CHAPTER II

LITERATURE REVIEW

This chapter present brief discussion about related literature which is used in the study. All relevant issue of this study will be discussed based on those theories.

2.1 Definition of Reading

Reading ability is the most significant factor in obtaining good grades, good jobs, and a decent life because it is a vital component of human life in this century (*Shahetal2022onReading*, n.d.).Aligned with (Suyanto et al., 2024)mentioned that reading, one of the essential skills required in the learning process, is an activity to absorb the information from the text to understand the topic or material of the current subjectso that students can complete them more readily.

Then Reading is essential for students' overall growth(Napa-Rodríguez, 2025). Reading is also a process of gaining better insight into the text. Similarly, according to(Istiq'faroh et al., 2024) reading is vital to the process of acquiring knowledge. Reading have anbenefits. Reading provides many cognitive and literacy-building effects(Morwa&Ndilito, 2024). The longer the text, the more vocabulary will increase. The readers also can know more about the grammar based on the sentence varieties in the passage.

Based on all of the definitions of reading provided above, the researcher concludes that reading is one of the language skills that is critical to teach in the classroom since reading frequently allows readers to enhance their intellect. In reading the're have 2 types:

a. Reading Comprehension

   Reading comprehension entails more than just decoding words; it also includes interacting with the text to determine what it means. Reading comprehension is a specific form of reading. According to Kucuk (2025), reading comprehension entails not just decoding words, but also interacting with the text to discover its meaning. Reading comprehension in this context entails not just interacting with the text but also understanding the ideas contained within it. Because reading without understanding is pointless.

According to (Vera, 2025), reading comprehension is more than just a basic talent; it is also a gateway to academic performance and lifetime learning. Reading comprehension also to obtain information and understand the text's content. This will help every reader comprehend what is meant by reading comprehension. Finally, make a positive impression on reading aficionados.

b. Reading Questions

Reading comprehension and reading questions have a close relationship, similar to a reciprocal symbiosis. If you have strong reading comprehension, you will also have good reading questions, and vice versa. This question works well because it demands students to demonstrate that they understand the dialog's content, apply contextual cues to extrapolate information that isn't directly presented, and use what they've learnt to choose the best possible answer from the options supplied (Lestari & Widi Pratolo, 2025). Reading, according to specialists (Layan Hutasuhut& Sari Silalahi, 2022), is an information-gathering activity. Heaton (2005:27) identify numerous sorts of reading, which include:

1. Multiple choices, answers are more than just selecting one of four or five alternative answers. So far, the most popular approach for measuring reading knowledge of vocabulary and grammar has been multiple-choice, owing to its simplicity and speed of assessment. The easiest multiple-choice questions may lack context, but they can serve as a vocabulary or grammar check.
2. Matching can be a useful way to evaluate reading at this level. Students read words and then write the proper letters next to them.
3. True or false test is one of the most popular reading comprehension assessments. This exam is quick and reliable for assessing reading comprehension. These questions are very simple and easy to write.
4. Completion questions assess memory, not recognition. Students frequently answer these questions with a word or a short remark.
5. Open-ended questions allow students to respond subjectively. Answers can be one word, multiple words, or a sentence, depending on the question.

2.2 Bloom Taxonomy & Revised Bloom TaxonomyTheory

2.2.1 Original Bloom Taxonomy

According to (Ajayi, 2024), Bloom's Taxonomy is a comprehensive framework for classifying and organising educational goals, objectives, and outputs.This text arranged the three areas of learning as follows: cognitive, psychomotor, and affective (knowledge, skills, and attitudes, respectively) (Sobral, 2021). Bloom's taxonomy consists of three types of educational goal models, including the cognitive domain, affective domain, and psychomotor domain**.**

1. Cognitive Domain
2. This cognitive emphasis relates to the student's thinking level. This is related to cognitive abilities, which start from low to high levels (Sucipto et al., 2024). Bloom's Taxonomy focusses on cognitive domains, as affective and psychomotor domains have not been included applied completely. The original Bloom's Taxonomy includes six cognitive categories (Miftah &Dkk, 2022) namely: knowledge, comprehension, application, analysis, synthesis, and evaluation.
3. Affective Domain

   Next is the affective domain. This is also the second part of the types in the Original Bloom's Taxonomy. The affective realm includes continual emotional growth of mentality (Momen et al., 2023).
4. Psychomotor Domain

   The third realm is the psychomotor. The psychomotor domain is often applicable in domains that need hands-on actions (Sori, 2022). This psychomotor domain also and often applicable in fields that involve direct activities.

1.2.2 Revised Bloom Taxonomy

Bloom's taxonomy was developed in 1956 by an American psychologist named Benjamin Bloom. In 2001, his pupils Anderson and Krathwol rewrote the taxonomy, which became known as rewrote Bloom's Taxonomy (Rahayu et al., 2022). Lorin Anderson and David Krathwohl proposed modifying Bloom's taxonomy in 2001, hoping to concentrate teachers' attention on the taxonomy's

value and add new knowledge into it. The taxonomy was published under the title Taxonomy for Teaching, Learning, and Assessment. The system used to build the initial Bloom taxonomy has changed to the current system, which will be useful now and in the future. What sets them apart is their cognitive abilities. Students gain knowledge, whereas cognitive processes refer to the way they think.

Anderson and Krathwohl changed these categories to Remember, Understand, Apply, Analyse, Evaluate, and Create in 2001. This version stressed the ability to generate new ideas as the highest cognitive capacity, shifting the emphasis from static knowledge to dynamic processes. The new taxonomy provides a robust foundation for cognitive domains, but it falls short of addressing education's ultimate goal, which is real world application in systems. And the cognitive domain has twolevels: lower (remembering, understanding, andapplying) andhigher (analyzing, evaluating, andcreating) (Naheed & Sabir, n.d).

Table 2.1

Differences of BloomTaxonomy

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

According to Anderson, the following cognitive process modifications occur:

a. *Remembering*. This level is related to the ability to memorize for a long time said (Kuloğlu & Tutuş, 2024). In answering questions, students refer to their memories related to the material. And then, remembering in this domain or level also have a good impact of other students. It is the most fundamental thinking skill in Bloom's Taxonomy, and it is critical because it allows pupils to lay a solid foundation before going on to more harder tasks such as interpreting or applying knowledge. Remembering aids students' retention of words, grammar, and sentence patterns when studying English. Teachers can

assist children strengthen their memory by employing engaging activities such as flashcards, quizzes, songs, and games. These exercises help kids remember and enjoy learning.

b. *Understanding*. It's a second level. It means Providing context from oral, written, and graphic messages through interpretation, exemplification, classification, summarisation, inference, contrast, and clarification by(Pakpahan et al., 2021). Understanding allows pupils in education, particularly language acquisition, to connect new material to past knowledge, analyse concepts, and develop logical conclusions. Understanding is classified as a lower-order thinking talent in Bloom's Revised Taxonomy, despite the fact that it serves as a basis for more complicated cognitive processes such as applying, analysing, and evaluating. Developing comprehension in pupils ensures that learning is relevant and that they can use their information effectively in real-life circumstances.

c. *Applying*. According to (Ortiz-Garcia & Navarrete-Villarraga, 2024) this level is application entails carrying out or employing a method in a given context, as well as executing and implementing it. In academic settings, particularly in higher education, applying refers to demonstrating the capacity to put theoretical knowledge into practice, such as employing language skills in discussions, teaching English in classes, or analysing texts using certain theories. It demonstrates not only comprehension, but also the capacity to apply what has been learnt to solve issues, generate solutions, and perform activities efficiently. This stage is critical in improving students' competency and is frequently assessed through projects, teaching practice, or research-based activities such as writing a thesis.

d. *Analyzing*. In Analysing, students break down information into components to investigate and understand its structure (Romanillos& Andersson, 2024).At this level, students are expected to explore, compare, contrast, organise, and deconstruct ideas and concepts. When analysing a text, students may be required to identify the primary idea, distinguish between truth and opinion, or recognise the author's intent. This talent helps students develop critical thinking abilities, allowing them to analyse material more profoundly and

meaningfully in a variety of academic and real-world settings.

e. *Evaluating*. This is Making judgements using criteria and norms by (Tshering et al., 2025). Students are expected to evaluate the usefulness of information, ideas, or approaches for a certain purpose. Common actions at this level include defending viewpoints, comparing and contrasting ideas, justifying a conclusion, and evaluating the credibility of sources or arguments. In the context of language learning, evaluating could mean analysing an author's reasoning in a work, examining grammar usage in writing, or measuring the efficacy of a language learning technique. This cognitive process allows students to think critically and independently, which is necessary for better knowledge and academic progress.

f. *Creating*. This level is The ability to integrate and reorganise pieces into new patterns or structures said (Prof. Lalbiakdiki Hnamte, 2024). This stage emphasises creativity, uniqueness, and the ability to create new ideas or goods. Learners at this level are required to use their learnt knowledge to create, construct, plan, produce, or develop something new. In the context of English language study, students may be required to write a story, compose a poem, or create a presentation, all of which need them to synthesise information and express it creatively. Creating fosters deeper comprehension and helps students to think critically and independently.Bloom's taxonomy is in the form of instructional verbs at each level of thedomain. The following is a table of cognitive domain instructional verbs based on Anderson et al. (2001).

2.3 Textbook

Textbook are often used to convey information (Butar &Pasaribu, 2021). Textbook are commonly utilised to convey information. This is because textbook can help to compensate for the deficiencies of individual books.

Anwas et al. (2022) also stated The government compiles textbook based on students' autonomous learning at the early childhood, elementary, junior, and senior high school levels. This demonstrates the relevance of textbook in the early years of elementary school in developing children's literacy skills and character.

Based on the description above, the author believes that textbooks are books that contain essential information points and materials that contain exercises that

students may complete in writing and practice so that the outcomes of their work and the successes of each student can be known.

2.3.1 The Use of Textbook

During the learning process in class, the utilisation of books as a source of learning was extremely significant (Fadilla et al., 2024). So, textbook also serve an important role in the teaching and learning process, particularly in English language education. They provide a structured framework that enables both teachers and students to attain specified learning objectives. A well-designed textbook provides students with a variety of materials like as reading texts, vocabulary lists, grammar exercises, and listening activities to help them strengthen their language skills.

In addition to supplying material, textbook serve as aids for teachers when organising courses and delivering teaching. They include a sequence of subjects, suggested exercises, and assessments that correspond to learning objectives. This constancy ensures that learners get a fair exposure to language abilities including reading, writing, speaking, and listening. Textbook allow students to review lessons individually, practice language skills at home, and track their progress. As a result, textbook facilitate both classroom learning and independent study.

While textbook provide numerous benefits, it is critical to select the appropriate one for the target learners. An excellent textbook should be age-appropriate, culturally relevant, and matched to the students' competency level. It should also contain engaging and diverse activities to promote student participation and critical thinking. The textbook may not fully accomplish the program's objectives since it lacks HOTS-oriented questions and meta-cognitive involvement, even though it agrees with other curriculum features (Yusril etal., 2025). Teachers should evaluate textbook not just for their content, but also for their adaptability to fit the needs of their students.

2.3.2 Benefits of Using Textbook

O’Neill (1982) in (Susiati &Mufidati, 2020) mentionssome benefits ofusingtextbook, thereare:

a. Although a textbook is not specially designed for particular students, most parts
b. Students will find it easier to review the lessons having been discussed in the

classroom and learn the future materials prior to the meeting in the classroom.

c. With reasonable price a textbook provides high qualitymaterials that students can afford.

2.4 Previous Studies

Numerous researchers have written on comparable studies. This section will discuss distinctions from past study in order to separate this research from others and to show the legitimacy of this research, as follows:

The first is similar with thesis from FathimatusSa'diyah, (2022) entitled Reading Comprehension Questions In High School Efl Textbook Based On Revised Bloom's Taxonomy. This thesis investigates the levels of thinking required by reading comprehension questions found in the English textbook "Work in Progress for High School Class X," which adheres to the Indonesian Merdeka Curriculum. Using the Revised Bloom's Taxonomy as an analytical framework, the researcher classified questions as lower-order thinking skills (LOTS) (remembering, comprehending, and applying) and higher-order thinking skills (HOTS) (analysing, evaluating, and producing). The study adopted a qualitative descriptive method employing content analysis to assess the cognitive levels of 125 reading comprehension questions.

The results showed that 64% of the questions included higher-order thinking skills, with the "analyzing" level being the most prominent, while 36% involved lower-order thinking skills. This shows that the textbook promotes critical and analytical thinking, which aligns with the curriculum's purpose of developing students' reasoning abilities. The thesis indicates that the textbook's reading comprehension questions are generally well-constructed in terms of cognitive depth and may assist students improve their critical thinking skills. It is also a great resource for English instructors, schools, and curriculum creators for choosing and enhancing learning resources.

The present researcher encounters, Yuliana Dwi Astuti, (2023) as the second study related to thisentitled "Analysis Of Higher Order Thinking Skills (Hots) In Reading Exercises OfAn English Textbook Entitled *English In Mind Second Edition* For Grade VIIOf Junior High School Based On Bloom's Taxonomy Revision. This study examines the presence and distribution of Higher Order

Thinking Skills (HOTS) in the reading exercises of the English textbook English in Mind Second Edition for seventh grade students. The study is based on the Revised Bloom's Taxonomy and focusses specifically on three HOTS levels: analysing, evaluating, and creating. The study used a qualitative content analysis method.

The researcher examined all essay questions in the textbook's reading portions, particularly those that used WH-question words (who, what, where, when, why, and how). The data were gathered by document inspection and analysed using Miles and Huberman's interactive approach, which includes data reduction, data display, and conclusion draughting. The researcher also used expert judgement to validate the findings, employing an English instructor from SMP Muhammadiyah 1 Klaten.The findings indicate that only 21 (21.6%) of the 97 reading exercise items were classified as HOTS. These include 13 questions that assess analysing skills (13.4%), 7 for assessing (7.3%), and only one for generating (1%).

In comparison, 42 (43.3%) questions were classified as Lower Order Thinking Skills (LOTS), and 34 (35%) as Middle Order Thinking Skills (MOTS). The findings show that the textbook is disproportionately dominated by lower-level thinking questions and places insufficient attention on HOTS, which is vital for developing students' critical thinking skills. The study concludes that while the textbook does include some HOTS-related questions, they are not adequately distributed and are mostly limited to the analyzing level. The researcher recommends that English textbook should integrate more HOTS questions, particularly those that promote evaluating and creating skills, to better align with educational goals and improve students' higher thinking abilities.

The last relevant study that the present researcher find is the study that conducted by Donna Sita Andriyani, (2025) with the tittle ofAnalysis Of Higher Order Thinking Skills In Reading Exercises OfAn English Textbook Entitled *Bahasa InggrisUntukSmaKelas X*By Grafindo Media Pratama Based On Bloom's Taxonomy Revision. This study aimed to analyze the distribution of Higher Order Thinking Skills (HOTS) in reading exercises found in the textbook Bahasa Inggrisuntuk SMA/MA/SMK/MAK Kelas X published by Grafindo Media Pratama, and to identify the difficulties students faced in answering HOTS-based questions. The research was grounded in the Revised Bloom's Taxonomy

framework, which focuses on three HOTS levels: analyzing (C4), evaluating (C5), and creating (C6). Using a descriptive qualitative method with content analysis, the researcher examined 60 multiple-choice and 30 essay questions from the reading sections of the textbook.

Data were also collected through interviews with ten-grade students at MA Muhammadiyah 1 Malang to explore their challenges in answering the questions The findings found that the bulk of HOTS questions came into the category of analysing (88.6%), followed by evaluating (11.4%), and none for generating (0%). This demonstrates a high emphasis on analytical issues in the textbook and a paucity of possibilities for pupils to participate in creative thinking via reading tasks.Furthermore, student interviews revealed four major hurdles in completing HOTS-based reading exercises: a lack of vocabulary knowledge, difficulties identifying the primary concept, grammar concerns, and difficulty maintaining focus while reading.

These barriers limit students' capacity to fully engage with higher-level cognitive problems, indicating the need for more supportive instructional tactics and better-aligned textbook content. In conclusion, while the textbook includes some HOTS elements, it is imbalanced and insufficient in promoting all dimensions of higher-order thinking, particularly the skill of creating. The researcher recommends that textbook developers and educators integrate a more even distribution of HOTS to better develop students' critical and creative thinking abilities.

2.5 Summary of Literature Review

In summary, reading questions in textbook play a crucial role in shaping students' comprehension skills, and the revised Bloom's Taxonomy serves as a valuable framework for analysing the cognitive demands of these questions. Previous research suggests that many English textbook tend to emphasise lower-order thinking, indicating a need for more diverse and higher-level questions. This study aims to analyse the reading questions inthe English Textbook for Junior High School Merdeka Curricrriculum Edition Interactive English 2 by Yudhistira.