

**HIGH ORDER THINKING SKILL QUESTIONS IN READING  
EXERCISES**

**(An Analysis of Reading Exercises in *Bright an English* Course Book for the  
Grade IX of Junior High School, Published by Erlangga in 2018)**

**THESIS**

*Submitted as Partial Fulfillment of the Requirements to Obtain  
Bachelor Degree (B.Ed.) in English Language Education*



By:

**NADIA DANIATI**

**15018099/2015**

**Advisor:**

**Fitrawati, S.S., M.Pd.**

**NIP. 198011192008122002**

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

**FACULTY OF LANGUAGES AND ARTS**

**UNIVERSITAS NEGERI PADANG**

**2020**



HALAMAN PERSETUJUAN SKRIPSI

**Judul** : HIGH ORDER THINKING SKILL QUESTIONS IN  
READING EXERCISES (An Analysis of Reading  
Reading Exercises in *Bright an English* Course Book for  
the Grade IX, Published by Erlangga in 2018)

**Nama** : Nadia Daniati

**NIM/BP** : 15018099/2015

**Program Studi** : Pendidikan Bahasa Inggris

**Jurusan** : Bahasa dan Sastra Inggris

**Fakultas** : Bahasa dan Seni

Padang, 16 Juni 2020

Disetujui oleh:

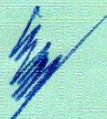
Pembimbing



Fitrawati, S.S., M.Pd  
NIP. 198011 1920081 2 2002

Mengetahui,

Ketua Jurusan Bahasa dan Sastra Inggris



Desvalini Anwar, S.S., M.Hum., P.hD.  
NIP. 19710525 199802 2 002



### HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi Program  
Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris Fakultas  
Bahasa dan Seni Universitas Negeri Padang  
dengan Judul

**HIGH ORDER THINKING SKILL QUESTIONS IN READING EXERCISES**  
(An Analysis of Reading Exercises in *Bright an English* Course Book  
for the Grade IX, Published by Erlangga in 2018)

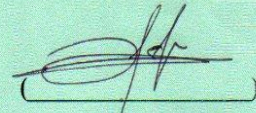
Nama : Nadia Daniati  
NIM/BP : 15018099/2015  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

Padang, 16 Juni 2020

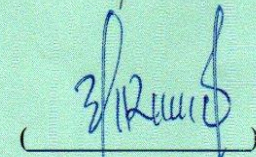
#### Tim Penguji

#### Tanda Tangan

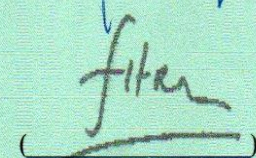
1. Ketua : Dr. Havid Ardi, S.Pd., M.Hum.



2. Sekretaris : Witri Oktavia, M.Pd.



3. Anggota : Fitrawati, S.S., M.Pd.







UNIVERSITAS NEGERI PADANG  
FAKULTAS BAHASA DAN SENI  
**JURUSAN BAHASA DAN SASTRA INGGRIS**

Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang Telp/Fax: (0751) 447347  
Web: <http://english.unp.ac.id>

---

**SURAT PERNYATAAN TIDAK PLAGIAT**

---

Saya yang bertandatangan dibawah ini:

Nama : Nadia Daniati  
NIM/TM : 15018099/2015  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul *High Order Thinking Skill Questions in Reading Exercises (An Analysis of Reading Exercises in Bright an English Course Book for the Grade IX of Junior High School, Published by Erlangga in 2018)* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,

Ketua Jurusan Bahasa dan Sastra Inggris,

Desvalini Anwar, S.S., M.Hum., Ph.D  
NIP. 19710525 199802 002

Saya yang menyatakan,

Nadia Daniati  
NIM. 15018099

## ABSTRACT

**Daniati, Nadia. 2020. *High Order Thinking Skill Questions in Reading Exercises (An Analysis of Reading Exercises in Bright an English Course Book for the Grade IX of Junior High School, Published by Erlangga in 2018)*. Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.**

High Order Thinking Skill (HOTS) is the ability to think in the complex process which useful for transferring the knowledge in real life, thinking critically, and solving the problems. Categories of HOTS level are analyzing, evaluating, and creating. To assess those abilities, HOTS can we find in reading exercises. This research is aimed to analyze the HOTS questions in reading exercises. This research is descriptive qualitative. Data was collected from *Bright an English* course book for grade IX of junior high school. This study is using indicators in Revised Bloom's Taxonomy as instrument. The result showed that the total of HOTS questions is 52 questions or 12,62% from 412 reading questions. The amount and percentage of each HOTS category are 38 questions or 9,22% for analyzing level, 11 questions or 2,67% evaluating level, and 3 questions or 0,73% creating level. Nevertheless, HOTS questions are not the dominant level in this course book.

**Keywords:** High Order Thinking Skill, reading questions, revised Bloom's taxonomy

## ABSTRAK

**Daniati, Nadia. 2020. *High Order Thinking Skill Questions in Reading Exercises (An Analysis of Reading Exercises in Bright an English Course Book for the Grade IX of Junior High School, Published by Erlangga in 2018)*. Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.**

High Order Thinking Skill (HOTS) atau kemampuan berpikir tingkat tinggi adalah kemampuan berpikir secara kompleks berguna dalam menerapkan pengetahuan dalam kehidupan nyata, berpikir kritis, dan dapat memecahkan masalah. Level HOTS dikategorikan ke dalam tiga level yaitu menganalisa, mengevaluasi, dan menciptakan. Untuk menilai kemampuan tersebut, pertanyaan yang menguji HOTS terdapat dalam soal latihan membaca. Penelitian ini bertujuan untuk menganalisa pertanyaan HOTS didalam latihan membaca. Penelitian ini adalah penelitian deskriptif kualitatif. Data dikumpulkan dari buku teks pelajaran *Bright an English* untuk kelas 9 SMP. Peneletian ini menggunakan indikator Taksonomi Bloom sebagai instrumen penelitian. Hasil penelitian menunjukkan bahwa total pertanyaan HOTS adalah 52 pertanyaan atau 12,62% dari 412 pertanyaan membaca. Jumlah dan persentase dari setiap level kategori HOTS adalah 38 pertanyaan atau 9,22% untuk level menganalisa, 11 pertanyaan atau 2,6% untuk level mengevaluasi, dan 3 pertanyaan atau 0,73% untuk level menciptakan. Namun, pertanyaan HOTS bukanlah kategori pertanyaan yang dominan di dalam buku teks pelajaran ini.

**Katakunci:** High Order Thinking Skill, pertanyaan membaca, revisi Taksonomi Bloom.

## ACKNOWLEDMENT

*Alhamdulillahirrabbi'l'amin*, all praises belong to the Almighty God, Allah *Subhanahu Wata'ala*, the Lord of living creatures, with his uncountable blessing and kindness that has given the writer good health and welfare to finish this thesis entitled: ***High Order Thinking Skill Questions in Reading Exercises (An Analysis of Reading Exercises in Bright an English Course Book for the Grade IX of Junior High School, Published by Erlangga in 2018)***. Also, *Shalawat and Salam* is delivered to the greatest leader for human beings, the Prophet Muhammad *Salallahu 'Alaihi Wassalam*.

Furthermore, the writer would like to express her sincere gratitude to the honorable advisor, Fitrawati, S.S., M.Pd., who has given her the best guidance, meaningful advice and valuable time to supervise and help her to accomplish this thesis. Her sincere thanks also goes to the examiners, Witri Oktavia, M.Pd., and Dr. Havid Ardi, S.Pd., M.Hum. In addition, the writer would like to express her thanks to Desvalini Anwar, S.S., M.Hum., Ph.D., as the chairman of English Language and Literature Department of Universitas Negeri Padang. The writer also would like to express deep gratitude to Dra. Yenni Rozimela, Ph.D., as her academic advisor for his guidance and advice during her study. The writer does not forget to express her thanks to all the lectures and staff of English Department for sharing her precious knowledge and learning experience in college.

In addition, the writer expresses her sincerest gratitude to her great and beloved parents, Zamdanir and Diana, and her brother and sister, M. Ramadani Octavian and Shintia, who always give her countless love, send her powerful prayers, and also give both mentally and financially support which help the writer to finish her study. The writer also would like to express her thanks to Rintan Munirah, S.Pd., Oktavia Murdani, S.Pd., Anisa Choirany and Sudewa, who have given her suggestions, ideas, and mentally supports for completion this thesis. Lastly, the writer also would like to express her thanks to Ade Mariani, K3-2015, and other Sanggar Syofyani fellows for unforgettable moment she had while studying in English Department, and also other graduations warriors for supporting each other while fighting for the final assignment.

Padang, 13 May 2020.

The Writer

## TABLE OF CONTENTS

ABSTRACT.....	i
ABSTRAK.....	ii
ACKNOWLEDMENT.....	iii
TABLE OF CONTENTS.....	iii
LIST OF TABLE .....	v
LIST OF FIGURE.....	vi
LIST OF APPENDICES .....	vii
CHAPTER I INTRODUCTION .....	1
A. Background of the Problem .....	1
B. Identification of the Problem .....	6
C. Limitation of the Problem .....	6
D. Formulation of the Problem .....	7
E. Research Questions .....	7
F. Purposes of the Research .....	7
G. Significance of the Research.....	8
H. Definition of Key Terms .....	8
CHAPTER II REVIEW OF RELATED LITERATURE .....	9
A. Course Book.....	9
1. Understanding the Course book .....	9
2. The Role of Course book.....	10
3. The Common Features of a Good Course book.....	11
B. Types of Reading Exercises .....	12
C. Higher Order Thinking Skill .....	17
1. The Understanding of Higher Order Thinking Skill .....	17
2. The Higher Order Thinking in Bloom’s Taxonomy .....	19
3. The Higher Order Thinking in Reading Exercise .....	21
D. Previous Studies .....	27
E. Conceptual Framework .....	29
CHAPTER III RESEARCH METHODOLOGY .....	31



A. Research Design.....	31
B. Data Source .....	32
C. Instrumentation .....	33
D. Techniques of Data Collection.....	35
E. Techniques of Data Analysis .....	35
CHAPTER IV FINDINGS AND DISCUSSION .....	37
A. Data Descriptions .....	37
B. Data Analysis and Findings .....	40
C. Discussion .....	47
CHAPTER V CONCLUSION AND SUGGESTION .....	52
A. Conclusion.....	52
B. Suggestion .....	53
BIBLIOGRAPHY .....	54
APPENDICES.....	57

## LIST OF TABLE

<i>Table 1. The Types of Cognitive Processes in Bloom's Taxonomy .....</i>	<i>20</i>
<i>Table 2. Book's Activity Description .....</i>	<i>32</i>
<i>Table 3. The Checklist Table.....</i>	<i>34</i>
<i>Table 4. Total Higher Order Thinking Skill Questions.....</i>	<i>39</i>

## LIST OF FIGURE

<i>Figure 1 Cognitive Level of Revised Bloom's Taxonomy.....</i>	<i>21</i>
<i>Figure 2 Conceptual Framework.....</i>	<i>30</i>
<i>Figure 3 Percentage Diagram Total of Questions.....</i>	<i>39</i>



## LIST OF APPENDICES

<i>Appendix 1</i> The Analysis Card from Lorin W. Anderson & David R. Krathwohl.....	57
<i>Appendix 2</i> The Analysis Card from Michael Pohl .....	59
<i>Appendix 3</i> The Description of Reading Exercises.....	61
<i>Appendix 4</i> The Checklist Table (Results of Collecting Data) .....	67

## **CHAPTER I**

### **INTRODUCTION**

This chapter explains the background of why this research is being conducted and the purpose of the research. It is divided into the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research question, purpose of the research, significance of the research, and definition of the key terms.

#### **A. Background of the Problem**

Technological developments that are rapidly increased in the 21<sup>st</sup> century require various abilities of higher order thinking skills (HOTS) including in English language. The implementation of the 2013 curriculum is a means to prepare students to face competition in the era of globalization by prioritizing HOTS principles. The 2013 curriculum revision in 2017 mentions that the 2013 curriculum integrates four things and one of them is integrating higher order thinking skills in the learning process.

Higher order thinking skill is associated with the cognitive level of Bloom's taxonomy. This taxonomy is created by Benjamin Bloom in 1956. Bloom et al. (1956) defines six different levels in the cognitive domain. The cognitive domain is divided into two parts: lower order thinking skill (LOTS) which includes knowledge, comprehension, and application, and higher order thinking skill (HOTS) which includes analysis, synthesis, and evaluation. However, in this study the researcher uses the Revised Bloom's taxonomy by Anderson & Krathwohl (2001) with the cognitive process domain levels which are

remembering, understanding, applying, analyzing, evaluating, and creating. The lower order thinking skills level are remembering, understanding, and applying. Next, the higher order thinking skills level are analyzing, evaluating, and creating.

Higher order thinking skill is the ability to think in a complex process which is useful for transferring the knowledge in real life, thinking critically, and solving problems (Pratiwi, 2014). Higher order thinking skill in learning process could improve students' ability in critical thinking skill to evaluate information. Having the higher order thinking skill is very important for preparing themselves to do their own thinking in the real world.

Students' higher order thinking skill can be tested by giving the higher order thinking questions. It is lined with the regulation number 21 and 22 year 2016 which launched by the Ministry of Education, that teachers are required to test the students' achievement by giving higher order thinking skill questions. Through that question, teacher can measure the students' level of thinking and stimulate their critical and creative thinking.

Higher order thinking questions can be found in reading questions. Question in reading is one of effective interactions that can elicit the level of thinking skills and the comprehension of the text. The questions should focus on the most important elements of the contents and guide students to think critically. McDonough and Shaw (1993) mention in Ali, Al-Masri, & Al-Loolo (2010) that a variety of different questions form and types enables learners to use their different reading skills in appropriate ways. They think that when thinking about reading comprehension questions, it is important to consider the form of the



question, for example, yes/no; true or false; multiple choice; non-verbal matrix to be completed and open-ended questions.

Reading exercises contain various types in order to train the students in comprehending the text and the material of the language. Teachers usually use the course book to practice the reading activity because the book contains various kinds of reading task such as; matching item task, picture-cued item task, gap-filling task, multiple choice, open question, and etc. Each type of questions in reading exercises assesses different level of thinking skills. In the new curriculum, reading exercises must contain the higher order thinking skill questions.

In the learning process, teacher needs English course book to give reading exercises. An effective English course book must have relevant reading perhaps followed by exercises and questions. One of the English course book which can guide teacher and students in learning process is "*Bright an English*" course book for grade IX of junior high school published by Erlangga in 2018. This book is used by most of teachers in junior high school because it is appropriate with the 2013 curriculum. It is very helpful in the learning process especially in reading activity. Reading activities in this book are in various kinds. Thus, this book can lead the teacher to improve students' level thinking skills by giving the reading exercises.

By using this book, it also can guide the students of grade IX in preparing themselves to face the National examination because according to the rules of National examination in *Buku Saku Ujian Nasional 2019* that National examination questions are oriented with higher order thinking skills. The policy

from the Ministry of Education about National examination is to introduce the model of assessment which tend to the ability of higher order thinking skills. They need to have critical thinking for answering the questions because in the National examination consists of higher order thinking skills questions (BSNP, 2018).

Some of researches investigate the higher order thinking skills. First, the research about assessing higher order thinking and communication skills through writing is conducted by White (1991). Second, the research which is conducted by Diputera, Setyowati, & Susilaningsih (2018) is to determine the higher order thinking skills of junior high school students by using test. Third, Mahfuzah, Jufri, & Fitrawati (2019) conducted a research about describing the students' ability in answering reading questions with higher order thinking skill by using reading test. Those researches focused on testing students' ability with higher order thinking skills test.

Some researchers also discussed about the English course book. Fitria, Syarif, & Refnaldi (2014) analyzed the reading comprehension question in the English textbook entitled *English Texts in Use and Look Ahead* for senior high school students based on Barrett's taxonomy. Then, Desy Nur Fakhomah (2017) analyzed the English textbook entitled *Bahasa Inggris* based on Tomlinson's theory. Those researches are analyzed with Barrett's taxonomy and Tomlinson's theory. However, in this study, the writer focuses on analyzing the higher order thinking skill questions in reading exercises based on Revised Bloom's taxonomy.

Some other researchers conducted discussed about English course book with higher order thinking skills. The study from Pratiwi (2014) analyzed reading

exercises in *Pathway to English* textbook for the eleventh grade of senior high school student. Then, Rahmawati & Prayogo (2016) analyzed reading questions in English textbook entitled “*Interlanguage: English for Senior High School Students XI*” based on RBT. The recent study is from Heriati (2017) about “The Relevance Analysis of “*Think Globally Act Locally*” book to 2013 English curriculum and Bloom’s taxonomy.”

Some of the researches mentioned above only focus on students’ higher order thinking skills by using some tests. Then, the researchers also discussed the content of English course books based on Barrett’s taxonomy and Tomlinson theory. While in this study, the researcher chooses the revised Bloom’s taxonomy for analyzing the reading exercises in a course book. Moreover, some of researches which discussed about high order thinking skills from Bloom’s taxonomy in some English course books are using books for senior high school students. Then, one research discussed the book from the Ministry of Education for junior high school but only focused on the relevance with 2013 curriculum. Thus, the analysis of higher order thinking skill in the English course books for junior high school is still needed. It is in consideration of the demand about the higher order thinking skills in the reading exercises since the students are in junior high school level.

Therefore, considering the importance of both reading questions and English course books in the process of teaching and learning reading, this study aims to analyze the higher order thinking skill of reading exercise appearing in English course book entitled “*Bright an English*” for grade IX junior high school



students published by Erlangga in 2018. This study uses the ideas of Revised Bloom's taxonomy to analyze the levels of higher order thinking skills to make sure that the course book has supported the students in encouraging their analyzing, evaluating and creating level by providing the higher order thinking skill in the reading exercises.

### **B. Identification of the Problem**

Based on the problem above, in English learning process, there is reading skill which became the main concern for teacher and students. Reading exercises are given to the students to assess their creative and critical thinking. Reading exercises can be found in the coursebook which used in the learning process.

However, not all reading exercises in the course book are categorized as high order thinking skill questions. *Bright an English* course book grade IX are the course book which most used at school. It is because there are many activities and exercises in this book. Furthermore, we need to know the thinking levels contained in this course book.

### **C. Limitation of the Problem**

Based on the identification problem above, the researcher restricted the research problem to the reading exercises because those could give broader insight into students' thinking so that they could train their higher order thinking skill properly. In this research, the reading exercises are in "*Bright*" an English course book which is used by ninth grade of junior high school students.

#### **D. Formulation of the Problem**

Based on the limitation of the problem above, the problem of this study is formulated in the following question: “How is Higher Order Thinking Skill (HOTS) reading questions in reading exercises in “*Bright an English*” course book for grade IX junior high school published by Erlangga in 2018?”

#### **E. Research Questions**

Based on the formulation of the problem above, the research question of this study are:

1. What is the analyzing level of questions used in reading exercises of “*Bright an English*” course book for grade IX of junior high school?
2. What is the evaluating level of questions used in reading exercises of “*Bright an English*” course book for grade IX of junior high school?
3. What is the creating level of questions used in reading exercises of “*Bright an English*” course book for grade IX of junior high school?

#### **F. Purposes of the Research**

Considering research questions above, the purpose of this research could be generalized as follows:

1. To know the analyzing level of questions used in reading exercises of “*Bright an English*” course book for grade IX of junior high school.
2. To know the evaluating level of questions used in reading exercises of “*Bright an English*” course book for grade IX of junior high school.

3. To know the creating level of questions used in reading exercises of *“Bright an English”* course book for grade IX of junior high school

### **G. Significance of the Research**

This study has significance for the researcher herself as a candidate of a teacher. Theoretically, this study is expected to give broader insight or perception about the high order thinking skill questions in reading exercises and course book selection.

Practically, the result of the study may provide useful data as reference for teachers who teach English and students who learn English by using course book entitled *“Bright an English”* course for grade IX junior high school, published by Erlangga, in the year of 2018. This may also as reference for who need English course book as English teaching media resource.

### **H. Definition of Key Terms**

1. High Order Thinking Skill is the ability to think in the complex process which useful for transferring the knowledge in real life, thinking critically, and solving the problems.
2. Reading exercise is list of questions about reading.
3. Course book is one of the learning sources which guide the teacher in delivering the materials.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter explains about conclusion of results study and the suggestion. The conclusion will be explained based on the data analysis and findings of this study.

#### **A. Conclusion**

This study is aimed to find the higher order thinking skill level in reading questions based on the revised Bloom's taxonomy in *Bright an English* course book grade IX. This book is published by Erlangga in 2018. The researcher listed all questions of reading exercises in this book to analyze the higher order thinking skill level based on the revised Bloom's taxonomy.

Based on the results of this study, it is found that in *Bright an English* course book grade IX has more dominant lower order thinking skill (LOTS) questions than higher order thinking skill (HOTS) questions. The total of HOTS questions is 52 questions or 12,62% from 412 reading questions. Then, total of each HOTS level questions are 38 questions or 9,22% for Analyzing level, 11 questions or 2,67% for Evaluating level, and 3 questions or 0,73% for Creating level. Besides, the rest of that is categorized as lower order thinking skill level which the total is 360 questions.

Therefore, reading questions in this book is not fully provided higher order thinking skill questions but it still has so many lower order thinking skill questions.

## **B. Suggestion**

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

### **1. For English teacher**

The English teacher should choose a good course book for using in the teaching and learning process which can guide both of teacher and students in understanding the materials. They have to choose it which appropriate for the students' and levels. The English teacher need to generate a more complete range of educational objectives which involve cognitive processes that go beyond the lower order thinking skill by enriching some exercises which could train the students to have the higher order thinking skill.

### **2. For students or researcher**

The students or researchers are recommended that other research studies be conducted on larger samples and in other areas in addition to reading. More research studies are needed in the area of transition from school to university in all fields of study.

### **3. For Author of the course book**

Course book developers should try to devise exercises and activities that go beyond lower-order cognitive skills and to include higher-order ones.



## BIBLIOGRAPHY

- 'ilma, F. (2018). *Higher Order Thinking Skill Question in Reading Exercises (An Analysis of Reading Exercises in Bright Course Book for the Seventh Grade of Junior High School of 2013 Curriculum, Published by Erlangga in the year of 2016)*. Universitas Islam Negeri Walisongo.
- Airasian, P. W., & Russel, M. K. (2012). *Classroom Assessment: Concept and Application* (Seventh Ed). Mc Graw Hill Companies.
- Ali, N. M., Al-Masri, D. N., & Al-Loolo, D. F. (2010). *An Evaluation of the Reading Texts & Exercises in SB & WB of English for Palestine - Grade 9*. the Islamic University - Gaza.
- Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching and assessing - A Revision of Bloom's Taxonomy of Educational Objectives* (Abridged E). Pearson Education.
- Bloom, B. S., Englehard, M. D., Furst, E. J., Hill, W. H., Krathwohl, D. R., & Committee of College and University Examiners. (1956). *Taxonomy of educational objectives: The classification of educational goals*. David McKay Company, Inc. [https://doi.org/10.1300/J104v03n01\\_03](https://doi.org/10.1300/J104v03n01_03)
- Brookhart, S. M. (2010). *How to Assess HOTS In Your Classroom*. ASCD.
- Brown, H. D. (2003). *Language Assessment: Principles and Classroom Practices* (fifth edit). Longman.
- BSNP. (2018). *Buku Saku Ujian Nasional 2019*.
- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Macmillan Publisher Limited 1998.
- Damanik, S. N. H., & Zainil, Y. (2019). The Analysis of Reading Comprehension Questions in English Textbook by Using Higher Order Thinking Skill at Grade X of SMAN 2 Padang. *Journal of English Language and Teaching*, 8(1), 249–258.
- Diputera, A. M., Setyowati, D. L., & Susilaningsih, E. (2018). Higher-order thinking skills of junior high school students. *The Online Journal of New Horizons in Education*, 8(3), 61–67. <https://www.tojned.net/journals/tojned/articles/v08i03/v08i03-07.pdf>
- Fakhomah, D. N. (2017). *An Analysis on English Textbook Entitled Bahasa Inggris based on Tomlinson's Theory*. Universitas Muhammadiyah Surakarta.
- Febrina, Usman, B., & Muslem, A. (2019). Analysis of Reading Comprehension Questions by Using Revised Bloom's Taxonomy On Higher Order Thinking