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## AN ANALYSIS OF THINKING ORDER OF READING COMPREHENSION QUESTIONS IN ENGLISH TEXTBOOK FOR YOUNG FORESTERS OF FORESTRY VOCATIONAL SCHOOL OF SAMARINDA

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### *Abstract*

*This study aimed at investigating thinking order of reading comprehension questions in English textbook for young foresters of Forestry Vocational school of Samarinda. It also used content analysis method in which the researcher collected, analyzed and classified reading questions based on Bloom Taxonomy cognitive level as well as high and low order thinking. The findings showed that the reading comprehension questions covered all Bloom's Taxonomy cognitive levels. They were knowledge, comprehension, application, analysis, synthesis and evaluation. The most frequently appeared were knowledge and comprehension level. However, most of the questions were dominated low order thinking and had small number in high order thinking. Besides that, it suggested recommendations and pedagogical implications to develop students thinking skills ability in English classroom.*

**Keywords:** *English textbook, Reading comprehension question, Thinking skill, Bloom's taxonomy.*

### INTRODUCTION

English textbook is the most commonly resource used in English language teaching process. It plays important role EFL classroom because it provides beneficial guidance and covers the materials that teachers need to deliver. By using textbook teachers and students knew easily what lesson will be learnt so that they can make preparation related to the materials before they come to class. In English textbook, reading is a crucial part that stimulates thinking skills. An effective English textbook must have relevant reading perhaps followed by exercises and questions. Besides, those questions assist students reading comprehension about what they read. By answering the question, students should think critically and use different level of thinking order to get whole comprehension. Igarria [1] offered Bloom's taxonomy that consists of six level of thinking namely knowledge, comprehension application, analysis, synthesis and evaluation. Farrel [2] stated that

most of language textbooks for example reading textbook gives exercises such as predicting, inference, checking prior knowledge, and guess the content of text. As one of example a study conducted by Igarria [1] that analyzed why-questions in the EFL textbook based on Bloom's Taxonomy. The result showed that 224 questions represent low order thinking skill and only 177 questions emphasized high order thinking. It could be said that questions in English textbook activate students thinking skills.

Based on the explanation, the researcher was interested in conducting a study that investigated thinking order of reading comprehension questions based on Bloom taxonomy in English textbook used by Forestry Vocational School of Samarinda. In this case, the researcher believed that this study provided theoretical information about thinking order and cognitive level of reading comprehension Based on Bloom Taxonomy. Also, it could contribute practically to English teachers to select suitable English textbook that develop students thinking skill

and create questions in reading exercise. It also can be used to government and book publisher as consideration to make better reading material and English textbook.

### RESEARCH METHOD

The design of this study is descriptive in nature by using content analysis. According to Gao [3] content analysis as a systematic, replicable technique for compressing many words of text into content category based on explicit rule coding. Here, the researcher classified and analyzed reading comprehension questions in English language textbook and the level of thinking order based on Bloom's Taxonomy.

Besides that, the data were taken from English textbook used by Forestry Vocational school of Samarinda for First young foresters (first year students of Forestry Vocational School) entitle "FORWARD for vocational school grade X" written by Shyla K Lande and Eka Mulya Astuti and published by Erlangga Publisher in 2013. First of all, the whole textbook was read by the researcher. The reading comprehension questions were then collected, listed, and analyzed according to Bloom taxonomy namely knowledge, comprehension, application, analysis, synthesis and evaluation. As a consequence, the researcher made a checklist table consisted of 5 columns; Number, questions, location, level of Bloom's taxonomy, and category of high and low order thinking. It was actually adapted from the framework developed by Miles and Huberman (1994) with the procedure of analyzing : data reduction, data display and conclusion drawing. After that, the percentage of occurrence for each level was calculated in order to be classified into high and low order thinking skills to order to avoid bias from the resources used in this study and the researcher himself that's why triangulation needed to be done. Miles and Huberman (1994) states that triangulation is supposed to support a finding by showing that

independent measure of it agree with at least, do not contradict. In this case, the researcher consulted and combined his knowledge to analyze the study with other senior English teacher to make sure the finding was reliable.

### FINDING AND DISCUSSION

The findings of this study revealed English textbook used by Vocational School of Forestry Samarinda entitle "Forward for Vocational School grade X" applied all the cognitive level of Bloom Taxonomy. The first level of knowledge was 58 %. It became the most frequent bloom taxonomy level used in reading comprehension questions. Meanwhile, the second level of comprehension is 15. Then, the third level of application is 4.5 %, followed by analysis 6%, synthesis 12% and evaluation 4.5%. In other words, it can be concluded that the most frequently level appeared Knowledge and comprehension. Besides that, the least level occurred application and evaluation.

Moreover, the existence of low order thinking questions is the total number from addition knowledge, comprehension and application level of Bloom taxonomy. The total amount is 78%. On the often hand, high order questions the total number from analysis, synthesis and evaluation is 22%. Therefore, it can be concluded that the reading comprehension questions in that textbook dominated by low order thinking and only small number of questions reflected higher order thinking.

Actually, this finding was not surprising. Even it supported a study conducted by Ghanem [4] that stated educational textbook questions had low percentage for high order thinking and high percentage. In line with Abdulrahman [5] stated that English language textbook questions in Jordan revealed low level questions. Moreover, reading comprehension questions in this study mostly concern of low thinking level that dominated knowledge level in which the students tended to answer the questions by remembering and recalling

about the fact, time, date, or place in reading text. Examples of the questions such as 'who is Varsha? who is gina? whose birthday was it?. Those questions actually didn't encourage students to think critically when they were reading and studying in English classroom.

On the contrary, it was only a small number question that showed high order thinking level such as analysis, synthesis and evaluation. For example why the writer wrote the article? What can you learn about the text? What conclusion can draw about sky car M400? Can you identify good point from Farah? All these questions challenge the students to think intelligently and used high order thinking level in order to get comprehension of reading text.

### CONCLUSIONS

This study showed that reading comprehension questions in English textbook used by Forestry Vocational school of Samarinda covered all Bloom's Taxonomy levels. They were knowledge, comprehension, application, analysis, synthesis and evaluation. Also, The reading comprehension questions dominated low order thinking and only small number questions represented high order thinking.

Therefore, the researcher makes several recommendations for pedagogical implications based on the findings. Firstly, the questions in reading comprehensions should be enriched through Bloom's Taxonomy cognitive level that encouraged students to use high order thinking. Especially for English teachers, they can construct and modify question items on reading comprehension by including level of analysis, synthesis and evaluation while teaching in classroom. Secondly, the authors and publisher of English textbook must developed textbook that fostered high order thinking when wrote textbook that used by Vocational school. Since, vocational school students supposed to be employers after graduating from study at the school. They must be familiarized in order to use high

order thinking so that they could compete in the global era.

Finally, other researcher also could conduct the similar study by investigating English textbook questions for elementary school, junior high school, senior high school even university.

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