

**AN ANALYSIS OF READING QUESTIONS IN ENGLISH
TEXTBOOK FOR JUNIOR HIGH SCHOOL
MERDEKA CURRICULUM EDITION
(INTERACTIVE ENGLISH 2 BY YUDHISTIRA)
BASED ON REVISED BLOOM'S TAXONOMY THEORY**



THESIS

Written by:

NURFADILLAH

2188203035

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF BENGKULU**

2025

**AN ANALYSIS OF READING QUESTIONS IN ENGLISH
TEXTBOOK FOR JUNIOR HIGH SCHOOL
MERDEKA CURRICULUM EDITION
(INTERACTIVE ENGLISH 2 BY YUDHISTIRA)
BASED ON REVISED BLOOM'S TAXONOMY THEORY**

THESIS

**Submitted in partial fulfillment of the requirements for the degree of
Bachelor of English Education**



Written by:

NURFADILLAH

2188203035

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF BENGKULU**

2025

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan dibawah ini:

Nama : Nurfadillah

NPM : 2188203035

Program Studi : Pendidikan Bahasa Inggris

Perguruan Tinggi : Universitas Muhammadiyah Bengkulu

Dengan ini menyatakan bahwa skripsi saya yang berjudul:

“AN ANALYSIS OF READING QUESTIONS IN ENGLISH TEXTBOOK FOR JUNIOR HIGH SCHOOL MERDEKA CURRICULUM EDITION (INTERACTIVE ENGLISH 2 BY YUDHISTIRA) BASED ON REVISED BLOOM’S TAXONOMY THEORY” Adalah karya sendiri. Apabila dikemudian hari ternyata karya tulis ini berindikasi sebagai karya plagiat, saya bersedia menerima sanksi yang berlaku di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Bengkulu.

Bengkulu, 19 Agustus 2025

Yang membuat pernyataan

Mengetahui,

Ketua Program Studi



Wahidurrahman Safitri, M.Pd

NIDN. 1521090224



Nurfadillah

NPM. 2188203035

APPROVAL SHEET

**AN ANALYSIS OF READING QUESTIONS IN ENGLISH
TEXTBOOK FOR JUNIOR HIGH SCHOOL
MERDEKA CURRICULUM EDITION
(INTERACTIVE ENGLISH 2 BY YUDHISTIRA)
BASED ON REVISED BLOOM'S TAXONOMY THEORY**



THESIS

Written by:

Nurfadillah

NPM. 2188203035

Approved and authorized by the supervisor:

Supervisor

Kiagus Balugiah, M.Pd.

NIDN. 0202037503

Acknowledged by Dean of FKIP

Muhammadiyah University of Bengkulu



Dr. Santoso, M.Si.

NIP. 196706151993031004

**AN ANALYSIS OF READING QUESTIONS IN ENGLISH
TEXTBOOK FOR JUNIOR HIGH SCHOOL
MERDEKA CURRICULUM EDITION
(INTERACTIVE ENGLISH 2 BY YUDHISTIRA)
BASED ON REVISED BLOOM'S TAXONOMY THEORY**

THESIS

Written by:

**Nurfadillah
NPM. 2188203035**

**Has Been Examined by the Board of Examiners of the English Education
Study Program of Teacher Training and Education Faculty
Muhammadiyah University of Bengkulu**

Examiners

Names

1. **Ivan Achmad Nurcholis, M.Pd.
Examiner 1**
2. **Eki Saputra, M.Pd.
Examiner 2**
3. **Kiagus Baluqiah, M.Pd.
Supervisor**

Signatures

(.....)

(.....)

(.....)

**Acknowledged by Dean of FKIP
Muhammadiyah University of Bengkulu**



**Drs. Santoso, M.Si.
NIP. 196706151993031004**

MOTTO

Bismillaahirrahmaanirrahiim

Allah is the giver of light in the heavens and the earth, and His light is like a hole in an impenetrable wall in which is a great lamp. The lamp was in a glass tube (and) the glass tube was like a star (that glittered like) a pearl, which was lit with oil from a blessed tree, (namely) an olive tree that grows neither in the east nor in the west, whose oil (alone) almost illuminates even though it is not touched by fire. Light upon light (in layers). Allah guides to His light whom He wills. Allah makes parables for mankind. Allah knows all things. (Q.S An-Nur :35)

DEDICATION

This thesis is sincerely devoted to My Prophet Muhammad SAW, who has provided guidance to Muslims, and to My Lord, Allah SWT, for His mercy and bounties in my life.

1. To my beloved parents, for their uncountable love, motivation, and support that strengthened me when I fell and got weak.
2. To my sister, Gayatri Muslimah. She has affected my life since we were little. You've created an exceptionally valuable sisterhood.
3. To my dearest pets (Nemweng, Enyaw, Bubu, Nolen, Bibo, Belang, Tibu, and Putih), who have always provided silent solace despite not being able to comprehend the gravity of my problems. Your loyalty served as a reminder that I was never really alone. Your presence reduced my stress, and your composure brought me serenity.
4. To my close friends (Shelly Kusuma Wardani, Gleichenia Maringga, Messy Wendiani, Della Adelia, Nindia Dwi Citra, Wina Shasha Regina, Rahma Mayang Sari, Riska Sophia Ningsih, Renita Kusuma Dewi, and Rahma Dwitia Putri) and my classmates who have supported me along the way, especially during the most trying times. Thank you for your encouragement, laughter, and support.
5. To my lecturers in the English Language Department, who have given me guidance during my study in this department.

PREFACE

Praise be to Allah, the Lord of the Worlds. The author offers heartfelt gratitude to Allah SWT for His mercy, guidance, and blessings, which have enabled the completion of this thesis titled **"An Analysis Of Reading Questions In English Textbook For Junior High School Merdeka Curriculum Edition (Interactive English 2 By Yudhistira) Based On Revised Bloom's Taxonomy Theory."** The completion of this thesis would not have been possible without the support, guidance, and assistance of various parties. For this reason, the author would like to express sincere gratitude to:

1. Washlurachim Safitri, M.Pd, as the Head of the English Education Study Program, Muhammadiyah University of Bengkulu.
2. Kiagus Baluqiah, M.Pd, as the thesis advisor, for all the guidance, support, and meaningful suggestions given from the beginning to the completion of this thesis.
3. Ivan Achmad Nurcholis, M.Pd and Eki Saputra, M.Pd, as the first and second thesis examiners, for the constructive criticism, evaluation, and direction that contributed to the improvement of this thesis.
4. All lecturers of the English Education Study Program, Muhammadiyah University of Bengkulu, for the knowledge and experience shared throughout the writer's academic journey.

The author realizes that this thesis still has limitations and is not yet perfect. Therefore, the author welcomes constructive criticism and suggestions from various parties as valuable input for future research improvements. Finally, the author hopes that this thesis will be beneficial to readers.

Bengkulu, 14 August

Nurfadillah

TABLE OF CONTENTS

COVER	ii
TITLE PAGE	vi
SURAT PERNYATAAN KEASLIAN SKRIPSI	ix
APPROVAL SHEET	v
MOTTO	vi
DEDICATION.....	vii
PREFACE	vvi
TABLE OF CONTENTS.....	ix
LIST OF TABLE	xi
ABSTRACT	xii
CHAPTER I. INTRODUCTION.....	1
1.1 The Background of Research	1
1.2 Focus of problems and research questions.....	3
1.3 The Objective of Research.....	4
1.4 Limitation of the Study	4
1.5 The Significance of Research	5
1.6 Definition of Key Term	6

LIST OF TABLES

Table 2.1	Differences of BloomTaxonomy
Table 3.1	Format of table checklist for Level of Cognitive Process Dimension
Table 4.1	Result of Analysis Reading Questions in Chapter 1
Table 4.2	Result of Analysis Reading Questions in Chapter 2
Table 4.3	Result of Analysis Reading Questions in Chapter 3
Table 4.4	Result of Analysis Reading Questions in Chapter 4
Table 4.5	Result of Analysis Reading Questions in Chapter 5
Table 4.6	Result of Analysis Reading Questions in Chapter 6
Table 4.7	Result of Analysis Reading Questions in Chapter 7
Table 4.8	Result of Analysis Reading Questions in Chapter 8
Table 4.9	Result of Analysis Reading Questions in Chapter 9
Table 4.10	Result of Analysis Reading Questions in Chapter 10
Table 4.11	Table Cognitive Dominant

ABSTRACT

Nurfadillah, 2025. "An Analysis of Reading Questions in the English Textbook for Junior High School Merdeka Curriculum Edition (Interactive English 2 by Yudhistira) Based on Revised Bloom's Taxonomy Theory". Thesis, English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Bengkulu. Supervisor: Kiagus Baluqiah, M.Pd.

The Revised Bloom's Taxonomy provides a framework for evaluating cognitive levels in learning materials, and achieving a balanced distribution of lower- and higher-order thinking skills in textbooks is essential to fulfilling the objectives of the Merdeka Curriculum. This study aims to analyze the cognitive levels of reading comprehension questions in *Interactive English 2* for Junior High School, Merdeka Curriculum edition, based on the Revised Bloom's Taxonomy. Using a qualitative descriptive design with document analysis, 114 reading comprehension questions across 10 chapters were examined and classified into six cognitive domains: Remembering (C1), Understanding (C2), Applying (C3), Analyzing (C4), Evaluating (C5), and Creating (C6). The analysis revealed that lower-order thinking skills dominated, with Remembering (62.28%) and Understanding (18.42%) comprising the majority, while higher-order thinking skills such as Analyzing (7.02%), Evaluating (6.14%), and Creating (3.51%) were underrepresented. These findings indicate that the textbook emphasizes factual recall and basic comprehension over critical, analytical, and creative thinking, which is inconsistent with the goals of the Merdeka Curriculum. Therefore, it is recommended that future textbook development ensure a more balanced distribution of cognitive levels to better support students' higher-order thinking skills.

Keywords: English Textbook, Reading Questions, Revised Bloom's Taxonomy, Merdeka Curriculum.

ABSTRACT

Penelitian ini bertujuan untuk menganalisis pertanyaan membaca dalam buku teks Bahasa Inggris untuk siswa SMP edisi Kurikulum Merdeka (Interactive English 2 oleh Yudhistira) berdasarkan teori Revised Bloom's Taxonomy. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan analisis dokumen. Data diperoleh dari 114 pertanyaan membaca yang tersebar dalam 10 bab buku tersebut, kemudian diklasifikasikan ke dalam enam domain kognitif: Remembering (C1), Understanding (C2), Applying (C3), Analyzing (C4), Evaluating (C5), dan Creating (C6). Hasil analisis menunjukkan bahwa pertanyaan membaca didominasi oleh level kognitif rendah, yaitu Remembering (62,28%) dan Understanding (18,42%). Sementara itu, level kognitif tinggi seperti Analyzing (7,02%), Evaluating (6,14%), dan Creating (3,51%) masih sangat minim. Temuan ini menunjukkan bahwa buku teks lebih banyak menekankan pada kemampuan mengingat dan memahami daripada mendorong siswa untuk berpikir kritis, analitis, dan kreatif sebagaimana yang ditargetkan dalam Kurikulum Merdeka. Oleh karena itu, disarankan agar pengembang buku teks lebih memperhatikan keseimbangan antar level kognitif demi menunjang pengembangan keterampilan berpikir tingkat tinggi siswa.

Kata Kunci: Buku Teks Bahasa Inggris, Pertanyaan Membaca, Revised Bloom's Taxonomy, Kurikulum Merdeka.

CHAPTER I

INTRODUCTION

This chapter presents brief discussion about background, the research questions, objectives of the research, limitations of the research, significances of the research, and the definition of key terms of research.

1.1 The Background of Research

Textbooks are one of the main learning tools in the education system. Textbooks are produced by the government to meet the needs of students as well as the curriculum and syllabus. Textbooks are teaching materials that assist in the teaching and learning process, according to (Cahyani & Perdana, 2019). However, in practice, many textbooks still do not meet the needs of students. Some are too expensive, provide uninteresting assignments, or are ineffective in supporting the learning process (Akhmad et al., 2022). Therefore, it is crucial for textbooks to align with learning objectives and students' real-world experiences. Students may become less motivated to learn, and the teaching process may become less effective if textbooks are outdated.

According to (Yusnida et al., n.d.). In general, textbooks are useful for learning English and cover the four main skills of speaking, listening, reading, and writing. Reading is the most important of these four skills, as it helps students understand the material and develop their knowledge (Ainayah, 2021). Reading textbook exercises should not only improve students' comprehension, but also develop their critical thinking skills. Therefore, the quality of questions in reading textbook exercises is very important in improving students' cognitive abilities.

The types of questions found in textbooks are very important for developing students' critical thinking skills as they learn English, especially in junior high school. From simple memorisation questions to more difficult tasks such as analysis, evaluation, and creativity, everything is possible. English textbooks are useful tools for teachers and students because they provide guidance on what and how to teach in order to improve language proficiency (Heri Gunawan et al., n.d.). In order to align English textbooks with learning objectives, it is essential to

update them. Textbooks that are part of the current curriculum offer a variety of reading exercises that can be evaluated for their effectiveness in developing students' critical thinking skills.

Junior high school pupils utilize the English textbook Merdeka Curriculum Edition (Interactive English 2 by Yudhistira). This book is intended to assist beginning English language learners in honing their fundamental speaking, writing, listening, and reading abilities. Interactive English 2, the second book in the junior high school Interactive English series, was created using the most recent Merdeka Curriculum. Schools are supposed to modify their instruction in accordance with the guidelines established in this curriculum. Furthermore, every resource in this book is made to accommodate students' learning requirements.

English textbooks for junior high school are meant to assist pupils in learning the fundamentals of the language and using them in everyday situations. Yudhistira's Merdeka Curriculum Edition textbook Interactive English 2 serves as one illustration. Ten chapters with a variety of speaking, listening, reading, and writing exercises are included in this book. There are also audio resources that may be accessed by a QR code. The materials are age-appropriate, tailored to the needs of the kids, and based on the most recent Curikulum Merdeka.

As we know, junior high school is the second or middle level of formal education. It acts as a link between elementary school and senior high school, when pupils start to acquire increasingly complex intellectual and critical thinking skills. In Indonesia, junior high school, also known as Sekolah Menengah Pertama or SMP, is crucial in setting the groundwork for students' future academic achievement, particularly in subjects like English, which is required by the national curriculum. Junior high is a crucial time because it's when pupils start to acquire increasingly sophisticated cognitive abilities. As a result, learning English at this level should equip students to solve problems in everyday situations in addition to teaching linguistic proficiency (Retnaningtyas et al., 2024). Examining whether the reading assignments in Interactive English 2 can help students build higher-order thinking skills is vital given the significance of textbooks in the educational process. The reading exercises should be assessed using the Merdeka Curriculum's emphasis on critical thinking, creativity, and self-directed learning.

The Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001) will serve as the framework for this analysis said Darwazeh and Branch (2022). Six cognitive ability levels are included in this taxonomy: Remember, Understand, Apply, Analyze, Evaluate, and Create. It offers a methodical approach to evaluating the complexity of learning assignments. The researcher hopes to determine whether the textbook's reading questions match the anticipated cognitive capabilities by using this methodology.

The purpose of this analysis is to determine whether the questions in the book are in line with Bloom's revised taxonomy. Teachers must be careful in selecting English textbooks so that students can improve their reading skills. The reason I chose this title is because textbooks are the main source of learning in schools, especially in Indonesia. In addition, the uniqueness of this thesis lies in its specific analysis of reading questions based on the revised Bloom's Taxonomy theory, presenting a detailed qualitative analysis, and revealing the inconsistency between the curriculum objectives and the content of the book.

I chose Revised Bloom's Taxonomy as the basis for this study because this theory provides a systematic framework for analysing the cognitive level of reading questions in English textbooks. By using this theory, I can measure whether the questions in the textbooks contain questions that can develop students' critical thinking skills or are still limited to basic understanding. This is particularly important for English language learning, especially in the area of reading skills. Not only does it require text comprehension, but thinking skills are also needed in accordance with the demands of the Merdeka Curriculum. In addition, the Revised Bloom's Taxonomy is a widely used and trusted theory in the world of education to help teachers and researchers in compiling and assessing questions and learning objectives in a more structured and measurable manner. Therefore, this theory is very relevant and appropriate to use to analyse the quality of reading questions in the textbooks I am researching.

Based on this explanation, the researcher analysed reading questions in an English textbook titled Analysis of Reading Questions in English Textbooks for the Merdeka Curriculum for Junior High School (Interactive English by Yudhistira) based on the revised Bloom's Taxonomy theory. Since this book was

published in Indonesia, it is important to analyse reading questions using Bloom's Taxonomy as a foundation for formulating learning objectives.

1.2 Focus of problems and research questions

This study only looks at the cognitive process components of the new version of revised bloom's taxonomy used in reading problems in Analysis of Reading Questions in English Textbook for Junior High School Merdeka Curriculum Edition (Interactive English by Yudhistira) based on the Revised Bloom's Taxonomy Theory. There are two problems in this research, namely teachers often choose English Textbooks without considering the number of reading questions included and some English Textbooks provide material that requires low thinking skills. The questions of this research are:

1. What are the cognitive domains of Revised Bloom's Taxonomy in the reading questions of the English Textbook for Junior High School Merdeka Curriculum Edition Interactive English 2 by Yudhistira?
2. What is the dominant cognitive domain of the Revised Bloom's Taxonomy in the reading questions of the English Textbook for Junior High School Merdeka Curriculum Edition Interactive English 2 by Yudhistira?

1.3 The Objective of Research

Based on the research questions above, the objectives of this research are:

1. To know the cognitive domains of Revised Bloom's Taxonomy in the reading questions of the English Textbook for Junior High School Merdeka Curriculum Edition Interactive English by Yudhistira.
2. To determine the dominant cognitive domain of the Revised Bloom's Taxonomy in the reading questions of the English Textbook for Junior High School Merdeka Curriculum Edition Interactive English by Yudhistira.

1.4 Limitations of the Study

The researcher only focuses on the book's reading questions since they can provide a broader view into students' thinking, allowing teachers to effectively teach their thinking skills. The researcher is analyzing reading questions in the English textbook for Junior High School Merdeka Curriculum Edition Interactive

English by Yudhistira, including those that begin with the 5W+1H questions (What, Who, When, Where, Why, and How). Additionally, the researcher examined questions that follow the reading text.

The researcher only looked at one book, Interactive English 2, which was produced by Yudhistira. This is because the book is used to teach English at the junior high school level in grade 2, which follows the revised Merdeka Curriculum. In addition to having a comprehensive framework of reading questions and content, this book is representative enough to be examined using the cognitive domains included in the Revised Bloom's Taxonomy.

Furthermore, focusing on a single book allows the researcher to conduct a more focused and in-depth investigation without compromising the authenticity of the data. The choice of one book also takes into account the constraints of time, money, and research scope, ensuring the study remains practical and productive.

1.5 The Significance of Research

1. Theoretical Significance

English Textbook can be used as evaluation material for all publishers who print educational books for this research. In compliance with government rules requiring young people to be able to think critically about anything, the printed book should include a Bloom taxonomy so that children can practise their mentality. If they are used to critical thinking, they will be far more effective at problem solving..

2. Practical Significance

This study will assist instructors and schools in making more informed decisions about the English Textbook that kids will use in school. They can perform a poll ahead of time to determine the contents of the book that will be used, ensuring that the needs of the students in the class are fully addressed. Furthermore, if the Textbook used contains an even Bloom taxonomy, especially the high order thinking skill, students can practise it so that what they receive is not merely theory.

1.6 Definition of Key Term

1. Reading

In the English context, reading is not a simple chore because it is new taste for the pupils, and they have to battle to adapt with the new vocabulary. The advantage of reading may also involve the development of different reading abilities and cognitive strategies as individuals create and develop beneficial reading habits over time.

2. Reading Questions

Reading questions are part of reading comprehension. Therefore, reading questions mean a question that must be answered by reading first, and has the aim of wanting to know the level of understanding of the reader or what is often called a reading comprehension.

3. Revised Bloom Taxonomy

Bloom's taxonomy, discovered by quality educators, is an educational innovation. So far, Bloom's taxonomy has been utilised to assess the level of queries. And now, Bloom's Taxonomy has changed to "Bloom's Revised Taxonomy" which can help novice and veteran instructors design their lesson plans as a method that develops high-level thinking skills and stimulates student engagement..

4. English Textbook for Junior High School Merdeka Curriculum Edition Interactive English by Yudhistira

The book of "Merdeka Curriculum Edition Interactive English by Yudhistira" is an English Textbook. Gumanti N. R. is the writer of this book. Then this book teaches several skills like speaking, listening, reading, and writing abilities.