AN ANALYSIS OF WH-QUESTIONS IN ENGLISH LANGUAGE TEXTBOOK CURRICULUM 2013 FOR TENTH GRADE BASED ON THE COGNITIVE DOMAIN OF REVISED BLOOM'S TAXONOMY

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

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ISLAMIC UNIVERSITY OF INDONESIA YOGYAKARTA

2017

APPROVAL SHEET

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Board of Examiners

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis which I have written does not contain the work or parts of other people except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 09 of February 2017

The writer,

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NUZATUL DYAH SUJATMI

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MOTTO

-Verily, along with every difficulty there is relief-

DEDICATION

Numerous people have been supported and encourage me in the writing of this thesis. The appreciation and thanks are due to:

1. The dean of Faculty of Psychology and Socio-Cultural Sciences Islamic University of Indonesia Dr. rer. nat. Arief Fahmie, S.Psi.,M.A., Psikolog
2. The head of English Language Education Department Irma Windy Astuti S.S., M.Hum
3. My beloved lecturer, Astri Hapsari, S.S., M.TESOL as my thesis supervisor
4. The whole lecturers at English Language Education Department and the staffs
5. My beloved mom and dad, also my lovely brother and sister
6. All my friends at English Language Education Department batch 2012
7. All those who have helped me to complete this thesis which may not be mentioned one by one

ACKNOWLEDGEMENT

Alhamdulillah. I am extremely grateful to Allah SWT, Lord of the world, who has given us life, love and blessing. As from His blessing, I am able to finish this thesis as a partial fulfillment of requirements to obtain the *Sarjana Pendidikan* degree in English Language Education.

This thesis may not be finished without the support of numerous people. I would like to express my highest gratitude and appreciation to my thesis supervisor, Astri Hapsari, S.S., M.TESOL who have been support, care and motivate me during the process of writing this thesis. Thanks for all the meaningful consultation sessions. Also, my warm thanks to all lecturers at English Language Education Department who had given meaningful knowledge. I have been learning so many things.

My special appreciations and thanks belong to my parents (Siti Farkhiyah and Agus Jati Sudiro), also my brother and sister (Samsul Afif Rahula and Handini Ratna Aradya) for their unconditional support during the process of writing this thesis.

At last, I want to say thank you for all those who have helped me to complete this thesis which may not be mentioned one by one. Hopefully this thesis can be useful for us and become the input for the parties in need.

Yogyakarta, _____

Nuzatul Dyah Sujatmi

TABLE OF CONTENT

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDICES

AN ANALYSIS OF WH-QUESTIONS IN ENGLISH LANGUAGE TEXTBOOK CURRICULUM 2013 FOR TENTH GRADE BASED ON THE COGNITIVE DOMAIN OF REVISED BLOOM'S TAXONOMY

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ABSTRACT

This research reports the study that investigated the proportions of cognitive levels from WH-questions presented in the textbook based on revised Bloom's taxonomy. The textbook is English Language textbook in Curriculum 2013 for tenth grade semester 1 published by the Ministry of Education and Culture. The researcher prepared an instrument to categorize WH-questions based on cognitive levels in Revised Bloom's Taxonomy (RBT). The instrument was adapted from Anderson and Krathwohl (2001). The researcher selected only all the WH-questions in the textbook. Then, all the WH-questions categorized by the instrument. The results show that the textbook is dominated by lower order thinking skills which are understanding (58,06%), applying (16,93%), and remembering (11,29%). The higher order thinking skills represent in analyzing (7,25%) and evaluating (6,45%).

Keywords: textbook, WH-question, higher and lower order thinking, revised Bloom's taxonomy

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study and significance of the study.

A. Background of the Study

Since 2013, the Ministry of Education and Culture applied new curriculum in Indonesia named *Kurikulum 2013* (Curriculum 2013). This curriculum uses scientific approach with five learning stages called observing, questioning, experimenting, associating and communicating. Curriculum 2013 has more emphasis on student-centeredness, in which the teacher is only as a facilitator. One of the learning goals of this curriculum is to develop students' thinking; therefore, the Ministry of Education and Culture published their own textbooks as the learning tool based on the curriculum.

In curriculum 2013, textbooks represent the curriculum. Relying on textbooks for teaching has many advantages. Seif (1994), as cited in Abdelrahman (2014) states that a textbook is students' guide which supply them with information and enrich their mind with knowledge. Another study explains that textbooks provide an important tool in transferring knowledge, that aims for conveying information about the subject and developing the understanding of the subject (Rezaeian & Zamanian, 2015). The textbooks are used as a guide to teach as well as a tool to develop students' thinking by the teachers.

Eventhough, textbooks play significant roles in EFL teaching and learning by providing useful material to both teachers and students (Charalambous, 2011), but textbook should not be used as the only source where the materials can take. Teachers may include variety of materials, for example online material or another textbook.

In the textbook, a question is an important aspect in developing students' thinking. In order to teach students' critical thinking, the questions in textbook should stimulate higher order thinking. Igbaria (2013) in his research explain that questions are extremely important for examining students' understanding of the learning material, and can be used to measure the level of thinking among students.

B. Identification of the Problem

A good textbook should pay attention to the content of the material. The material must be oriented on the activity that encourages an understanding of the concept. Extensive and in-depth material should be adjusted to the level of education and competence of the students. Those materials must include the entire standard of competence (Standar Kompetensi/SK) and basic competence (Kompetensi Dasar/KD) according the demands of standard content. So, students are expected to achieve the standards of competence of graduates (Standar Kompetensi Lulusan/SKL) optimally.

Since the Ministry of Education and Culture published their own textbooks, all teachers should use it as a guideline. Many teachers depend upon it. In fact the

textbook are widely used by the teachers, but not all of students can go beyond the standard of competence which is contained in the textbook.

As seen in the Exposure to the Deputy Minister of Education and Culture (Paparan Wakil Menteri Pendidikan dan Kebudayaan) (2014) about Concept and Implementation Curriculum 2013, there are three product formulations for senior high school level based on SKL. Those are:

1. Attitude

   Personal faith, morality, confident, and responsible to interact effectively with the social environment, natural surroundings, as well as the world and its civilization. The process is through receiving, running, cherish, appreciating, and practicing.

2. Skill

   Personal capable of thought and act productively and creatively in the realm of concrete and abstract. The process is through observing, asking, trying, reasoning, presenting, and creating.

3. Knowledge

   Person who master science, technology, art, culture, and vision of humanity, nationality, state, and civilization. The process is through knowing, understanding, applying, analyzing, evaluating, and creating.

From the excerpt above, it can be inferred that the senior high school graduates should get through the process of knowledge mastery from knowing,

understanding, applying, analyzing, evaluating, and creating. Importantly, the textbook used should facilitate the entire process of knowledge.

According to the researcher experience when participated on field study program in SMA N 1 Pakem, English teacher used textbook that published by the government. Based on the observation on September, 29th 2015, some students did not get used to supporting materials except materials in the textbook. They only receive what the textbook gave through the teacher. This condition made the textbooks as the main resources of teaching materials. In order to ensure that the textbook used facilitate the entire process of knowledge, it is necessary to do research about the content of the textbook.

This research helps teachers to investigate the cognitive levels of the book, especially in tasks involving questions. By investigating the cognitive level of the questions, teachers may take decision whenever it is necessary to develop the material in order to meet the needs of students.

C. Limitation of the Problem

This research has the following limitations:

a. The textbook is English Language textbook in Curriculum 2013 for tenth grade semester 1 published by the Ministry of Education and Culture.
b. The questions are limited to all WH-questions in the textbook.
c. The WH-questions in the textbook are categorized by revised Bloom's taxonomy (2001).

D. Formulation of the Problem

Based on the identification and limitation of the problem, the problem of the research can be formulated as follows:

How are the proportions of cognitive levels from WH-questions presented in the textbook based on revised Bloom's taxonomy?

E. Objectives of the Study

This research aims to describe the propotions of cognitive levels of the WH-questions in the textbook based on revised version of Bloom's taxonomy (2001).

F. Significance of the Study

The finding of this study will help teacher to decide which material in the textbooks that should be developed in order to promote students' higher order thinking skills.

CHAPTER II

LITERATURE REVIEW

This chapter presents literature review on textbooks, WH-questions, and revised Bloom taxonomy, review on related studies, theoretical framework, and analytical construct.

A. Literature Review

1. Textbooks

Textbooks are important aspect in learning. Hutchinson and Torres (1994), as cited in Rezaeian & Zamanian (2015) state that a textbook is an essential part of any educational context. A textbook provides teachers and learners with a structure of teaching and learning, methodological support and opportunities (McGrath, 2002).

Textbooks also can take a role as instrument of modifications and alterations. It gives teachers a relief as it reduces the heavy load of preparation, save time and makes teaching and learning easier (Charalambous, 2011). Hutchinson and Torres (1994), as cited in Litz (2005) suggest:

> "The textbook is an almost universal element of (English language) teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in (various) countries. No teaching-learning situation, it seems, is complete until it has its relevant textbook. (p. 315)"

From Hutchinson and Torres (1994), we can argue that there is no perfect textbook. All books have certain limitations and deficiencies and they all acquire evaluation, selection, adaptation, and supplementation. There is no course book that can work in all situations or can be applied to all teachers and students.

Textbook may provide useful materials in language teaching learning, but it cannot take a role as a teacher. It follow a statement from Allwright (1981), as cited in Charalambous (2011), said that language teaching and learning are complicated processes, they cannot be satisfied with a 'prepackaged' set of decisions that can be found in ready-made teaching materials.

In Indonesia, the government already provided textbooks for all subjects including English in schools. The textbooks are also used to the current Indonesia curriculum, Curriculum 2013.

2. WH-Questions

According to Cambridge dictionary, WH-question is a question in English that is a request for information. WH-questions usually start with a word beginning with wh-, but "how" is also included. The wh- words are: what, when, where, who, whom, which, whose, why, and how.

A question is one of the important components in textbook. Edward and Bowman (1996) as cited in Abdelrahman (2014) mention that questions, as a vital aspect of the textbook, aim to create an interest in the subject. Groisser (1964) explained the criteria of a good question, those are: (a) have purpose (asked to achieve a specific aim); (b) unambiguous (the meaning is clear); (c) concise (stated briefly); (d) simple (stated in ordinary conversational English words); (e) thought-provoking (they stimulate thought and response); (f) limited in scope (only one or two points delivered); (g) appropriate to the level of the class (adapted to students' variety).

Questions can be either high or low order. A low order question is one that requires the students to simply recall a single fact. While a high order question asks the students to recall facts but to show that they comprehend the topic, situation or solution to a state problem. A high order question will require that the student understand the relationship between a fact or a piece of knowledge within the greater context of the situation (McComas & Abraham, 2000).

High order questions require higher level cognitive process. At the higher levels of cognitive process, the students are involved in designing, constructing, planning, producing, inventing, checking, hypothesising, critiquing, experimenting, judging, comparing, organising, deconstructing, interrogating, and finding (Ali & Mishra, 2014). King, Goodson & Rohani (2001) state that higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking while Resnick (1987) as cited in Ali & Mishra (2014) mentioned the characteristics of higher order thinking are: multiple solutions, nuanced judgement and interpretation, the application of multiple criteria, uncertainty, self-regulation of the thinking process, imposing meaning, finding structure in apparent disorder, and effort.

However, the most famous theory that describes the levels of cognitive process is Bloom Taxonomy (1956). Based on Revised Bloom's Taxonomy (2001), higher order thinking is commonly typified as the three top levels: analysing, evaluating, and creating.

3. Revised Bloom Taxonomy (RBT)

Bloom's taxonomy is the most commonly used in area of education and has a long history since 1956. Aviles (2000) believes that Bloom's taxonomy of educational objectives is a tool that can be used in the wider context of education to help both new and experienced educators to think more precisely about what it means to teach and test for critical thinking.

Benjamin Bloom published his book *The Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook I: Cognitive Domain* in 1956. It discusses about categorization framework of educational objectives that further called as Bloom's taxonomy. This book had high influence against the education curriculum for the first 75 years of 20th century (Anderson & Krathwohl, 2001).

As mentioned before, Bloom classified educational objectives in his taxonomy. An outline of objectives contains two dimensions; a verb and a noun. Generally, the verb describe about the cognitive process, when the noun describe about the knowledge that students should master. Unfortunately, Bloom's taxonomy only has one dimension, it is the cognitive process. This process elaborate into six domains, those are knowledge, comprehension, application, analysis, synthesis and evaluation. Anderson& Krathwohl (2001, p.406-415) explains each level of the cognitive process as followed:

a. Knowledge

   It is defined as remembering of the previously learned material. All that required is the bringing to mind of the appropriate information.

   - Observation and recall of information
   - Knowledge of dates, events, places

- Knowledge of major ideas
- Mastery of subject matter

b. Comprehension

Comprehension defined as the ability to grasp the meaning of material.

- Understanding information
- Grasp meaning
- Translate knowledge into new context
- Interpret facts, compare, contrast
- Order, group, infer causes
- Predict consequences

c. Application

It refers to the ability to use learned material in new and concrete situations.

- Use information
- Use methods, concepts, theories in new situations
- Solve problems using required skills or knowledge

d. Analysis

Analysis refers to ability to break down material into its component parts so that its organizational structure may be understood.

- Seeing patterns
- Organization of parts
- Recognition of hidden meanings
- Identification of components

e. Synthesis

It refers to the ability to put parts together to form a new whole.

- Use old ideas to create new ones
- Generalize from given facts
- Relate knowledge from several areas
- Predict, drew conclusions

f. Evaluation

Evaluation is concerned with the ability to judge the value of material for a given purpose.

- Compare and discriminate between ideas
- Assess value of theories, presentations
- Make choices based on reasoned argument
- Verify value of evidence
- Recognize subjectivity

Moreover, Anderson and Krathwohl (2001) also revise Bloom's taxonomy. There are two reasons why the revise Bloom's taxonomy. First, there is a need to reorient of educators on the Bloom's book (1956), not merely as a historical

document, but also as an attainment that in many things have “preceded” of its time. Second, there is a need to combine knowledge and new thinking in a categorization framework of educational objectives.

Referring to the two reasons above, Anderson and Krathwohl (2001) introduced the new version of Bloom’s taxonomy. It is called Revised Bloom’s Taxonomy (RBT). If Bloom’s taxonomy only has one dimension; the cognitive process, RBT has two dimensions; the cognitive and the knowledge. The cognitive elaborate into six domains, those are remembering, understanding, applying, analyzing, evaluating and creating. Whereas, the knowledge elaborates into four domains, those are factual, conceptual, procedural and metacognitive. The cognitive domain of Revised Bloom’s Taxonomy (RBT) adapted from Anderson and Krathwohl (2001) can see in Appendix A. The explanation of knowledge domain contained in Table 1:

Table 1. Knowledge domain of Revised Bloom’s Taxonomy (RBT) adapted from Anderson and Krathwohl (2001, p.41-42)

Competence / Level	Definitions
Factual	Basic element that known by students to learn a subject or to solve problems in that subject. • Knowledge about terminology • Knowledge about details of elements in specific
Conceptual	Relationship between elements in a whole structure that may cause the elements used together. • Knowledge about classification and category • Knowledge about principle and generalisation • Knowledge about theory, model and structure
Procedural	How to do something, practicing research methods, and criteria for using skill, algorithm, technic and method.

	• Knowledge about skill in certain field and algorithm • Knowledge about technique and method in certain field • Knowledge about criteria to find the right time for using appropriate procedure
Metacognitive	Knowledge about cognition in general and awareness of self-cognition. • Strategic knowledge • Knowledge about cognitive assignments • Self-knowledge

To conclude, the summary of structural changes from Bloom's taxonomy into RBT is demonstrated in Figure 1.

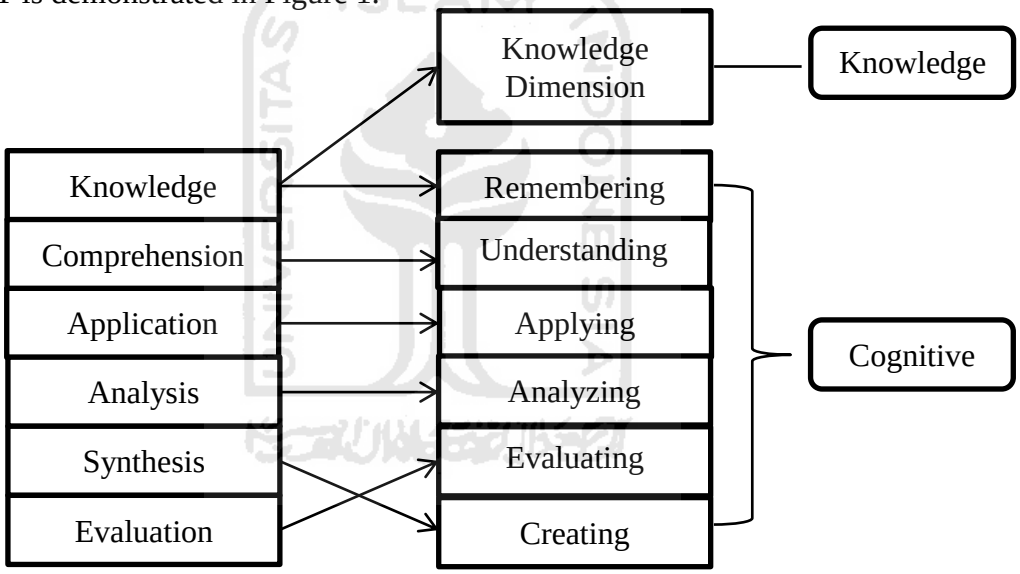

Figure 1. Structural changes from Bloom's taxonomy into RBT

Although there are two dimensions in RBT, this study only focus on the cognitive levels. This decision is based on the aims of this study. As mentioned above, this study aims to describe the proportions of cognitive levels in the WH-pquestions in the textbook based on revised version of Bloom's taxonomy (2001).

B. Review on Related Studies

Analysis of questions in textbooks is already widely scrutinized by many researches in the world. There are some previous studies that have deal with analysis of questions in textbooks. Riazi and Mosalanejad (2010) investigate the types of learning objectives in three Iranian senior high school textbooks and pre-university English language textbook using Bloom's taxonomy. The exercise and tasks of the textbooks were codified by a coding scheme based on Bloom's taxonomy (1956). They also calculated the frequencies and percentages of occurrence of different learning objectives. The findings demonstrated that the most frequent learning objectives were lower order thinking skills (73%). The higher order thinking skill was just 27%.

Another research was done by Igbaria (2013), examined the extent in which the WH-questions in the textbook emphasize high level thinking and whether the textbook aided students in developing cognitive skills. He did content analysis of six study units in the textbook *Horizons* according to Bloom's taxonomy using a valid and reliable guide table levels questions. The WH-questions were collected, listed, and analyzed from low order thinking skills to high order thinking skills. The percentage and frequencies were calculated. The finding showed that 244 questions representing lower order thinking skills, while 137 questions emphasized the three higher order thinking skills.

Next, Abdelrahman (2014) aimed to identify and analyze the types and levels of questions in the Tenth grade English language textbook which are used in Jordan during the academic year 2012-2013. He used a study analysis sheet

based on Revised Bloom's Taxonomy (RBT) to classify 655 questions. The results showed that most of the questions were within the first two levels; remembering and understanding (55,11%), applying (16,18%), analyzing (12,98%), evaluating (6,26%), and creating (9,47%).

Anggraeni and Suharyadi (2014) in their research examine the nature of reading questions based on Revised Bloom's Taxonomy (RBT). This research involved two English textbooks in different publisher. Textbook 1 published by the government, *Developing English Competencies for Senior High School Student Grade X*. Textbook 2 published by the non-government publisher (penerbit Erlangga), *Look Ahead 1 for Senior High School Students Year X*. Their study used descriptive quantitative study with two instruments, namely interview guide and identification sheets. The collecting data techniques were by selecting all the post reading questions and sorting the questions into each monologue text. Since it used RBT, they were analyzed based on the knowledge dimension and the cognitive process dimension. Also it used the question forms to define the question type. The results showed that Textbook 2 cover more categories than Textbook 1. There were 12 categories of knowledge and cognitive dimension, also 12 questions forms in Textbook 2. Meanwhile, Textbook 1 presented 6 categories of knowledge and cognitive dimension, also 6 questions forms.

Those four researches mentioned are chosen as related studies because those all focus on analyzing one aspect in textbook using Bloom's taxonomy. Compare to those four researches, this research focus on the proportions of cognitive levels from WH-questions presented in the textbook based on revised Bloom's

taxonomy. The selected textbook is English Language textbook in Curriculum 2013 for tenth grade semester 1 published by the Ministry of Education and Culture.

C. Theoretical Framework

Generally, this research contains WH-question in textbook as dependent variable and revised Bloom's taxonomy as the independent variable. A coding scheme of classification revised Bloom's taxonomy was used to describe the proportions of cognitive levels from WH-questions presented in the textbook. English Language textbook in Curriculum 2013 for tenth grade semester 1 published by the Ministry of Education and Culture was selected as the tool to implement the issue.

WH-question is a question in English that is a request for information. WH-questions usually start with a word beginning with wh-, but "how" is also included. The wh- words are: what, when, where, who, whom, which, whose, why, and how.

Revised Bloom's taxonomy is a tool that can be used in the wider context of education to help both new and experienced educators to think more precisely about what it means to teach and test for critical thinking. It first introduced by Benjamin Bloom (1956), and then revised by Anderson and Krathwohl in 2001. The new version consists of remembering, understanding, applying, analyzing, evaluating, and creating.

D. Analytical Construct

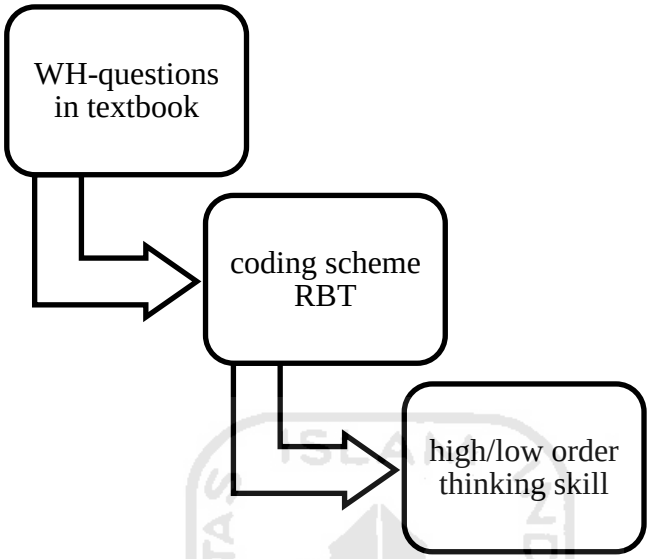

Figure 2. Analytical construct model

CHAPTER III

RESEARCH DESIGN

This chapter consists of research design, population and sample, data collecting techniques, and data analysis techniques.

A. Research Design

Quantitative method was chosen as the method of this study. Creswell (1994) mentioned that quantitative research is a type of research that is explaining phenomena by collecting numerical data analyzed by using mathematically based methods (in particular statistics). The quantitative research explains social phenomena through objective measurement and numerical analysis (Prastowo, 2011). This research used quantitative method because the results were demonstrated in percentage.

Quantitative method has numerical variations and types. One of them is descriptive study. Descriptive study is research involving only one variable in one group, without connecting with other variables or compare with other groups (Purwanto, 2010). This study used statistic to analyse the data. So, it called descriptive statistics. This statistic is statistic that show data in simple terms. It did not see the relations, differences, and the influence between variables. So, it not use the hypothesis in the analysis of research data (Periantalo, 2016).

As Hadi (2015) said that there are two ways to present statistical data. The first is using table, and the second is using chart. This study will use table in order to present statistical data. While the detail description of the data will explain in discussion section.

B. Population and Sample

This research analysed a textbook that published by the Ministry of Education and Culture. The textbook is an English language book for tenth grade in Senior High School. There were two parts of the textbooks, for semester one and semester two. The researcher only used a textbook for semester one. The aspect of the textbook analyzed was the questions, but the researcher limited the focus of the study only on WH-questions. There were 124 WH-questions in the textbook.

C. Data Collecting Techniques

1. Instrument

The researcher prepared an instrument to categorize WH-questions based on cognitive levels in Revised Bloom's Taxonomy (RBT). The instrument was adapted from a book entitled *Kerangka Landasan untuk Pembelajaran, Pengajaran, dan Asesmen* by Anderson and Krathwohl. This book was translated book from *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* by Anderson and Krathwohl (2001). This instrument included list of verbs to describe the proportions of cognitive level of each verb in WH-Questions appeared in the textbook (Appendix A).

2. Validity

The construct validity of the instrument has been proven because it is based on the construct of cognitive level in RBT (Anderson & Krathwohl, 2001).

3. Reliability

The construct of revised Bloom's taxonomy is widely applied by educators around the world. RBT provided educators with one of the first systematic classifications of the processes of thinking and learning (Forehand, 2011). Classification level of intellectual is important in learning process. Forehand (2011) also state that the RBT provides an even more powerful tool to fit today's teachers' needs. This statement supported by Paul (1985) argued that Bloom's taxonomy as a method of classifying educational objective, educational experiences, learning processes, and evaluation questions and problems.

Kocakaya and Kotluk (2016) provide some reasons for using revised Bloom taxonomy, those are:

1. RBT is a classification of learning objectives in education that the educators set for students (Krathwohl, 2002). The RBT is designed for developing learning objectives, teaching and assessment among these main components of an educational system (Nasstrom, 2009).
2. Nasstrom (2009) compared two taxonomies, RBT and Porter's, in order to assess their usefulness for alignment analysis based on Hauenstein's five rules and on inter-judge reliability, she found that

RBT empirically was more useful than Porter's model. RBT is useful for interpretation of standards and taxonomy is found to be the most useful model for classification of standards.

3. RBT has been developed for all academic subjects and allows comparisons of standards from different subjects and teachers need a framework to help them to make sense of objectives and organize them so that they are clearly understood and fairly easy to implement (Anderson and Krathwohl, 2001). The RBT has been applied to both pre-school education and higher education and to all types of academic subjects.

D. Data Analysis Techniques

The research technique takes some steps. First, the researcher identified all the questions in the textbook and listed all the questions in textbook. Second, the researcher selected only all the WH-questions in the textbook. Then, all the WH-questions categorized by the instrument. The results show frequency in percentage. But not only in percentage, the researcher described the cognitive levels that presented in WH-questions.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter describes all of research findings and discussions.

A. Research Findings

The researcher search for all the WH-questions in the textbook and wrote those all in a table. Some examples of WH-questions are seen in table in below. The table below represent table in Appendix B. The researcher wrote down the WH-questions and also added the page of each WH-question appeared in the textbook.

Table 2. Examples of WH-questions in the textbook

No.	Questions	Page
	CHAPTER 5	
1.	Where would you like to go on holiday?	40
2.	What is the writer's opinion about the person being described?	60

After that, the researcher categorized all the WH-questions using the research tool in the table of categorization. For example, in the first WH-question:

"Where would you like to go on holiday?"

In the textbook, this WH-question is in the writing section. The instruction asks students to write a paragraph using grammar material learned before. So the researcher conclude that this WH-question is include in applying category and executing sub-category, which the definition is implementing a procedure on familiar task.

Another example, the second WH-question in the table above:

"What is the writer's opinion about the person being described?"

This WH-question is perfectly belongs to analyzing category and attributing sub-category. The sub-category means determining point of view, bias, value, or intent behind the learning materials.

The researcher added the level of cognitive process of each WH-question in the table of Appendix B. Level 3 is represent applying category, while level 4 is represent analyzing category. So, the table is seen as table below.

Table 3. Examples of WH-questions in the textbook with the level of cognitive domain

No.	Questions	Page	Level
	CHAPTER 5		
1.	Where would you like to go on holiday?	40	3
2.	What is the writer's opinion about the person being described?	60	4

The next step, the researcher calculated the frequency that each cognitive level of revised Bloom's taxonomy appeared in textbook. The frequency and percentage for each level is shown in Table 4 and Table 5.

Table 4. Frequencies of the WH-questions in cognitive domain levels of Revised Bloom's Taxonomy (RBT) in each chapter

Chapter	Cognitive Domain						
	(1) Remembering	(2) Understanding	(3) Applying	(4) Analyzing	(5) Evaluating	(6) Creating	**Total**
Chapter 1	-	21	3	-	-	-	24
Chapter 2	2	1	1	3	2	-	9
Chapter 3	3	-	2	-	-	-	5
Chapter4	-	10	-	-	2	-	12

Chapter 5	2	10	-	3	-	-	15
Chapter 6	-	9	1	3	2	-	15
Chapter 7	-	7	3	-	2	-	12
Chapter 8	4	-	4	-	-	-	8
Chapter 9	3	14	7	-	-	-	24
TOTAL	14	72	21	9	8	-	124

The percentages are shown in the table below.

Table 5. Percentages of the WH-questions in cognitive domain levels of Revised Bloom's Taxonomy (RBT)

Cognitive Domain	Frequencies	Percentage
Remembering (1)	14	11,29%
Understanding (2)	72	58,06%
Applying (3)	21	16,93%
Analyzing (4)	9	7,25%
Evaluating (5)	8	6,45%
Creating (6)	-	-
TOTAL	**124**	**100%**

There are 9 chapters in the textbook. The researcher found 124 WH-questions. In understanding category, there are 72 WH-questions (58,06%). For applying category, there are 21 WH-questions (16,93%). Remembering category has 14 WH-questions (11,29%). Meanwhile, 9 WH-questions belongs to analyzing category (7,25%). The last, evaluating category are 8 WH-questions

(6,45%). There is no WH-question that belongs in creating category. The textbook is dominated by understanding category.

B. Discussions

The textbook has 9 chapters and also include 124 WH-questions. Each chapter has various combinations of cognitive level questions. Chapter one has 24 WH-questions in understanding and applying category. Chapter two has only 9 WH-questions, but this chapter quite varied because there are almost all the categories except creating category. 5 WH-questions in chapter three include remembering and applying category. While chapter four has two categories: understanding and evaluating. 15 WH-questions in chapter five belong to remembering, understanding and analyzing category. Chapter six has four categories, except remembering and creating. Chapter seven has 12 WH-questions in understanding, applying and evaluating category. There are only 8 WH-questions in chapter eight that include remembering and applying. Last, chapter nine has 24 WH-questions in remembering, understanding and applying. There is no WH-question that belongs in creating category.

According to revised Bloom's taxonomy, it can be concluded from the results above that this textbook has more emphasis on understanding category. The second is applying, and the third is remembering. Those three categories are on lower order thinking skills. Whereas, the higher order thinking skills are only analyzing and evaluating. The WH-questions in evaluating category usually take place at the end of chapter. Most of them is questioning about the whole material

in the chapter and how to improve it. Here the examples of the WH-questions in evaluating category:

"What have you learned from this chapter?"

"What is your plan to improve your ability in congratulating others?"

"What is your plan to improve your ability in describing places?"

The findings of this research are agreed with the majority results of previous studies as mentioned before as the related studies. Most of the result is that the lower order thinking skills are more frequent than higher order thinking skills. As Mayer (2002) state that too many emphasis on lower order thinking could not train the students to be critical readers as they read passively. The students should deal with questions that go beyond remembering and factual knowledge to have meaningful learning.

Since this textbook is published by the Ministry of Education and Culture, it represents the educational system of Indonesia. More specifically, it representing curriculum that used in Indonesia. Presumably, this textbook was designed to suit with the students' proficiency in Indonesia.

Curriculum 2013 has syllabus in every learning subject. The syllabus has specific learning objectives that students need to master. Learning objectives of each chapter in textbook are different. For example in chapter 5, there are five learning objectives. The first two learning objectives are about the attitude, and the last three are:

1. Identifying social function, structure of text, and linguistic elements of simple descriptive text about people.

2. Responding the meaning of spoken and written simple descriptive text about people.
3. Arranging spoken and written simple descriptive text about people.

The whole material in chapter 5 supposed to help students to achieve those three learning objectives mentioned before. The questions and instructions are used to reach the goals. The WH-questions that found in chapter 5 are shown in table below.

Table 6. The WH-questions that found in chapter 5

Questions	Page	Level
CHAPTER 5		
What can you tell about these people?	56	1
What do they look like?	56	1
Who is being described in the text?	59	2
How long have the writer and Dinda been friends?	59	2
What does Dinda look like?	59	2
What are her favourite clothes?	59	2
What kind of t-shirts does she like?	59	2
Why do many friends enjoy Dinda's company?	59	2
What is Dinda's bad habit?	59	2
What is Dinda's hobby?	59	2
How does the writer feel about Dinda?	59	2
Who is being described in the text?	60	2
What points are used by the writer to describe the person?	60	4
What is the writer's opinion about the person being described?	60	4
Why do you think we are created differently?	64	4

The WH-questions are only cover remembering, understanding, and analyzing category. As seen in the learning objectives, the WH-questions may not cover all the learning objectives. It only covers text structure and responding the meaning of written simple descriptive text about people. Fortunately, another

learning objectives covered by different instructions. But still, there is no question or instruction mentioned about social function of simple descriptive text about people.

This textbook is still focus on students as consumers of knowledge. It emphasizes on lower order thinking skills such as memorizing and understanding rather than using and practicing. It gives students a lot of information, but there is no chance to apply all of those information. Meanwhile, students never truly understand without trying to use it into daily lives (Igbaria, 2013).

If the textbook is not covered all the learning objectives, teachers should not use textbook as the only source where the materials can take. Teachers may need another supporting material, such as online material, in case to train the students to be critical readers. The variety of materials is necessary to cover the entire learning objectives.

However, both of questions in lower and higher order thinking are important. The questions in lower order thinking should be settled properly before moving to the higher order thinking (Anggraeni & Suharyadi, 2014). They also suggest that the questions given should be step by step, begin with lower order thinking and continued to higher order thinking.

As conclusion, the most frequent in this textbook is understanding category (58,06%). The second is applying with 16,93%. Then, 11,29% in remembering category. All those three are in lower order thinking skills. While the higher order thinking skills found only in analyzing and evaluating. The percentages of those two are (7,25%) and (6,45%).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion.

A. Conclusion

According to the overall findings of this research, it can be concluded that the textbook is dominated by lower order thinking skills which are understanding (58,06%), applying (16,93%), and remembering (11,29%). The higher order thinking skills represent in analyzing (7,25%) and evaluating (6,45%).

B. Suggestion

Based on the conclusion, the researcher would like to offer some suggestions and recommendations:

1. The textbook author should include educators with expertise in thinking and formulating questions. For the purpose to write textbook, need more than one expert educator as the author.
2. The questions in the textbook should be improved to cover all of the cognitive domain in RBT, both of lower and higher order thinking skills. The textbook should facilitate the entire cognitive domain of RBT. Or in other side, teachers may use additional material, such as online material, to cover all of the cognitive domain in RBT.
3. The higher thinking skills questions should be more encouraged, because it is necessary to build critical thinking for students.

4. For the future researcher, use revised Bloom's taxonomy to conduct research to evaluate textbook questions in another subjects or classes.

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APPENDIX A

Instrument Adapted from Revised Bloom's Taxonomy (RBT) from Anderson and Krathwohl (2001, p.40)

Cognitive Dimension					
1. Remembering	2. Understanding	3. Applying	4. Analyzing	5. Evaluating	6. Creating

Guidelines for List of Verbs Indicating Cognitive Domain from Revised Bloom's Taxonomy (RBT) by Anderson and Krathwohl (2001, p.100-102)

Categories and Cognitive Process	Other Names	Definitions and Examples
1. **REMEMBERING** — Taking knowledge from the long-term memory		
1.1. Recognizing	Identifying	Take the knowledge in long-term memory suitable to that knowledge. For example, recognizing the date of important moment in Indonesia history.
1.2. Recalling	Taking	Take the relevant knowledge from the long-term memory. For example, recalling the date of important moment in Indonesia history.
2. **UNDERSTANDING** — Constructing the meaning of learning material from oral, written, and graphic messages		
2.1. Interpreting	Clarifying, paraphrasing, presenting, translating	Changing one form (example, number) to be another form (example, words). For example, paraphrasing words and important document.
2.2. Exemplifying	Giving example, illustrating	Finding example or illustration about concept or principle. For example, giving example about kind of art painting.
2.3. Classifying	Categorizing, grouping	Determining something in a category. For example, classifying mental disorders that have been investigated.
2.4. Summarizing	Abstracting, generalizing	Abstracting common theme or main points. For example, write short note

		or summary about events on television.
2.5. Inferring	Extracting, extrapolating, interpolating, predicting	Make logical conclusion from information received. For example, in learning foreign language, inferring the grammar based on the examples.
2.6. Comparing	Contrasting, mapping, matching	Determine the relationship between two ideas, two objects, and something like that. For example, comparing historical events with the present situation.
2.7. Explaining	Making model	Making a causal model in a system. For example, explaining the causes of the important events on 18th century in Indonesia.
3. **APPLYING** — Carrying out or using a procedure in certain circumstances		
3.1. Executing	Carrying out	Implementing a procedure on familiar task. For example, dividing one number by another number, both numbers consists of several digits.
3.2. Implementing	Using	Implementing a procedure on unfamiliar task. For example, using Newton's law in the right context.
4. **ANALYZING** — Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose		
4.1. Differentiating	Isolating, sorting, focusing, selecting	Differentiating relevant from irrelevant learning materials, important from unimportant learning materials. For example, differentiating between relevant and irrelevant number from math subject.
4.2. Organizing	Finding coherence, integrating, creating an outline, describing the role, structuring	Determining how the elements work in a structure. For example, compile evidences in history to be the evidences that supporting and opposing a historical explanation.
4.3. Attributing	Deconstructing	Determining point of view, bias, value, or intent behind the learning materials. For example, showing the author's point of view of an essay based on the author's political point

		of view.
5. **EVALUATING** — Making judgments based on criteria and standards		
5.1. Checking	Coordinating, detecting, monitoring, testing	Finding inconsistencies or errors in a process or product; determining whether a process or product has internal consistency; discovering the effectiveness of a procedure that is being put into practice. For example, checking whether the conclusions of a scientists suitable with the data or not.
5.2. Critiquing	Rating	Finding inconsistencies between a product and external criteria; determining whether has external consistency; finding the accuracy of a procedure to resolve problem. For example, determining a best method from two methods to resolve a problem.
6. **CREATING** — Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure		
6.1. Generating	Hypothesizing	Hypothesizing based on the criteria. For example, hypothesizing about the causes of phenomena.
6.2. Planning	Designing	Planning a procedure to finish a task. For example, planning a research proposal about particular history.
6.3. Producing	Constructing	Creating a product. For example, creating habitat for particular species for a purpose.

APPENDIX B

Categorization of WH-Questions in Textbook

A table of categorization of WH-questions in the textbook

No.	Questions	Page	Level
CHAPTER 1			
1.	How does Hannah contact Alia?	8	2
2.	Where does Hannah study?	8	2
3.	What are Hannah's hobbies?	8	2
4.	What animals does she have?	8	2
5.	What do Hannah and her Hmong friends love to do?	8	2
6.	What profession would she like to have after graduating from her school?	8	2
7.	She isn't interested in fashion. Why?	8	2
8.	Where is she from?	8	2
9.	Where does Saidah study?	8	2
10.	What are Saidah's hobbies?	8	2
11.	Which authors does she like?	8	2
12.	What profession would she like to have later?	8	2
13.	How does she know Indonesia?	8	2
14.	What details can you find in the opening?	10	2
15.	What's the purpose of telling the contents?	10	2
16.	What details can you find in the contents?	10	2
17.	What's the purpose of writing the closing?	10	2
18.	What details can you find in the closing?	10	2
19.	What do you think they are doing?	13	2
20.	Where does it take place?	13	2
21.	Why do you think so?	13	2
22.	What do you write to start your response to an email/a letter?	14	3
23.	What details do you write in your email/letter?	14	3
24.	What do you write to end you letter/email?	14	3
CHAPTER 2			
25.	Who was he/she?	28	1
26.	How did you feel?	28	2
27.	What did you say?	28	3
28.	Who was he/she?	28	1
29.	Why did you compliment him/her?	28	4
30.	How did your friend feel when you compliment him/her?	28	4
31.	How did you compliment make him/her feel?	28	4
32.	When do you need to do that?	30	5
33.	When do you need to do that?	30	5

CHAPTER 3			
34.	Why do you think people visit these places?	32	1
35.	What can they do there?	32	1
36.	Which one do you prefer to visit? Why?	32	1
37.	Where would you like to go on holiday?	40	3
38.	What are you going to do during holiday?	40	3
CHAPTER 4			
39.	Who is Nura?	46	2
40.	Who is Juna?	46	2
41.	What's Juna's negative characteristic?	46	2
42.	How does Nura teach Juna?	46	2
43.	What leads Juna's life to his downfall?	46	2
44.	What does Nura to do return the wealth of Juna's family?	46	2
45.	Who first congratulates Juna when he regains success?	46	2
46.	How do they congratulate Juna? What expressions are used?	46	2
47.	What expressions are used by Juna's staff to congratulate him?	46	2
48.	How does Nura feel about Juna's achievement?	46	2
49.	What have you learned from this chapter?	54	5
50.	What is your plan to improve your ability in congratulating others?	54	5
CHAPTER 5			
51.	What can you tell about these people?	56	1
52.	What do they look like?	56	1
53.	Who is being described in the text?	59	2
54.	How long have the writer and Dinda been friends?	59	2
55.	What does Dinda look like?	59	2
56.	What are her favourite clothes?	59	2
57.	What kind of t-shirts does she like?	59	2
58.	Why do many friends enjoy Dinda's company?	59	2
59.	What is Dinda's bad habit?	59	2
60.	What is Dinda's hobby?	59	2
61.	How does the writer feel about Dinda?	59	2
62.	Who is being described in the text?	60	2
63.	What points are used by the writer to describe the person?	60	4
64.	What is the writer's opinion about the person being described?	60	4
65.	Why do you think we are created differently?	64	4
CHAPTER 6			
66.	As one of ecotourism destinations, what does Tanjung Puting National Park offer to tourists?	71	2
67.	How is the park different from the parks in the cities?	71	2

68.	How is Camp Leaky related to Tanjung Puting National Park?	71	2
69.	How can people reach Camp Leaky?	71	2
70.	What does the words *ex-captive* tell you about the orang utans in Camp Leaky?	71	2
71.	What is special about the means of transportation to Camp Leaky?	71	2
72.	How interesting or uninteresting is the journey on the way to Camp Leaky? Why do you think so?	71	2
73.	How interested are you in visiting Tanjung Puting National Park? What make you interested (or not interested) in the park?	71	2
74.	What should they do with the wastes?	71	2
75.	If you were also a tourist, what would you do?	71	3
76.	Where is the position of the opinion adjectives?	76	4
77.	What should she do?	79	4
78.	If you were to divide the text into some paragraphs, how would you do it?	79	4
79.	What have you learned from this chapter?	80	5
80.	What is your plan to improve your ability in describing places?	80	5
CHAPTER 7			
81.	Where is Niagara Falls located?	86	2
82.	What can people enjoy in the Cave of the Winds?	86	2
83.	Where can people watch a film of the thundering falls with completely different background?	86	2
84.	What is kept in Niagara Science Museum?	86	2
85.	What is shown in Niagara's Wax Museum of History?	86	2
86.	Where can people see the history of how electricity was made?	86	2
87.	If you had an opportunity to visit Niagara Falls, which attraction would you visit first? Why?	87	2
88.	What is the name of the place and why it is interesting?	91	3
89.	What attractions are available in this place?	91	3
90.	What is your overall impression about the place?	91	3
91.	What have you learned from this chapter?	92	5
92.	What is your plan to improve your ability in describing places?	92	5
CHAPTER 8			
93.	What is the name of the building?	94	1
94.	Where is it?	94	1
95.	What does it look like? (What words describe the building?)	94	1
96.	What history do people know about the building?	94	1
97.	What is the name of the place?	101	3

98.	How old is the place?	101	3
99.	Why is it mysterious?	101	3
100.	How does the place look like?	101	3
CHAPTER 9			
101.	Who is the announcement for?	104	1
102.	What is the announcement about?	104	1
103.	Where do you think you will hear that kind of announcement?	104	1
104.	Who wrote the announcement?	109	2
105.	When was the announcement released?	109	2
106.	Who is the announcement for?	109	2
107.	What is the announcement about?	109	2
108.	When and where will actually the concert be held?	109	2
109.	What has the Faith & D Entertainment Management submitted to Cjes Entertainment?	109	2
110.	What did Faith & D Entertainment write in the last paragraph?	109	2
111.	Who wrote the announcement?	109	2
112.	Who is the announcement for?	109	2
113.	What is the announcement about?	109	2
114.	How long does the term last?	109	2
115.	How does the registration occur? What does that mean?	109	2
116.	What will the school do to the other applicants when all the student spots are full?	109	2
117.	What do the participants receive?	109	2
118.	Where is the announcement from?	114	3
119.	Who is the announcement for?	114	3
120.	What is the announcement about?	114	3
121.	When will the games be?	114	3
122.	Where will the games be?	114	3
123.	When do the members have to pay the contributions?	114	3
124.	What is the number of the account to pay checks?	114	3