

CHAPTER IV

FINDING AND DISCUSSION

A. Research Findings

This chapter presents the data analysis to answer the question mentioned in research problem. The part of this chapter is analysis types of reading assesment and level of types reading assessment in English textbook “Work in Progress” based on taxonomy bloom revised . A Research Findings The researcher reviewed the textbook “Work in Progress” for first grade students of SMA/SMK/MA written by Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih and was published by Ministry of Education and Culture. This textbook was developed based on Kurikulum Merdeka which contains 6 chapters and 182 pages.

Based on the data analysis English textbook on reading assessment there were several types of reading assessment.

1. Types of Reading Assesment in the Textbook "Work in Progress"

The results of the analysis of the types of reading assessment contained in the “work in progress “ textbook are as follows : Multiple choice is not found in every chapter of the book, short answers are found in chapters 1, 5 and 6 on pages 12, 28, 117, 136 and 140 with a total reading assessment of 28 questions. True or false can be found in chapters 3 and 6 on pages 63 and 140 with a total of question 13. gap fill exercises are found in 1 on pages 9 and 15 with a total of 13 questions.

matching exercises are found in chapter 4 on page 86 with a total of 5 questions. The close test is in chapter 3 page 64 with a total of 5 questions. The following table provides a more detailed explanation of the types of reading assessments found in the book:

Table 4.1 Reading Assesment Type Each Chapter

Chapter		Indicator of Reading Assesment type						Total
		MC	SA	TF	GF	ME	CT	
I	Great Athletes	-	13	-	13	-	-	26
II	Sports Events	-	4	-	-	-	-	4
III	Sports and Health	-	-	6	-	-	5	11
IV	Healthy Foods	-	-	-	-	5	-	5
V	Graffiti	-	5	-	-	-	-	5
VI	Fractured Stories	-	10	7	-	-	-	17
Total		-	32	13	13	5	5	68

The data collected totaled 68 reading assessment from 6 chapter in the textbook .result show multiple choice question 0,short answer 32 reading assessment,true or false 13 reading assessment ,gap fill exercise 13 reading assessment ,matching exercises 5 reading assessment and cloze test 5 reading assessment.

a. Multiple Choice Questions

After analyzing the types of reading assessments in the work in progress books from all chapters,there is no multiple choice question in all chapters.

b. Short Answer Questions

There are 32 reading assessment on pages 12,28,37,117,136 and 140.The 6 reading assessment on page 12 in chapter 1,the 7 reading assessment on page 28 in chapter 1,the 4 reading assessment on page 37 in chapter 2,the 5 reading assessment on page 117 in chapter 5,the 4 reading assessment on page 136 in chapter 6 and the 6 reading assessment on page 140 in chapter 6.

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1. What is the main idea of the text?
 2. What makes Cristiano Ronaldo different from other players in scoring a goal?
 3. How did he get known as a rocket man?
 4. How does the text organized its idea about Ronaldo?
 5. "Ronaldo's G-force is five times higher than that of a cheetah."
What can you infer from the sentence above?
 6. What is the function of the picture in relation to the verbal text?

Figure. 4.1 Example of Short Answer

c. True or False Questions

There are 13 reading assessment on pages 63 and 140. The 6 reading assessment on page 63 in chapter 3, the 7 reading assessment on page 140 in chapter 6.

Decide if the statements are true or false according to the infographics.

Infographic A		
The following activities can maintain your mental health	True	False
Engross yourself shortly with what is around you.		
Remind yourself that some things can go wrong.		
Mind your bodily well-being.		

Chapter 3 Sports and Health

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Figure. 4.2 Example of True or False

d. Gap-Fill Exercises

There are 13 reading assessment on pages 9 and 15. The 5 reading assessment on page 9 in chapter 1, the 8 reading assessment on page 15 in chapter 1.

E Use Your Words

Research about your favorite athlete. Write your description about the athlete by completing the following sentences. You can use the words from your Vocabulary Box in Task 1.

- _____ or as we usually call (him/her) as _____ is my favorite _____.
- He/She was born in _____ on _____.
- _____ has a/an _____ body with the height of _____ centimeters and weight _____ kilogram.
- His/Her skin color is _____ with a _____ face and _____ smile.
- He/She has _____ eyes and the color is _____.

Figure. 4.3 Example of Gap Fill Exercise

e. Matching Exercise

There are 5 reading assessment on pages 86 in chapter 4 .

B Let's Match

Look at the following statements (Questions 1-5) and the list of tips. Match each statement with the correct tips, A-F based on the reading text.

1. It takes time for the brain to get the information that you have eaten enough. (.....)
2. You need to focus and find a proper place to eat. (.....)
3. Cook your own meal for healthier and cheaper options. (.....)
4. Food is best when they are not over-processed. (.....)
5. More variation means more nutrients in your food. (.....)

Tips of Healthy Eating

- A. Eat real food, not processed food.
- B. Eat a variety of different foods.
- C. Cook more than eating out.

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Figure. 4.4 Example of matching Exercise

f. Cloze Test

There are 5 reading assessment on pages 64 in chapter 3.

B Let's Complete It

Complete the following sentences with **ONE** word from the infographics.

1. In order to lose weight, you need to avoid a sedentary lifestyle and begin to around.
2. Make sure you have enough gap between your dinner and your
3. Talking about your problem may help you with mental health only if you the person you talk to.
4. You need to convince that despite all the problems, by the end of the day everything is going to be fine.
5. You need to consume the first thing in the morning.

Figure. 4.5 Example of Cloze Test

2. Level of Types Reading Assesment in the Textbook" Work in Progress " for the Tenth Grade of Senior High School

This research analyzed LOTS and HOTS in the textbook types reading assesment. In this case, the researcher was required to analyze all of the six cognitive levels of the revised Bloom"s taxonomy by categorizing them into C1 (Remembering), C2(Understanding), C3(Applying), C4 (Analyzing), C5(Evaluating), and C6(Creating) level assesment.this present study examined the data gathered from the reading assessment in the chosen textbook.

a. Chapter 1 : Great Athletes

There are 2 reading assessment type in this chapter that short answer 13 reading assessment on pages 12, 28 and gap fill exercise 13 reading assessment on pages 9,15 and no other reading assessment were found in this chapter. The 7 reading questions are about Remembering (C1), 9 are Understanding (C2), 3 are Applying (C3), 4 are Analyzing (C4), and 2 are Evaluating (C5) and 1 Creating(C6). However, due to the limitation of space, this section only shows one question for each category.

Table 4.2 The example of reading assessment in chapter 1

NO	Reading Assesment	Categories
1	“How did he get known as rocket man “ ?	C1
2	“What is the main idea of the text “	C2
3	“What is the function of the picture in relation to the verbal text	C3
4	“How does the text organized it’s idea about Ronaldo” ?	C4
5	“ How does their story affect you personally “ ?	C5
6	How can their story inspire society to change?	C6

b. Chapter 2 : Sports Events

In this chapter, there is 1 reading assessment type that short answer on page 37 with 4 reading assessment .The 2 reading questions are about Analyzing (C4), 2 are Evaluating (C5), and no reading assessment represent other categories. In this part, the researchers reveal one question for each category.

Table 4.3 The example of reading assessment in chapter 2

NO	Reading Assesment	Categories
1	“Why do you think the writer stated that the winner was unpredictable?”	C4
2	“Are there any parts of the writer’s experience in watching the game that are similar to yours?”	C5

c. Chapter 3 Sports and Health

There are 2 reading assessment type in this chapter that true or false 6 reading assessment on page 63 and cloze test 5 reading assessment on page 64 and no other reading assessment were found in this chapter. The 4 reading questions are about Remembering (C1), 4 are Understanding (C2), 1 are Applying (C3), 2 are Analyzing (C4), and 0 are Evaluating (C5) and 0 Creating(C6). However, due to the limitation of space, this section only shows one question for each category.

Table 4.4 The example of reading assessment in chapter 3

NO	Reading Assesment	Categories
1	Engross yourself shortly with what is aroundyou.	C1
2	Mind your bodily well-being.	C2

3	In order to lose weight, you need to avoid a sedentary lifestyle and begin to around.	C3
4	Talking about your problem may help you with mental health only if you the person you talk to.	C4

d. Chapter 4 : Healty Foods

There is 1 reading assessment type in this chapter that cloze test 5 reading assessment on page 86 and no other reading assessment were found in this chapter. The 0 reading questions are about Remembering (C1), 2 are Understanding (C2), 1 are Applying (C3), 2 are Analyzing (C4), and 0 are Evaluating (C5) and 0 Creating(C6). However, due to the limitation of space, this section only shows one question for each category.

Table 4.5 The example of reading assessment in chapter 4

NO	Reading Assesment	Categories
1	It takes time for the brain to get the information that you have eaten enough (.....)	C2
2	Cook your own meal for healthier and cheaper options. (.....)	C3

3	Food is best when they are not over-processed. (.....)	C4
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e. Chapter 5 Graffiti

There is 1 reading assessment type in this chapter that short answer 5 reading assessment on page 117 and no other reading assessment were found in this chapter. The 0 reading questions are about Remembering (C1), 0 are Understanding (C2), 1 are Applying (C3), 1 are Analyzing (C4), and 2 are Evaluating (C5) and 1 Creating(C6). However, due to the limitation of space, this section only shows one question for each category.

Table 4.6 The example of reading assessment in chapter 5

NO	Reading Assesment	Categories
1	Who owns the graffiti? If somebody paints on your property, can you legally claim the artwork as your own?	C3
2	How would you feel if somebody painted graffiti on your property?	C4
3	Why do you think they write the posts?	C5
4	In your opinion, what would the world be like without graffiti?	C6

f. Chapter 6 Fractured Stories

There are 2 reading assessment type in this chapter that short answer 10 reading assessment on pages 136,140 and true or false question 7 reading assessment on page 140. no other reading assessment were found in this chapter. The 4 reading questions are about Remembering (C1), 3 are Understanding (C2), 3 are Applying (C3), 4 are Analyzing (C4), and 1 are Evaluating (C5) and 2 Creating(C6). However, due to the limitation of space, this section only shows one question for each category.

Table 4.7 The example of reading assessment in chapter 6

NO	Reading Assesment	Categories
1	Why did Little Red Riding Hood walk through the forest?	C1
2	What rule did Little Red Riding Hood break when she talked to the wolf?	C2
3	Why did the wolf ask Little Red Riding Hood where her grandmother lived?	C3
4	What made the girl realize that it was not her grandma who take the goodies?	C4
5	What is meant by “cat got your tongue? In “Cat got your tongue?” The dwarf said, and pulled out a cat.”	C5

6	What would happen if the grandma did not jump into the wolf's mouth?	C6

From the explanation of the analysis level above, the conclusion regarding LOTS and HOTS across all chapters in the *Work in Progress* textbook can be summarized as follows:

Table 4.8 The proportion of LOTS and HOTS from 68 reading assesment in the textbook

NO	Cognitive level	(LOTS)			(HOTS)		
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
1	Assesment	15	18	9	15	7	4
2	Percentage	22.06 %	26.47 %	13.23 %	22.06 %	10,29 %	5,89%
3	Total	61,76 %			38,24		

B. DISCUSSION

This chapter discusses the findings based on the research questions: what types of reading assessments are mostly used in the English textbook "Work in Progress" for Grade X Senior High School and What is the level of the types of reading assessments in the textbook. The analysis is contextualized

with prior studies, pedagogical frameworks, and curriculum objectives to provide a detailed discussion.

1. Types of Reading Assessments in the "Work in Progress" Textbook

The analysis identified six types of reading assessments in the textbook: short answers, true/false, gap-fill exercises, matching exercises, cloze tests, and multiple-choice questions (absent). The distribution is as follows: Short answers (32 questions), True/false (13 questions), Gap-fill exercises (13 questions), Matching exercises (5 questions), Cloze tests (5 questions). Short answer questions dominate the textbook, comprising nearly 47.06% of the total. This aligns with Harmer's suggestion that open-ended questions are effective for evaluating comprehension and encouraging students to formulate detailed responses. However, the absence of multiple-choice questions deviates from the traditional balance typically found in English textbooks. Comparison with Prior Studies: Erdiana and Panjaitan (2023): This study found a predominance of multiple-choice questions in Indonesian English textbooks, contrasting with the "Work in Progress" textbook, which emphasizes short-answer and open-ended formats. This shift highlights a move towards engaging students in deeper critical thinking. Stevani and Tarigan (2022): Their research reported a lack of variety in question types, with most textbooks over-relying on true/false formats. In contrast, "Work in Progress" integrates diverse assessment types, offering a more comprehensive evaluation of reading skills.

2. Level of Reading Assessment Types Based on Revised Bloom's Taxonomy

The cognitive levels in the textbook's reading assessments were categorized as LOTS (*Remembering, Understanding, Applying*) and HOTS (*Analyzing, Evaluating, Creating*). The distribution of questions is LOTS: 61.76% (*Remembering* 22.06%, *Understanding* 26.47%, *Applying* 13.23%) and HOTS: 38.24% (*Analyzing* 22.06%, *Evaluating* 10.29%, *Creating* 5.89%). The dominance of LOTS reflects a traditional approach that prioritizes basic knowledge and fundamental understanding. This approach ensures that students build a strong knowledge base, but it may not challenge them enough to engage in critical thinking or problem-solving, as represented by HOTS.

Comparison with Prior Studies: Gultom and Gultom (2021): This study highlighted that most Indonesian textbooks heavily focus on LOTS, limiting students' cognitive development. The "Work in Progress" textbook's emphasis on HOTS represents a notable improvement.

Laila and Fitriyah (2022): Their research found an overemphasis on *Remembering* and *Understanding*. In contrast, this textbook's distribution ensures that higher cognitive levels such as *Analyzing* and *Evaluating* are adequately represented, preparing students for real-world challenges.

Qasrawi and Beniabdelrahman (2020): They advocated for balanced LOTS-HOTS integration, which the "Work in Progress" textbook successfully achieves. The "Work in Progress" textbook largely integrates assessments that focus on LOTS, reflecting a traditional approach that emphasizes basic

knowledge and understanding. While this ensures a strong foundation for language learning, the limited emphasis on HOTS highlights the need for more balanced assessments. Future curriculum design should prioritize integrating HOTS-focused questions to align with modern educational objectives, promoting critical thinking and problem-solving skills among students. This approach will better prepare students to face real-world challenges and higher academic levels.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the analysis, it can be concluded that Types of Reading Assessments in the "Work in Progress" Textbook identified six types of reading assessments in the "Work in Progress" textbook: short answer questions, true/false questions, gap-fill exercises, matching exercises, cloze tests, and multiple-choice questions (which were notably absent). Short answer questions dominated the assessments, accounting for 32 questions or 47.06% of the total. This indicates a focus on encouraging deeper comprehension, consistent with Harmer's theory. However, the absence of multiple-choice questions highlights a deviation from the traditional balance often found in textbooks. The variety of question types demonstrates a more comprehensive evaluation of students' reading skills.

Cognitive Levels of Reading Assessments Based on Revised Bloom's Taxonomy

The cognitive levels of reading assessments were analyzed using LOTS (Lower-Order Thinking Skills) and HOTS (Higher-Order Thinking Skills). The distribution revealed that 61.76% of the questions were categorized under LOTS (Remembering 22.06%, Understanding 26.47%, Applying 13.23%), while 38.24% were classified as HOTS (Analyzing 22.06%, Evaluating 10.29%, Creating 5.89%). The dominance of LOTS reflects a traditional approach prioritizing foundational knowledge and basic understanding, while the

inclusion of HOTS indicates efforts to enhance critical thinking skills. The "Work in Progress" textbook provides a diverse range of questions, spanning from basic evaluation to more complex analytical tasks. However, the imbalance between LOTS and HOTS underscores the need to increase the emphasis on HOTS-focused questions. Doing so would align more closely with the objectives of the Merdeka Curriculum, which aims to equip students with 21st-century skills such as critical thinking and problem-solving.

B. Suggestion

Based on the analysis of reading assessment in the Work in Progress textbook using Jeremy Harmer's theory, the following suggestions are provided to enhance the effectiveness of the textbook's use and the development of students' reading skills:

1. For Teachers :

Utilize the textbook as a foundation while incorporating additional exercises that cover multiple-choice questions and tasks promoting evaluative and creative thinking. Encourage students to engage in discussions and activities that require critical analysis and creativity.

2. For Textbook Authors and Curriculum Developers:

Include a broader range of assessment types, particularly those that develop evaluative and creative comprehension. Design

assessment tasks that encourage students to critique and interpret texts beyond literal understanding.

3. For Future Researchers:

Conduct experimental studies to evaluate the effectiveness of these assessment types in improving reading comprehension at advanced levels, Explore the integration of Harmer's framework with digital learning tools to enhance reading assessment practices.



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