An Analysis of Reading Questions in "English for Senior High School Grade XII" Textbook Published by Masmedia

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Article History	Abstract
	This research aims to analyze LOTS, MOTS, and HOTS reading questions in different texts from the English for Senior High School Grade XII textbook. In Barrett's Taxonomy, Lower-Order Thinking Skill involve literal comprehension and reorganization, Middle-Order Thinking Skill involve inferential comprehension, and Higher-Order Thinking Skill involve evaluation and appreciation. By using a descriptive quantitative research design, the researcher used a checklist table with Barrett's Taxonomy indicators to collect and analyze the data. The results showed that only four cognitive levels were found; literal comprehension, reorganization, inferential comprehension, and evaluation. Meanwhile, appreciation was not found in reading questions in any kind of text. A total of 78 reading questions were found in discussion text, review text, and song lyrics, in the textbook. It was found that the percentage of LOTS is 43.5% (24.3% in discussion text, 16.6% in review text, and 2.6% in song lyrics), MOTS is 48.7% (6.4% in discussion text, 16.7% in review text, and 25.6% in song lyrics), and HOTS is 7.7% (3.8% in discussion text, 1.3% in review text, and 2.6% in song lyrics). Besides, the proportion of the LOTS, MOTS, and HOTS reading questions found is almost sufficient because the recommendation of LOTS should be 40%, MOTS should be 40%, and HOTS should be 20%. Moreover, the highest percentage of HOTS reading questions was found in discussion text followed by song lyrics and review text. Therefore, it can be concluded that the textbook is sufficient for LOTS and MOTS proportions, but insufficient for HOTS proportions.

INTRODUCTION

Textbook is the major source for teachers to assist them in the learning and teaching process. Textbook assists the teacher in distributing material to their students and gaining the learning objectives and curriculum demands. According to Febriyani, et.al (2020), in the learning and teaching process, the textbook is essential. As a standard guide for educators to support their learners in the class is a

function of the textbook. In addition, the textbook is also used by considering the curriculum and also according to the needs of students (Handayani, 2020).

In education, various English textbooks are distributed and used, one of the textbooks used by teachers as a learning resource is "English for Senior High School Grade XII" written by Hefy Sulistyawati & Sabrina Restu Ibrahima and published by Masmedia in 2017. This textbook is still used by teachers, and the textbook under this research is a textbook printed in 2021, which is the fifth printing. This textbook is arranged according to the syllabus and curriculum. With a higher level of English, each unit in the textbook resembles a topic of study in the syllabus. In general, this textbook has two learning topics, which are grammar and reading.

In the English textbook, it is crucial to pay attention to the skill learned, particularly reading. There are several causes for the importance of paying attention to reading. As Ganie, et.al (2019) stated reading is significant because it can train students' critical thinking and opens the opportunity for them to earn new knowledge. Another reason is for students, reading is a skill that is quite challenging for them compared to other skills which are also learned in English, and reading skills also need to be trained because it is an active skill (Handayani, 2020).

Reading relates to the texts and reading questions in the textbook. The textbook "English for Senior High School Grade XII" written by Hefy Sulistyawati & Sabrina Restu Ibrahima published by Masmedia equipped with reading activities and questions that aim to enhance students' reading skills and critical thinking. This book also offers some different texts that aim to enhance students' language skills and competencies. Reminding the significance of the study of reading questions that affect students' thinking skills, the researcher limits the research study to the reading questions that exist in the different texts in this textbook.

Reading questions are needed to build student's critical thinking. As Gunawan, et.al (2022) said that students' critical thinking skills can be enhanced by adding high-level questions to reading. Pakpahan, et.al (2021) also said a significant part of the fulfillment of learning objectives is usually reading texts equipped with various kinds of questions that guide students to think critically. The use of higher-order thinking questions aims to stimulate students in critical thinking, and it is the capability to analyze and evaluate information. Then, Sitorus, et.al (2021) stated that students can think creatively and critically if Higher-Order Thinking Skill (HOTS) is used in teaching reading. This is expected to be applied and carried out by the teachers through the classroom learning process.

Higher-Order Thinking Skill (HOTS) is a curriculum demand for students nowadays. As Zainil, et.al (2020) stated that Higher-Order Thinking Skill (HOTS) has become a major piece in the education process. They also stated that including Higher-Order Thinking Skill (HOTS) in the class can be carried out by the teacher by directly providing questions containing Higher-Order Thinking Skill (HOTS) or adopting them from various types of exercises in the textbook. That is why Ganie, et.al (2019) said it is expected that teachers can use the proper teaching materials so that students can achieve high level thinking. In short, it is crucial to apply reading questions with higher level questions to train the students' critical thinking skills.

However, some textbooks are not able to fulfill the criteria of the textbook that can train students' higher thinking skill. This can be seen from the study that has been carried out. Rahmadani & Zainil (2023) analyzed two textbooks with Barrett's taxonomy and found the percentage from both of them which is literal comprehension and reorganization are 49%, inferential comprehension is 40%, and evaluation and appreciation 11%. This finding does not fulfill the desirable standard from Reeves (2012) which is literal comprehension and reorganization should be 40% that classified as lower level questions, inferential comprehension should be 40% that classified as middle level questions, then evaluation and appreciation should be 20% that classified as higher level questions.

In general, the taxonomy that has often been used to analyze reading questions is Bloom's revised taxonomy. However, Barrett's taxonomy has a more precise reason for being used as an analyser of reading questions. According to Fitria & Syarif (2014), Barrett's taxonomy is used specifically for reading comprehension and is designed from Bloom's taxonomy. They also stated that Barrett's taxonomy has a better complex taxonomy for reading comprehension. Byrne, n.d. in Surtantini (2019) also stated that Barrett's taxonomy is designed to oblige teachers in creating reading quizzes and comprehension. In addition, Barrett's taxonomy is more specific in terms of reading as part of English as a subject in the school curriculum.

Several studies have been completed related to the analysis of reading questions. First, Tayyeh (2021) investigated reading comprehension questions in *English for Iraq*. Second, Ainayah, et.al (2021) analysed reading questions from a grade ten textbook. Third, Laila & Fitriyah (2022), studied the reading comprehension questions in the XII textbook, *Bahasa Inggris SMA/MA/SMK/MK*. Then, Alhadi & Zainil (2023) examined reading comprehension questions from five workbooks for Senior High School published by MGMP in Padang in all grades. Last, Rahmadani & Zainil (2023) researched reading comprehension questions from two textbooks for grade ten students, *Pathway to English* and *Bahasa Inggris Work in Progress*.

From previous studies, they did not differentiate the analysis of lower, middle, and higher order thinking reading questions in the different texts. The difference between this study and the previous studies is that this study wants to find out the portion of lower, middle, and higher order thinking reading questions in different texts in the "English for Senior High School Grade XII" textbook written by Hefy Sulistyawati & Sabrina Restu Ibrahima published by Masmedia by using Barrett's taxonomy. In addition, the researcher also wants to see whether this book has a good proportion of lower, middle, and higher order thinking reading questions. The research questions based on the explanation above are:

1. What are the percentage of LOTS, MOTS, and HOTS of reading questions in different texts in "English for Senior High School Grade XII" textbook?
2. Is the proportion of LOTS, MOTS, and HOTS reading questions in "English for Senior High School Grade XII" textbook in a good proportion or under the criteria?
3. What text in "English for Senior High School Grade XII" textbook has the most and the least HOTS reading questions?

METHOD

This research employed a descriptive quantitative design. Sugiyono (2013) stated that the data that is numerically examined, described, and explained to create conclusions is the design of descriptive quantitative research. The design is chosen because it analyzes the content of the textbook and describes the reading questions in the textbook by using Barrett's taxonomy cognitive level in the form of a number.

The data is reading questions from the three units which are unit five, six, and seven with different texts which are discussion text, review text, and song lyrics and the source is the "English for Senior High School Grade XII" textbook published by Masmedia in 2017, printed in 2021 which is the fifth printing. All questions were obtained from reading activities which are tasks, evaluations, and second semester test. The total of 78 reading questions were found, 27 reading questions for discussion text, 27 reading questions for review text, and 24 reading questions for song lyrics.

A checklist table, a research instrument, is used to analyze the reading questions in different texts in the textbook based on Barrett's taxonomy indicator cognitive levels. To compile the data, the researcher listed and put the reading questions into a checklist table and checked them appropriately based on Barrett's taxonomy indicator. The percentage of the reading questions was calculated by dividing the number of questions in each level by the total number of questions occurring in the textbooks with the formula:

$$P = \left(\frac{n}{N}\right) \times 100\%$$

P: percentages
n: the number of question that has been analysed for each level based on the indicator
N: the total number of the questions.

The recommendation proportion from Reeves (2012) is used to compare to the reading question percentages found:

Table 1. Guidelines Requirements in Terms of Barrett's Taxonomy Cognitive Levels

Cognitive Levels		Proportions
Literal Comprehension	LOTS	40%
Reorganization		
Inferential Comprehension	MOTS	40%
Evaluation	HOTS	20%
Appreciation		

(Source: Reeves, 2012)

Based on the proportion cognitive level table needed the literal comprehension and reorganization which is classified into Lower-Order Thinking Skills (LOTS) or known as 'read the lines', the questions should be 40% of the total marks for reading questions, inferential comprehension which is classified into Middle-Order Thinking Skills (MOTS) or known as 'read between the lines', the questions should be 40% of the total marks for reading questions, then evaluation and appreciation which is

classified into Higher-Order Thinking Skill (HOTS) or known as 'read beyond the lines', the questions should be 20% of the total marks.

RESULT AND DISCUSSION
Data Description
Table 2. Checklist Table Result

Text	Number of Reading Questions						Percentage of Reading Questions					
	LOTS		MOTS	HOTS		Total	LOTS		MOTS	HOTS		Total
	Literal Comprehension	Reorganization	Inferential Comprehension	Evaluation	Appreciation		Literal Comprehension	Reorganization	Inferential Comprehension	Evaluation	Appreciation	
Discussion Text	14	5	5	3	-	27	17.9%	6.4%	6.4%	3.8%	-	34.5%
Review Text	9	4	13	1	-	27	11.5%	5.1%	16.7%	1.3%	-	34.6%
Song Lyrics	2	-	20	2	-	24	2.6%	-	25.6%	2.6%	-	30.8%
Total	25	9	38	6	-	78	32%	11.5%	48.7%	7.7%	-	100%

Total number of reading questions can be found was 78 questions. The cognitive levels from Barrett's taxonomy that can be found are literal comprehension, reorganization, inferential comprehension, and evaluation. However, appreciation is not indicated in any texts. The percentage of literal comprehension is 32% which is 25 questions, reorganization is 11.5% which is 9 questions, inferential comprehension is 48.7% which is 38 questions, and evaluation is 7.7% which is 6 questions.

Data Analysis and Findings
Analysis and Finding 1

In the discussion text, 27 questions were found out of 78 total questions. 24.3% or 19 questions belong to LOTS 17.9% (14 questions belong to literal comprehension and 6.4% or 5 questions belong to reorganization). 6.4% or 5 questions belong to MOTS (inferential comprehension). 3.8% or 3 questions belong to HOTS (evaluation). The following is an example of a question in discussion text:

Education for Women

The issue we are discussing is whether women need higher education or not. Some people think that there is no use for women to get higher education, for women's main role is in their households and surroundings. Thus, knowing about practical household management is sufficient for women to lead their lives.

In addition, higher education does not ensure women to get better life, so why bother about it? There are many examples of women who are successful in their live although they only enjoy average education. They succeed in managing their household, education their children and participating in community activities.

A further point they make is that higher education is not just the matter of achieving a better position in community or working environment. More importantly, it is the way to empower women and to give them better understanding of life and universe.

(Second Semester Test II, Page 201)

Question *"Why do women must have enough education? Give your own answer by analysing the different of the past era and present."* This question belongs to evaluation because it requires students to evaluate, judge or responds to the idea presented in the text which is judgments of worth, desirability, and acceptability. This question is indicated as HOTS because it will train students to think critically about the information given and their views. To answer the question, first students can read the text and judge based on their opinion and values whether women must have enough education or not in different eras which are past and present.

In the review text, 27 questions were found out of 78 total questions. 16.6% or 13 questions belong to LOTS (11.5% or 9 questions belong to literal comprehension and 5.1% or 4 questions belong to reorganization). 16.7% or 13 questions belong to MOTS (inferential comprehension). 1.3% or 1 question belongs to HOTS (evaluation). The following is an example of a question in review text:

Gloomy Sunday

"Gloomy Sunday" is an epic romance set in Budapest before, during, and after World War 2. The title refers to a song written by a Hungarian composer Rezso Seres in 1933, and popularised in the United States by Billie Holiday, which is rumoured to have caused suicides in those who fell under its spell.

"Gloomy Sunday" introduces us to the man who wrote the song, pianist Andras, the woman he wrote it for Ilona, and the man who loved her first, the Jewish businessman Laszlo. Laszlo's restaurant, famous for its outstanding beef rolls, is the focus of the film and the central love triangle. Everybody comes to Laszlo's, including the German Hans Wieck, who also falls for beautiful Hungarian Ilona. The German customer becomes a corrupt SS officer after the Nazi occupation of Hungary. Hans' friendship is a strategic necessity as the trio struggles to keep the restaurant open and Laszlo free from persecution while the threat of war looms.

(Task 6, Page 143)

Question *"Where does the story of the film take place?"* This question belongs to literal comprehension because it needs students to look for place in the text which is recognition or recall of details. Furthermore, this question belongs to LOTS because the student just needs to know details from the text given. To answer the question, students read the text and the answer is explicitly stated in the first sentence of the first paragraph of the text: "Budapest".

In the song lyrics, 24 questions were found out of 78 total questions. 2.6% or 2 questions belong to LOTS (2.6% or 2 questions belong to literal comprehension. However, reorganization is not found). 25.6% or 20 questions belong to MOTS (inferential comprehension). 2.6% or 2 questions belong to HOTS (evaluation). The following is an example of a question in song lyrics:

(Pre-Chorus)
You held me down but I got up
Already brushing off the dust
You hear my voice, you hear that sound
Like thunder, gonna shake the ground

(Second Semester Test I, Page 200)

Question *"What is the meaning of the lyric "Like thunder gonna shake the ground"?"* This question belongs to inferential comprehension because it requires students to infer the literal meaning from the lyrics of the song which is interpreting figurative language. This question is indicated as MOTS because to answer the question students use the ability to think about the implicit sentence in the lyrics and

find the real meaning of it. To answer the question, students can read all the lyrics and the answer can be: "The person will make a big impact of her act."

Analysis and Finding 2
Chart 1. The Percentages of LOTS, MOTS, and HOTS found in the Textbook
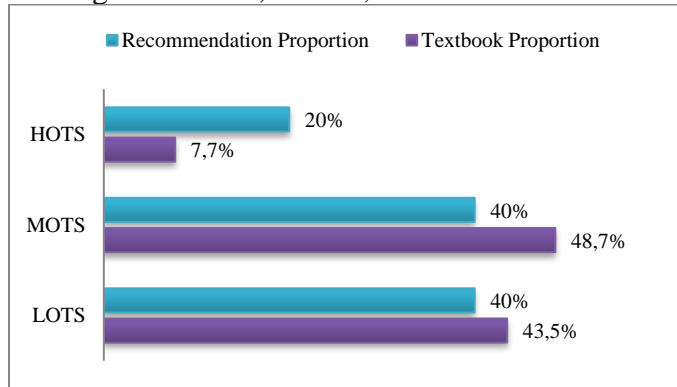
The textbook proportion compared with the proportion recommendations from Reeves (2012) who recommend that literal comprehension and reorganization which is lower order level question should be 40%, inferential comprehension which is middle order level question should be 40%, and evaluation and appreciation which is higher level question should be 20%. The percentage from the textbook is 43.5% for the lower level question which is 3.5% higher than the recommended percentages, 48.7% for the middle level question which is 8.7% higher than the recommended percentages, and 7.7% for higher level questions which is need 12.3% to fulfil the recommended percentages. In conclusion, the percentages were found almost sufficient for the LOTS and MOTS although they are slightly above based on the recommended proportion, but insufficient for HOTS based on the recommended proportion.

Analysis and Finding 3
Chart 2. Text has the Most and the Least HOTS Reading Questions
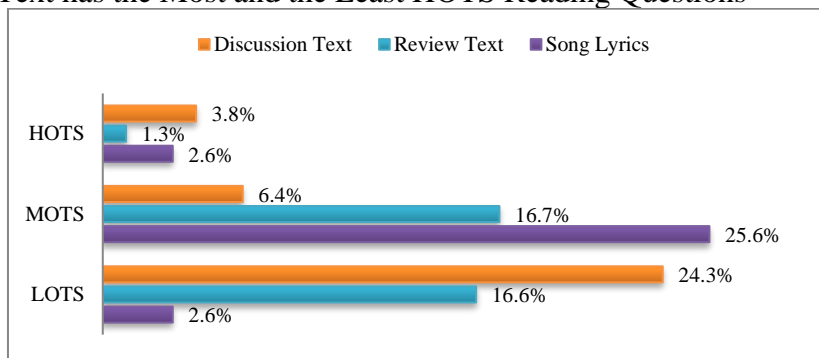
The most text that has higher level question is discussion text which 3.8% or 3 questions, followed song lyrics which 2.6% or 2 questions, and the least review text which 1.3% or 1 question. The most text that has middle level questions is song lyrics which is 25.6% or 20 questions, followed by review text which is 16.7% or 13 questions, and the least discussion text which 6.4% or 5 questions. The most text that has lower level questions is discussion text which 24.3% or 19 questions, followed

by review text which 16.6% or 13 questions, and the least is song lyrics 2.6% or 2 questions.

The types of Higher-Order Thinking questions that exist in all types of discussion text, review text and song lyrics are the same. Those questions are identical because all questions are in the sub-detail judgments of worth, desirability, and acceptability. This type of question asks students to comment, evaluate, or provide opinions regarding issues given in the text. This is a high level question because it makes students think critically and reasoning.

Discussion

Considering the findings that there are more LOTS and MOTS than HOTS questions, there are some reasons. According to Bloom in Qasrawi & BeniAbdelrahman (2020) that stated that since the teaching materials are in a foreign language, basic components are required as a scaffold for students in their learning process. They need more basic information to build a strong foundation to reach a higher cognitive level. Furthermore, Booker (2007) in Reeves (2012) stated that to earn the comprehension stage, students must first have the ability to understand and remember facts, ideas and information provided in the text. If the learning process starts and is dominated by higher level, HOTS, the teacher will have difficulty processing the lowest level for students. Another reason is that Sihombing & Fitrawati (2023) stated that to cover the curriculum scope, discourage cognitive overload, and align with assessment standards that are implemented in the education.

The level, variety and proportion of questions that will be delivered to students must be varied. According to Reeves (2012), examiners must vary the challenge of the questions given to students. The aim is to see and differentiate students' abilities, skills or competencies. The proportion of the defense level of each question is very important to regulate. It must be question items that make it possible to distinguish between students who should pass and those who fail. This proportion is also generally a cognitive request that has been determined by the education department and should be adhered to. Therefore, the proportion of each cognitive in the questions is different and reflects each cognitive level, one of which is using Barrett's taxonomy which states that lower order level questions should be 40%, middle order level questions should be 40% and higher order level questions should be 20%.

Based on the finding, the text has the HOTS reading question the most is discussion text. The HOTS questions that appear belong to evaluation which is requiring about the student's opinion about the issue that discussed in the text. Type of the question is judgment of worth, desirability, and acceptability. Then, the least text that has less HOTS question based on the finding is review text, it is only contain one evaluation question which has the same type of question with discussion text.

These findings are compared with some earlier studies. It discovered that they have similarities also differences. First, it is found that the highest cognitive level discovered is inferential comprehension, followed by literal comprehension and reorganization. This finding is the same with Alhadi & Zainil (2023) who studied five workbooks and Rahmadani & Zainil (2023) who studied two textbooks. They found that the highest cognitive level is inferential comprehension, followed by

literal comprehension, and reorganization. Then, another finding is the percentage and cognitive level in higher order questions. The difference between this study with other studies is that Alhadi & Zainil (2023) found the higher level question which contains evaluation and appreciation. The evaluation is 0.3% and appreciation 1%. Moreover, Rahmadani & Zainil (2023) found the higher level question which contains evaluation and appreciation cognitive level and the percentage is 6% and 5%. Whereas, this research only found higher level questions in evaluation only, which is 7.7%

CONCLUSION
Conclusion
From the result of the research, it can be concluded that the proportion of Lower-Order Thinking Skill (LOTS) and Middle-Order Thinking Skill (MOTS) are sufficient although slightly more than the recommended proportion, and the proportion of Higher-Order Thinking Skill (HOTS) is insufficient which less than half of the recommended proportion is. In conclusion, the teacher needs additional textbooks to fulfil the need for Higher-Order Thinking Skill (HOTS) questions.

Suggestion
The researcher would like to offer some suggestions related to the findings of the research. The teachers have to use, find or replace any sources besides using the textbook in this research only, especially task that has more higher order level reading questions for training the students' higher order thinking skill because the percentage of higher order level in this book is under the recommendation proportion.

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