oil (Sunflower, Canola, and/or Corn Oil), Maltodextrin (Made from Corn), Salt, Cheddar Cheese (Milk, Cheese Cultures, Salt, Enzymes), Whey, Monosodium Glutamate, Buttermilk, Romano Cheese (Part-Skim Cow's Milk, Cheese Cultures, Salt, Enzymes), Whey Protein Concentrate, Onion Powder, Corn Flour, Natural and Artificial Flavor, Dextrose, Tomato Powder, Lactose, Spices, Artificial Color (Including Yellow 6, Yellow 5, and Red 40), Lactic Acid, Citric Acid, Sugar, Garlic Powder, Skim Milk, Red and Green Bell Pepper Powder, Disodium Isonate, and Disodium Guanylate.

**CONTAINS MILK INGREDIENTS**

1/CH.3/Act.1/P.28/L

**Activity 12** | Fill in the blanks in the following passage with was or were.

Last Sunday 1) \_\_\_\_\_ very nice. The sky 2) \_\_\_\_\_ very clear. Mum, Dad, and I 3) \_\_\_\_\_ busy. Dad 4) \_\_\_\_\_ in the garden. He 5) \_\_\_\_\_ planting cabbage, tomato, and spinach. Mum and I 6) \_\_\_\_\_ next to him. We 7) \_\_\_\_\_ hanging our laundry out to dry. It 8) \_\_\_\_\_ very hot as the sun 9) \_\_\_\_\_ shining brightly. I 10) \_\_\_\_\_ starting to feel tired, but Mum and Dad 11) \_\_\_\_\_n't. It took them a long time to finish. After a while, Dad called out to us to go inside. He took out some drinks from the refrigerator. Cold drinks on that hot day 12) \_\_\_\_\_ very refreshing.

12/CH.5/Act.12/P.61/FB

**Activity 12 |** Read the text in Activity 10. Are the following statements True or False according to the text? Circle your options. Give your reasons.

- Orangutans sometimes walking around on the ground using their two legs.  T/F
- A female orangutan is smaller than the male.  T/F
- There is a lot of food for orangutans during the monsoon season.  T/F
- Orangutans rarely live in groups.  T/F
- A female orangutan is more active than the male when the mating time comes.  T/F
- A female orangutan can give birth to 3 or 4 infants at a time.  T/F
- The infants will stay with their mothers for 3 years.  T/F
- Infant orangutans gradually become independent.  T/F
- Forest fires on Sumatra and Borneo in 1997 and 1998 killed thousands of orangutans.  T/F
- Hunting regulations have stopped the killing of orangutans.  T/F

12/CH.9/Act.12/P.127/TF

**Activity 29 |** Do you sometimes confuse a description with a report? Work in pairs. Which one is a report? Why do you think so?

*PR*

**Text 1**  
 Karula is a national park established in 1993. The park is located in Estonia. There are swamps as well as pine trees on sandy land within the forests of the 104 square km park. Small farms, hills, and lakes can also be found in the park. Among the resident wildlife of the park are otters, beavers, black storks, moose, golden eagles, and wolves.

**Text 2**  
 Recently, people have been interested in vacationing in national parks or parks used for conservation purposes. National parks range from natural, semi-natural, or developed land owned by a state. Most of them are open to visitors and some offer recreational and camping activities that are perfect for a family holiday. Those activities provide awareness for the public of the significance of conservation, aside from allowing the public to see the wonders of nature.

29/CH.9/Act.29/P.137

**Activity 11 |** Work in small groups. Imagine yourselves as an advertising agency. Make notes about the following situation.

Tasty Island is a new chain of fast-food restaurants with a difference. It serves food from all over Indonesia—but fast. On its menu, there is food from everywhere—Padang's *rendang*, Palembang's *pempek*, Yogya's *gudeg*, Solo's *nasi liwet*, and lots more. They are available to eat in the restaurant or to take away. The food is fresh and very tasty, at reasonable prices. All types of people go to Tasty Island restaurants—young and old, men and women, business people, students, and families. Tasty Island aims to make its restaurants fun for everyone.

Tasty Island management has now decided that they need a new advertising campaign because they are planning to open 20 new restaurants. They have asked YOU to help them plan their advertising campaign. They have asked you to provide some advertisement samples for them to look at. They would also like a description of where you would place these advertisements, and when. Decide and describe what medium or media you will use for your advertisements.

Start by thinking about what you could advertise. Note down the aspects of Tasty Island restaurants and details about them (invent anything you like).

11/CH.10/Act.11/P.152

Appendix 2

Anderson and Krathwohl's cognitive Process Dimension Table

**5.1 THE COGNITIVE PROCESS DIMENSION**

CATEGORIES & COGNITIVE PROCESSES	ALTERNATIVE NAMES	DEFINITIONS AND EXAMPLES
<b>1. REMEMBER</b> —Retrieve relevant knowledge from long-term memory		
<b>1.1 RECOGNIZING</b>	Identifying	Locating knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in U.S. history)
<b>1.2 RECALLING</b>	Retrieving	Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in U.S. history)
<b>2. UNDERSTAND</b> —Construct meaning from instructional messages, including oral, written, and graphic communication		
<b>2.1 INTERPRETING</b>	Clarifying, paraphrasing, representing, translating	Changing from one form of representation (e.g., numerical) to another (e.g., verbal) (e.g., Paraphrase important speeches and documents)
<b>2.2 EXEMPLIFYING</b>	Illustrating, instantiating	Finding a specific example or illustration of a concept or principle (e.g., Give examples of various artistic painting styles)
<b>2.3 CLASSIFYING</b>	Categorizing, subsuming	Determining that something belongs to a category (e.g., Classify observed or described cases of mental disorders)
<b>2.4 SUMMARIZING</b>	Abstracting, generalizing	Abstracting a general theme or major point(s) (e.g., Write a short summary of the event portrayed on a videotape)
<b>2.5 INFERRING</b>	Concluding, extrapolating, interpolating, predicting	Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples)
<b>2.6 COMPARING</b>	Contrasting, mapping, matching	Detecting correspondences between two ideas, objects, and the like (e.g., Compare historical events to contemporary situations)
<b>2.7 EXPLAINING</b>	Constructing models	Constructing a cause-and-effect model of a system (e.g., explain the causes of important 18th Century events in France)
<b>3. APPLY</b> —Carry out or use a procedure in a given situation		
<b>3.1 EXECUTING</b>	Carrying out	Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits)
<b>3.2 IMPLEMENTING</b>	Using	Applying a procedure to an unfamiliar task (e.g., Use Newton's Second Law in situations in which it is appropriate)

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### 5.1 THE COGNITIVE PROCESS DIMENSION (CONTINUED)

CATEGORIES & COGNITIVE PROCESSES	ALTERNATIVE NAMES	DEFINITIONS AND EXAMPLES
<b>4. ANALYZE</b> —Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose		
<b>4.1 DIFFERENTIATING</b>	Discriminating, distinguishing, focusing, selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)
<b>4.2 ORGANIZING</b>	Finding coherence, intergrating, outlining, parsing, structuring	Determining how elements fit or function within a structure (e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation)
<b>4.3 ATTRIBUTING</b>	Deconstructing	Determine a point of view, bias, values, or intent underlying presented material (e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)
<b>5. EVALUATE</b> —Make judgments based on criteria and standards		
<b>5.1 CHECKING</b>	Coordinating, detecting, monitoring, testing	Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., Determine if a scientist's conclusions follow from observed data)
<b>5.2 CRITIQUING</b>	Judging	Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., Judge which of two methods is the best way to solve a given problem)
<b>6. CREATE</b> —Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure		
<b>6.1 GENERATING</b>	Hypothesizing	Coming up with alternative hypotheses based on criteria (e.g., Generate hypotheses to account for an observed phenomenon)
<b>6.2 PLANNING</b>	Designing	Devising a procedure for accomplishing some task (e.g., Plan a research paper on a given historical topic)
<b>6.3 PRODUCING</b>	Constructing	Inventing a product (e.g., Build habitats for a specific purpose)

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Appendix 3

Anderson and Krathwohl's the Six Categories of the Cognitive Process  
Dimension and Related Cognitive Process

PROCESS CATEGORIES	COGNITIVE PROCESSES AND EXAMPLES
<b>1. REMEMBER</b> —Retrieve relevant knowledge from long-term memory.	
1.1 RECOGNIZING	(e.g., Recognize the dates of important events in U.S. history)
1.2 RECALLING	(e.g., Recall the dates of important events in U.S. history)
<b>2. UNDERSTAND</b> —Construct meaning from instructional messages, including oral, written, and graphic communication.	
2.1 INTERPRETING	(e.g., Paraphrase important speeches and documents)
2.2 EXEMPLIFYING	(e.g., Give examples of various artistic painting styles)
2.3 CLASSIFYING	(e.g., Classify observed or described cases of mental disorders)
2.4 SUMMARIZING	(e.g., Write a short summary of the events portrayed on videotapes)
2.5 INFERRING	(e.g., In learning a foreign language, infer grammatical principles from examples)
2.6 COMPARING	(e.g., Compare historical events to contemporary situations)
2.7 EXPLAINING	(e.g., Explain the causes of important eighteenth-century events in France)
<b>3. APPLY</b> —Carry out or use a procedure in a given situation.	
3.1 EXECUTING	(e.g., Divide one whole number by another whole number, both with multiple digits)
3.2 IMPLEMENTING	(e.g., Determine in which situations Newton's second law is appropriate)
<b>4. ANALYZE</b> —Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose.	
4.1 DIFFERENTIATING	(e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2 ORGANIZING	(e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation)
4.3 ATTRIBUTING	(e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)
<b>5. EVALUATE</b> —Make judgments based on criteria and standards.	
5.1 CHECKING	(e.g., Determine whether a scientist's conclusions follow from observed data)
5.2 CRITIQUING	(e.g., Judge which of two methods is the best way to solve a given problem)
<b>6. CREATE</b> —Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure.	
6.1 GENERATING	(e.g., Generate hypotheses to account for an observed phenomenon)
6.2 PLANNING	(e.g., Plan a research paper on a given historical topic)
6.3 PRODUCING	(e.g., Build habitats for certain species for certain purposes)

## H. Douglas Brown's the types of reading assessment

### TYPES OF READING

In the previous chapters we saw that both listening and speaking could be subdivided into at least five different types of listening and speaking performance. In the case of reading, variety of performance is derived more from the multiplicity of types of texts (the genres listed above) than from the variety of overt types of performance. Nevertheless, for considering assessment procedures, several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks.

1. *Perceptive*. In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the *components* of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2. *Selective*. This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

3. *Interactive*. Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, *interact* with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

4. *Extensive*. Extensive reading, as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. (It should be noted that reading research commonly refers to "extensive reading" as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. Here that definition is