

CHAPTER II

LITERATURE REVIEW

A. The Reading Concept

Learning how to read helps students understand information from a source and transfer it as accurately as possible. Reading material can sometimes take the shape of images or symbols with a deeper significance in addition to words. Teaching reading skills in English cannot be done separately from teaching other skills.

The most valuable and useful talent for humans is reading. It is a task that has the potential to update a great deal of data or knowledge. Information or knowledge can be found in a variety of places, including books, novels, poems, periodicals, newspapers, and others. We can learn new things and broaden our knowledge if we read more books. Additionally crucial to academic performance is reading. Students have better opportunities to succeed in their academics if they have strong reading skills.

On the other hand, if a student struggles to read, it makes it harder for him to succeed in his studies. We must practice reading more and more in order to reach a higher level in order for our reading skills to advance. As a result, we will be able to speak English well. reading is a smooth

reading process (Nunan 2003:68). combine information from the text and their own background knowledge to construct meaning. The purpose of reading is understanding. Reading can be defined by a combination of text, readership, fluency and strategy. According to Nunan (1989:33) "Reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading". Reading is usually conceived of as a solitary activity in which the reader interacts with the text isolation, Nunan (1991: 72). In relation to the theory above, Nunan (1999: 249) states that reading is a set of skills which is required to make sense and derive meaning from the printed words.

As a result of the foregoing discussion, it may be said that reading is the process of understanding a text by interpreting its words in relation to its context and prior knowledge. They must actively apply their prior understanding of the context when they are reading a book. For instance, students must also look at the pictures when reading a story with illustrations. They explain the text's setting. In order for a text to make sense, the reader's past knowledge must interact with the words in the text's context.

1. Reading Purposes

Reading is a purposeful activity. Reading can be used to learn new information or confirm already held beliefs. Reading can also be done for leisure or to improve one's command of the language being read. Additionally, reading is crucial to civic life. The individual stays educated about the political, social, economic, and cultural issues facing his nation by reading. Our attitudes, ideas, standards, morals, judgments, and general behavior are all impacted by reading; it molds our way of thinking and acting. Reading is meant to help you connect what you are reading to what you already know. In order to link the ideas, the reader must be knowledgeable about the subject being read.

Reading can be done for a variety of reasons, but the two most common are leisure reading and informational reading. Reading for enjoyment, such as bedtime stories, is one of the purposes of reading, according to Nunan (1999: 251). The primary goal of reading bedtime stories is to enjoy the reading experience.

There are a variety of specific reasons to read, including searching for basic information, learning from texts, integrating information, writing and critiquing texts, and reading for comprehension in general. Therefore, prioritizing the reading purpose is crucial because it affects our objectives.

2. The Principles of Teaching Reading

The fundamentals of reading and writing, such as phonological awareness (of which phonemic awareness is a part), word analysis and decoding, vocabulary, fluency, and understanding, must be emphasized in elementary literacy training. The following are the guiding concepts for teaching reading, according to Nunan (2003: 74–78): First, making use of the reader's prior knowledge. Because reading comprehension enables one to comprehend what is read and make connections between the concepts in the text and prior knowledge, background knowledge of the reader might have an impact on reading comprehension. It entails keeping in mind what has been read. In other terms, understanding refers to the activity of thinking while reading, as defined by Mikulecky and Jeffries (2007:74).

Build a solid vocabulary based on research as the foundation for learning sentence structure and other language skills. Vocabulary mastery has an impact on students' capacity to construct sentences. According to Taringan (1993:2), one's ability to master a language depends on the breadth and depth of their vocabulary. In other words, kids will be able to construct sentences and communicate more easily the more vocabulary they possess.

Teach for understanding, third Since assessing understanding is essential to successful reading, many reading instruction programs can devote more time and attention to evaluating reading comprehension than to instructing readers on how to understand reading instructions. The goal of reading comprehension, according to Anderson (Samsu Somadayo, 2011: 12), is to comprehend the text's substance. One's understanding and knowledge will grow through participating in numerous reading instruction programs. There are many skills involved in reading that assist reading activities.

Next, working to speed up It's crucial to realize that improving reading speed is not the main goal; rather, we need to achieve a balance between reading comprehension and speed. We can improve our reading speed and comprehension skills by being dedicated and persistent in our practice. Our reading ability will instantly improve if we respond to concepts rather than words when we read. Soedarso with the book *Speed Reading* (2002:18) said that speed reading is the ability to read at the same speed. According to him, reading speed should be flexible. In other words, the reading pace need not always be the same; it can occasionally be slowed down depending on the subject and goal of the reading. Next, teaching reading techniques A tool for independent, active involvement that is necessary to improve communication abilities is strategy. For

instance, during pre-reading exercises, teachers must be able to compel pupils to participate through engaging activities. Rahim (2005:36) claims that the essence of a reading learning approach is an explanation of how the reader interprets the text in order to comprehend it.

Then, urging readers to transform strategies into skills by putting strategies into practice because skills in the traditional sense gather knowledge from written sources and subject-matter experts, whereas through writing and reading, it is a skill in the modern sense that can be created after gaining knowledge. Reading is a process that readers employ to understand the message that is being delivered by the author through the use of words or written language, according to Tarigan (2008: 7). After that, incorporate evaluation and assessment into your instruction. It needs time and training to evaluate the growth and development of reading abilities from both formal and informal views. Because in building an assessment there are stages that must be carried out, according to Muchtar Buchari (1972:29), the learning evaluation procedure is carried out through five stages. Namely planning (planning), data collection (data collection), data verification (data verification), data analysis (data analysis), and interpretation (data interpretation). Finally, Strive for continuous improvement as a reading teacher. According to (Sanjaya, 2009:5) Where in the process includes activities that cause a

relationship between self-evaluation and professional improvement of teachers. This means that teachers need to have as many opportunities as possible to learn new information about the learning process.

B. Reading Tasks In English Textbook

1. The Definition of Tasks

The materials in a textbook make it simpler for an English instructor to plan the activities for the pupils. Tasks are one of the elements of textbooks and are crucial to the teaching and learning processes for English teachers. The tasks in the textbooks that are used for student activities in the classroom typically include things like having students practice conversation, read stories, write essays, and share stories. The students can engage in activities in their classroom thanks to tasks (Nunan, 2004:3). Tasks are things that give students something to accomplish that is connected to their activities.

Tasks are defined in some ways. According to Breen and Nunan (1989:6), "a task is any organised language learning endeavor that has a specific objective, a suitable material, a set working technique, and a range of the outcomes for individuals who do the task.

2. The Reading Tasks

Nunan (2004:3) adds that a task emphasizes purpose and has a predetermined result. According to Nunan (1989: 10), a task should make students think about the meaning of the language being used, should cater to their requirements, and should make it simple for them to understand the language. Nunan (1989: 47) further states that a good task is one that includes input, roles, setting, actions, monitoring, outcomes, and feedback and involves the components of content, materials, activities, goals, students, and the social community. Nunan (1989: 48) conducts that a good assignment has six components based on those descriptions. Goal, input, activities, teacher and learner roles, and setting are those things.

a. Goal - Output Of Reading

The key objectives of completed activities are the goal, which deals with the output of communicative, emotive, and cognitive processes (Nunan, 1989:48). Transferring messages is referred to as communication, which is the process through which an individual or group of individuals, groups, organizations, and society create and use information to interact with one another. Affective actions that place an emphasis on emotional components such as preferences, attitudes, appreciation, and coping mechanisms. Cognitive habits, on the other

hand, place an emphasis on intellectual qualities like wisdom, comprehension, and critical thinking.

reading exercises (grammar, vocabulary, pronunciation, and writing). Reading can be used to practice grammar structures, novel lexical items, and pronunciation components, just like oral dialogues, brief works, and listening exercises can.

b. Input – Form Of Reading Text

Anything used in a task is called input, and it can include drawings, family trees, grocery lists, and quizzes from magazines (Nunan, 1989: 53). An image is what a given media, such as a photo or an object, captures. a diagram of a family tree that traces the relationships and ancestry of a group of people. A planned list of all the necessary items is referred to as a "shopping list" in this article. The magazine quiz is reading material to expand one's worldview. Depending on the requirements that have been established in the analysis, the input may be a text, dialogue, video recording, schematic, or any other pieces of communication data, according to Hutchinson and Waters (1986: 108)

c. Reading Activities

Nunan (1989:59) adds that activity includes all that pupils perform in conjunction with input. Vocabulary acquisition exercises

should always begin with reading (Nouns, Verbs, Adjectives and Adverb.), Nouns are words that are used to describe things, whether they be things that are physically discernible, inanimate objects, or places. The word "verb" describes an action, condition, or state of something. Nouns or pronouns are described, limited, and explained by adjectives. Except for nouns and pronouns, an adverb is a word that is used to characterize a verb, an adjective, or another adverb. Meanwhile, anything that students perform in the classroom is referred to as an activity, according to Brown (2001:129). In other words, all opportunities and tasks that pupils will and must complete are planned in a curriculum.

d. Teacher roles

The role that the teacher and students are expected to play in language acquisition is defined as the activity (Nunan, 1989: 79). The teacher's job is described as a controller, director, manager, facilitator, and resource by Brown (2001: 167–168). Additionally, according to Breen and Candlin, who were quoted by Nunan (1989: 87), the teacher can play the roles of facilitator, participant, observer, and learner.

e. Student roles

According to Nunan (2004: 64), make note of the learners' roles as the subjects of tasks that they do while following the teacher's instructions in the materials.

f. Setting – Learning Model

Setting, according to Nunan (2004: 71), is the configuration of the job that can be completed alone, in pairs, in groups, or in whole-class form.

3. The Steps of Developing Appropriate Reading Tasks

Nunan suggested that the process for creating materials is based on the component of tasks (Nunan, 2004: 175-176). Designing the objectives and goals is therefore the first stage in creating tasks. Goals statements that are focused on the pupils rather than the teacher are the most useful. The second step entails using the course grid as the blueprint for creating the tasks. The part of a curriculum known as a syllabus defines and organizes language and experiential content (Nunan, 2004: 216).

C. Bloom's Taxonomy

The original bloom taxonomy and the revised bloom taxonomy are the two types of bloom taxonomies. The original and amended taxonomy blooms will be discussed here.

1. The Original of Bloom's Taxonomy

Bloom's taxonomy is a classifying thinking according to six cognitive levels of complexity (Bloom, 1956). There are two major thinking skills in Bloom's taxonomy: high order and low order thinking skills. The old version of Bloom's taxonomy covered knowledge, comprehension, application, analysis, synthesis, and evaluation while the new version or revised Bloom's taxonomy includes remembering, understanding, applying, analysing, evaluating, and creating (Forehand, 2005). Below are the pyramids of the old and the new/revised version of Bloom's taxonomy. (Forehand, 2005) The original Bloom's Taxonomy consists of 6 levels taxonomy (Roohani, et al. 2014).

Table 2.1 The original Bloom's Taxonomy

1	Knowledge	Knowledge of Specifies	Knowledge of terminology	Knowledge of specific facts
2	Comprehension	Translation	Interpretation	Extrapolation

3	Application	-	-	-
4	Analysis	Analysis of Elements	Analysis of Relationships	Analysis of Organizational Principles
5	Synthesis	Production of a unique communication	Production of a plan, or proposed set of operations.	Deviation of a Set of Abstract Relations
6	Evaluation	Evaluation in terms of internal evidence	Judgments in terms of External Criteria	-

2. Revised Bloom's Taxonomy

In the 1990s, Lorin Anderson, a former student of Bloom's, organized a meeting to update the taxonomy in order to make it more applicable to instructors and students of the twenty-first century. They put up the same amount of effort to learn as the original prior crew, taking six years to complete their assignment. Published in 2001, the revision contains several substantial modifications. There are several excellent sites that go into detail on the revisions and the causes of the

changes. Why the original taxonomy needed to be updated was a crucial question. The first taxonomy was revised for two reasons.

First, according to Rohwer et al. in Anderson and Krathwohl (2001:220), educators must refocus their attention on the taxonomy, which is not just a historical document but also the forerunner of an outstanding masterwork for its time. The creation and implementation of suitable programs, the use of a standard curriculum, and authentic assessment are only a few of the educational issues that contemporary educators are now dealing with, according to Anderson and Krathwohl (2001:221).

The necessity to incorporate fresh ideas and information into broad categories of educational objectives is the second justification. Since 1956, there have been developments in the global society that have had an impact on the way people think and how schools are run. The need to update the taxonomy is supported by the knowledge's quick evolution. The three main areas of the alterations are terminology, organization, and focus.

Anderson et al. (2001) updated the old version of Bloom's Taxonomy. The new version is called Revised Bloom's Taxonomy (RBT) which orders cognition process from simple remembering to higher order critical and creative thinking process.

1. Remember: retrieve relevant knowledge from long-term memory.
2. Understand: construct meaning from instructional messages, including oral, written, and graphic communication long-term memory.
3. Apply: carry out or use a procedure in a given situation.
4. Analyze: break materials into parts and determine how the parts relate.
5. Evaluate: make judgments based on criteria and standards.
6. Create: put elements together to form a coherent or functional whole; we organize elements into a new pattern or structure.

Below are the details of the cognitive domain process proposed by Andersen et al. (2001).

Table 2.2.1 Remembering(C1)

Categories & Cognitive Processes	Alternative Names	Definition
Remember		Retrieve knowledge from long-term memory
Recognizing	Identifying	Locating knowledge in long-term memory that is consistent

		with presented material
Recalling	Retrieving	Retrieving relevant knowledge from longterm memory

Remembering is the lowest level of learning in the cognitive domain in Bloom's Taxonomy and typically does not bring about a change in behavior. It involves memorization and recall of information with no evidence of understanding. Learners absorb, remember, recognize and recall information. However, it is the building block of all subsequent levels of learning because the learner must remember information presented before progressing to the next levels

Table 2.2.2 Understanding (C2)

Categories & Cognitive Processes	Alternative Names	Definition
Understand		Construct meaning from instructional messages, including oral, written, and graphic communication
Interpreting	Clarifying Paraphrasing	Changing from one form of representation to another

	Representing Translating	
Exemplifying	Illustrating Instantiating	Finding a specific example or illustration of a concept or principle
Classifying	Categorizing Subsuming	Determining that something belongs to category
Summarizing	Abstracting Generalizing	Abstracting a general theme or major point(s)
Inferring	Concluding Extrapolating Interpolating Predicting	Drawing a logical conclusion from presented information
Comparing	Contrasting Mapping Matching	Detecting correspondences between two ideas, objects, and the like
Explaining	Constructing models	Constructing a cause and effect model of a system

Understanding includes the ability to absorb meaning from the things that have been learned. At this level students are required to understand and understand the concepts being studied.

Table 2.2.3 Applying (C3)

Categories & Cognitive Processes	Alternative Names	Definition
Apply		Applying procedure to an unfamiliar task
Executing	Carrying out	Applying a procedure to an unfamiliar task
Implementing	Using	Applying a procedure to an unfamiliar task

Application is the ability to apply knowledge that has been acquired in learning activities to deal with new situations that exist in everyday life.

Table 2.2.4 Analyzing (C4)

Categories & Cognitive Processes	Alternative Names	Definition
Analyze		Break material into its constituent parts and determine how the parts to one another and to an overall structure or purpose
Differentiating	Discriminating Distinguishing Focusing Selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material
Organizing	Finding coherence Integrating Outlining Parsing Structuring	Determining how elements fit or function within a structure
Organizing	Deconstructing	Determine a point of view, bias, value, or intent underlying presented material

Analysis is an attempt to separate a whole into components/part elements, so that the hierarchy/elements are clear, including elements, analysis of relationships and analysis of organized principles.

Table 2.2.5 Evaluating (C5)

Categories & Cognitive Processes	Alternative Names	Definition
Checking	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
Critiquing	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.

Synthesis is the ability to combine elements or parts into a unified whole. Synthesis always brings together new elements, so combining elements from the results of analysis cannot be called synthesis

Table 2.2.6 Creating (C6)

Categories & Cognitive Processes	Alternative Names	Definition
Creating		Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure
Generating	Hypothesizing	Coming up with alternative hypotheses based on criteria
Planning	Designing	Devising a procedure for accomplishing some task
Producing	Constructing	Inventing a product

Evaluation is the ability to make decisions about the value of something that is determined by a certain point of view, for example the point of view of objectives, methods and materials.

D. Change of Terminology

Six important categories had their names changed from noun to verb forms. Verbs were chosen over nouns because the taxonomy reflects many ways of thinking and because thinking is an active process. Verbs were also used to replace some of the subcategories within the six main categories, and certain subclasses were reorganized.

The category of knowledge was renamed. Knowledge is not a type of thinking, but rather the result or byproduct of thinking. Because of this, the term "knowing" was rejected in favor of "remembering" to define a group of ways of thinking. Understanding and creating, respectively, were given new names to more accurately reflect the types of thinking that each category is meant to define (Anderson and Krathwohl, 2001:223).

1. Change of Emphasis

The taxonomy that was being used was the revision's main concern. The updated version is intended for a larger audience. The early years of schooling were generally thought to be the greatest time to use Bloom's Taxonomy as a tool (i.e. senior and junior high schools). The updated taxonomy is suitable for use at all academic levels—elementary, secondary, and even tertiary. The taxonomy that is being used is the revision's main concern. In essence, this means that the

updated taxonomy is a more real-world tool for curriculum development, instruction, and evaluation.

The emphasis of the modification is on categorization explanation and description. At the Remembering level of the taxonomy, for instance, sub-categories at the next level include: (1) Recognizing / identifying - Locating knowledge in memory that is congruent with presented content. (2) Recalling, Retrieving, and Naming - Finding pertinent information from long-term memory.

2. Change of structure

With the addition of the products of thought, the original taxonomy's one-dimensional form was transformed into a two-dimensional table (i.e. various forms of knowledge). The updated taxonomy lists factual, conceptual, procedural, and metacognitive knowledge as different types of knowledge.

By increasing complexity, the primary categories were arranged in ascending order. This has led to an alteration in the order of synthesis (create) and assessment (evaluate). This is in deference to the widely held belief that creative thinking (i.e. producing level of the updated taxonomy) is a more sophisticated form of thinking than critical thinking if one regards the taxonomy as a hierarchy reflecting increasing complexity (i.e. evaluating level of the new taxonomy).

Complex application, analysis, assessment, or invention skills are needed for higher-level problems. The best questions are typically those at higher taxonomic levels because they encourage students to think more deeply and critically, solve problems, spark conversations, and actively seek out knowledge. Lower level questions are based on the taxonomy's stages of recollection, comprehension, and application.

3. Cognitive Domain of Revised Bloom's Taxonomy

Cognitive processes are also known as cognitive domains since they include several levels of thought. Cognitive process is one of the six-part Revised Bloom's Taxonomy aspects, according to Anderson and Krathwohl (2001). According to Bloom's taxonomy, which is frequently used to analyze assessments and curricula, the focus should be solely on the cognitive process of remembering without further investigation of the other cognitive processes. The retention and transferring phases of the cognitive process are the most crucial. Retention is the capacity to recall the subject matter of a lesson for a predetermined amount of time after it has been taught. Transfer, according to Mayer and Wittrock (1996), is the capacity to use previously acquired knowledge to solve new issues, provide answers to new questions, or facilitate the learning of new topics.

Shortly, according to Bransford et al. in Anderson and Krathwohl (2001), the objectives of retention are requiring the students to remember what they have learned, and transferring needs the students to do more than simply recall it—they must also comprehend and apply it. In conclusion, the transfer focus is on the future whereas the retention focus is on the past.

Teachers only concentrate their attention to remembering as one of the cognitive process categories when they instruct and evaluate students to have them study a subject or lesson and then retain it for a specific amount of time. Teachers must acquire more complex cognitive processes beyond memory when they broaden their emphasis to create lessons for learning growth and relevant assessment. The teacher only requires the students to retain the lesson as part of their cognitive process. To transmit the learning information, the other five cognitive processes—understanding, applying, analyzing, evaluating, and creating—can be applied. The following categories and sub categories are used by Anderson and Krathwohl (2001:67) to classify the cognitive domain.

a. Remembering

According to the education taxonomy, the remembering process is the lowest level of cognitive process. The process of remembering

involves locating information in long-term memory that is required (Anderson and Krathwohl, 2001:67). Knowledge may take the shape of factual information, conceptual knowledge, procedural knowledge, metacognitive knowledge, or a combination of various knowledge types.

b. Understanding

A component of transfer includes the comprehending process. Understanding entails determining the meaning of instructional messages, including spoken and graphic communication, according to Anderson and Krathwohl (2001:67). The meaning of the learning message is reconfigured by students into various forms, such as oral or visual, that are communicated from the learning sources.

c. Applying

After comprehending, applying is the next higher level of cognitive domain. Applying, according to Anderson and Krathwohl (2001:68), entails using a process in a specific circumstance and is associated with procedural expertise. Students must figure out how to solve difficulties because the assessment's solution process has not yet been established by them. There are several subcategories within this category according to Anderson and Krathwohl (2001:68); (1) Executing, a procedure to be used in a routine assignment and

typically associated with abilities and algorithms that have multiple steps and must be carried out in a set order. (2) Choosing and implementing a method to address new difficulties.

d. Analyzing

Analyzing is the cognitive process that is more specialized. Breaking down a piece of information into its component elements and figuring out how those parts relate to one another and to the overall structure is the process of analysis (Mayer: 2002:70). Analyzing requires the ability to distinguish between a specific component and a general idea. Prior to dividing and linking the elements, a general notion must be understood. The following three subcategories are included in this category (Krathwohl, 2002:70): (1) Differentiating, Separating relevant or important parts of a structure; (2) Organizing, Identifying the elements of a situation or communication and understanding how the elements combine to form a coherent structure; and (3) Attributing, Establishing point of view, opinions, values, or objectives behind the communication.

e. Evaluating

Evaluation is the fifth stage of the cognitive process. Krathwohl (2002:75) claims that evaluating entails making a decision based on standards and criteria. A qualitative or quantitative standard might be

used. Evaluation also includes (1) checking for consistency or internal errors in operations or products; and (2) criticizing, judging a product or process in accordance with outside standards or criteria.

f. Creating

Creating is under the last category of cognitive domain. Compared to the other cognitive levels before it, this process is at the highest level. High levels of creativity and interaction with the other five cognitive processes are typically necessary for the creative process. Creating entails assembling components into a form that is both functional and coherent (Anderson and Krathwohl, 2001:80). It can also be described as creating a unique product. It refers to rearranging some components into a specific pattern or structure that has never existed before, calls for creativity, and is consistent with prior learning experiences.

E. Categorizing Reading Tasks based on Revised Bloom's Taxonomy

Bloom is renowned for his widely used discovery known as the "Taxonomy of Educational Objectives." According to Krathwol (2002), when Bloom first used the term "taxonomy" as an educational concept, many potential users were unsure of what it meant. But as readers recognized its possibilities, the framework gained popularity, was

frequently mentioned, and was eventually translated into twenty-two languages.

In 2001, Anderson and Krathwol published their modification of Bloom's Taxonomy. Krathwol (2002) asserts that although the categories have undergone some significant alterations, they remain the same as the original ones. The categories were given new names and switched from noun to verb form. For illustration, "knowing" is replaced with "remembering," and "comprehension" with "understanding." He thinks that the manner they are utilized in objectives is better served by verb form. The last two categories were likewise switched around in the modification. The revision to the taxonomy differs from the original one in the following ways.

Table 2.3 The Cognitive Domain Taxonomy Differences

Original Taxonomy	Level	Revised Taxonomy
Evaluation	6	Creating
Synthesis	5	Evaluating
Analysis	4	Analyzing
Application	3	Applying
Comprehension	2	Understanding
Knowledge	1	Remembering

The discrepancies are visible in the table above. The phrases "noun form" and "verb form," as well as the final two categories, have been altered. The updated taxonomy placed Evaluating before Creating, whereas the old taxonomy placed Evaluating after Synthesis. The reading assignments from the "Bahasa Inggris" textbook can be categorized in a number of different ways. Understanding what each cognitive domain means is one of them. In other words, the researcher needs to be familiar with each cognitive domain's markers. The description of the cognitive domain and an example of the task are as follows:

The act of retrieving pertinent information from memory is referred to as "remembering" by Anderson and Krathwol (2001:66). Two categories exist within the remembering process. The categories are as follows: (1) Recognizing, Retrieving the information that is needed from long-term memory and comparing it with new information; and (2) Recalling, incorporating the information that is needed from long-term memory as dictated by assessment. Attached to Appendix B is a reading task example titled "Remembering."

According to Anderson and Krathwol (2001:67), "understanding" is the ability of students to comprehend the meaning of instructional messages in a variety of forms, such as oral, written, or graphic

communication. This category is further broken down into the following subcategories: (1) Interpreting, which involves converting information into another form, such as paraphrasing, turning words into pictures, or doing the opposite of it; (2) Exemplifying, which involves using examples of a concept or principle from the sources to make them clearer and more detailed; (3) Classifying, which involves putting an example into a general category of concept or principle; and (4) Summarizing, which involves reducing the scope of the information without omitting any important details, (5) Inferring, Determining a pattern in some samples and also involving the process of comparing the entire samples to get a specific pattern as conclusion from the information about samples; (6) Comparing, Involving similarities or differences between two or more objects or information; (7) Explaining, Making models of causal relationship into a system and could be derived from theory or the outcome of research or experience. The reading assignment sample for the topic "Understanding" is located in Appendix B.

According to Anderson and Krathwol (2001:69), "Applying" is an objective that requires students to be able to use the right procedure to solve a problem. This category is further broken down into two subcategories: (1) Executing, which involves applying a procedure to a known assignment. This is typically associated with algorithms and skills

that require multiple steps that must be executed in a specific order, and (2) Implementing, which involves selecting a procedure to address a new problem. On Appendix B, there is an example of a reading assignment on "Applying."

According to Anderson and Krathwol (2001:72), "analyzing" is a goal where students are able to deconstruct the subject matter into its component parts. This category has three subcategories, which are as follows: (1) Differentiating or separating pertinent or significant portions of a structure; (2) Organizing, recognizing the components of a situation or communication and how they come together to form a unified whole; (3) Attributing, identifying the viewpoint, beliefs, principles, or goals that underlie the communication. The reading task example for "Analyzing" is included in Appendix B.

According to Anderson and Krathwol (2001:74), "evaluating" is a task that requires students to form opinions based on predetermined standards or criteria. They have the option of setting their own standards or letting others do so. Either a quantitative or qualitative standard or set of criteria is used. Evaluation also includes (1) checking for consistency or internal errors in operations or products; and (2) criticizing and assessing a product or process in light of external standards or criteria. Attached is a sample reading assignment on "Evaluating."

According to Anderson and Krathwol (2001:77), "creating" is a goal where students are able to creatively combine elements to form a new pattern or structure. Students are expected to produce original work using their imagination. Although the process is creative, it is restricted to a particular learning environment. This category is further broken down into three subcategories: (1) Generating, describing, and making decisions or hypotheses that satisfy specific criteria or standards; (2) Planning, practicing several steps to create real solutions of problems; or (3) Arranging systematic and appropriate problem-solving method based on criteria of the problems itself.

F. High Order Thinking Skills (HOTS) & Low Order Thinking Skills (LOTS)

1. Definition of High Order Thinking Skills Low Order Thinking Skills

High order thinking according to Bloom's taxonomy is considered as basis for higher-order thinking. This thinking is based on that some types of learning require more cognitive processes than others, but have more general benefits. In Bloom's taxonomy as an example, abilities that involve activities of analyzing, evaluating and creating (creating) are considered as part of higher order thinking. (Pohl, 2000: 1).

Based on Bloom's Taxonomy which has been revised, then by Brookhart and Nitko (2011), the cognitive domain is divided into two parts, namely lower order thinking skills (low level thinking) and high order thinking skills (high order thinking). The cognitive realm included in LOTS are remembering, understanding, and applying, while HOTS includes analyzing, evaluating and creating (Anderson & Krathwohl: 2001:231).

Table 2.4 Higher Order Thinking Skill(HOTS)& Low Order Thinking Skill(LOTS)

Knowledge Dimension	Explanation	Thinking Levels
Remember	Remember facts and concepts	Lower order thinking skills (LOTS)
Understand	Emphasized basic understanding on its own meaning. this process include explaining, concluding, clarify, summarize, give example, and interpret	
Apply	Implement procedures for solve the problem	

Analyze	Analyze information into its respective parts and determine the linkages between these parts. The process includes differentiating, organizing, and connecting.	High order thinking skills (HOTS)
Evaluate	Judging something to achieve a goal based on certain criteria. The process includes checking and critiquing	
Create	Organizing existing parts to form a new structure, the process includes generating, planning, and producing.	

The cognitive dimensions of the revised bloom taxonomy form four components contained in higher-order thinking skills (Brookhart, 2010). These components include reasoning skills, critical thinking, problem solving, and creative thinking. Reasoning skills, namely reasoning skills including assessing whether a fact is true or false and whether it is relevant to the problem at hand, critical thinking, namely one's ability to think critically which is used to analyze and evaluate information, problem solving, namely one's ability to solve problems,

and creative thinking, namely the ability of a person to think creatively by expressing ideas or thoughts to create something new from existing elements.

According to Krulik & Rudnick (1999: 138-139) states that there are four levels of critical thinking (level of thinking) which are categorized as follows:

- 1) Remembering (recall) is the lowest skill which includes reflex skills, for example remembering names, telephone numbers and remembering home addresses.
- 2) Basic (basic) skills to understand the concept of a problem such as mentioning the meaning of an object or understanding scientific words.
- 3) Critical thinking (critical thinking) is the skill to test, relate, and evaluate all things in a problem. This critical thinking also includes the ability to collect, organize, remember, and analyze information.
- 4) Creative thinking (creative thinking) is a thinking skill that is still original and reflective in nature which produces a complex product. Activities carried out include combining ideas, creating new ideas, determining their effectiveness. Creative thinking also includes activities to conclude something that can then be used as a new final product.

2. The characteristics of the LOTS

The characteristics of the LOTS questions include:

- a. Only requires the ability to remember the memory of knowledge that has been taught.
- b. The questions are usually more directed at the definition of theory or concept only.
- c. The form of the questions is also conveyed explicitly so that it is very easy for you to know the right and wrong answers.
- d. Generally in the form of closed questions.

2. The advantages and disadvantages of LOTS

The advantages of LOTS include the following:

- a. Focus more on one material.
- b. The learning method uses the method of remembering or memorizing only.
- c. Make it easier to think about things that are explicit.
- d. Facilitate the teacher in making corrections because the answer is certain.

3. Disadvantages of LOTS are:

- a. Students have a weak tendency to understand the concept of learning between one material and another.

- b. Students experience confusion when facing HOTS (High Order Thinking Skills) questions
 - c. Students' ability to think logically and critically on the material being studied is not honed.
 - d. Students feel bored and bored when studying because they feel less challenged and motivated by questions that are considered easy.
4. The characteristics of the HOTS questions are as follows:
- a. The focus of HOTS questions is reasoning which requires students to think critically.
 - b. HOTS questions are usually related to everyday life.
 - c. HOTS questions are generally in the form of word problems, diagrams, or diagrams.
 - d. Have a stimulus, don't get straight to the point in questions.
5. The advantages and disadvantages of HOTS

The advantages of HOTS Learning include the following:

- a. Students are taught to think systematically and logically.
- b. Students have in-depth skills in analyzing problems more critically.
- c. Students are accustomed to thinking more broadly and being able to keep up with the times.

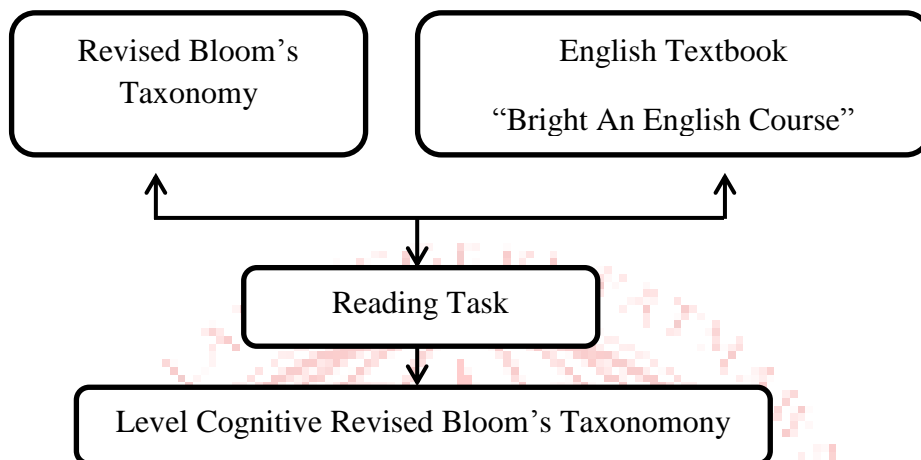
- d. Students become more creative, honed and question everything more critically.
- e. Students will have a good understanding of learning concepts because they are able to examine the interrelationships between materials.

6. Weaknesses of HOTS are:

- a. Students experience confusion when working on HOTS questions in the form of multiple choices because the answers provided are similar.
- b. Students who have poor cognitive ability will have more difficulty in learning and working on HOTS questions.
- c. Students must be able to find references to theories related to problems studied not only from handbooks or teachers.

Now, HOTS or Higher Order Thinking Skills is the main focus in conducting educational evaluations. This is of course because it is the level of thinking ability that is needed to face the 21st century. In its application, Bloom's Taxonomy must have concrete indicators so as to be able to provide a concrete picture of the assessment of students' thinking abilities. These indicators are referred to as operational verbs or abbreviated as KKO.

F. Conceptual Framework.



Understanding and interpreting the content of written texts requires the active skill of reading. Typically, this is done verbally, covertly, intensely, or extensively. Reading is incorporated with other skills in English classes. This is due to the fact that reading is a resource for language learning and a model for other skills. However, in this study, the researcher only examines whether or not learning to read assignments is appropriate at the junior high school level in terms of cognitive level according to Bloom's taxonomy. They observe and foretell, annotate and evaluate, go over and react to texts. Research on whether reading assignments in books used by 7th graders in junior high school are consistent with cognitive level is most likely to be used by researchers.

G. Some Related Previous Studies.

The following earlier studies are comparable to theses. The first previous study was An Analysis of Reading Tasks in "Pathway to English" Textbook: Bloom's Taxonomy Perspective by Utami and Joko in 2022. The assignments found in textbooks are crucial to learning. Students can practice their skills by receiving enough assignments. This qualitative descriptive study aims to investigate the cognitive level of the reading task and the format of higher order thinking questions in the reading task of the Pathway to English textbook. Data were gathered using document analysis and professional evaluation with a Surakarta English teacher. The percentage and frequency of the cognitive components of the question level were then calculated and tabulated. The reading task did not fully cover all cognitive levels after that, losing the level of creation, according to the results. The existence of four different types of higher-order thinking questions was also disclosed. Even though reading assignments often include higher order thinking questions in various forms, these questions still have drawbacks. Additionally, this study advises textbook writers to pose questions that require higher-order thinking abilities. It is hoped that this research will shed light on the textbook choices made by English teachers and be taken into account by subsequent researchers who are interested in the same subject.

The researcher draws the conclusion that there are some similarities and differences between his thesis and this research based on the earlier research mentioned above. Similar studies that look at English textbooks analyze higher order thinking on a cognitive level using the updated Bloom taxonomy. Qualitative research is part of this study. Although there are differences in the topic of study, thesis analysis, goals, and revision guidelines applied. Additionally, the analysis of reading assignments using Bloom's revised taxonomy, which is used in textbooks, is used in this thesis research. The purpose of this study is to assess students' reading comprehension and English language proficiency levels in order to inform the selection of secondary school textbooks.

The second prior study, *An Analysis of Reading Task Presented In English Textbook For Tenth Grade Senior High School*, was carried out by Muhammad Aprianto & Wulan (2020). This study examined the "Pathway to English for SMA/MA Kelas X Kurikulum 2013 yang Disempurnakan Kelompok Peminatan" textbook by Erlangga Publisher using the framework of checklist criteria suggested by Pusat Perbukuan to determine the quality of the English textbook and the teacher's viewpoint (2014). This study used a case study as its research design and a qualitative methodology. Interviews and the analysis of documents

were used to gather the data. Through Pusat Perbukuan's (2014) checklist criteria and an interview with the teacher who used the textbook, the data analysis technique examines the content appropriateness of the reading task in the textbook. The study's conclusions showed that the textbook "Pathway to English for SMA/MA Kelas X Curriculum 2013 yang Disempurnakan Kelompok Peminatan" by Erlangga Publisher is in line with the framework of checklist criteria suggested by the BSNP rubric assessment. The teacher's viewpoint on the textbook was rated as favorable. Based on Pusat Perbukuan's (2014) checklist criteria and score of 95%, the textbook was rated as good.

The researcher draws the conclusion that there are some similarities and differences between his thesis and this research based on the earlier research mentioned above. The qualitative research and the use of distribution data for data collection are similarities between this research and the research that looks at English textbooks. Although the difference is in the research topic, different data collection and revision procedures were employed. Additionally, the analysis of reading assignments using Bloom's revised taxonomy, which is used in textbooks, is used in this thesis research. The purpose of this study is to assess the cognitive level and the teacher's perspective on the textbook, which makes it crucial.

The third previous study, Analysis Of Reading Comprehension By Using Revised Bloom's Taxonomy On Higher Order Thinking Skill, was carried out by Bustami & Asnawi in 2022. (HOTS). The goal of this study was to look into the three cognitive domain levels—analyzing level (C4), evaluating level (C5), and creating level—of the revised Bloom's Taxonomy used in the Bahasa Inggris SMA/MA/SMK/MAK grade 11 th semester 1 textbook (C6). This study looked at the questions in the reading comprehension tasks only to see how much emphasis is placed on higher order thinking using the descriptive qualitative method and content analysis. This study analyzed the first semester of the Bahasa Inggris SMA/MA/SMK/MAK textbook for grades 11 and 12, which was produced by the Ministry of Education and Culture. The percentage and frequency of each level of cognition in each individual book chapter as well as in all five chapters taken together were calculated after the researcher collected and listed the reading comprehension task questions. Higher order thinking skills (HOTS) emerged as the most prevalent level in the textbook, according to the findings. For lower order thinking skills (LOTS), it was 33.4% of 100% while it was 66.8% of 100%. It indicated that this textbook concentrated more on higher –level thinking questions than lower lever thinking.

The researcher draws several parallels between the earlier studies discussed above, including the use of a revised Bloom's taxonomy, descriptive research, and assessing the cognitive level of higher-order thinking. This study differs from the research because it looks at reading comprehension, whereas the research will look at reading assignments, level or location of the research, English books used, and research objectives. Because it will help identify the dominant cognitive level covered in the school's textbooks, this research is crucial.

