

**ANALYSIS OF READING ASSESSMENT IN ENGLISH TEXTBOOK
“WORK IN PROGRESS” FOR GRADE X SENIOR HIGH SCHOOL**

THESIS

*Submitted in Partial Fulfillment of Requirements For
English Language Education Undergraduate Program (S1).*



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APPROVAL PAGE

**ANALYSIS OF READING ASSESMENT
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FOR GRADE X SENIOR HIGH SCHOOL**

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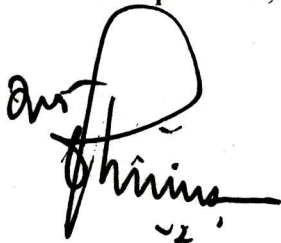
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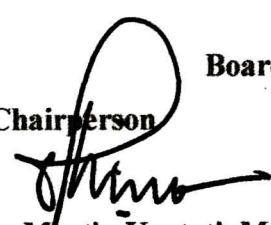
THESIS ACCEPTANCE

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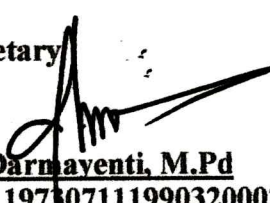
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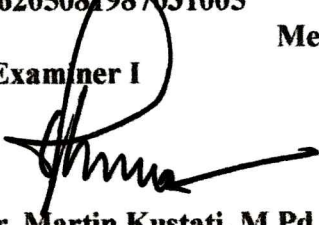

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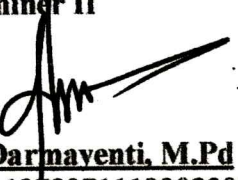

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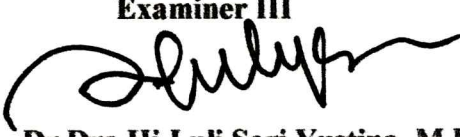
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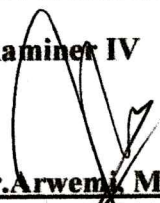
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DECLARATION PAGE

I am Alamsyah Siregar, NIM. 1914050025, a student of the English Education Department, Faculty of Tarbiyah and Teacher Training, Imam Bonjol State Islamic University Padang. Hereby declare that the thesis titled "Analysis of Reading Assessment in English textbook "Work in Progress " For Grade x Senior High School. This thesis is used as one of the requirements to obtain a Bachelor's degree (S1) in the English Education Department at the Faculty of Teacher Training and Education, Imam Bonjol State Islamic University, Padang. If it is later discovered that there is plagiarism, I am willing to accept academic consequences according to the applicable regulations

Padang, 6 February 2025.

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DEDICATION

Dengan penuh rasa syukur, saya persembahkan skripsi ini kepada: Allah SWT/Tuhan Yang Maha Esa, atas rahmat, petunjuk, dan kekuatan yang diberikan sehingga saya dapat menyelesaikan skripsi ini.

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MOTTO

If You Can Dream it, You can do it

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Alhamdulillah, all praises be to Allah SWT, for all blessings and mercies so the researcher was able to finish this thesis entitled “**Analysis of Reading Assesment In English Textbook “Work In Progress” For Grade X Senior High School**” Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the help, support, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is far from being perfect. However, the researcher hopes that my thesis could be a reference for the readers and useful for the researcher in particular and the readers in general.

Padang, 15 February 2025

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ABSTRACT

Alamsyah Siregar, 2025 : Analysis of Reading Assessment in English Textbook “ Work in Progress “ For Grade X Senior High School

This study aims to analyze the reading assessments in the English textbook "*Work in Progress*" for Grade 10 Senior High School, focusing on the types of assessments and their cognitive levels based on Revised Bloom's Taxonomy. Employing a content analysis method, the study evaluated 68 reading assessment questions from six chapters of the textbook. The results identified six types of reading assessments: short answers (32 questions), true/false (13 questions), gap-fill exercises (13 questions), matching exercises (5 questions), cloze tests (5 questions), and the absence of multiple-choice questions. Short answer questions more dominate . Regarding cognitive levels, 61.76% of the questions focused on Lower-Order Thinking Skills (LOTS), comprising Remembering (22.06%), Understanding (26.47%), and Applying (13.23%). Meanwhile, 38.24% targeted Higher-Order Thinking Skills (HOTS), including Analyzing (22.06%), Evaluating (10.29%), and Creating (5.89%). The findings reveal a balanced integration of LOTS and HOTS, highlighting the textbook's effort to support both foundational understanding and critical thinking skills. The study concludes that the textbook aligns with modern educational objectives under the merdeka curriculum by promoting a diverse range of reading assessments. Future research should explore how teachers utilize these materials in classrooms to enhance students' cognitive development, particularly through observation and interviews.

Keywords: Reading Assessment, English Textbook, Lower-Order Thinking Skills (LOTS), Higher-Order Thinking Skills (HOTS), Revised Bloom's Taxonomy.

ABSTRAK

Alamsyah Siregar, 2025: Analisis Penilaian Membaca Buku Teks Bahasa Inggris “Work in Progress” Kelas X SMA

Penelitian ini bertujuan untuk menganalisis penilaian membaca dalam buku teks bahasa Inggris *“Work in Progress”* untuk kelas 10 SMA, dengan fokus pada jenis penilaian dan tingkat kognitifnya berdasarkan Taksonomi Bloom yang Direvisi. Menggunakan metode analisis konten, penelitian ini mengevaluasi 68 pertanyaan penilaian membaca dari enam bab dalam buku teks tersebut. Hasilnya mengidentifikasi enam jenis penilaian membaca, yaitu: jawaban singkat (32 pertanyaan), benar/salah (13 pertanyaan), isian rumpang (13 pertanyaan), mencocokkan (5 pertanyaan), tes isian (5 pertanyaan), dan tidak ditemukannya soal pilihan ganda. Pertanyaan jawaban singkat lebih mendominasi. Terkait tingkat kognitif, 61,76% dari pertanyaan berfokus pada Lower-Order Thinking Skills (LOTS), yang mencakup Mengingat (22,06%), Memahami (26,47%), dan Menerapkan (13,23%). Sementara itu, 38,24% menargetkan Higher-Order Thinking Skills (HOTS), meliputi Menganalisis (22,06%), Mengevaluasi (10,29%), dan Mencipta (5,89%). Temuan ini menunjukkan integrasi yang seimbang antara LOTS dan HOTS, menyoroti upaya buku teks untuk mendukung pemahaman dasar sekaligus keterampilan berpikir kritis. Penelitian ini menyimpulkan bahwa buku teks tersebut selaras dengan tujuan pendidikan modern dalam *Kurikulum Merdeka* dengan mempromosikan berbagai jenis penilaian membaca. Penelitian lebih lanjut disarankan untuk mengeksplorasi bagaimana guru memanfaatkan materi ini di kelas untuk meningkatkan pengembangan kognitif siswa, terutama melalui observasi dan wawancara.

Kata Kunci: *Penilaian Membaca, Buku Teks Bahasa Inggris, Lower-Order Thinking Skills (LOTS), Higher-Order Thinking Skills (HOTS), Taksonomi Bloom yang Direvisi.*

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the skills in English that has to be mastered by the students when they are learning English .Because of that, students have to learn reading as well as the other skills if they want to master English. Reading is a fluent process where in building the meaning ,readers combine information from the text with their own background of knowledge.(Nunan,2003). Therefore, the assessment of reading skills becomes an important element in the process of learning English.

Reading assessment in the context of education is often associated with the presence of textbooks as the primary source of learning materials. Textbooks serve not only as tools for delivering content but also as assessment instruments that help teachers evaluate students' abilities to understand the material. (Cunningsworth, 1995). In Indonesia, the implementation of the Merdeka Curriculum provides greater freedom for teachers and schools in choosing materials and teaching methods, including the use of textbooks. This opens up opportunities for the development of textbooks that are relevant and aligned with the needs of students at every educational level.

However, although various textbooks have been developed, the effectiveness of these textbooks in measuring and assessing students' reading

abilities still needs further research. Previous research has shown that reading assessments in English textbooks often fail to encompass all aspects of reading skills required by students. For example, research by Suryani (2020) found that many English textbooks for high school still focus too much on literal understanding and pay insufficient attention to critical thinking and text analysis skills. This aligns with findings from research conducted by Prasetya (2021), where textbooks often only test surface understanding without involving higher-order thinking skills such as inference and interpretation.

Based on this issue, it is important to conduct an in-depth analysis of the English textbooks used in schools, particularly regarding reading assessment. One of the textbooks widely used in the 10th grade of high school is “Work in Progress”. This book is designed to support the implementation of the Merdeka Curriculum and is expected to help students develop more comprehensive reading skills. However, the effectiveness of this book in assessing students' reading abilities has not been extensively studied academically.

Therefore, this study aims to analyze the reading assessments found in the textbook “Work in Progress” for tenth-grade high school students. This research will employ a content analysis approach to identify the extent to which this textbook is able to measure various aspects of reading skills based on the reading assessment theory proposed by Harmer. (2007). The results of this research are expected to contribute to the development of more effective

textbooks that support students' reading skills, as well as provide recommendations for teachers in implementing reading assessments in the classroom.

B. Focus of the Study

The focus of this study is to analyze the types of reading assessments most widely used in the English textbook “work in progress” and level of types Reading Assesment for grade X of senior high school .

C. Formulation of the Problem

In accordance with focus of the study , this research is formulated as follow

1. What types of reading assessment were mostly used in English textbook “ Work in Progress” for grade x senior high school ?
2. What is level of types reading assessment in English textbook “ Work in Progress” for grade x senior high school ?

D. Purpose of the Study

Based on formulated above purpose of this research is find out types of reading assessment were mostly used in English textbook “ work in progress” and level of types reading assessment for grade x senior high school .

E. Significant of the Study

This research holds significant importance in several aspects:

1. For Curriculum Development : The findings of this study can offer valuable insights to curriculum developers in improving and refining reading assessments in the "Work in Progress" textbook. These results could assist in designing assessments that are more valid, reliable, and fair, according to the standards proposed by Jeremy Harmer, while ensuring that they align with the objectives of the Merdeka Curriculum.
2. For English Teachers : This research can serve as a guide for English teachers to better understand and implement effective reading assessments. By grasping the principles of validity, reliability, and fairness in assessment, teachers can make more informed decisions in selecting and utilizing appropriate assessment materials, as well as providing constructive feedback to students.
3. For Students : The creation of improved reading assessments that cater to students' needs will have a direct positive impact on enhancing students' reading abilities. Well-designed assessments can foster the development of critical and analytical thinking skills, and motivate students to continually improve their English proficiency.
4. For Other Researchers : This study can serve as a reference for other researchers interested in further exploring reading assessments within the context of English language education. It also opens up opportunities for

future studies that could deepen understanding of the effectiveness of various types of reading assessments in other educational curricula.

5. For Textbook Development: The findings from this research can provide constructive input to textbook authors and publishers in developing more effective assessment materials, aligned with modern pedagogical principles, especially in the context of English language teaching in Indonesia.

Overall, this research is expected to make a significant contribution to enhancing the quality of English language education in Indonesia, particularly through improving the reading assessments found in textbooks used within the Merdeka Curriculum.

F. Defenition of Key Terms

1. Reading Assessment : refers to the evaluation process used to gauge students' ability to comprehend, interpret, and analyze written texts. This assessment includes various types of questions including multiple choice questions, shorts answer questions, true or false questions, gap fill exercises, matching exercises and cloze tests(Harmer,2007).
2. English Textbook "Work in Progress" : an English textbook used as a teaching resource in the Merdeka Curriculum. The book is structured to assist students in developing their English language skills, including reading abilities, through a range of systematically organized texts and activities.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theories

1. Concept of Textbook

a. Definition of Textbook

Textbooks are one of the primary resources used in formal learning activities across various educational institutions. According to Richards (2001), a textbook is well-structured instructional material specifically designed to assist students in learning a range of subjects through a systematic and organized guide. In the context of English language teaching, textbooks serve as essential tools that provide structure to learning, supply content aligned with the curriculum, and support various language learning activities (Cunningsworth, 1995).

As a key resource in education, textbooks typically contain reading texts, assignments, exercises, and interactive activities that encourage comprehensive language skill development for students, including listening, speaking, reading, and writing. Therefore, textbooks are crucial for establishing a clear learning framework and facilitating students' understanding of the material being taught.

b. Components of Textbooks

A textbook comprises several important components that enhance the effectiveness of the learning process. Cunningsworth (1995) outlines the main components of an ideal textbook as follows:

1.) Reading Texts

Reading texts are the core part of a textbook, serving as learning materials for developing reading skills and comprehension. These texts are usually tailored to the students' proficiency levels and relate to everyday themes or specific contexts (Tomlinson, 2011).

2.) Exercises and Activities

Each textbook generally includes exercises and activities designed to assess students' understanding of the material. These exercises may consist of multiple-choice questions, short essays, or group discussion activities. The aim of these activities is to continually develop language skills, such as speaking, writing, and listening (Richards, 2001).

3.) Teacher's Guide

Most textbooks also provide guides or instructions for teachers. These guides assist educators in managing the classroom and offering appropriate instructions for each activity included in the book. Ur (1996) emphasizes the importance of these guidelines

in helping teachers better understand how to facilitate the learning process effectively in the classroom (Ur, 1996).

4.) Supporting Media

Some modern textbooks are equipped with supporting media, such as audio CDs or access to online learning materials. This component serves to enhance students' listening skills and allows for more authentic and contextual interaction with the language (Tomlinson, 2011).

c. Function of Textbooks

Textbooks serve several important functions in the learning process, acting both as teaching aids and as primary learning resources for students. Richards (2001) identifies several key functions of textbooks in language teaching:

1.) As a Learning Guide

Textbooks function as a guide for both teachers and students to follow a structured learning process. They assist in lesson planning, setting learning objectives, and providing a logical sequence of material to be studied. With a textbook, teachers can refer to clearly defined and well-organized content, making the learning process more directed and efficient (Cunningsworth, 1995).

2.) Providing Organized Learning Resources

Textbooks present organized and standardized learning content. This enables students to learn independently or collaboratively with the guidance of a teacher. A good textbook also offers a variety of activities designed to maximize students' language skill development (Ur, 1996).

3.) Supporting Assessment and Evaluation

Textbooks often include assessment tools used to measure students' progress. The exercises and quizzes within the textbook help teachers evaluate students' understanding of the material taught. Therefore, textbooks also function as evaluation tools in the learning process (Tomlinson, 2011).

d. Work in progress Textbook

Work in Progress is an English textbook specifically designed for tenth-grade students in senior high school. This book is developed within the context of the newly implemented curriculum in Indonesia, known as the Merdeka Curriculum, which emphasizes competency-based learning and a deeper understanding of subject matter. The textbook is structured to help students improve their English language skills through various exercises that cover listening, speaking, reading, and writing.

According to Richards (2001), a textbook serves as a primary source of instructional material in many language classes, and Work in Progress is no exception. This book aims to provide students with a well-structured and accessible learning resource, helping them develop their communication skills in English according to international standards (Richards, 2001). Additionally, it focuses on fostering critical thinking skills, problem-solving, and creativity, which align closely with the goals of the Merdeka Curriculum.

2. Concept of Reading Assesment

a. Defenition of Reading Assesment

Reading assessment is a crucial component of the language learning process, especially in evaluating students' ability to comprehend written texts. Several experts have discussed the definitions and foundational concepts of reading assessment, which serve as the basis for understanding its significance in education.

Harmer defines reading assessment as refers to the evaluation process used to gauge students' ability to comprehend, interpret, and analyze written texts. This assessment includes various types of questions including multiple choice questions, shorts answer questions, true or false questions, gap fill exercises, matching exercises and cloze tests (Harmer,2007).

Grabe and Stoller argue that reading assessment is a key tool for measuring students' reading skills, particularly in second language contexts. This type of assessment helps teachers identify areas where students need additional support and specific reading skills that need further development, such as reading speed, accuracy of comprehension, and the ability to draw inferences from complex texts (Grabe & Stoller, 2013).

Brown highlights that reading assessment should encompass different types of tests that measure students' abilities across various text genres, including narrative, descriptive, and expository texts. He also stresses the importance of using a variety of assessment methods, such as multiple-choice questions, short-answer questions, and essays, to provide a more comprehensive understanding of students' reading abilities (Brown, 2004).

Alderson suggests that reading assessment should not only focus on students' ability to comprehend written texts but also on their use of appropriate reading strategies. This assessment can include evaluating students' ability to find specific information within a text, identify main ideas, and understand the relationships between ideas within the text (Alderson, 2000).

Anderson points out that reading assessment is essential for identifying difficulties students face in the reading process,

particularly in understanding texts in a foreign language. He also emphasizes the importance of formative assessment, which is conducted periodically during the learning process to provide constructive feedback to students (Anderson, 2003).

b. Types of Reading Assesment

According to Jeremy Harmer (2007), Assessment in reading skills has several types that can be used to assess students' understanding in reading. Harmer put forward several approaches in reading assessment that are important to apply, namely as follows:

1) Multiple Choice Questions (MCQ)

This type of assessment involves multiple-choice questions, where students are required to choose the most appropriate answer based on the text they have read. The goal of this assessment is to evaluate the students' understanding of both details and generalizations within the text.

Example:

Students read a text about the environment and are then asked questions like:

What causes air pollution in big cities?

- a. Plastic waste
- b. Vehicle emissions

c. Household waste

d. Deforestation

Correct answer: b. Vehicle emissions

MCQ assessments allow teachers to objectively measure students' understanding since the answers are predetermined. According to Harmer, this format is suitable for measuring students' literal comprehension of specific content within the text (Harmer, 2007).

2) Short Answer Questions

In this type of assessment, students are asked to provide short answers based on the text they have read. This allows students to present more detailed information and demonstrate their understanding of the text.

Example:

After reading a passage about the water cycle, students are asked:

What is the role of the sun in the water cycle?

Answer: The sun evaporates water, initiating the water cycle

This method gives students the flexibility to express their understanding in their own words, and teachers can evaluate how well they grasp the main ideas and details of the text (Harmer, 2007).

3) True or False Questions

In this assessment, students must determine whether statements based on the text are true or false. This type of assessment tests basic comprehension and interpretation of the text.

Example:

After reading an article about global warming, students are asked to decide if the following statements are true or false:

"Global warming is caused by human activities." (True)

"The greenhouse effect does not influence the Earth's temperature." (False)

This assessment is useful for testing students' overall understanding of the text and their ability to distinguish between true and false information (Harmer, 2007).

4) Gap-Fill Exercises

Students are asked to fill in the blanks within a text using the correct word or phrase. This helps evaluate how well students understand the context of sentences and the overall meaning of the text.

Example:

Text:

"Floods occur due to heavy rainfall and a drainage system that is____."

Expected answer: poor.

This exercise evaluates students' understanding of context and vocabulary relevant to the text they have read (Harmer, 2007).

5) Matching Exercises

In this type of assessment, students must match parts of the text or specific concepts with the corresponding terms or ideas. This helps measure their understanding of the relationships between concepts in the text.

Example:

Students match terms with their definitions:

1. Photosynthesis - (b) The process by which plants convert sunlight into energy
2. Evaporation - (a) The process of water vapor rising from the Earth's surface
3. Condensation - (c) The process where water vapor turns into liquid droplets

Matching exercises emphasize students' deeper understanding of the connections between concepts within the text (Harmer, 2007).

6) Cloze Test

A Cloze test is a type of assessment where specific words are removed from a text, and students must fill them in based on their understanding of the context. This type of assessment is highly effective in testing overall comprehension and students' predictive abilities.

Example:

Text:

"The Nile River is the longest river in the ____, flowing for more than 6,600 kilometers."

Expected answer: world.

The Cloze test examines students' understanding of sentence structure and the overall meaning of the text (Harmer, 2007).

c. The Function of Reading Assessment

According to Harmer (2007), reading assessment serves several important functions in the language learning process. These functions not only focus on evaluating learning outcomes but also on supporting the development of the learning process itself.

1.) Identifying Students' Strengths and Weaknesses

One of the primary functions of reading assessment is to help teachers identify students' strengths and weaknesses in reading skills. Through assessment results, teachers can pinpoint areas requiring more attention, such as students' ability to understand sentence structures, recognize the meaning of difficult words, or draw conclusions from the text. This enables teachers

to design more effective and targeted teaching strategies (Harmer,2007).

Identifying strengths and weaknesses is also crucial for students, as it allows them to see which aspects of their reading skills need improvement. According to Grabe and Stoller (2013), when students are aware of their weaknesses, they become more motivated to improve, while knowing their strengths can boost their confidence in reading.

2.) Measuring Students' Comprehension of Texts

Another function of reading assessment is to measure how well students comprehend the texts they read. This assessment covers aspects such as literal comprehension, inferential skills, and evaluative understanding of the text (Harmer, 2007). In this context, reading assessment not only tests whether students can understand words or sentences in the text but also whether they can grasp deeper meanings, connect information from various parts of the text, and draw logical conclusions based on their reading.

Brown (2004) asserts that comprehension of the text is a key indicator of success in reading instruction. Without a deep understanding, students' reading abilities will be limited to surface-level comprehension, which only involves the literal

meaning of words or sentences, while they may struggle to comprehend more complex ideas.

3.) Providing Relevant Feedback

Feedback is a key element in the teaching and learning process, and reading assessment plays an important role in providing relevant feedback to students. According to Black and Wiliam (1998), feedback after an assessment should be constructive and help students understand where they need to improve. Clear and specific feedback is essential in helping students correct mistakes and enhance their reading skills.

Harmer (2007) also emphasizes the importance of immediate feedback, where students can quickly understand what needs improvement or development. This feedback helps teachers guide students to focus more on specific aspects of reading that they may have overlooked.

4.) Supporting Individualized Learning

Reading assessment also serves as a tool for supporting individualized learning. Each student has different abilities and learning styles, and reading assessments allow teachers to understand individual needs and provide instruction tailored to each student's abilities (Alderson, 2000). For example, students struggling with word meanings can be given tasks that focus on

vocabulary development, while more advanced students can be challenged with complex text analysis tasks.

5.) Enhancing Learning Motivation

Harmer (2007) states that reading assessment also functions to boost students' motivation to learn. When students realize they are being evaluated fairly and receive helpful feedback, they feel more motivated to continue learning and improving their reading skills. Additionally, when students see positive results from their assessments, it can be a strong incentive to keep developing their reading abilities.

3. Merdeka Curriculum

a. Defenition of Merdeka Curriculum

The Merdeka Curriculum is an educational policy introduced by the Indonesian Ministry of Education, Culture, Research, and Technology in 2021. It is part of the "freedom to learn" initiative led by the Minister of Education and Culture, Nadiem Makarim. The curriculum emphasizes flexible learning, character education, and the development of students' core competencies, including literacy, numeracy, and character education based on Pancasila (Kemendikbud Ristek, 2021). One of its primary objectives is to reduce cognitive overload on students while allowing for more in-depth learning.

The Merdeka Curriculum offers schools, teachers, and students greater freedom to adapt the learning process to individual needs and local contexts. This reflects the flexibility granted to teachers in designing teaching methods and learning materials that are relevant to students' characteristics and environments (Kemendikbud Ristek, 2021). Such flexibility aims to support students' holistic development, both academically and non-academically.

b. Goals of the Merdeka Curriculum

The Merdeka Curriculum has several key objectives:

- 1) Forming the Pancasila Student Profile: A priority of the Merdeka Curriculum is to cultivate students who embody the values of Pancasila. The ideal Pancasila student is critical, creative, independent, faithful, collaborative, and globally aware (Kemendikbud Ristek, 2021).
- 2) Flexibility in Learning : The curriculum allows schools and teachers the flexibility to organize the learning process. This includes the freedom to select materials, methods, and forms of assessment that best fit students' characteristics and needs (Brown, 2004).
- 3) Enhancing 21st Century Competencies : In the age of globalization and technological advancement, students are expected to possess skills relevant to the 21st century, such as

critical thinking, collaboration, communication, and creativity (Binkley et al., 2012). The Merdeka Curriculum emphasizes developing these competencies through a more flexible and contextual learning approach.

- 4) Strengthening Character Education : The Merdeka Curriculum highlights the importance of character education, which includes integrity, cooperation, and social responsibility. The goal is to shape students who are not only academically proficient but also possess strong moral character (Kemendikbud Ristek, 2021).

4. Harmer's Theory on Reading Assesment in Textbook

Reading assessment is a crucial component in English language teaching. According to Jeremy Harmer (2007), reading assessment serves to measure students' abilities and understanding of the texts they read. In this context, textbooks act as the primary tools in the learning process. The "Work in Progress" textbook for Grade X high school students offers a variety of reading materials and assessments designed to enhance students' reading skills. This analysis aims to evaluate the reading assessments within this textbook based on Harmer's theory.

Harmer categorizes reading assessments into several types:

- 1.) Formative Assessment : Conducted continuously throughout the learning process to provide immediate feedback to students. In the "Work in Progress" textbook, formative assessments might include

brief questions following each reading, such as quizzes or multiple-choice questions that gauge students' understanding of the texts. An example of a formative question could be:

"What is the main theme of the text you just read?"

- 2.) **Summative Assessment** : Administered at the end of a unit or semester to evaluate overall student achievement. In the context of this textbook, summative assessments could take the form of a final semester exam encompassing various readings from the book. For instance, students may be asked to read several texts and answer questions that comprehensively assess their understanding.
- 3.) **Diagnostic Assessment** : Used prior to beginning the learning process to identify students' prior knowledge. An example of a diagnostic assessment in the "Work in Progress" textbook could be a preliminary test evaluating students' ability to comprehend vocabulary that will appear in the readings.
- 4.) **Qualitative Assessment** : This assessment focuses on students' deep understanding of the texts. In this textbook, students might be asked to write an analytical essay about the theme or character in a reading, such as:

"Discuss how the characters in the story reflect cultural values."

Self-Assessment : The textbook may also provide rubrics for self-assessment, where students evaluate their own reading abilities and

identify areas for improvement. For example, students could be given reflective questions like:

"What have you learned from this reading?"

5. Level of the Reading Assessment by Revised Bloom's Taxonomy

Bloom's Taxonomy is a book which contains about framework or schema for classifying educational objective derived which derived by Benjamin S. Bloom and published in the 1956 entitled *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain*; There are three kinds of thinking behaviors that is cognitive, affective, and psychomotor. According to Michael (2008) that, "Educational goals must be taught and assessed in the cognitive field". Therefore, the cognitive field is guided and assessed to achieve educational goals with teacher knowledge. there are six levels from low to high namely knowledge, comprehension, application, analysis, synthesis, and evaluation.



Figure 2. 1 Bloom's Taxonomy skillcast

from the skillcast above there are six levels it mean the first until third levels are Lower Order Thinking Skills (LOTS) while the fourth until sixth level are Higher Order Thinking Skills (HOTS). However it does not mean that the lower levels are not required. exactly the student must be in the first passed the lower levels in order to advance to the next levels.

Bloom's Taxonomy was created because a lot of evaluation of learning outcomes made by school were only ask the students to mention what they memorize. Memorizing is the lowest level of thinking ability and there is a lot of higher thinking ability that must be acquired by the students

One of Bloom's student, Lorin Anderson and a group of psychologist improve Bloom's Taxonomy to match the era's development. In 2001 revised version published with the name Revised Bloom's Taxonomy. some changes happened after the revision. The first change is in the keyword from noun turned into verb.

The second is change the arrangement of cognitive dimension level, evaluate located before create level. In the Table below, is the illustration of the differences between the original Bloom's Taxonomy and Revised Bloom's Taxonomy.

Table 2. 1 Revised Bloom's Taxonomy

Level	Original Bloom Taxonomy	Revised Bloom Taxonomy
C1	Knowledge	Remembering
C2	Comprehension	Understanding
C3	Application	Applying
C4	Analysis	Analyzing
C5	Syntesis	Evaluating
C6	Evaluation	Creating

The first level of revised Bloom taxonomy is Remembering. This level is related to the ability to memorize for a long time. In answering questions, students refer to their memories related to the material. Included in this level are recognizing and recalling. Recognizing can be in the form of identifying the questions presented with the material or information that has been memorized in the previous lesson. There are three types of questions here. The first is verification where the questions are in the form of true or false. The second is matching where there are two column choices consisting of several items, then students are asked to match the items in the first column with the items in the second column. And the last is the choice where the questions are in the form of multiple choice. Almost the same as recognizing, recalling is taking (retrieving) information that has been remembered by students and then placed it in answering questions. The example of remembering level comes from Ainayah et al. (2021) based on their research in analyzing the textbook entitled "Bahasa Inggris" for tenth grade students: "What can people enjoy in the Cave of the Winds?". This question is categorized as remembering

because it asks students to memorize material or text that has been read before. In the other word, it is a recalling question.

The second level is Understanding. It means the ability to capture messages in various forms such as written, spoken, or picture. Included in this level are interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. Interpreting is the ability of students to capture a meaning that is converted into other forms, such as words converted into other words, images converted into words, numbers converted into words, and so on. Some types of interpreting are paraphrasing, clarifying, translating, and representing. The question in interpreting is given an information and then students are asked to state in a different form or sentence with the same meaning. Then, Exemplifying asks students to give an example based on the characteristics of an object. Another terms of this type are illustrating and instantiating. In Classifying, students are asked to categorize an object based on similar types. Another terms of classifying are categorizing and subsuming. Summarizing is the ability to capture general information from an event. It also called as abstracting and generalizing. The question can be in the form of responses or multiple choice where students are usually asked to determine a theme or general description of an event. Inferring is the ability to deduce the concept of an object. There are three forms of questions in this type. Another names of this are concluding, extrapolating, interpolating, predicting. The first is a question of completing where information is presented then students are

asked to determine what will happen next. The second is analogy where there is an empty word or sentence then students are asked to complete it so that the sentences become clear. Then the last is a question that is not clear where students are asked to choose an option that is not accordance with the information presented. Comparing is the ability to explain the differences or similarities of an object with another object. Not only objects, can also be in the form of information, events, and others. Comparing also called as matching, contrasting, and mapping. Explaining is the ability to describe the cause and effect of an event. The other name is constructing the model. Question that arises in this types is students are asked to provide true reasons related to an event. Ainayah et al. (2021) in their research mentioned several questions that were categorized as Understanding level. The first one is “What does the phrase „the crown of the palace“ implies?”. This question categorized as an interpreting question of understanding level because it is included in translating a phrase contained in a text. Another question is “Did the Indonesian lose or win the battle? Why do you think so?”. It categorized as an explaining question of understanding level because this question asked to explain something based on the text.

The third level is Applying. At this level, the students can use the procedures according to the situation. When studying the material, students are only given a simple problem, while in the exercise students are asked to solve different problems that require thinking. Another words for applying are

executing and implementing. Executing is the ability to solve simple problems that are familiar to students, so that they know the steps taken in solving the problem. It also called as carrying out. Implementing is the ability to solve problems that are not often encountered by 17 students, so thinking is needed. In addition, the answer to this problem is also uncertain. Using is another word of this type. Based on the research result, Ainayah et al. (2021) mentioned two questions categorized as this level, there are “How does the writer organize his idea?” and “What caused the battle? Draw a diagram that shows chronologically the events that led to the battle”. These questions categorized as applying level because it asked students to solve the problems of the question based on their knowledge contained in the text.

The fourth level is Analyzing. This level means the ability to explain related things. Analyzing includes differentiating, organizing, and attributing. Differentiating is discriminate relevant from irrelevant information or important from unimportant information. In organizing, students are asked to arrange something from the existing parts. Similar words of organizing are integrating, structuring, outlining, finding coherence, and parsing. For example, there is a text, then students are asked to write an overview of the text. Attributing is the ability to analyze the author’s point of view related to the purpose of writing a story, plot, or character of the story. Ainayah et al. (2021) in their research mentioned two examples of the analyzing question. The first question is “What is the writer’s purpose in writing the essay?”. It

categorized as attributing question of analyzing level because this question asked the purpose of writer's essay. The second question is "Do you think that the information in the text is clear?" .

The fifth level is Evaluating. This is the ability to provide comments based on conditions. There are two types of evaluating, namely checking and critiquing. The responses given can be in the form of good or bad. In checking, students are asked to provide feedback whether the information is appropriate or not. Checking are testing, monitoring, coordinating, and detecting. Critiquing is assessing the positive and negative sides of something based on the provisions. Another term of critiquing is judging. In the result of Ainayah et al. (2021) research, they mentioned two examples of evaluating level question, there are "What is the moral of the story?" and "Did Strong Wind knows that the chief's elder daughters were rude to their youngest sister?". These questions categorized as evaluating level because they are including judgment of the information. The sixth level is Creating. This level is the ability to make something creative. Creating are generating, planning, and produce. In generating, there is a problem then students are asked to provide solutions that can solve it. Another word for 18 generating is hypothesize. The question of this type is response task. Planning is one of the abilities in the cognitive dimension that asks students to develop plans in solving problems and explanations of these plans. Another term of this type is designing. Producing is the ability to produce a product based on the

provisions. The product can be a short story. Another word of producing is construct. The example of this level comes from Sari and Sakhiyya (2020), “Compose a single stanza quintet using the same pattern of rhymes found in this poem!”. Bloom's taxonomy is in the form of instructional verbs at each level of the domain. The following is a table of cognitive domain instructional verbs based on Anderson et al. (2001):

Table 2.2 Cognitive Domain

Level	Instructional Verbs
C1 –Remembering	Recognize, recall, identify, and retrieve.
C2-Understanding	Interpret, exemplify, classify, summarize, infer, compare, explain, clarify, paraphrase, represent, translate, illustrate, instantiate, categorize, subsume, abstract, generalize, conclude, extrapolate, interpolate, predict, contrasting, map, match, construct, model.
C3 –Applying	Execute, implement, carry out, use.
C4-Analyzing	Differentiate, organize, attribute, discriminate, distinguish, focus, select,

	find, coherence, integrate, outline, pars, structure, deconstruct.
C5-Evaluating	Check, criticize, coordinate, detect, monitor, test, and judge.
C6-Creating	Generate, plan, produce, hypothesize, designing, construct.

Same like the old Bloom's Taxonomy, the Revised Bloom's Taxonomy classified into two categories. Remembering, Understanding, Applying categorized as Lower Order Thinking Skills (LOTS) and Analyzing, Evaluating, Creating categorized as Higher Order Thinking Skills (HOTS). This revised version mostly used in for fomulating learning objectives in Indonesia which often referred as C1,C2,C3,C4,C5,C6. Sani (2019) stated that HOTS levels very different with LOWS levels, the differences are proposed in the below.

Table 2. 3 Differences in LOTS and HOTS Learning Activities

No	LOTS Learning Activities	Hots Learning Activities
1	Passive in thinking	Active in thinking
2	Solve Problem	Formulate problem
3	Assesing Simple Problem	Assesing complex problems
4	Convergent thinking	Divergent thinking and

		develoving ideas
5	Learning From the teacher as the main source of information	Finding information from various
6	Practice Solving Problems and memorizing	Thinking critically and solving problems creatively
7	Prioritizing Factual	Knowledge analytic,evaluative thinking and making decisions

a. Bloom's Taxonomy “Revised” Key Words, Model Questions, & Instructional Strategies

Anderson divides thinking skills into two levels such as lower order thinking skills (remembering, Understanding and applying) and higher-order thinking skills (analyzing, evaluating, and creating). Scraw et al. in Kusuma et al. (2017) describe the keywords of Revised Bloom's taxonomy as:

1. Remembering means the students can mention the definition, imitate the pronunciation, state the structure, pronounce, and repeat.
2. Understanding means the students can explain the concept, principle, law, or procedure. The keywords are classified, describe, explain the identification, place, report, explain, translate, and paraphrased.

3. Applying means the students can apply their understanding in a new situation. The keywords are choosing, demonstrating, acting, using, illustrating, interpreting, arranging a schedule, sketching, solving problems, and writing.
4. Analyzing means the students can classify the sections based on their difference and similarity. The keywords are examining, comparing, contrasting, distinguishing, discriminating, separating, testing, doing an experiment, and asking.
5. Evaluating means the students can state either good or bad towards a phenomenon or specific object. The keywords are giving argumentation, defining, stating, choosing, giving support, giving assessment, and doing the evaluation.
6. Creating means the students can create a thing or opinion. The keywords for creating are assembling, change, build, create, design, establish, formulate, and write.

B. Relevant Studies

Related to this research, researchers need to review previous research on the same topic to find out the similarities and differences between previous research and this research. There are several researchers who have conducted similar research. The researcher took five theses and one journal article for this research.

The first is by Syaryfah Nur Fadhilah (2019) entitled “An Analysis of Bloom’s Taxonomy 36 Found in the Textbook Exercise on “Bahasa Inggris” Textbook for Twelfth Grade Published by Pusat Kurikulum dan Perbukuan”. The findings of this study showed that the English textbook entitled Bahasa Inggris for twelfth grade published by pusat kurikulum dan perbukuan has find out the cognitive level of Revised Bloom Taxonomy that is applied most dominantly, less dominantly, and least dominantly in the English book.

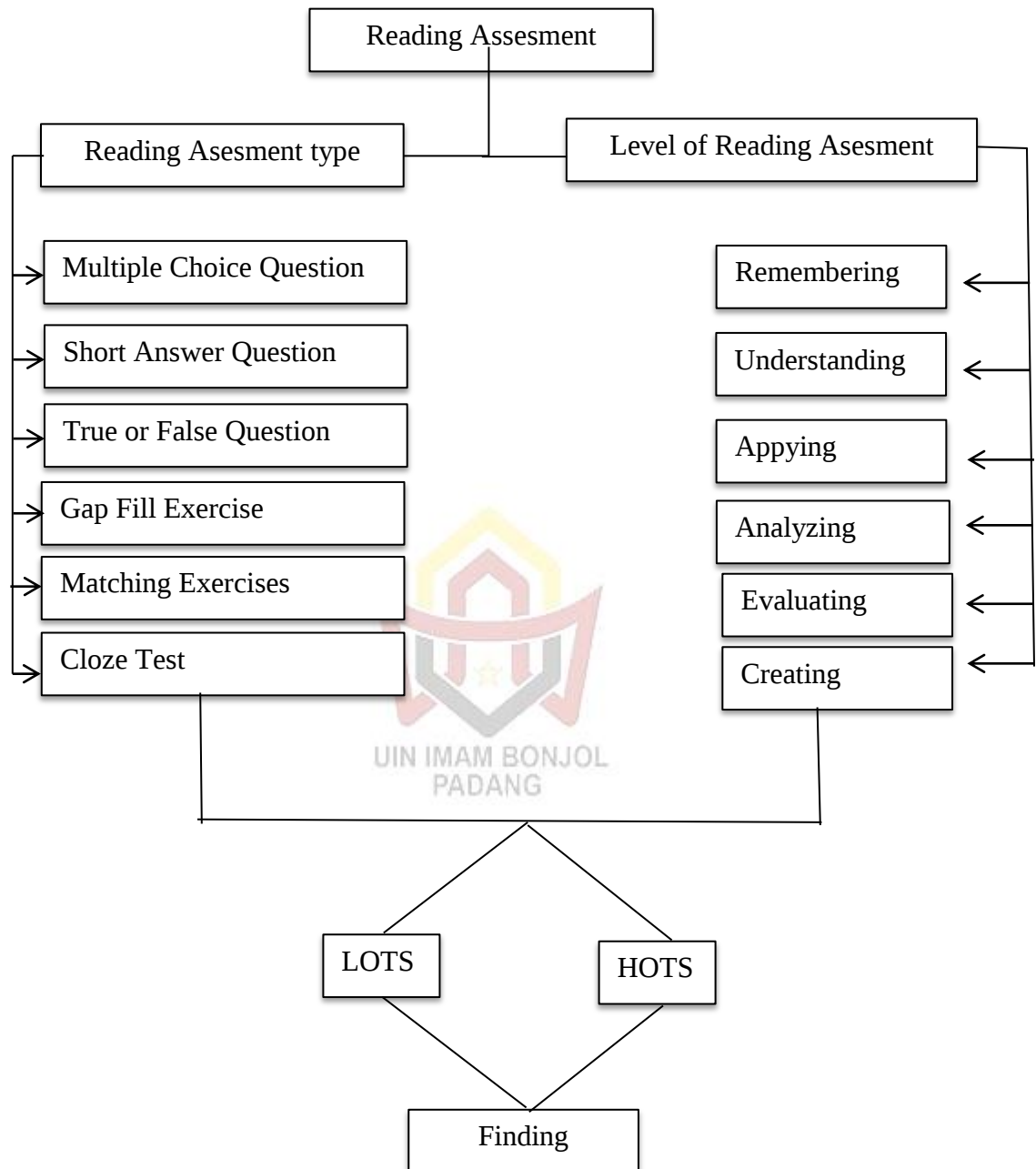
The second is by Febriana entitled “Analysis of Reading Comprehension Question by Using Revised Bloom’s Taxonomy on Higher Order Thinking Skill (HOTS)”. The result showed that the most dominant level in the textbook was Higher Order Thinking Skills (HOTS). It was 66.8% off 100% while it was 33.4% for Lower Order Thinking Skills (LOTS).

The third is by Yahya Matrouk Al Raqqad entitled “Analyzing the Reading Question of AP12 Textbook According to Bloom’s Taxonomy”. The results showed that 79 questions focused on lower thinking processes (knowledge, comprehension, and application) while 35 questions looked at the higher level of thinking processes (analysis, synthesis, and evaluation). Findings from this research recommended that the textbook authors should further develop the content of the textbook and maintain a balance between the lower-order questions and the higher-order ones where multilevel questions should be used and included at the end of each reading passages.

The fourth study by Irma Hidayah (2021) entitled "Content Analysis of English Textbooks "When English Rings A Bell" for Second Grade Junior High School". This study analyzes the suitability of the material in English textbooks in terms of content, language, and presentation as set by BSNP. The findings in this study indicate that the textbook reaches 79.38% of the three criteria proposed and is categorized as sufficient.

The last previous is by Kurnia Atiullah entitled "Using Revised Bloom's Taxonomy to Evaluate Higher Order Thinking Skills (HOTS) in Reading Comprehension Questions of English Textbook for Year X of High School". The result shows that majority of reading comprehension questions in the textbook being studied is in the lowest level of revised Bloom's taxonomy; remembering with 134 items whereas higher order thinking skills are only found in 24 out of 158 items. It was concluded that the reading comprehension questions of the English textbook for Year X of high school is lack of higher order thinking skills. The result of the study is expected to benefit the English teachers, textbook writers and further researchers to elaborate the implementation of higher order thinking skills in English teaching and learning.

C. Conceptual Framework



CHAPTER III

RESEARCH METHOD

A. Type of Research

This study deals with analysis of the content of the textbook especially in the form of document book, the researcher used a descriptive qualitative research design. Bogdan and Biklen (2003) stated that descriptive is the characteristic of data in qualitative research because it was taken from documents, audio-video recordings, transcripts, words, pictures, etc. This study was aimed to identify the textbook based on the criteria of Cunningsworth, this study categorized as a descriptive qualitative research design. The researcher used a qualitative research method by using content analysis. Content analysis is one of many types of analyzing data in qualitative research. It is described as a scientific study to discuss the content of a communication. It is related to the content with reference to the meanings (Ary et al.,2010). Textbooks are one example of a human work that can be analyzed (Frankael, Wallen, and Hyun, 1932). Based on the description above it concluded that the research design use in analyzing the “Work in Progress” English textbook for the 10th grade students of Senior High School is categorized as descriptive qualitative content analysis.

B. Source of Data

In this study, the researcher obtained some data in the English textbook used in the Merdeka Belajar curriculum with the title "work in progress" for

grade X students. The main topic of "content" covers almost everything in the English textbook, such as materials, texts, images, work activities, chapter reviews, questions to think about, assessments, etc. This English textbook uses the latest curriculum, namely the Merdeka curriculum, to support learning as a supporting tool in learning and teaching student achievement through interesting and outdoor activities/necessary if necessary. There are 182 pages and six chapters included in this book.

Data sources are divided into two parts, namely primary data and secondary/alternative data. Here is the explanation.

1) Primary Data Source

Primary data is the main source in analyzing textbooks. The researcher took primary data only from an English textbook entitled “work in progress” for 10th grade students published by the Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2022. This textbook was written by Budi Hermawan, et al., which consists of 6 chapters and 182 pages. This textbook uses the Merdeka Belajar curriculum as the standard in this textbook. The researcher only focused on one book and analyzed all chapters or materials in the English textbook to find out whether the book met the criteria for good reading assessment according to Jeremy Harmer's theory

2) Secondary Data Sources

In secondary data sources, the researcher will collect some data obtained from this research topic such as from journals, articles, and various books and other sources that support the researcher in achieving the research objectives.

C. Research Instruments

Research instruments are tools for researchers in collecting data. The quality of the instrument will determine the quality of the data collected. Therefore, the preparation of research instruments is an important step that must be fully understood by researchers (Arikunto, 2007; 134). In a study, research instruments play an important role in determining the success of the study. Therefore, it is through this research instrument that data will be obtained to answer research problems.

In this study, the research instruments for this study are divided into two parts, namely as follows:

- 1) Primary Instrument: This means that in this study, the researcher makes himself a research instrument during the analysis process. According to (Sugiyono: 2013 p. 306) states that "In qualitative research, there is no other choice but to make humans the main instrument." At the same time, the researcher is the planner, implementer of data collection. Collecting, analyzing, and interpreting data, and in the end the researcher becomes the reporter of the results of his research later.

- 2) Secondary Instrument: This means that in this study, in addition to the primary instrument, the researcher also uses secondary instruments. These secondary instruments are mostly in the form of books, journals, articles, newspapers, and so on.

However, to help obtain the data needed in this study, the researcher used another instrument, namely a checklist. The checklist instrument was carried out by reviewing an English textbook entitled "work in progress" for grade 10 of high school and then providing a checklist mark on the table used to determine whether the quality of the material content and the suitability of the material to the curriculum had been met or not based on the research indicators contained in the English textbook. The checklist instrument will help researchers to review the contents of the English textbook. The checklist instrument is in the appendix. Before making the research instrument, the researcher first made a research instrument grid according to the research indicators, namely the first is the quality of the material in the internal evaluation and the second is the suitability of the material to the curriculum in the overall evaluation. The instrument with research indicators based on Jeremy Harmer is as follows.

Table 3.1 Research Instrument Reading Assesment type

Chapter		Indicator of Reading Assesment type						Total
		1	2	3	4	5	6	
Total								

Table 3.2 Research Instrument Level of Reading Assesment type

NO	Cognitive level	(LOTS)			(HOTS)		
		Remembering	Understanding	Applying	Analyzing	evaluating	Creating
1	Assesment						
2	Percentage						
3	Total						

Based on the table above, the researcher will examine and make a research instrument and develop it consist in the categories: theory,

element or indicator and analysis. The researcher can undertake a content analysis with the use of these categories.

D. Technique of The Data Collection

The researcher used documentation and observation techniques to obtain data for this study, which involved reviewing, editing, evaluating, and verifying several books, journals/scientific articles related to the textbooks to be analyzed. The researcher collected data using reading assessment criteria as a source to assess whether the ideas presented in this textbook were accurate. The researcher also used the Merdeka Belajar curriculum to determine whether the textbooks used were in accordance with the current curriculum objectives, the researcher also compared it with the Merdeka Belajar curriculum guidelines. Furthermore, the information was coded and arranged into detailed categories. Its application encourages, among other things, observations of the growth or evolution of individuals, groups, concepts, abilities, attitudes, and actions. Furthermore, the purpose of each data collection from English textbooks is to collect reliable information that will help in-depth data analysis and the creation of a strong case for the topic to be assigned. Checking and classifying data according to the specified categories. The researcher ensures that the information from the textbook is in line with additional theories, ideas, and categories. Simulation of data collection from English textbooks to collect reliable information that will help in-depth data analysis and the creation of a strong case for the topic to be assigned. Documentary techniques that are in

accordance with library research can help researchers to answer the formulation of problems/research questions in the English textbook entitled "work in progress" which is explained before conducting the research.

E. Technique of The Data Analysis

After collected data, the result from the English textbook analysis explained descriptively according to Revised Bloom's Taxonomy checklist. To analyze the data, the researchers followed four essential steps:

1. Analyzing the reading assessment in the English textbook.
2. Classifying the assesment based on Revised Bloom's taxonomy (2001).
3. Interpreting the analysis results in the form of percentages depending on the level of suitability.

$$\text{Persentase LOTS} = \frac{(\text{Number of questions LOTS})}{\text{Total questions}} \times 100$$

$$\text{Persentase HOTS} = \frac{(\text{Number of questions HOTS})}{\text{Total questions}} \times 100$$

4. The researcher then interrelated and intrepreted the data with the theoretical framework of Revised Bloom's taxonomy.
5. Described the result and conclusion. Because this is a content analysis study, the findings presented in the form of sentences and table which appropriate for this study.

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.

-
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

63

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.

86 Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

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.



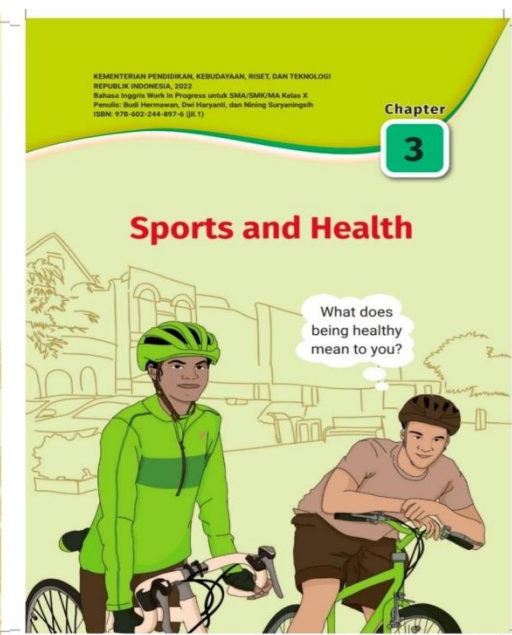
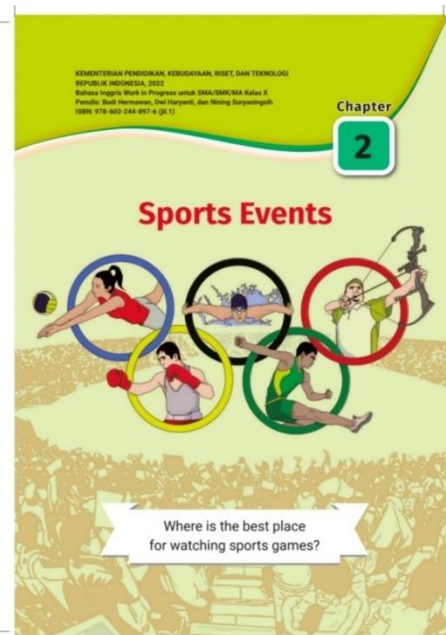
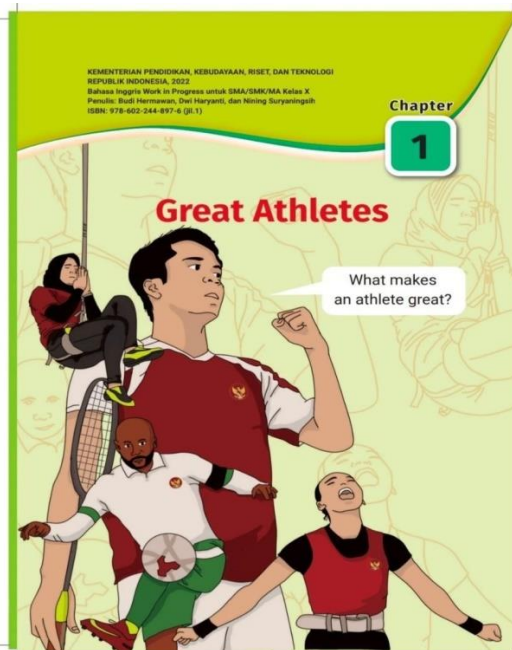
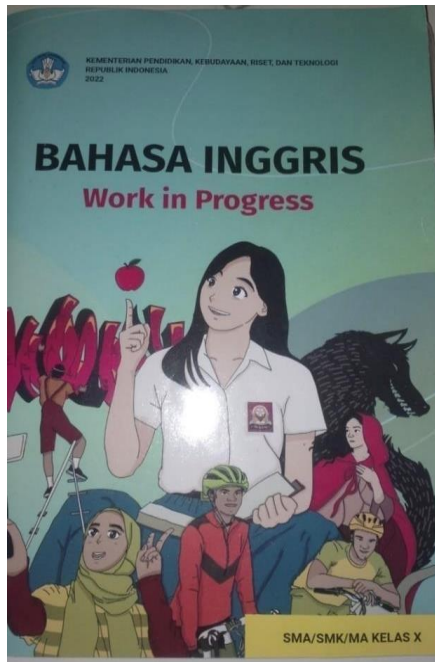
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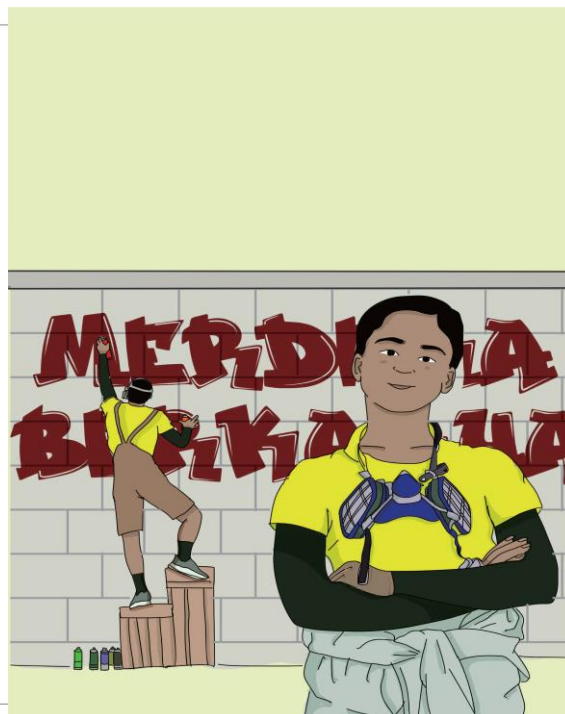
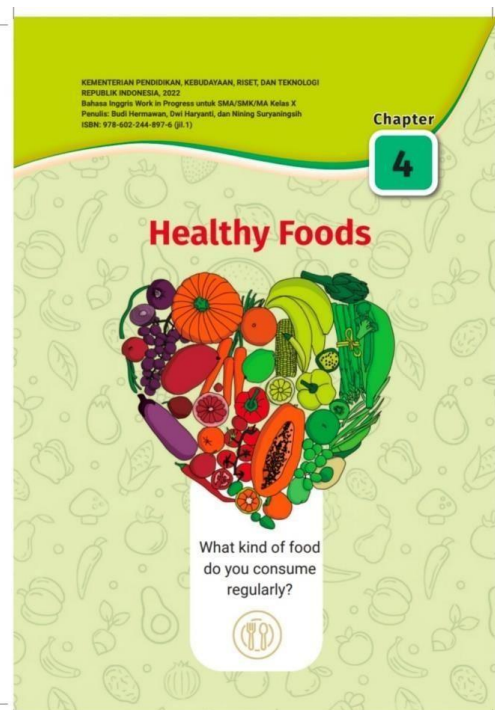
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LIST OF APPENDICES

APPENDIX 1 : Data Work in Progress Books





APPENDIX 2 : Type of Reading Assesment in Work in Progress Book

No	Type of Reading Assesment	Page	Question
1	Multiple Choice Question	-	-
2	Short Answer Question	12	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 ive 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?
		28	1. What sports do they play?
			2. What limitations or physical impairments do they have?
			3. What had caused the impairments?
			4. What obstacles do they need to overcome?
			5. What achievement have they gotten so far?

			6. How does their story affect you personally?
			7. How can their story inspire society to change?
		37	1. Are there any parts of the writer's experience in watching the game that are similar to yours?
			2. Why do you think the writer stated that the winner was unpredictable?
			3. Could you feel the same excitement of watching the game by just reading the text?
			4. How do you think the writer's can help you to do active reading using your five senses?
		117	1. Why do you think they write the posts?
			2. Which writer do you agree with? Explain your answer. Refer to what is written on the posts.
			3. How would you feel if somebody painted graffiti on your property?
			4. Who owns the graffiti? If somebody paints on your property, can you legally claim the artwork as your own?
			5. In your opinion, what would the world be like without graffiti?
		136	1. Why did Little Red Riding Hood walk through the forest?
			2. What rule did Little Red Riding Hood break when she talked to the wolf?

			3. Why did the wolf ask Little Red Riding Hood where her grandmother lived?
			4. What might happen if the woodsman were not there?
		140	1. Who told the story?
			2. What made the girl scream an ear piercing scream?
			3. How could the world find out Grandma's place?
			4. What made the girl realize that it was not her grandma who took the goodies?
			5. What is meant by "cat got your tongue? In "Cat got your tongue?" The dwarf said, and pulled out a cat."
			6. What would happen if the grandma did not jump into the wolf's mouth?
3	True or False	63	1. Engross yourself shortly with what is around You
			2. Remind yourself that some things can go wrong.
			3. Mind your bodily wellbeing

			4. Miss your morning meals
			5. Avoid drinking water when you get up from your sleep.
			6. Have a big portion for your lunch
4	Gap Fill Exercise	9	1. _____ or as we usually call (him/her) as _____ is my favorite _____. 2. He/She was born in _____ on _____. 3. _____ has a/an _____ body with the height of _____ centimeters and weight _____ kilogram. 4. His/Her skin color is _____ with a _____ face and _____ smile. 5. He/She has _____ eyes and the color is _____

		15	He is very kind and (1) _____ . I found on the internet that his. (2) _____ is probably A negative. Sometimes he (3) _____ his blood to the blood bank so that people who need the same blood type as him will be able to use it. It is not the only good thing that I like about him. He is very (4) _____ and loves to maintain his health by not smoking. He does not like to drink alcoholic drinks and also there is no tattoo on his body as well. He believes that a tattoo will not be good for the blood that he donates to the blood bank. Ronaldo is also very (5) _____ which makes him a philanthropist. He donates billions of dollars to the poor and (6) _____ people across the world. As a sports celebrity he remains (7) _____. Ronaldo treats his fans in a very courteous way. Once, a person in the audience was injured in the face by the football kicked by Ronaldo. Right after the match, Ronaldo (8) _____ personally and gave him his jersey.
5	Matching Exercises	86	1.It takes time for the brain to get the information that you have eaten enough. (.....) 2. You need to focus and ind a proper place to eat. (.....)

			3. Cook your own meal for healthier and cheaper options. (.....)
			4. Food is best when they are not overprocessed. (.....)
			5. More variation means more nutrients in your food. (.....)
6	Cloze Test	64	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.

APPENDIX 3 : Levels of Reading Assesment types

No	Chapter	Page	Questions	Level
1	Chapter 1	12	1.What is the main idea of the text?	C2
			2. What makes Cristiano Ronaldo different from other players in scoring a goal?	C4
			3. How did he get known as a rocket man?	C2
			4. How does the text organized its idea about Ronaldo?	C4
			5. “Ronaldo’s G-force is ive times higher than that of a cheetah.” What can you infer from the sentence above?	C5
			6. What is the function of the picture in relation to the verbal text?	C3
		28	1.What sports do they play?	C1
			2. What limitations or physical impairments do they have?	C2
			3. What had caused the impairments?	C2
			4. What obstacles do they need to overcome?	C4
			5. What achievement have they gotten so far?	C1
			6. How does their story affect you personally?	C5
			7. How can their story inspire society to change?	C6
		9	1. _____ or as we usually call (him/her) as _____ _____ is my favorite _____.	C1
			2.He/She was born in _____ on _____.	C1

			3. _____ has a/an _____ body with the height of _____ centimeters and weight _____ kilogram.	C1
			4. His/Her skin color is _____ with a _____ face and _____ smile.	C2
			5. He/She has _____ eyes and the color is _____	C2
		15	He is very kind and (1) _____. I found on the internet that his (2) _____ is probably A negative. Sometimes he (3) _____ his blood to the blood bank so that people who need the same blood type as him will be able to use it. It is not the only good thing that I like about him. He is very (4) _____ and loves to maintain his health by not smoking. He does not like to drink alcoholic drinks and also there is no tattoo on his body as well. He believes that a tattoo will not be good for the blood that he donates to the blood bank. Ronaldo is also very (5) _____ which makes him a philanthropist. He donates	C1 C1 C2 C2 C3

			billions of dollars to the poor and (6) _____ people across the world. As a sports celebrity he remains (7) _____. Ronaldo treats his fans in a very courteous way. Once, a person in the audience was injured in the face by the football kicked by Ronaldo. Right after the match, Ronaldo (8) _____ personally and gave him his jersey.	C2 C3 C4
2	Chapter 2	37	1.Are there any parts of the writer’s experience in watching the game that are similar to yours?	C4
			2. Why do you think the writer stated that the winner was unpredictable?	C4
			3. Could you feel the same excitement of watching the game by just reading the text?	C5
			4. How do you think the writer’s can help you to do active reading using your five senses?	C5
3	Chapter 3	63	1.Engross yourself shortly with what is around you.	C1
			2.Remind yourself that some things can go wrong.	C2
			3.Mind your bodily wellbeing.	C2
			4.Miss your morning meals.	C1
			5.Avoid drinking water when you get up from your sleep.	C1
			6.Have a big portion for your lunch.	C1
		64	1.In order to lose weight, you need to avoid a sedentary lifestyle and begin to	C3

			 around.	
			2. Make sure you have enough gap between your dinner and your	C2
			3. Talking about your problem may help you with mental health only if you the person you talk to.	C4
			4. You need to convince that despite all the problems, by the end of the day everything is going to be ine.	C4
			5. You need to consume the first thing in the morning.	C2
4	Chapter 4	86	1.It takes time for the brain to get the information that you have eaten enough. (.....)	C2
			2. You need to focus and ind a proper place to eat. (.....)	C2
			3. Cook your own meal for healthier and cheaper options. (.....)	C3
			4. Food is best when they are not overprocessed. (.....)	C4
			5. More variation means more nutrients in your food. (.....)	C4
5	Chapter 5	117	1.Why do you think they write the posts?	C5
			2. Which writer do you agree with? Explain your answer. Refer to what is written on the posts.	C5
			3. How would you feel if somebody painted graiti on your property?	C4

			4. Who owns the graiti? If somebody paints on your property, can you legally claim the artwork as your own?	C3
			5. In your opinion, what would the world be like without graiti?	C6
6	Chapter 6	136	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 might happen if the woodsman were not there?	C6
		140	1. Who told the story?	C1
			2. What made the girl scream an ear piercing scream?	C2
			3. How could the world find out Grandma's place?	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
		140	1. Have all the same characters?	C1
			2. Have the same setting?	C1
			3. Have the same beginning?	C2
			4. Have the same middle?	C4
			5. End the same way?	C4
			6. Have the same main characters?	C3

			7.Have the same problems?	C4
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APPENDIX 4 : Sample of Questions Adapted from Delton (1986), Pohl (2002) and Anderson et al (2001) for Analyzing Levels of Reading Assesment .

Cognitive Process	Instructional Verbs	Sample Questions
Remembering	Memorize Group Relate Show Give Example Reproduce Repeat Label Group Read Write Outline Choose Recite Review Record Match Select Underline Cite Listen	What happened after ...? How many ...? What is ...? Who was it that ...? Name ... Find the definition of ... Describe what happened after... Who spoke to ...? Which is true or false ...?

Understanding	Restate Describe Identify Discuss Retell Research Translate Paraphrase Reorganize Associate Summarizes Report Recognize Review Observe Interpret Main idea	Write in your own words ... How would you explain ...? Write a brief outline... How would you clarify...? Who do you think ...? What was the main idea ...? Clarify ... Illustrate ...
Applying	Apply Make Practice Interpret Operate Interview Discover Change Sequence Show Solve Collect Demonstrate Use Draw	What questions would you ... Group by characteristics ... Which factors would you ... Explain another instance ... From the information given, develop a set of instructions about ...

Analyzing	Distinguish Question Separate Inquire Arrange Compare Contrast Survey Detect Group Investigate Research Calculate Criticize Discriminate Order Sequence Test Debate Analyze Categorize Relate	How is ...similar to ...? What do you see as other possible outcomes? Why did ... changes occur? Explain what must have happened when ... What are some or the problems of ...? Distinguish between ... What were some of the motives behind ...? What was the turning point? What was the problem with ...?
Evaluating	Judge Rate Predict Asses Score Revise Infer Determine Tell why Compare Evaluate Measure Choose Conclude Deduce Justify Recommend Discriminate Appraise Probe Argue	Judge the value of ... What do you think about ...? Defend your position about ... Do you think ... is good or bad thing? How would you have handled ...? What changes to ... would you recommended? Do you believe...? How would you feel if ...? How effective are ...? What are the consequences ...? What influence will ... have on our lives? What are the pros and cons of ...? Why is ... of value? What are the alternatives? Who will gain and who will lose?

	Decide	
Creating	Compose Organize Compile Improve Invent Produce Construct Develop Formulate Imagine Generate Predict Devise Design Revise Plan Prepare	Design a ...to ... Devise a possible solution to ... If you had access to all resources, how would you deal with ...? Devise your own way to ... What would happen if ...? How many ways can you ...? Create new and unusual uses for Develop a proposal ...

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